

Leeds Standing Advisory Council on Religious Education (SACRE)

Annual Report

2015 – 2016





Contents

Introduction from the Chair of SACRE, 2015-16	4
Part 1 The work of SACRE	6
Part 2 Provision of Religious Education	11
Part 3 Collective Worship	20
Part 4 Summary of achievements and priorities	24
Appendices	
Appendix 1 Minutes of SACRE meetings	25
Appendix 2 SACRE membership	35
Appendix 3 Examination results	37

This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship in Leeds, please contact Alastair Ross at alastair.ross@leeds.gov.uk

Introduction by the chair of SACRE

I am really pleased to introduce this report of the work of Leeds SACRE for the school year 2015/2016. It has been another busy year for Leeds SACRE with much achieved.

Over the past year the focus of our meetings has been to hear how the new syllabus for RE has been successfully embedded into our schools and to find out about the training opportunities and resources which have been provided to support teachers to deliver the new syllabus.

The two working groups which were set up were well attended by SACRE members and it has been good to see that there has been development of further units of work to support teachers in delivering the syllabus. One group specifically looked at resources for the teaching of the new syllabus and the other group focused on looking at current provision for collective worship and, with Alastair, our consultant, produced new guidelines for school.

The writing of, and approval of updated and clarifying guidance on collective worship has been a major achievement of the year. The guidance has been provided to support schools in promoting good SMSC development. Alastair, the consultant to Leeds SACRE visited ten schools to observe an assembly and review school policy and practice. There were many positives from the schools visited. These can be seen in the report.

One of the highlights of the year for me has been the start of a collaboration between Leeds SACRE, Kirklees SACRE and Calderdale SACRE. A joint SACRE meeting was held for members of all three SACRE's and we were fortunate to hear from Joyce Miller who shared some positives about the present state of RE nationally. These include the fact there are more 'A' Level entries than ever before – up 7% and more GCSE full course entries and that the future of the RE Quality Mark is secure. The REQM is something which Leeds SACRE will be focused on this year in looking at support for schools in entering for the RE Quality Mark.

I would like to thank a number of colleagues who have supported me over the past year, my first as Chair. I look forward to working with them again in 2016/2017.

Thanks go to Alastair Ross, our educational consultant who has offered great support to SACRE and visited many schools in Leeds to support them in developing their RE and collective worship provision.

I am grateful to Kevin Paynes and Erica Hiorns, both of them officers of the children's services department of the city council, for their help and advice over the past year.

Our Vice Chair, Mark Edon, who is a very active member of SACRE and contributor to the two working groups has agreed to continue in the role for the forthcoming year. We are very grateful for all his hard work on SACRE.

Once again, our clerk, Christine Crossley deserves many thanks for her excellent minuting of meetings and preparation of agendas to help our business run smoothly.

I would also like to thank all the members of Leeds SACRE who give of their time on a regular basis to promote RE and support the development of RE and collective worship in Leeds.

Denise Brogden

Chair of Leeds SACRE, 2015-16

Part 1: The Work of Leeds SACRE

The Annual Report and SACRE's responsibilities

SACRE is required to produce an annual report as one its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Leeds SACRE also seeks to serve and support all schools and academies within the city and makes its agreed RE syllabus freely available to all.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Leeds. This knowledge has been included in this report. Detailed analysis of public examination results is also included.

Meetings of SACRE

There were four meetings of SACRE during the year 2015-2016. The meetings were held on the following dates and the minutes are included in Appendix 1: 21 September 2015, 16 November 2015, 29 February 2016 and 16 June 2016. A full programme has been arranged for 2016-2017 with meetings scheduled for 15 September 2016, 16 January 2017 and 8 June 2017. Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, a joint SACRE conference with Calderdale and Kirklees has been arranged for 26 September 2016. This will take place at Holy Trinity Church, Boar Lane, in the centre of Leeds from 6.00 until 8.00 pm. Members of Bradford SACRE have also been invited. It is intended that this meeting may help to develop further partnership in West Yorkshire.

Membership

SACRE membership includes representatives from all four constituent committees.

- Committee A Faiths and denominations except Anglicans
- Committee B The Church of England
- Committee C Teachers and schools
- Committee D Leeds City Council

A full list of members is included in Appendix 2.

At the beginning of the year, Michael Dorsey stepped down as chair of SACRE and Denise Brogden was elected as chair for the year, her position confirmed by the City Council.

During the year Major Andrew Jarrold from the Salvation Army and Ms R Williams from the NUT left SACRE with gratitude for the contributions they have made to SACRE's work during their tenure of office. Mrs Janet Buttanshaw joined SACRE as a representative of the Anglican diocese.

Events and Developments

SACRE discussed a range of items during the year. One of its chief concerns was to embed the new RE syllabus for schools in the city. This came into effect in September 2015 and was accompanied with resources and training for schools. This is outlined in more detail in part 2 of this report.

Allied to this, SACRE discussed the supporting materials provided for the syllabus and made suggestions about the development and extension of this provision.

Other key areas of discussion during the year included:

- Training for teachers;
- Collective worship;
- Collaboration with other West Yorkshire SACREs;
- The development of a SACRE newsletter;
- Encouraging visits to places of worship;

Meetings were held in the Civic Hall and three places of worship in the city: Leeds Minster in the city centre, the Guru Nanak gurdwara in south Leeds and the United Hebrew Congregation on Shadwell Lane.

Priorities

The priorities for 2015-16 were included in last year's report. Progress on these is briefly outlined here:

The development of SACRE's ability to monitor RE in the city and to develop new resources, through the creation of two new working groups of SACRE members.

- SACRE set up two working groups. The first aimed to support the teaching of RE, focusing on the development of the RE Quality Mark in Leeds, exam results and other areas identified by the group. The second aimed to consider resources to support the new syllabus, focusing on the syllabus resources and the developing opportunities for visits and general information about different faiths in the city. They helped to support some of the objectives outlined below. In particular they took a close look at syllabus resources and also the monitoring of collective worship. A report on the latter is included in more detail in section 3 of this report.

The provision of units of work for use in special schools (SILCs) or with pupils with special needs.

- Two teachers were recruited to look at this area, jointly with Kirklees, including the chair of SACRE, herself a special school teacher. They decided that further units were not necessary and existing resources were useful and were being adapted effectively to match the learning context.

The development of further units of work to support the links between RE and the promotion of tolerance.

- This has been developed during the year and there is a full report on this in section two.

Developing partnership working with other SACREs in West Yorkshire.

- The new syllabus gave the opportunity to link the RE curricula in two other West Yorkshire authorities. From this starting point, further collaboration is planned including a joint conference in September 2016.

Provision of high quality CPD in RE and related areas.

- A full programme of training in RE has been offered through Leeds Learning Partnership and taken up by schools. A full report on this is included in section two.

Support for schools in entering for the RE Quality Mark.

- No further action has been taken on this and it will be a priority during the coming year.

Development of a database of opportunities for visits to and from faith communities as additional resources for teachers.

- A list of possible resources and places was produced in June 2016 and will be updated regularly. In addition, updated guidance has been provided to Leeds schools on sensitivity to faith issues.

Financial support

Leeds SACRE is financed by the City Council as part of its statutory duties. Most of these resources fund RE training and consultancy and other statutory roles. Additional sums supported training and development.

Partners, Support and advice

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Leeds City Council, NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs) and the RE Council of England and Wales.

After due tender process, the Council has contracted Pennine Learning Associates Ltd to support its statutory services for RE and related issues. Pennine Learning is a small West Yorkshire based company that specialises in school and LA support for RE, equality and community cohesion. Through its consultants, Alastair and Ian Ross it has also supported RE in Kirklees and Calderdale for a number of years and helped Leeds City Council to produce the RE syllabus. The consultants can be contacted at alastair.ross@leeds.gov.uk or at enquiries@penninelearning.com.

There were no formal complaints registered to SACRE throughout the academic year.

Part 2: Provision of Religious Education

The new Local RE syllabus

A new Agreed Syllabus for Leeds came into effect on 1st September 2015 and is the statutory agreed curriculum for all maintained schools in the city. It will remain in force until 2020 unless revised before that date. This syllabus for religious education is the statutory curriculum for maintained schools. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, it welcomes use of these resources by all local schools.

The syllabus reflected national priorities and local needs. SACRE supported training which was provided through Leeds City Council at a full day RE conference and two twilight training sessions in the summer term of 2015. Further training has been provided during the current year.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);
- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Resources

The syllabus is supported by an extensive range of units of work for use by teachers. These are housed in the West Yorkshire RE Resources Hub shared by Leeds, Kirklees and Calderdale. This on line provision includes over 50 detailed units of work that support the agreed RE syllabus.

The Hub also contains a range of other support materials including:

- Anthology of religious stories
- Faiths background information
- Governors' guidance
- Ofsted guidance
- RE Council national framework
- RE policy template

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and

priorities. About 400 schools in West Yorkshire and beyond now subscribe to the Hub, including about 150 in Leeds.

During the year a member of SACRE quality assured a selection of the primary units and found them to be of good quality, with one exception that has now been revised.

All units at KS1-2 have also been revised with information about learning outside the classroom and to include new assessment criteria that does not depend on level descriptors.

In the last few years a number of factors have put pressure on RE at KS3. These include a substantial number of schools implementing a two-year KS3 and a new GCSE specification making it important to prepare students with knowledge and skills in a different way.

In the light of these changes new exemplar units have been prepared for schools and the resources offer an alternative pathway for schools to follow at KS3. These units of work have been prepared by teachers in Leeds, Kirklees and Calderdale and supervised by the RE consultant. The new units of work are:

- 7.6 How do the Five Pillars guide Muslims?
- 8.6 Was the universe created by God?
- 8.7 How do beliefs grapple with evil and suffering?
- 9.6 Can religion cause or cure extremism?
- 9.7 How do beliefs make a difference to caring for the environment?
-

The new units offer an alternative pathway using these units of study. This does not change the statutory requirements of the syllabus; it is simply an alternative way of fulfilling the requirements while also recognising the different scenarios faced by schools. This pathway enables schools to fulfil the requirements by focusing on Religious Studies in Y7, Philosophy in Y8 and Ethics and Community in Y9. In reality, because the units do not purely cover one of these areas, students study Religion, Philosophy and Ethics throughout KS3, but the focus and emphasis is different in each year group. It also means that where schools start GCSE in

Y9, they can cover the ethical issues within the GCSE, though in this case, schools must take care to ensure robust coverage of community cohesion and tolerance of diversity.

Visits and visitors

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school. This is often a difficult practical issue for schools. To assist, a directory of contacts was prepared and issued during the year. This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

It includes individuals who are willing to come into schools to support RE and to bring some direct engagement with faith communities. It also includes some general information about places and organisations. The list covers Calderdale, Kirklees and Leeds. The list can only be as good as the information offered and received. Additions and suggestions are welcomed from schools, faith communities and individuals.

It is clear that the purpose of visits is to support the education of young people, not in any way to persuade or proselytise. However, direct engagement with people of faith will enliven and inspire pupils' thinking so they can make their own judgments and develop their own understanding. Useful guidance has been published by the National Association of Teachers of RE (NATRE), 'Religious Believers Visiting Schools: guide and code of conduct' (2013).

Although due care was taken to check that individuals and organisations are appropriate and bona fide, it is neither apt nor possible for SACRE or the Council to conduct safeguarding or quality assurance checks in a comprehensive way. It is the responsibility of individual schools to undertake normal safeguarding and quality assurance procedures for themselves.

RE Quality Mark

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE wishes to encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year.

Provision of Training

SACRE does not directly provide other training but recognises and encourages the comprehensive provision of training and support through Leeds Learning Partnership. The Partnership provides termly Subject Leader and Development Meetings (SLDM) for secondary RE lead teachers across the authority, as well as a cross phase RE conference in the summer term. The SLDMs have been organised and steered by two lead teachers: Siobhan Brady from the Lighthouse Academy and Alistair Harris from Pudsey Grangefield School.

The following courses and consultancies have been provided by the RE consultant through Leeds Learning Partnership during the year:

- Teaching and Learning with the new RE syllabus – September 2015
- Teaching and Learning with the new RE syllabus – February 2016
- RE for Newly Qualified Teachers – April 2016
- RE conference – June 2016

Training and consultancy has been provided to schools and staff training and support is offered in school for 2016-17. In addition, the RE consultant has given input on the new syllabus at a School Senior Leaders' Briefing.

Other support

A half-termly newsletter is prepared for schools in Leeds and sent directly to schools. The RE Consultant has prepared revised guidance for schools on sensitivity to religious beliefs and this has been sent to all headteachers. SACRE considered and supported this guidance.

Examinations

The National Picture

The number of pupils in England and Wales taking the GCSE Religious Studies full course is at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. Overall 47% of Y11 students in 2016 took GCSE RS Full Course.

The increase in entries for Religious Studies has been achieved despite the subject having been excluded from the EBacc performance measure. This means that the increase in entries has been due to the popularity of the subject with pupils and the desirability of the qualification, rather than as the response to incentives created by government policy. The increase in entries for the full course GCSE parallels the increase in A level entries, released recently, which are up by 6.8% this year compared with 2015.

However, there has been a drop in the number of entries for the short course GCSE in Religious Studies. There were 22.9% fewer entries in England for the short course GCSE in RS than there were in 2015. This represents a continuation of a steep decline in entries for the short course, down from 254,698 in 2010 to just 53,093 in 2016. This drop is due to Department for Education performance tables, which no longer take account of results in short courses. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects: almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The key outcomes for Religious Education in England and Wales at KS4 in 2016 are as follows:

- There were 284,057 entries for the full course in GCSE RS, a rise of 0.1% from 2015 (283,756)
- There were 71,299 entries for the short course in GCSE RS, a decline of 17.7% from 2015 (86,679)
- There were 355,356 entries for GCSE RS (combined short and full courses), a decline of 4.1% from 2015 (370,435)

In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010. This echoes research by NATRE (published in January 2016) that found that 30% of community schools and 40% of academies without a religious character are still failing to meet their legal or contractual agreements to provide religious education for this key age group.

- 29.2% of entries for the full course in GCSE RS were awarded an A or an A*
- 19.2% of entries for the short course in GCSE RS were awarded an A or an A*

Rudolf Elliott Lockhart, Chief Executive, Religious Education Council of England and Wales (REC) commented, 'While it is fantastic to see increasing numbers of students opting to take the full course GCSE in Religious Studies, a reflection of the attraction of an academically rigorous subject that helps prepare students to understand an increasingly diverse modern world, we should not ignore the troubling news that declining entries for the short course mean that more than 100,000 fewer young people have studied the subject at GCSE level this year than in 2010. It is dangerous for there to be increasing numbers of young people missing the opportunity to develop their understanding of the full diversity of faiths and beliefs. More than ever, as our society becomes increasingly multicultural and religious extremism continues to dominate the news agenda, we need young people to be religiously literate. We need them to become skilled intercultural navigators, and good Religious Education is a key part of that.'

Leeds Public examinations entries

The analysis of local data does not refer to GCSE short course as information on number of entries or grades for this is not available at Local Authority level.

Exam entries for GCSE full course has dropped in the last year. This may be due to the fact that RE does not count as an Ebacc subject. Thirty-five schools entered pupils for full course examination.

Exam Year	Number of Entries RE Full Course
2016	3472
2015	3738
2014	3304

Fourteen schools entered students for A level Religious Studies with 193 entries at this level. This number of entries is considerably higher than the numbers entered in 2014 (166). More girls were entered for A Level exams than boys this year and attained higher grades than the boys at A*-B.

Leeds Public examination results

The percentage of pupils achieving A* - C grades at GCSE has remained increased by 1% from 2015 to 67%. However, the national average has also increased by 1% to 72% so Leeds still lags behind in terms of achievement.

49% of disadvantaged pupils, of whom there were 970 entered, gained A*-C. This compares with the 74% A*-C of other pupils (2501 entries). The gap between disadvantaged and other pupils has therefore increased by 1% on the previous year.

It appears from analysis of the results at RS GCSE girls scored a greater proportion of A* - C grades than boys. Girls attained 74% of A* - C grades with boys attaining 60% A* - C.

Progress data also indicates that pupils Leeds are performing less well than their peers nationally relative to starting points. Using the new scores where 0.0 is neutral, the progress score in Leeds for pupils in RE is -0.06. There is little difference in the progress made by boys and girls. However, disadvantaged pupils in Leeds make nearly half a grade less progress

than their peers nationally (-0.42) whilst non-disadvantaged pupils in Leeds actually do better than their peers nationally (+0.07). Pupils with English as an additional language in Leeds perform over half a grade better than their peers nationally (+0.59) compared with those for whom English is their first language (-0.17) who make less progress than similar pupils nationally with the same starting points.

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 2014 show that students' achievement remained the same at A* - B grades for A level (52%) in 2015 as 2014.

Part 3: Collective worship

The Law and Guidance

During the year updated and clarified guidance on collective worship was drafted and approved by SACRE and the local authority. This guidance is provided to support schools in fulfilling statutory obligations and promoting good SMSC development. It applies to maintained schools within Leeds. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

The 1988 Education Act required collective worship to be wholly or mainly of a broadly Christian character. This allows schools to focus on some broad, universal and important

themes, common to world faiths and non-religious world views: compassion, forgiveness, generosity. It also allows schools to remember specific festivals or stories from Christianity and all world faiths, as well as secular perspectives.

Determinations

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE. At the moment there are no determinations in place for any Leeds maintained schools.

The purpose and nature of collective worship

During the year, SACRE discussed the purpose and nature of collective worship. At national level, recent reports have suggested that compulsory collective worship should be abolished. The following motion was approved at its February meeting:

Leeds SACRE agrees that the current statutory requirement for Collective Worship is outdated and requires reform in order that young people have the opportunity for self-reflection and to explore their own spirituality.

Support and Monitoring

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Leeds (including academies and free schools) and was available for up to ten schools. All schools that requested a visit were offered one.

The visit took the form of observation of an assembly, discussion of the pattern of collective worship and a review the strengths and priorities with you. Suggestions were offered on resources and ideas. It was in no sense an inspection but aimed to celebrate strengths and

to identify areas for development. No charge was made for the visits. All visits were led by the RE Consultant.

The aims of the visits were:

- To discuss the pattern of collective worship;
- To reflect on their contribution to statutory expectations and good practice;
- To review the strengths and priorities;
- To offer suggestions for future development.

The following schools were visited during February and March 2016:

- Gildersome Primary School
- Tranmere Park Primary School
- Shadwell Primary School
- West Oaks School, Boston Spa
- Seacroft Grange Primary School
- Raynville Primary School
- Calverley Parkside Primary School
- Westerton Primary School
- Hugh Gaitskell Primary School
- NW SILC

Visits usually lasted about 2 hours. A summary report with observations and recommendations was sent to each individual school to inform school improvement planning and to share with governors and other interested stakeholders.

Some of the key positives were:

- The willingness of schools to learn and to develop their provision;
- Many schools had an organised programme, linked closely to SMSC and the promotion of fundamental values;
- In some, but not all, schools, there was involvement by staff in preparation and presentation of assemblies;

- There were good opportunities for celebrating children’ work and achievements;
- Headteachers offered positive leadership;
- There were examples of good practice in how to create a time of reflection, particularly in the special schools visited. However, this was not universal;
- Pupils were generally calm, focused and interested;

These are the most common issues that arose, though clearly individual schools varied:

- Planning a pattern that includes awareness of religious traditions and festivals as well as other commemorations and themes;
- Developing the use of reflection to enrich pupils’ experience. This might include a short period of silence, music, visual stimulus, prayers or poems;
- Considering how collective worship is evaluated by pupils and staff;
- Investigate how collective worship can extend pupils’ engagement with diverse faiths and traditions. This will strengthen the nurture of SMSC development and the promotion of values of diversity and tolerance;
- Explore possible guests to help children to engage directly with people of faith and other ethical traditions, including governors, staff or members of the local community who would be willing to answer questions in an assembly or class.

By its nature this is not a representative sample. SACRE can only visit schools at their request so findings cannot be extrapolated to give an overall picture of collective worship across the City of Leeds. However, it does give indications of some of the issues and offers support to these individual schools. It also informs any other support or guidance that can be offered in the future.

Complaints

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

Part 4: Summary of achievements and priorities

Achievements and good practice during 2015-2016

These include:

- The embedding of a new RE syllabus and the provision of training and support
- Supporting the quality assurance, development and extension of RE resources on the RE Hub
- Completion of sample monitoring and support for collective worship
- Provision of new guidance on collective worship
- Provision of revised guidance on sensitivity to faith in schools
- Production of a list of contacts for school visits and visitors

Main priorities for 2016-2017

These include:

- The development of further units of work to support the links between RE and the promotion of tolerance;
- Developing partnership working with other SACREs in West Yorkshire;
- Provision of high quality CPD in RE and related areas;
- Support for schools in entering for the RE Quality Mark;
- Offering RE reviews in schools
- Widen membership and improve attendance at SACRE meetings

Appendix 1: SACRE minutes 2015-2016

Minutes of the Meeting held on Monday 21st September 2015

at Civic Hall Leeds

Present	<p>Ms D Brogden (NAS/UWT) New Chair Mr M Dorsey (Judaism) Mrs B Witt (Quaker) Mr R Martin (ATL) Mr M Edon (Humanist) Vice Chair Cllr J Dowson (Labour) Mrs M Halsey (CofE) Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Mrs H Sagoo (NUT) Rev T Anslow (CofE) Mrs H Brown (NASUWT) Mrs S Varley (United Reformed Church) Alastair Ross New RE Consultant Erica Hiorns (School Improvement) Kevin Paynes (Lead Secondary Adviser)</p>	
Apologies	<p>Mr H Singh Sagoo (Sikh Community) Mrs W Ridley (Buddhist) Ms C Frieze (Methodist) Cas Stoodley (Baptist) Mrs F Beevers (CofE) Cllr R Downes (Liberal Democrat) Mrs S Chauhan (Hindu) Mrs N Nedd (Catholic)</p>	
Minute taker	Christine Crossley	
Minute No		Action
1.	Chair's opening remarks, apologies and membership update	
1a	<p>Michael welcomed everyone present for his last time as the Chair. He is concerned that the group looks very good on paper as we now have 31 members. However at today's meeting we only had 13 members. He stressed that if members had 3 absences in a row they could be removed from the membership. He is keen that members send a substitute to ensure continuity. The meeting is open to the public. A suggestion was made of a support letter to members reminding them to send a substitute.</p>	

1b	<p>MINUTES OF THE LAST MEETING AND MATTERS ARISING The Minutes of the Meeting held on 7th July 2015 were agreed correct.</p>	
2.	<p>Farewell remarks by the Chair The constitution – this is now new and relevant for the next 7 years. We have the new syllabus in place and the launch was a success. Alastair Ross has been appointed as the new RE consultant for Childrens’ Services and he works with Pennine Learning. We also have 2 new sub-groups in place to cover monitoring + evaluation and development of resources. Michael now felt that the time is right for a new Chair. He thanked colleagues who have supported him during his time as Chair</p>	
3.	<p>Installation of the new Chair and Vice Chair Councillor Jane Dowson thanked Michael for all his hard work and dedication in the role of Chair. Cllr Jane then confirmed that Denise Brogden would be the new Chair for SACRE and that Mark Edon would continue to be Vice. Denise thanked Cllr Jane for confirming her new role and went on to thank everyone for their support</p>	
4.	<p>A New Settlement for RE: a paper by Rt Hon Charles Clarke and professor Linda Woodhead. This paper was circulated to all members. This document makes radical proposals for the changes to the role of SACREs. The following list of questions were discussed in small groups</p> <ol style="list-style-type: none"> 1. Do you think that there is a need for a review of the current legal settlement? 2. Do you agree that becoming a National Curriculum subject would help RE with parity with other subjects and raise standards? Would you prefer to continue to have a locally agreed syllabus? Why? Why not? 3. Have you any comments on the proposal to abolish compulsory collective worship? 4. What do you think about the proposed role for SACREs? <p>The main points fed by the group were: Yes it needs a review. Would it be better to go National or keep the 70 SACREs nationally or perhaps we retain a mix of both. Daily Act of collective worship was not mentioned. How do we define worship? Other countries do more on RE. Write to secretary of state and suggest what she reviews and takes a position. NATRE and NASACRE are asking for responses.</p>	

	Denise and Mark to draft a response	DB & ME
5.	<p>An update on training in relation to the new Agreed RE Syllabus</p> <p>The Conference and additional twilight sessions for schools which outlined the new RE syllabus were very successful. A meeting is arranged with Alison Yorke on 30th September to look at suggested possibilities for training.</p> <p>Sub groups to feed into this. Not all staff have access to the Hub. There has not been any negative feedback. Secondary networks are in place. Units for special schools need to be developed further. 100 schools so far have bought the units of work</p>	
6.	<p>Proposals for collaboration with the other SACREs in West Yorkshire</p> <ul style="list-style-type: none"> • Proposal for collaboration with local SACREs in a similar way to Greater Manchester. May explore joint West Yorkshire SACRE once a year. • Explore conference – one in June • AR suggested research into a joint date, key questions, sharing. Preparation in ‘difficult conversations’ needs more work as this is a difficult subject area • Traded Offer – bring to next meeting • Joint Special and Primary – NATRE Denise 	
7.	<p>A possible Newsletter for SACRE</p> <ul style="list-style-type: none"> • It was suggested that there be 2 newsletters. • One for the SACRE group to keep them informed with reports, ideas, agenda items and suggested venues for meetings. Michael D offered to do the 1st edition. • Alastair to look at a newsletter for schools with headlines, governors’ bulletin and information on working groups • SACRE should produce an annual report or formal document 	
8.	<p>Any other Business</p> <p>Humanism is suing the Government as the subject was pulled at the last minute from the New specifications</p>	
9.	<p>Date for next meetings</p> <p>Monday 16th November venue TBC Monday 29th February at Gurdwara Hall, Leeds 11 June date around the 13th or 20th TBC</p>	

Minutes of the Meeting held on Monday 16th November 2015

at Leeds Minster, Kirkgate, Leeds

Present	Mr M Edon (Humanist) Vice Chair Mr M Dorsey (Judaism) Mrs B Witt (Quaker) Mr R Martin (ATL) Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Mrs H Sagoo (NUT) Alastair Ross New RE Consultant Kevin Paynes (Lead Secondary Adviser) Mrs F Beevers (CofE) Mrs N Nedd (Catholic) Mrs M Halsey (CofE) Cllr R Downes (Liberal Democrat) Sam Corley Rector of Leeds	
Apologies	Ms D Brogden (NAS/UWT) New Chair Erica Hiorns (School Improvement) Mrs S Varley (United Reformed Church) Mrs H Brown (NASUWT) Mr H Singh Sagoo (Sikh Community) Mrs W Ridley (Buddhist) Ms C Frieze (Methodist) Cas Stoodley (Baptist) Mrs S Chauhan (Hindu)	
Minute taker	Christine Crossley	
Documents	1. Leeds SACRE development plan 2015-2016 2. Leeds SACRE Annual Report 2014-2015 3. A possible response letter on 'A New Settlement for RE'	
Minute No		Action
1.	Vice Chair's opening remarks	
1a	Sam Corley the new Rector for Leeds was made welcome. He gave a brief insight to his current and previous role. The group then had a short tour around the Minster and Sam and Janet were very informative and knowledgeable about the Minster previously known as Leeds Parish Church.	
1b	MINUTES OF THE LAST MEETING AND MATTERS ARISING The Minutes of the Meeting held on 21 st September 2015 were agreed correct after a minor amendment.	

<p>2.</p>	<p>Feedback from the SACRE Monitoring Group</p> <p>These tasks had been agreed:</p> <ol style="list-style-type: none"> 1. To analyse GCSE and A level results to see the overall picture on entries and standards. Data should be available from LA back end of November 2. To monitor and support collective worship by offering schools a review – limit to 10 schools and try to ensure a balance of choices. Suggested to spread cross both primary and secondary eg. Primary 6 + Secondary 3+ 1 Special. 3. Key areas are to offer support rather than inspection, share good practice and work with a balance of schools. <p>The next Monitoring Group twilight is planned for Thursday 17th December at 4pm. Venue to be confirmed. Any additional members wishing to attend are welcome</p> <p>Please note that there will be training on Collective Worship at this meeting for any member of SACRE who would like to be involved in monitoring or supporting this.</p>	
<p>3.</p>	<p>Feedback from the SACRE Resources Group</p> <p>These tasks had been agreed:</p> <ol style="list-style-type: none"> 1. Promote the RE Quality Mark – St Peter’s Cof E currently participating. Need to circulate details and publicise 2. A programme of training had been set up through the learning service. 3. Investigate ways of helping and supporting schools to engage with people of faith 4. Produce units of work for SILCs and for more general special needs use. Work with Kirklees and Calderdale <p>The next Resources Group is planned for Thursday 28th January at 4pm. Venue to be confirmed. Again, any additional members wishing to attend are welcome</p>	
<p>4.</p>	<p>SACRE Action Plan</p> <p>Agenda Items 2 and 3 were incorporated into the Action Plan circulated by Alastair at the meeting.</p>	
<p>5.</p>	<p>Update on the Platform Newsletter</p> <p>Michael is progressing on the first newsletter to be sent out around the middle of February 2016. He is happy to do this and that future</p>	

	newsletters to be organised by another member. He has received articles from Denise, Harvy and Alastair. If anyone would like to provide any relevant articles please email to Christine.	
6.	A new Settlement for RE. A possible response from Leeds SACRE Mark circulated a proposed response letter. After a group discussion it was agreed that this would be an item on the next agenda. Members to take away draft letter and to email any suggested text directly to Mark before the next meeting.	ME
7.	Any other Business A draft Annual Report for Leeds SACRE 2014-15 was circulated at the meeting and Alastair gave a summary of the content. It will also include priorities and finance information. There is no budget available over and above the funding for the RE consultant. It was agreed that everyone would look at the report and feedback to Alastair within a month.	ALL
7a	A traffic light system showing the attendance at SACRE meetings over the last year has been produced. We are looking into encouraging attendance and substitution if members are unable to attend the meetings.	
7b	Mr R Trudgeon mentioned that Mike Humphries can no longer attend but he is willing to cover until a replacement is found.	
8.	Date for next meetings SACRE Monday 29th February 2016 at Gurdwara Hall, Leeds 11 Thursday 16th June 2016 venue TBC Resources and Monitoring group meetings are mentioned in Items 2 and 3	

Minutes of the Meeting held on Monday 29th February 2016

at Gurdwara, Beeston Leeds

Present	Mr M Edon (Humanist) Vice Chair Ms W Ridley (Buddhist) Mr M Dorsey (Judaism) Mrs B Witt & Mr J Witt (Quaker) Mr R Martin (ATL) Mrs A Nicholl (CofE) Ms J Buttanshaw (CofE) Mrs H Sagoo (NUT) Alastair Ross New RE Consultant Mrs F Beevers (CofE) Mrs N Nedd (Catholic) Mrs M Halsey (CofE) Mr R Trudgeon (Pentecostal) Mrs H Brown (NASUWT) Erica Hiorns (School Improvement) Mr H S Sagoo (Sikh)	
Apologies	Ms D Brogden (NAS/UWT) New Chair Mrs S Varley (United Reformed Church) Rev T Anslow(Diocese of York) Cllr R Downes (Liberal Democrat)	
Minute taker	Christine Crossley	
Documents	None	
Minute No		Action
1.	Vice Chair's opening remarks	
1a	Mark announced that Denise could possibly be standing down from being the chair. Unfortunately no one has been able to make contact and verify. Erica has a meeting scheduled with her this week and may be able to update members by email. Members were asked to consider if the post became available would they wish to be considered. Mark advised all present what it would entail and if anyone was interested to email Christine directly.	
1b	Sadly Harbans Singh Sagoo passed away at the beginning of the year and our condolences goes out to the family. His brother Harjinder has offered to take his place at the SACRE Meetings. He was welcomed to the group. Harvy Sagoo will email Christine details of another representative.	

2.	<p>MINUTES OF THE LAST MEETING AND MATTERS ARISING</p> <p>The Minutes of the Meeting held on 16th November 2015 were agreed correct after a minor amendment.</p>																							
3.	<p>Feedback from the SACRE working groups</p> <p>100 schools have signed up and using West Yorkshire Hub. KS3 is being reviewed currently by 3 authorities. There is a requirement for places to visit and talks from different representatives of faith. We want to create a contact list so schools can make direct contact and ask questions to assist in their work. Please contact Christine if you are able to assist in any of these areas.</p>																							
4.	<p>Collective workshop – update on visits</p> <p>A letter has been sent to all schools offering support in RE. 12 schools have responded</p> <table border="0" data-bbox="427 882 1187 1429"> <thead> <tr> <th data-bbox="427 882 906 913">Schools</th> <th data-bbox="914 882 1187 913">Dates of visits</th> </tr> </thead> <tbody> <tr> <td data-bbox="427 920 906 952">Tranmere Park Primary School</td> <td data-bbox="914 920 1187 952">W 10 Feb 0915</td> </tr> <tr> <td data-bbox="427 958 906 990">Shadwell Primary School</td> <td data-bbox="914 958 1187 990">T 15 Mar 1300</td> </tr> <tr> <td data-bbox="427 996 906 1106">West Oaks School, Boston Spa Cardinal Heenan Catholic High School,</td> <td data-bbox="914 996 1187 1070">F 12 Feb 0945-1145 left message</td> </tr> <tr> <td data-bbox="427 1113 906 1144">Seacroft Grange Primary School</td> <td data-bbox="914 1113 1187 1144">M 22 Feb 0845-1045</td> </tr> <tr> <td data-bbox="427 1151 906 1182">Raynville Primary School</td> <td data-bbox="914 1151 1187 1182">8 Mar 1330</td> </tr> <tr> <td data-bbox="427 1189 906 1220">Calverley Parkside Primary School</td> <td data-bbox="914 1189 1187 1220">M 21 Mar 1345</td> </tr> <tr> <td data-bbox="427 1227 906 1258">Westerton Primary School</td> <td data-bbox="914 1227 1187 1258">M 1 Feb 0900-1100</td> </tr> <tr> <td data-bbox="427 1265 906 1296">Hugh Gaitskell Primary School</td> <td data-bbox="914 1265 1187 1296">F 12 Feb 1330-1530</td> </tr> <tr> <td data-bbox="427 1303 906 1377">NWSILC/Allerton High Partnership Base</td> <td data-bbox="914 1303 1187 1335">M 21 Mar 1045</td> </tr> <tr> <td data-bbox="427 1384 906 1415">Gildersome Primary School</td> <td data-bbox="914 1384 1187 1415">T 15 Mar 1015-1145</td> </tr> </tbody> </table> <p>Visits are planned up to the 21st March and members are welcome to attend, please contact Alastair directly. There will be a report back to the next meeting.</p>	Schools	Dates of visits	Tranmere Park Primary School	W 10 Feb 0915	Shadwell Primary School	T 15 Mar 1300	West Oaks School, Boston Spa Cardinal Heenan Catholic High School,	F 12 Feb 0945-1145 left message	Seacroft Grange Primary School	M 22 Feb 0845-1045	Raynville Primary School	8 Mar 1330	Calverley Parkside Primary School	M 21 Mar 1345	Westerton Primary School	M 1 Feb 0900-1100	Hugh Gaitskell Primary School	F 12 Feb 1330-1530	NWSILC/Allerton High Partnership Base	M 21 Mar 1045	Gildersome Primary School	T 15 Mar 1015-1145	AR
Schools	Dates of visits																							
Tranmere Park Primary School	W 10 Feb 0915																							
Shadwell Primary School	T 15 Mar 1300																							
West Oaks School, Boston Spa Cardinal Heenan Catholic High School,	F 12 Feb 0945-1145 left message																							
Seacroft Grange Primary School	M 22 Feb 0845-1045																							
Raynville Primary School	8 Mar 1330																							
Calverley Parkside Primary School	M 21 Mar 1345																							
Westerton Primary School	M 1 Feb 0900-1100																							
Hugh Gaitskell Primary School	F 12 Feb 1330-1530																							
NWSILC/Allerton High Partnership Base	M 21 Mar 1045																							
Gildersome Primary School	T 15 Mar 1015-1145																							
5.	<p>Collective Worship Discussion of Proposal that ‘Leeds SACRE agrees that the current statutory requirement for Collective Worship is outdated and requires reform’</p> <p>The group discussed the wording and agreed it needed some expansion. Schools now have to make their own decision on collective worship. This is no longer a legal requirement. There was a motion that the spiritual growth of young people has been devalued and that they need to experience this in everyday life. Suggestions were made</p>																							

	<p>that assemblies should also be a time of reflection. The final wording agreed:</p> <p>“Leeds SACRE agrees that the current statutory requirement for Collective Worship is outdated and requires reform in order that young people have the opportunity for self reflection and to explore their own spirituality.”</p> <p>The letter should go from the Chair to the following suggested recipients:</p> <p>DfE and Chair of the RE Council, NATRE, NASACRE, REC, major political parties, specialist press both educational and religious.</p>	
6.	<p>Update on Syllabus (AR)</p> <p>New syllabus came into effect from September 2016. Work is in place to expand and change KS3. Build up skills and knowledge with money available to release teachers. Three key areas currently under review are:</p> <ol style="list-style-type: none"> 1. KS3 New units – ethical and psychological 2. Special Needs 3. Assessment – level descriptors 4. Work in progress for the next 6 months 	
6b	<p>Upgrade quality of primary units</p> <p>All resources are now on the West Yorkshire Hub covering Leeds, Calderdale and Kirklees. Extensive feedback and issues on Quality. Teachers currently working on KS3. Going forward any new items to be checked. Opportunities in the resource group to QA primary. Wendy, Janet , Harvy and Fiona have expertise in primary. Alastair will email the 4 members.</p>	AR
7.	<p>Update on the Platform Newsletter</p> <p>Members thanked Michael for his efforts in producing the first Platform newsletter for the group. We are now looking for a volunteer by the next meeting to continue this work. The font details are listed at the bottom of the document. Any information to be included in Platform 2 to be sent to Mark and Christine</p>	
8.	AOB - none	
9.	<p>Dates for future meetings:</p> <p>Resources and Monitoring group meeting 26th April 2016, Civic Hall Committee Rm 2</p>	

	<p>SACRE Thursday 16th June 2016 at United Hebrew Congregation</p> <p>SACRE Thursday 15th September 2016 venue tbc</p> <p>Joint SACRE Meeting with 3 other SACRE teams 26th September 2016</p>	
--	--	--

Appendix 2: Membership of SACRE 2015-2016

Committee A: Faiths and Denominations except the Church of England

Dr H Pakrooh	Bahai
Mrs W Ridley	Buddhist
Mrs Saroj Chauhan	Hindu
Ms Catherine Frieze	Methodist
Cas Stoodley	Baptist
Mr K Papagiannopoulos	Orthodox
Mr M Dorsey (chair)	Jewish
Mrs S Varley	URC
Mr Mike Humphries	Pentecostal
Mr S Sagoo	Sikh
Mrs Nessa Nedd	Roman Catholic
Major Andrew Jarrold	Salvation Army
Mrs Barbara Witt	Quaker
Mrs S Mahmood	Muslim
Mr Mark Edon (vice-chair)	Humanist

Committee B: The Church of England

Mrs A Nicholl

Mrs F Beevers

The Rev T Anslow

Committee C: Teachers

Ms R Williams NUT

Ms Denise Brogden NASUWT

Ms Helen Brown NASUWT

Miss Harvinder Sagoo NUT

Mr Richard Martin ATL

Committee D Leeds City Council

Cllr Jane Dowson Labour

Cllr Daniel Cohen Conservative

Cllr Alex Sobel Labour

Cllr Ryk Downes Liberal Democrat

Co-opted

Mr Russell Trudgen

Appendix 3: Examination results

Leeds Summative Data 2015/16

	National Average	Leeds Average
2013 Religious Studies GCSE Grade A* - C	74%	65%
2013 Religious Studies GCSE Grade A* - G	98%	98%
2014 Religious Studies GCSE Grade A* - C	69.6%	66%
2014 Religious Studies GCSE Grade A* - G	97.8%	96%
2015 Religious Studies GCSE Grade A* - C	71%	66%
2015 Religious Studies GCSE Grade A* - G		97%
2016 Religious Studies GCSE Grade A* - C	72%	67%
2016 Religious Studies GCSE Grade A* - G		98%

The reporting on grades at GCSE has changed to first entry from 2014 so outcomes are not directly comparable.

RS GCSE Full Course Gender Comparisons

	NOE Boys	NOE Girls	A*-C Average Boys	A*-C Average Girls
2013	1420	1701	58%	70%
2014	1569	1735	58%	73%
2015	1742	1996	59%	72%
2016	1635	1837	60%	74%

A level data unavailable at November 2016

Progress Data

Category	Progress score (where 1= whole grade)
All	-0.06
Boys	-0.07
Girls	-0.06
High ability	-0.01

Middle ability	-0.1
Lower ability	-0.09
Disadvantaged	-0.42
Other	+0.07
EAL	+0.59
Non-EAL	-0.17

Schools with the best progress data

Farnley (17)

Cockburn (15)

Carr Manor (61)

Rodillian (69)

Boston Spa ((27)

Bruntcliffe (71)

Garforth (36)

Abbey Grange (195)





This annual report is prepared for Leeds Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. For further information on the report or on RE and Collective Worship in Leeds, please contact Alastair Ross at alastair.ross@leeds.gov.uk