



Leicester City Standing Advisory Council for Religious Education (SACRE)

Annual Report

2012 - 2013



Chairperson's Report

Is RE still relevant nowadays? Should we still expect schools to deliver a daily act of worship? Is the structure of SACREs useful and effective? If schools are expected to present RE as a quality subject, do they have the resources to do so?

This has been a stimulating year to be involved in SACRE, with such questions in the air! We have watched with interest the proceedings of the APPG (All-Party Parliamentary Group) on RE, and the report of the REC (Religious Education Council) following it. Despite none of our local MPs being involved, although we had written encouraging them to join, we felt that the findings chimed with what we have experienced.... that the government seems to be sending a mixed message, giving lip service to the value of RE in promoting community cohesion and personal development for pupils while undermining and reducing the subject's academic credibility, funding and opportunities for training.



With OFSTED not obliged to report specifically on RE and their coverage of provision for SMSC being occasionally sketchy, we have welcomed our consultant Wendy Harrison's focus on supportive monitoring of a number of primary and secondary schools this year. Without this it would be difficult for SACRE to get a handle on what goes on in Leicester schools. We hope it also addresses some of the handicaps facing RE as highlighted in the APPG report.

We have also continued to meet at a variety of venues, schools and places of worship, and hear about each other's life stances as well as the practice and ethos of the schools applying for determinations again this year. We are concerned to ensure that SACRE is properly representative of the vibrant and diverse city it represents.

I am happy to report that again this year students have successfully gathered in the Youth SACRE to consider deep questions of faith and practice. It is very encouraging that they feel a need to engage with other young people at this level and share understandings. Credit must also go to the teachers who have fostered and stimulated this interest!

I welcome the amendments to the Locally Agreed Syllabus. SACRE appreciates that it has been necessary to hold off publication while National Curriculum changes and the Religious Education Council review are included in the revision, and we hope the LAS will continue to meet the needs of all Leicester schools.

To return to my opening questions, I am very glad to see in the LAS amendments the following statement, “the broadening of the attainment targets signals even more clearly the need to take the worldviews of pupils seriously within RE lessons, as well as the opportunity for using non-religious beliefs as part of teaching and learning when appropriate.”

If the pupils take RE seriously, we all have an obligation to meet their needs!

Anne Fishenden

Chair of SACRE

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Section 1 Standards and quality of provision of Religious Education

Background

Leicester is a vibrant and unique city with a diversity of religion and belief. The population of the city includes very large communities of Christians, Hindus, Muslims and Sikhs and smaller groups of other significant faith communities including Jews, Jains, Buddhists and Baha'i. In addition, many children in Leicester come from families that hold non-religious life stances. This rich diversity influences the range of religions and beliefs taught through Religious Education (RE) in Leicester. By learning about and from the religions and beliefs represented in the city and through exploration of their own beliefs, values and traditions it is hoped that pupils will develop positive attitudes of respect towards people of all faiths, beliefs and philosophies.

Types of school in Leicester

Secondary: 14 Maintained, 3 Voluntary Aided, 1 Academy (Samworth), 1 Pupil Referral Unit

Primary: 11 Infant, 10 Junior, 51 Primary, 6 Voluntary Aided, 5 Academy (Sacred Heart, St Joseph's, St Thomas More, Queensmead Primary, Humberstone Junior)

Special: 7 Maintained, 1 Academy (Ash Field)

This report relates to RE in all of these schools and specifies examination results for KS4.

1a OFSTED

Monitoring Ofsted judgements of RE and collective worship has proved to be increasingly problematic over recent years as changes to the Ofsted Framework have resulted in slimmed down inspections where there is no obligation to report specifically on curriculum subjects (apart from English and maths), including RE. It is a requirement that provision for pupils' spiritual, moral, social and cultural (SMSC) development must be referred to throughout the report though these aspects are no longer graded. Judgements about SMSC remain an extremely important part of the inspection process and form part of the judgement on the overall effectiveness of the school. Effective SMSC should be regarded as a whole school issue, not something that just relates to RE and acts of collective worship. While Ofsted inspectors are not obliged to comment specifically on either, clearly both are able to make significant contributions to SMSC and this should be taken into account when judgements are made.

Between September 2012-July 2013 forty-six schools were inspected in total; eleven secondary schools, thirty-two schools with primary age pupils and three special schools. From January 2013 the Consultant RE Adviser provided a termly analysis of SMSC in Leicester schools' inspection reports.

Summary of analysis

- Judgements across all schools are mainly positive but need to be viewed with some caution due to the frequent lack of distinction between the four aspects, i.e. the four aspects are not considered separately, as previously. When one aspect is identified it tends to be cultural development. Spirituality is rarely exemplified.
- In only two of the schools inspected is SMSC judged to require improvement.
- Overall, it appears that SMSC is being promoted effectively but without a grade the line between good and outstanding can be blurred.
- Comments are overwhelmingly positive, even for schools placed in a category.
- Comments vary in terms of detail and in at least one school no reference is made to SMSC at all.

There were no subject specific inspections for RE in the period which this report covers.

Examples of good practice identified by Ofsted

'The curriculum includes a strong focus on SMSC development. Pupils benefit from developing a good understanding of British culture while learning from one another about their different religions and heritage.'

'Provision for pupils' spiritual, moral, social and cultural development is outstanding. The school provides a wide range of opportunities to enable pupils to grow spiritually, morally, socially and culturally.'

'Excellent assemblies and vibrant displays in classrooms, promote strongly students' spiritual, moral, social and cultural development and equal opportunity.'

Areas of development identified by Ofsted

'An area for improvement is for the school to 'promote the spiritual, moral, social and cultural development of pupils more successfully..' (Although the report also states that 'the school promotes the pupils' SMSC development satisfactorily.')

'Behaviour in and around school, due to inconsistent application of the behaviour code and adults' unclear expectations, means that the promotion of pupils' spiritual, moral, social and cultural development requires improvement.'

1b Standards of achievement and public examination entries

[Please see Appendix B for tables]

GCSE

Background – national picture

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6%, the growth has been eradicated by a drop of almost 30% (28.7%) in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS this year, reversing an upward trend since 1995. It is thought to be a direct result of the discounting of the short course as a measure of school performance and the introduction of the EBacc. Both are leading to a decline in specialist teacher provision, and lessons being cut

despite a legal obligation to teach RE.

By contrast, Religious Studies results at both GCSE and A Level remain strong, bucking the national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

National picture

GCSE Full Course

A* - C: 72.1% (2012: 73.7) All subjects: 68.1%

A* - G: 98.3% (2012: 98.5) All subjects: 98.8%

Girls:

A* - C: 78.3% - 1.1% lower than in 2012

A* - G: 98.9% - in line with 2012

Boys

A* - C: 65.5% - 1.6% lower than in 2012

A* - G: 97.5% - in line with 2012

GCSE Short Course

A* - C: 53.9% (2012: 53.8%) All subjects: 54.6%

A* - G: 95.0% (2012: 95.5%) All subjects: 95.8%

Girls

A* - C: 61.8% - in line with 2012

A* - G: 96.9% - in line with 2012

Boys

A* - C: 46.1% - in line with 2012, significantly lower than girls

A* - G: 93.2% - in line with 2012

GCE A Level

2013 saw a slight fall in the number of A Level entries (approx. 11,000 less entrants)

A* - A: 25.5% - in line with 2012 - All subjects: 26.3%

A* - B: 55.3% - in line with 2012 - All subjects: 52.6%

A* - E: 98.8% - in line with 2012 - All subjects: 98.1%

Girls

A* - A: 26.3% - in line with 2012

A* - B: 57.0% - in line with 2012

A* - E: 99.0% - in line with 2012

Boys

A* - A: 24.0% - in line with 2012

A* - B: 51.7% -1.2% lower than in 2012

A* - E: 98.4% - in line with 2012

GCE AS Level

A-B: 39.8% - in line with 2012

A-E: 88.3% - in line with 2012

Girls

A-B: 46.6% - in line with 2012

A-E: 93.1- in line with 2012

Boys

A-B: 40.3% - in line with 2012

A-E: 90.4% - in line with 2012

Results in Leicester schools 2013 (See Appendix B)

GCSE Full course

Number of entries: 1651 candidates from fourteen schools. This is an increase on 2012 numbers.

A* - C

All pupils: 69.0% - in line with national average but lower than in 2012 (75%).

Girls: 73.5% (2012: 77%) – slightly lower than national average

Boys: 69% (2012:70%) – above national average

Results are above the A*-C percentages for all subjects in Leicester schools (66.7%)

A* - G: 97.8 – in line with national average

Girls: 99.0% - in line with national average

Boys: 97.8% - close to national average

Summary

Results in Leicester schools show a slight decline since 2012 but close to the national average at A*-C and A*-G. Girls out-perform boys, though boys are above the national average at A*- C.

Achievement of individual schools

A*- C grades above the national average: Madani Muslim High School (93.1%), Rushey Mead Secondary School (79.2%), Sir Jonathan North Community College (86.5%), Soar Valley College (78.5%) and The Lancaster School (88.5%)

GCSE Short course

Number of entries- 587 from twelve schools. This is a significant fall of 411 from 2012.

A* - C

All pupils: 48.9% (2012: 42.4%) – below the national average, with girls out-performing boys.

A*-G

All pupils: 90.1% - below the national average.

Summary

Overall this is a disappointing picture. Only two schools achieved A*-C grades above the national average: Crown Hill Community College (57.7%), Sir Jonathan North Community college (86.5%) and Soar Valley College (54.8%).

GCE A level

Five schools entered candidates for A level, with a total of 21 entries. Due to the small numbers involved it is impossible to provide a detailed analysis. However, at A level 100.00% achieved A*-B and `A*-E grades. One student achieved an A grade but there no A*s. Only one candidate was entered for AS level and s/he achieved a D grade.

1c Support for schools

Secondary

During 2012-13 the secondary network meetings (CLARET - City of Leicester association of RE teachers) met twice, providing a very supportive community for RE teachers. Approximately twelve teachers attended each meeting and worked together on a range of local and national issues.

In-school support was provided for two secondary schools.

Primary schools

The primary NATRE group met twice during the year with approximately ten people attending meetings. The two meetings covered 'RE through visual images' and 'The effective use of religious artefacts in the classroom.'

Support for RE co-ordinators was provided for five primary schools. 2012-13 also saw the introduction of monitoring visits to selected schools in order to provide SACRE and the LA with a more clear picture of the quality of RE and SMSC. These visits identify strengths and areas for improvement, with offers of further support when necessary.

Secondary Conference

In July 2013 the fourth Annual RE Conference took place entitled, 'Creative or controversial: Religion in Britain today.' One hundred and twenty year 9 and 10 students attended this challenging and enjoyable day. SACRE Members participated by delivering workshops and helping with administration. Lat Blaylock (RE Today) delivered the keynote speech and two workshops. Other workshops were provided by local teachers, Fiona Moss (RE Today) and Wendy Harrison (Consultant RE Adviser, Leicester City Council). The 'Spirited Arts' display was inspirational and produced some interesting discussions.

Special thanks should go to Babington Community College, and in particular Jill Patterson for hosting the event and providing refreshments in return for free places

for Babington students. Thanks also to another SACRE member, Elizabeth Wayne, for her invaluable work in helping to organise the event. Evaluations were overwhelmingly positive. Amongst other things students especially liked:

- meeting students and staff from other schools people with new opinions and views
- the opportunity to celebrate RE
- good interaction in each seminar
- getting involved and learning about different aspects of religion and different, non stereotypical interpretations of faith
- getting involved instead of just listening



Section 2 The Locally Agreed Syllabus (LAS)

The review process

The Leicester LAS forms the basis for teaching and learning in RE. 'One Leicester, Harmony and Diversity' was produced in September 2009 and has received much positive feedback from schools both in Leicester and from other LAs. LAs are legally required to review their LAS at least every five years. This process provides SACREs and Agreed Syllabus Conferences (ASCs) with the opportunity to ensure that what is provided is effective and fit for purpose. During 2012-13 Fiona Moss (RE Today) began the review process.

Features of the LAS

- Christianity is studied at each key stage.
- At all key stages pupils learn about some of the major faiths represented in the communities of Leicester.
- Non-religious life stances are taught where appropriate at each key stage.
- Teaching and learning is supported by information on different pedagogies.
- Information is provided on the contribution of RE to whole school issues.
- Support and information supports RE and inclusion.
- A comprehensive set of support materials is available on the LA virtual learning environment (Fronter) and on DVD.

[Appendix A, p.16 for more detail.]

Section 3 Acts of Collective Worship

3a Background

Leicester SACRE recognises that part of its role is to provide guidance and support for schools regarding the effective provision of acts of collective worship as well as support for determinations following the requirements set out in 1944 (and amended in 1988). A daily act of collective worship remains a statutory responsibility for schools.

The requirements for acts of collective worship as a school activity are both different and distinct from the requirements regarding RE in the curriculum. It is essential that schools provide appropriate time allocation for RE and do not attempt to deliver all or some of it through collective worship.

Leicester SACRE strongly supports the view that collective worship is a valuable and unique opportunity to help promote pupils' spiritual, moral, social and cultural development and, as such, deserves to be taken seriously and offered in a meaningful way.

SACRE is aware that the requirements for collective worship are not now being followed in all Leicester schools, especially in the secondary phase, for a variety of reasons. These may include a lack of suitable spaces and/or leaders for collective worship. However, many secondary schools hold weekly acts of collective worship and on other days have a 'Thought for the Day' with the opportunity for a short, quiet time of reflection.

3b Determinations

The SACRE's statutory duty with regard to collective worship is, 'to advise the LA upon such matters connected with religious worship in schools...' (Circular 1/94.para 90) and to consider granting determinations to community schools where it is felt collective worship of 'a broadly Christian character' is not appropriate for all or some pupils. Applications for determinations come from the headteacher after proper consultation with staff, governors and parents and must be accompanied by alternative plans for collective worship. Currently 21 primary schools and 3 secondary schools hold determinations in Leicester City.

[Please see Appendix A, p. 12 for details of individual determinations]



Section 4 Leicester SACRE

4a SACRE meetings

SACRE has continued the pattern of holding meetings at primary and secondary schools and sacred spaces. This is to provide SACRE members with the opportunity to see a variety of schools and also to discover more about the faiths and commitments of some SACRE members. Meetings have been held this year at St Martins House, Mayflower Primary School, Madani High School, Guru Amardas Gurdwara, Friends Meeting House and Soar Valley College. SACRE is grateful for the hospitality shown by schools and the hosts of sacred spaces.

Meetings are generally well attended [See Appendix C, p.30]. Discussions are lively and purposeful with a focus on the major priorities for improvement in schools.

4b Membership and training

During 2012-13 all SACRE members were offered the opportunity to attend training provided given by Fiona Moss. This focused upon supporting schools applying for determinations and strategies for engaging children in the classroom when asked to visit a school.

4c Improvement/development planning

SACRE's Action/Development Plan is kept under review and discussed at meetings.

4d Professional support

From September 2012 the contract for providing support for RE in Leicester schools and for SACRE was awarded to Wendy Harrison (WH Training & Consultancy Ltd).

Wendy has been involved with RE since the mid 1970s, both as a teacher and also as an adviser with four different LAs. She is also an experienced school improvement consultant and Ofsted inspector. The previous Consultant RE Adviser, Fiona Moss, continues to take responsibility for Youth SACRE and the review of the LAS. A lead officer from the LA attends meetings and provides a strong link between the work of the SACRE and the wider LA.

Section 5: Leicester Youth SACRE

Youth SACRE met three times during the year. Forty members come from nine schools: New College, the City of Leicester College, Moat Community College, Soar Valley Community College, Rushey Mead Secondary School, St Pauls RC School, The Lancaster School and Babington Community College. The students were supported by their teachers to complete tasks in between meetings. The year had 2 foci debates and discussion as well as providing pupil voice for the revision of the LAS.



Youth SACRE is facilitated by Fiona Moss and Lat Blaylock from RE Today. During the year the students received training in discussion and debate. During the final session, after studying a Cambridge Union debate between Rowan Williams, Andrew Copson and Richard Dawkins, two debates were staged on:

- Is it credible that there is a good God full of love in a world that's like this one, full of evil?
- This House believes that the world would be better off without religion.

Section 6 Engaging with Faith Communities website

The Engaging with Faith Communities website was launched in June 2012 in response to requests and concerns from schools about how they could better understand the religious and cultural needs of their pupils and families in their community. The information and questions on the website were put together in consultation with representatives of the Christian, Hindu, Muslim and Sikh communities in Leicester and with schools with pupils from these religious communities. During 2012-13 work began on a review of the website to enable updates to be made, e.g. in relation to the 2011 census and the requirements of the Equality Act and a new section on Judaism to be added.

The website can be found on www.ewfc.co.uk/new/

Engaging with Faith Communities



Home

Introduction

Community Cohesion

Equality Act 2010

 Christian

 Hindu

 Muslim

 Sikh



Appendix A

Items covered during SACRE meetings 2012-13

Appointment of Vice Chair

During the meeting on September 20th 2012 Salma Ravat was appointed to this position.

SACRE members and links with schools

Some members have made links with school but there needs to be more clarity about the purpose of visits and how these might be organised. During the year individual members reported back on their visits to schools.

Issues with parents

Some schools reported a degree of tension between themselves and a small number of parents from some faith communities. This resulted in some pupils being withdrawn from all or some of RE, collective worship and the celebration of certain religious festivals and special occasions. In response the Consultant RE Adviser drew up a position paper on behalf of the LA clarifying the legal requirements in terms of RE, collective worship and the wider curriculum. Ongoing support was provided for the schools involved, with invaluable input from the Islam Information Centre in Leicester.

Freedom of Information (FOI) requests

In October 2012 the Mail on Sunday requested information about determinations and alternative arrangements for acts of collective worship. The response was as follows: 'In Leicester there are presently 24 Determinations in force, 6 of which are due for renewal. Twenty of these are primary schools (including infant and junior schools) and three are secondary. Data is not held on the day to day content of acts of collective worship but when schools apply for a determination they are required to indicate how alternative forms of worship will be developed.'

Determinations

1. Mayflower Primary School

The headteacher, Glynn Millinship, presented the school's determination. Mayflower is a multicultural school where the school caters for a wide range of nationalities and ethnic groups. The headteacher explained that if the school complied with the regulations outlined within the 1988 Act many parents would exercise their legal right to withdraw their children from Collective Worship. At present none do.

A planned programme of themed assemblies is in place for the school year. The materials used within the assemblies are drawn from a range of sources. There are ample opportunities for reflection. One SACRE member queried the omission of an assembly about Eid. It was explained that the assembly plan is for one year and that the assemblies on religious festivals change each year, so an assembly on Eid will be in the next year's plan.

Members enquired why so few survey forms from parents were returned. The headteacher explained that this was common, i.e. the response from parents to any letters is usually low.

All groups agreed to renew the determination. However, some members felt that certain areas required further development, particularly the spiritual element.

2. Rushey Mead Secondary School

The presentation was made by the school's Vice Principal, Rita Hindocha. Rushey Mead Secondary School is a large school in North Leicester with 1400 students. Many faith groups are represented at the school with the largest groups being Hindu 63%, Muslim 18%, Sikh 7% and Christian 7%. The school believes it has a good reputation for promoting diversity.

At present no students are withdrawn from collective worship.

As well as students, staff at the school originate from many different faith groups. Collective worship encourages participation through music, drama and images as well as providing silent time for reflective thinking with religious and non religious elements. The school aims enhance the religious content through the 'Thought for the week' and encourages discussion within the morning tutor group.

School governors have been consulted and fully support the renewal of the determination. However, there were no responses to the questionnaires sent out to parents.

Each SACRE committee agreed to renew the determination although it was felt that some areas were in need of development. For example, the quotes used in 'thought for the week' did not contain enough material from faith traditions. It was also suggested that as Rushey Mead was a specialist sports college, quotes could be included from sportsmen and women from different faiths.

3. Abbey Primary School

Dipak Fakey, a teacher at the school and a SACRE member presented Abbey Primary School's determination. The majority of pupils at the school are from the Hindu faith. The school places a high level of importance on human values and incorporates these across the curriculum and in assemblies. This might include sitting silently and listening to music. Value based stories from all religions are told through role play and powerpoint presentations. Every Monday a new quotation is given in the assembly and then discussed in the classroom throughout the week. Festival assemblies are taken part by all the teachers and pupils actively participate.

After some discussion members unanimously agreed to renew the determination.

4. Rushey Mead Primary School

The headteacher, Debra Bailey, presented the determination application. Rushey Mead Primary School is a large school of 450 pupils. Pupils come from a range of faith communities and there are many from Eastern European countries.

Some of the alternative forms of worship include singing together, exploring concepts and sometimes lighting a candle. Pupils' spiritual development is important to the whole community. Stories used are linked with the major festivals. Assemblies are delivered by teachers who also have diverse backgrounds in terms of faith and

belief. The headteacher was commended for having 70 parents attending a Vaisakhi assembly.

She confirmed that the proposal for the renewal of the determination was initially agreed at the Committee for School Improvement and was then taken to the full governors' meeting where it was agreed by all.

Some SACRE members did not like the wording in the application, 'to join in a prayer to whoever their God may be' – subject to changing this wording, the determination application was agreed.

5. Judgemeanow Community College

A member of the school's senior management team, Shirley Parsons, introduced the application through a power presentation. The school has SMSC embedded throughout the curriculum and this contributes significantly to the ethos of the school. There is a strong commitment to inclusion, which is widely recognised by parents and children. During the previous year Ofsted rated the school as outstanding for SMSC.

Some of the themes covered in the assemblies include commitment, resilience and respect. The 'thought for the day' feeds into themes throughout the week. The assemblies are usually led by a senior member of staff or head of year. The school does not invite external speakers come in to talk about their faith. It is more common practice for the staff from different faith background talk about their own faiths. Due to lack of time the students do not generally lead or take an active role in assemblies.

SP explained that all consultations with parents are via the website and the school tends to receive very little response. She was unaware of how many parents access the website but she believed many of them were computer literate and had access to computers.

There was significant reservation regarding Judgemeanow's determination and it was felt that parts of the application form needed re-writing. Members felt the response from parents was poor and in generally there was insufficient emphasis upon spirituality. Concern was also expressed that the school does not invite visitors in from outside to talk about their faith. However, it was pointed out by one SACRE member that it can be very difficult to get visitors in because not everyone is comfortable with speaking in front of a large group of young people and many people are at work when the assemblies take place. SACRE agreed to renew the determination while offering support on developing spirituality within collective worship.

6. Crown Hills Community College

The application was presented by Bernadette Green, Principal Of Crown Hills Community College. The college is very inclusive and has a very good track record in terms of community cohesion. It was nominated twice for the National Accord Award and came third in 2012. BG described the college as one where there is a mixture of different cultures but shared values. The aim is to teach students to explore, express, discover and respect.

The school consulted widely with parents with regards to the application. They received over one hundred responses and BG had face to face discussions with

some parents. As a result she is of the view that many parents would withdraw their students from collective worship if it was solely based on Christian tradition.

She explained that the 'thought of the day' is used to try to draw on pupils' own experiences and own themes. The intention had been to introduce faith based themes' but this has not happened. She emphasised that there is always room for improvement and she is open to suggestions.

7. Highfields Primary School

The application was made by the headteacher, Jane Ridgewell and the RE co-ordinator, Roshni Surani.

Pupils at the school come from many different cultural backgrounds. JR feels the community that she serves is very cohesive and it is this that she wants to promote and nurture in the pupils. It is a sign of progress that parents are now happy for their children to learn about different religions and cultures whereas ten years ago this was not the case. The school is currently linked with Thornton School and Braunstone Frith Junior, so pupils have the opportunity to mix with children from different religious and cultural backgrounds.

Currently one family has expressed the right to withdraw their children from festival assemblies. The school has spoken to the family and tried to accommodate them but this has not been possible.

JR explained that within the school there is a real desire for harmony. Christian parents have expressed the view that they do not want exclusively Christian assemblies. This is the outcome of many positive initiatives by the school over the years with strong support from parents and governors. The school has worked with different groups to explore the different issues regarding visits to places of worship. As a result they have been able to resolve any problems and now there is more confidence and understanding from parents.

Both BG and JR produced a signed copy of appropriate governors' meetings and minutes. SACRE agreed to both determinations.

Guidance on managing determination presentations

It was acknowledged that when school representatives present their application for determinations it would be more beneficial to discuss the paperwork before they arrive so that the questions could be prepared beforehand. It was agreed to trial this idea.

Faith Talks

Islam

Seema Ahmad gave a presentation on Islam. She explained that Muslims believe in one God and know what he is like through his attributes, not his image. Muslims are taught about the five pillars: belief in God, prayer, fasting, supporting charities and making a pilgrimage to Makkah. Seema told several stories to illustrate what God is like and explained how he wants people to conduct themselves until the day of Judgement.

Faith Talk: The Sikh Community

Due to Amandeep Rai's absence Kartar Singh Sandhu gave a short presentation on Sikhism. He explained about the three pillars sacred to Sikhs which were formalised by Guru Nanak. The first pillar is the constant remembrance of God in every part of life and the appreciation that all beings and the whole world have been created by God. The second pillar is to physically and mentally work hard in order to earn an honest living. The final pillar is to share wealth within the community and be charitable. The spirit of sharing and giving is an important message from Guru Nanak.

Faith Talk: The Baha'i Community

Stephanie Maude gave a detailed powerpoint presentation on the Baha'i faith. She covered the history of the faith, the life and prayers of a Baha'i, the work carried out by Baha'i with the United Nations and highlighted religion, science and education in Baha'i. The copies of the slides were handed out to SACRE members. Further information can be found at www.bahai.org, www.onecountry.org, www.bbc.co.uk/religion.

Agreed Syllabus (AS) review

Fiona Moss (FM) began the review process by distributing a questionnaire to a sample of primary and secondary teachers and consulting with pupils via Youth SACRE. The positive feedback received about the document included the 'do's and don'ts' of religion and how it made students question their ideas more. Students requested more prominence of R.E. in the revised document with extra cross curricular and outdoor learning opportunities. It was speculated that some of the respondents had not noted what was already in the document, such as the supporting CD of exemplar works and the beginners' guides to religions.

FM explained that an Agreed Syllabus Conference (ASC) would be set up and all SACRE members would be included. The normal meeting time would be used but would be split with half the time being used as the SACRE meeting and half being the ASC with the aim to collect evidence, send questionnaires to teachers, set up an email working group and find a consultant to write the materials. The final draft would need to be approved within a year to distribute to schools by September 2014.

Agreed Syllabus Conference

March 2013

Anne Fishenden was nominated as Chair and terms of reference were agreed. The aim is to have the new Agreed Syllabus in schools by September 2014. There could be delays depending on the outcome of the subject review (see below).

National RE Review: Information and discussion

During 2012-13 a review of the national curriculum was carried out. However, as RE is locally determined it was not included in this review. It was left to the RE community to set up its own parallel subject review.

Phase one of the RE review is to appoint expert panel members and agree terms of reference. The panel consists of Professors, Lecturers and Advisers in RE with a wide range of knowledge regarding RE. SACRE members received a draft report of this panel and were asked for their responses.

Report of the APPG for RE: *RE the Truth Unmasked*

WH went through the findings and recommendation of this report. The report revealed that, amongst other things:

- A significant amount of RE in primary and secondary schools is taught by non-specialists. In over half of the primary schools participating, RE was taught by someone other than the class teacher.
- Many RE teachers have little access to CPD.
- There is a lack of support and funding for SACREs.
- Government policies such as the introduction of the EBacc and academies have had a negative impact on RE.

The report recommends that:

- All schools should ensure that all teachers of RE meet the Teaching Standards in respect of the subject in order to develop their confidence and expertise in teaching it.
- CPD should be provided for subject leaders and others with responsibility for teaching RE in order to improve its quality.
- All schools should review the practice of using non-specialist teachers to teach RE.
- Regular opportunities should be provided for RE subject leaders to train their colleagues in the planning and assessment of RE.
- Secondary schools should ensure that the same teachers teach the subject every year rather than fill timetable gaps with any teacher who happens to be free at the time.

The report also recommends that LAs should ensure that sufficient resources are made available to enable SACREs to provide high quality RE support for their schools and to enable the monitoring of the provision and staffing of RE. Ofsted should require inspectors to report on non-compliance with statutory requirements regarding RE. They should continue to monitor the quality of RE provision through subject inspections.

SACRE agreed that it should support teachers by providing high quality CPD. However, high percentages of training courses (in RE and other areas) have been cancelled for multiple reasons or gone ahead with very small numbers. The LA struggles to fund the courses and although some courses are free teachers cannot always attend as funding of supply teaching needs to be considered.

SACRE Development Plan

Members considered the five key priorities:

1. To agree and review the Agreed Syllabus on raising standards of RE in schools.
2. To raise the profile of SACRE and the positive contribution it can make to community cohesion.
3. To encourage pupil voice in RE.
4. To provide guidance and support for schools.
5. To develop and strengthen links between Leicester SACRE and schools.

It was agreed that further consideration needed to be given to this document.

Complaints Procedure

The National Association of Teachers of Religious Education (NATRE) released information on a protocol for assuring provision for RE in maintained schools in England. Members were asked to refer to point 3 of the handout which was circulated before the meeting and which is relevant to SACRE. SACRE can investigate the evidence that a school is not making appropriate provision for RE and can ask the school to explain any apparent inconsistencies between the data or policies and the requirement to make provision of RE. SACRE will work in partnership with schools and try to resolve any such issues. If this is not possible then SACRE can make a formal complaint to the school and governing body.

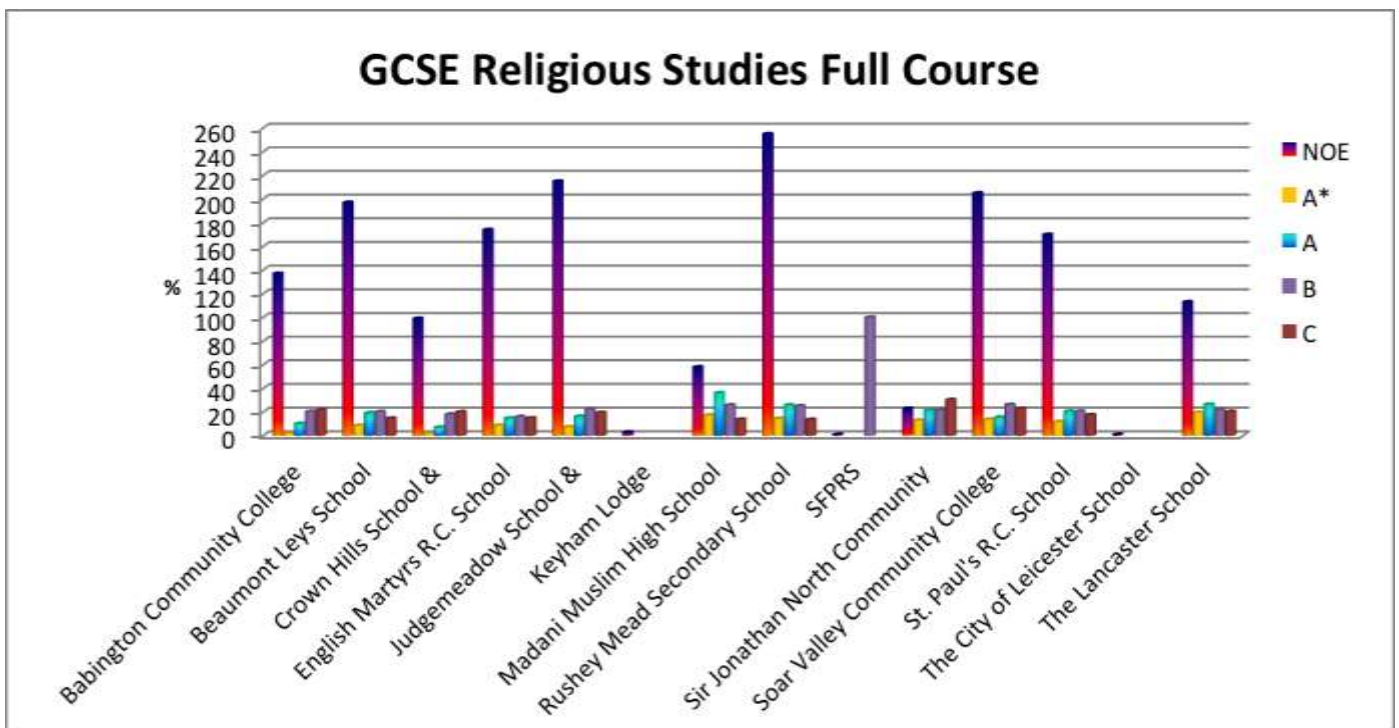
Centre	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Babington Community College	178	137	2.2	10.2	20.4	21.9	19.0	13.9	8.8	2.9	0.7	54.7	99.3
Beaumont Leys School	203	197	8.6	19.3	20.3	14.7	11.2	9.6	7.1	5.6	3.6	62.9	96.4
Crown Hills School & Community College	239	99	2.0	7.1	18.2	20.2	21.2	20.2	8.1	2.0	1.0	47.5	99.0
English Martyrs R.C. School	179	174	8.6	14.9	16.1	14.9	8.0	13.8	12.1	5.2	6.3	54.6	93.7
Judgemeadow School & Community College	239	215	7.4	16.3	22.3	19.5	13.0	7.4	7.9	2.3	3.7	65.6	96.3
Keyham Lodge	13	3					33.3		33.3	33.3			100.0
Madani Muslim High School (VA)	59	58	17.2	36.2	25.9	13.8	3.4	1.7	1.7			93.1	100.0
Rushey Mead Secondary School	299	255	14.5	25.9	25.1	13.7	8.6	5.1	3.1	2.7	1.2	79.2	98.8
Secondary Federated Pupil Referral Service (Short	14	1			100.0							100.0	100.0
Sir Jonathan North Community	239	23	13.0	21.7	21.7	30.4	4.3	4.3		4.3		87.0	100.0

Appendix B: Examination results

GCSE Full Course Results

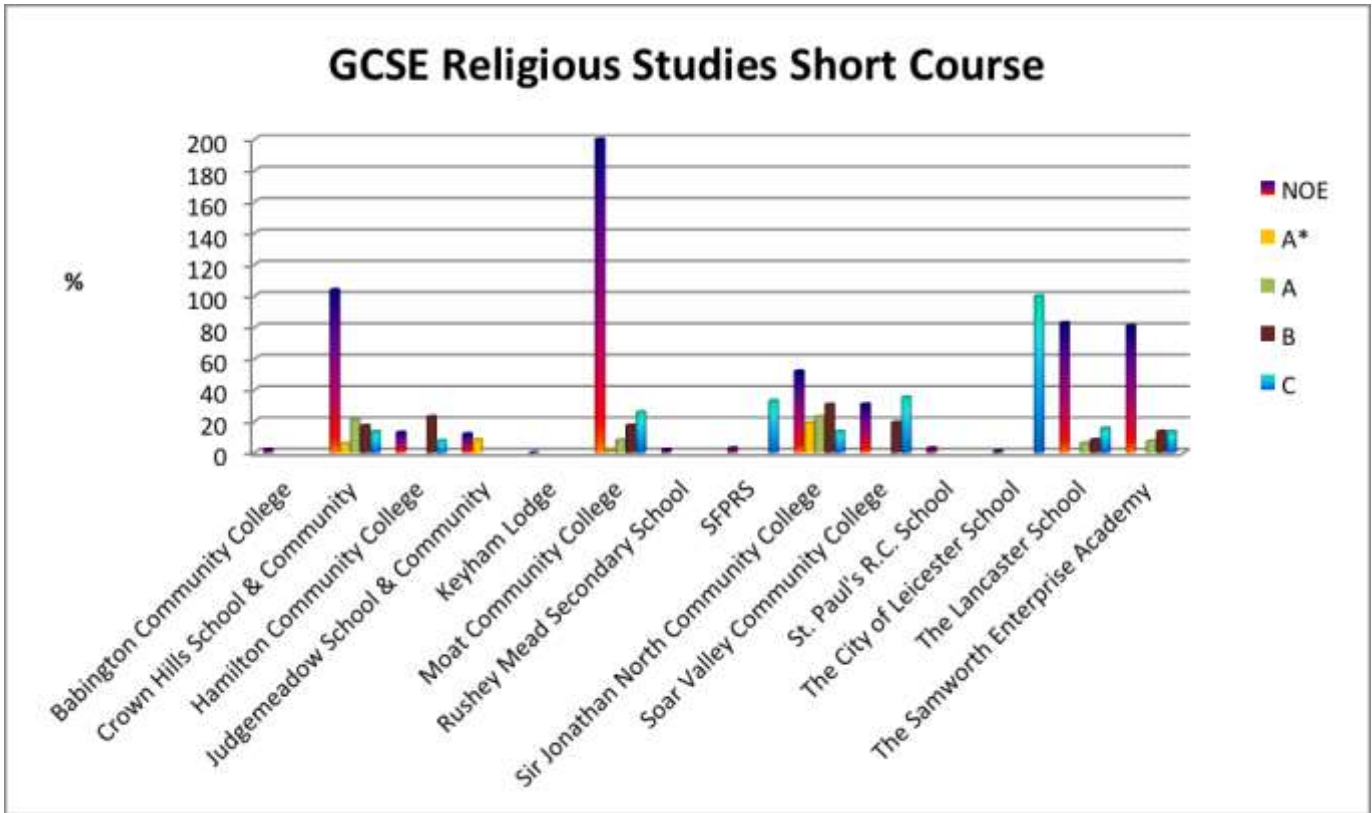
College													
Soar Valley Community College	253	205	13.7	15.6	26.3	22.9	15.1	4.9	1.0	0.5		78.5	100.0
St. Paul's R.C. School	181	170	11.8	20.6	20.6	17.6	13.5	7.6	4.7		3.5	70.6	96.5
The City of Leicester School	223	1					100.0						100.0
The Lancaster School	220	113	19.5	26.5	22.1	20.4	8.0	2.7	0.9			88.5	100.0
		1651	10.5	18.7	21.9	18.0	12.2	8.4	5.6	2.5	2.2	69.0	97.8

	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Babington Community College	178	2									100.0		
Crown Hills School & Community College	239	104	5.8	21.2	17.3	13.5	17.3	11.5	9.6	2.9	1.0	57.7	99.0
Hamilton Community College	224	13			23.1	7.7	23.1		7.7	7.7	30.8	30.8	69.2
Judgemeadow School & Community College	239	12	8.3				8.3	8.3		25.0	50.0	8.3	50.0
Keyham Lodge	13	0											
Moat Community College	209	200	1.0	8.0	17.5	26.0	14.5	12.0	6.0	8.5	6.5	52.5	93.5
Rushey Mead Secondary School	299	2						50.0		50.0			100.0
Secondary Federated Pupil Referral Service (Short	14	3				33.3			33.3		33.3	33.3	66.7
Sir Jonathan North Community College	239	52	19.2	23.1	30.8	13.5	9.6	3.8				86.5	100.0



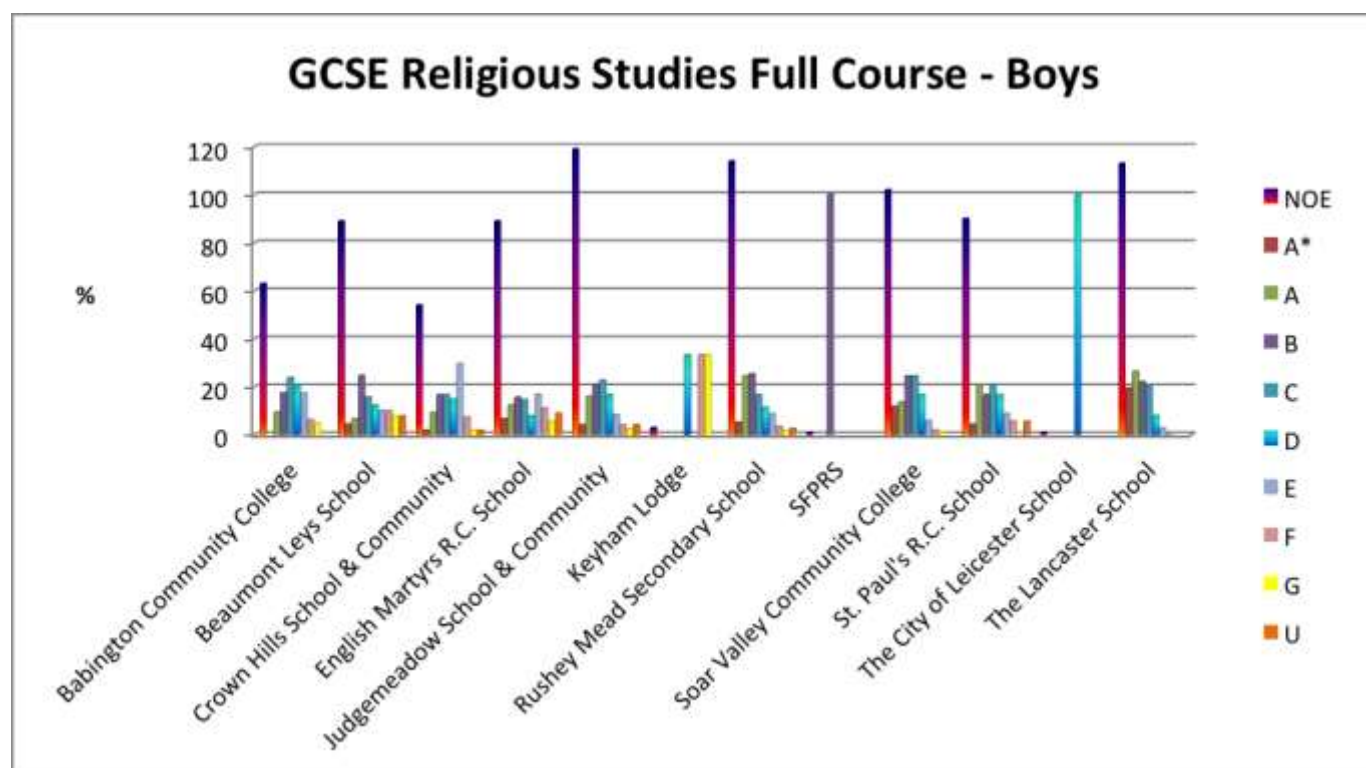
Soar Valley Community College	253	31			19.4	35.5	12.9	6.5	6.5	12.9	6.5	54.8	93.5
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St. Paul's R.C. School	181	3									100.0		
The City of Leicester School	223	1				100.0						100.0	100.0
The Lancaster School	220	83		6.0	8.4	15.7	20.5	19.3	14.5	10.8	4.8	30.1	95.2
The Samworth Enterprise Academy	119	81		7.4	13.6	13.6	12.3	13.6	7.4	4.9	27.2	34.6	72.8
		587	3.2	10.4	16.4	18.9	14.8	11.8	7.5	7.2	9.9	48.9	90.1



GCSE Full Course Boys Results

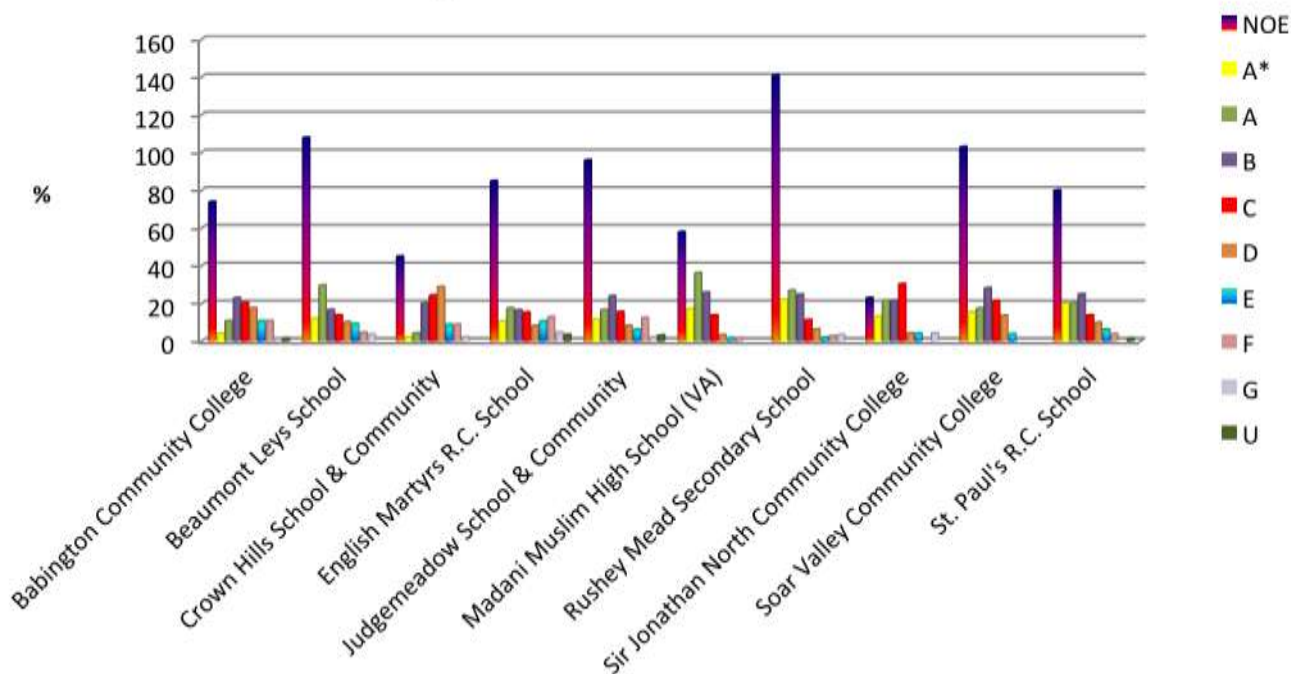
Centre	Gender	NO R	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Babington Community College	Boys	83	63		9.5	17.5	23.8	20.6	17.5	6.3	4.8		50.8	100.0
Beaumont Leys School	Boys	93	89	4.5	6.7	24.7	15.7	12.4	10.1	10.1	7.9	7.9	51.7	92.1
Crown Hills School & Community College	Boys	143	54	1.9	9.3	16.7	16.7	14.8	29.6	7.4	1.9	1.9	44.4	98.1
English Martyrs R.C. School	Boys	93	89	6.7	12.4	15.7	14.6	7.9	16.9	11.2	5.6	9.0	49.4	91.0
Judgemeadow School & Community College	Boys	137	119	4.2	16.0	21.0	22.7	16.8	8.4	4.2	2.5	4.2	63.9	95.8
Keyham Lodge	Boys	11	3					33.3		33.3	33.3			100.0
Rushey Mead Secondary School	Boys	145	114	5.3	24.6	25.4	16.7	11.4	8.8	3.5	1.8	2.6	71.9	97.4
Secondary Federated Pupil Referral Service (Short	Boys	10	1			100.0							100.0	100.0
Soar Valley Community College	Boys	126	102	11.8	13.7	24.5	24.5	16.7	5.9	2.0	1.0		74.5	100.0
St. Paul's R.C. School	Boys	95	90	4.4	21.1	16.7	21.1	16.7	8.9	5.6		5.6	63.3	94.4
The City of Leicester School	Boys	110	1					100.0						100.0
The Lancaster School	Boys	220	113	19.5	26.5	22.1	20.4	8.0	2.7	0.9			88.5	100.0
			1651	10.5	18.7	21.9	18.0	12.2	8.4	5.6	2.5	2.2	69.0	97.8



GCSE Full Course Girls Results

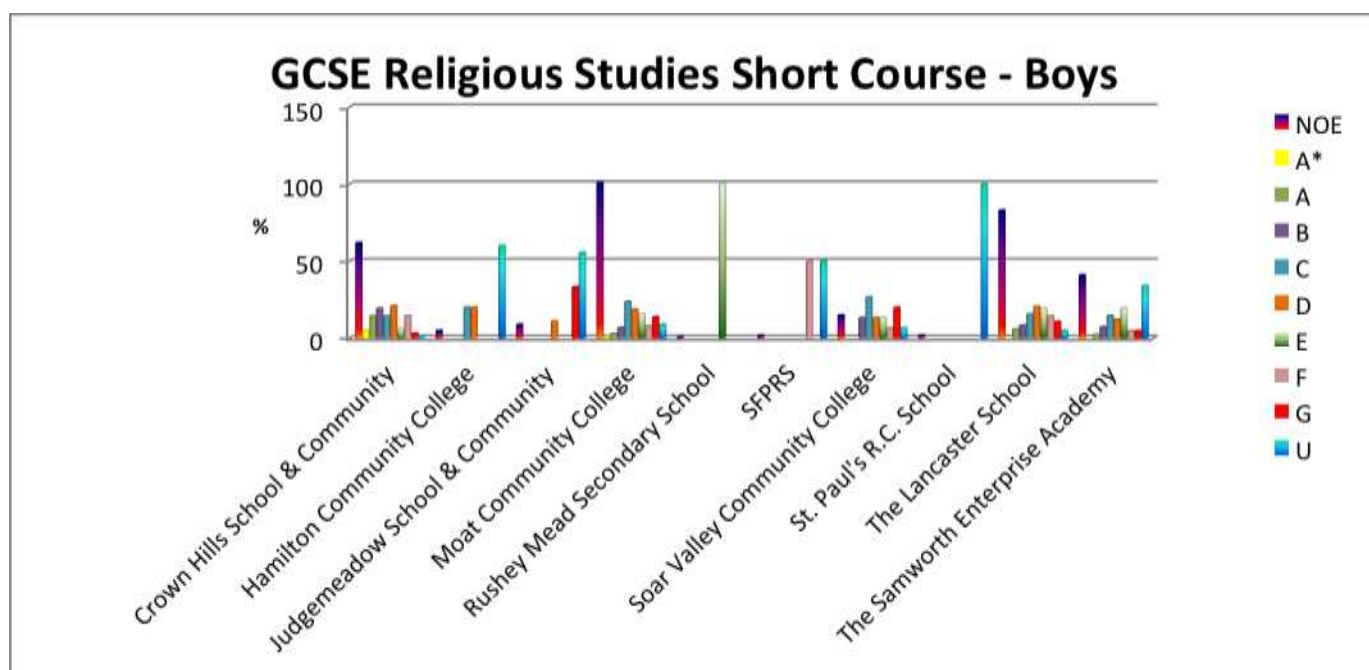
Centre	Gender	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Babington Community College	Girls	95	74	4.1	10.8	23.0	20.3	17.6	10.8	10.8	1.4	1.4	58.1	98.6
Beaumont Leys School	Girls	110	108	12.0	29.6	16.7	13.9	10.2	9.3	4.6	3.7		72.2	100.0
Crown Hills School & Community College	Girls	96	45	2.2	4.4	20.0	24.4	28.9	8.9	8.9	2.2		51.1	100.0
English Martyrs R.C. School	Girls	86	85	10.6	17.6	16.5	15.3	8.2	10.6	12.9	4.7	3.5	60.0	96.5
Judgemeadow School & Community College	Girls	102	96	11.5	16.7	24.0	15.6	8.3	6.3	12.5	2.1	3.1	67.7	96.9
Madani Muslim High School (VA)	Girls	59	58	17.2	36.2	25.9	13.8	3.4	1.7	1.7			93.1	100.0
Rushey Mead Secondary School	Girls	154	141	22.0	27.0	24.8	11.3	6.4	2.1	2.8	3.5		85.1	100.0
Sir Jonathan North Community College	Girls	239	23	13.0	21.7	21.7	30.4	4.3	4.3		4.3		87.0	100.0
Soar Valley Community College	Girls	127	103	15.5	17.5	28.2	21.4	13.6	3.9				82.5	100.0
St. Paul's R.C. School	Girls	86	80	20.0	20.0	25.0	13.8	10.0	6.3	3.8		1.3	78.8	98.8

GCSE Religious Studies Full Course - Girls



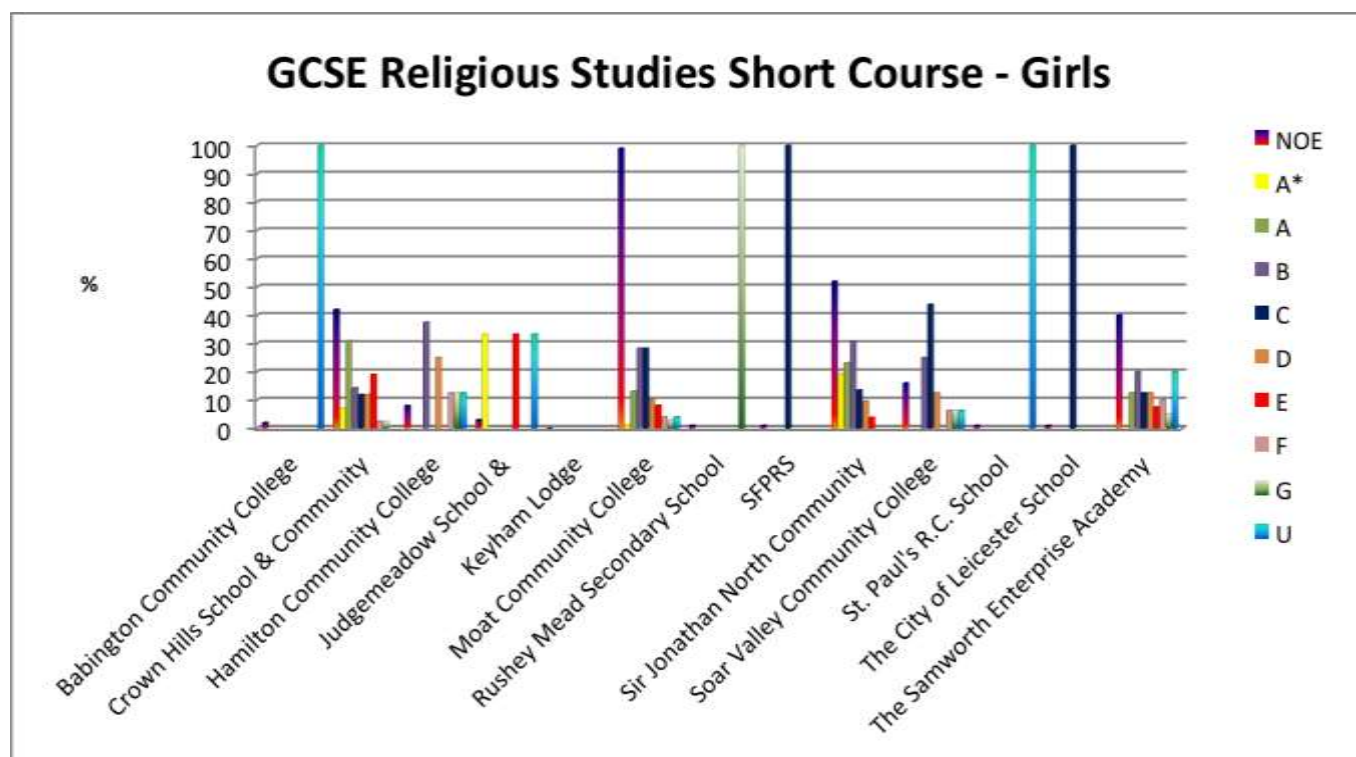
GCSE Short Course Boys Results

Centre	Gender	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Crown Hills School & Community College	Boys	143	62	4.8	14.5	19.4	14.5	21.0	6.5	14.5	3.2	1.6	53.2	98.4
Hamilton Community College	Boys	122	5				20.0	20.0				60.0	20.0	40.0
Judgemeadow School & Community College	Boys	137	9					11.1			33.3	55.6		44.4
Moat Community College	Boys	109	101	1.0	3.0	6.9	23.8	18.8	15.8	7.9	13.9	8.9	34.7	91.1
Rushey Mead Secondary School	Boys	145	1						100.0					100.0
Secondary Federated Pupil Referral Service (Short	Boys	10	2							50.0		50.0		50.0
Soar Valley Community College	Boys	126	15			13.3	26.7	13.3	13.3	6.7	20.0	6.7	40.0	93.3
St. Paul's R.C. School	Boys	95	2									100.0		
The Lancaster School	Boys	220	83		6.0	8.4	15.7	20.5	19.3	14.5	10.8	4.8	30.1	95.2
The Samworth Enterprise Academy	Boys	65	41		2.4	7.3	14.6	12.2	19.5	4.9	4.9	34.1	24.4	65.9



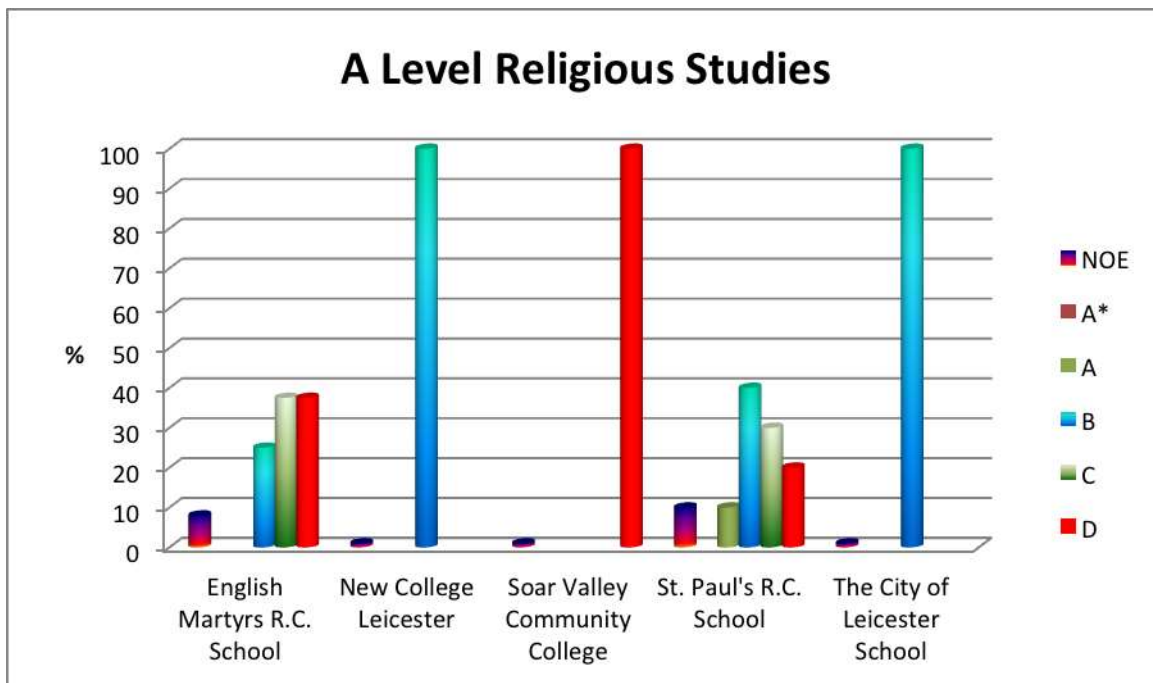
GCSE Short Course Girls Results

Centre	Gender	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Babington Community College	Girls	95	2									100.0		
Crown Hills School & Community College	Girls	96	42	7.1	31.0	14.3	11.9	11.9	19.0	2.4	2.4		64.3	100.0
Hamilton Community College	Girls	102	8			37.5		25.0		12.5	12.5	12.5	37.5	87.5
Judgemeadow School & Community College	Girls	102	3	33.3					33.3			33.3	33.3	66.7
Keyham Lodge	Girls	2	0											
Moat Community College	Girls	100	99	1.0	13.1	28.3	28.3	10.1	8.1	4.0	3.0	4.0	70.7	96.0
Rushey Mead Secondary School	Girls	154	1								100.0			100.0
Secondary Federated Pupil Referral Service (Short	Girls	4	1				100.0						100.0	100.0
Sir Jonathan North Community College	Girls	239	52	19.2	23.1	30.8	13.5	9.6	3.8				86.5	100.0
Soar Valley Community College	Girls	127	16			25.0	43.8	12.5		6.3	6.3	6.3	68.8	93.8
St. Paul's R.C. School	Girls	86	1									100.0		
The City of Leicester School	Girls	113	1				100.0						100.0	100.0
The Samworth Enterprise Academy	Girls	54	40		12.5	20.0	12.5	12.5	7.5	10.0	5.0	20.0	45.0	80.0

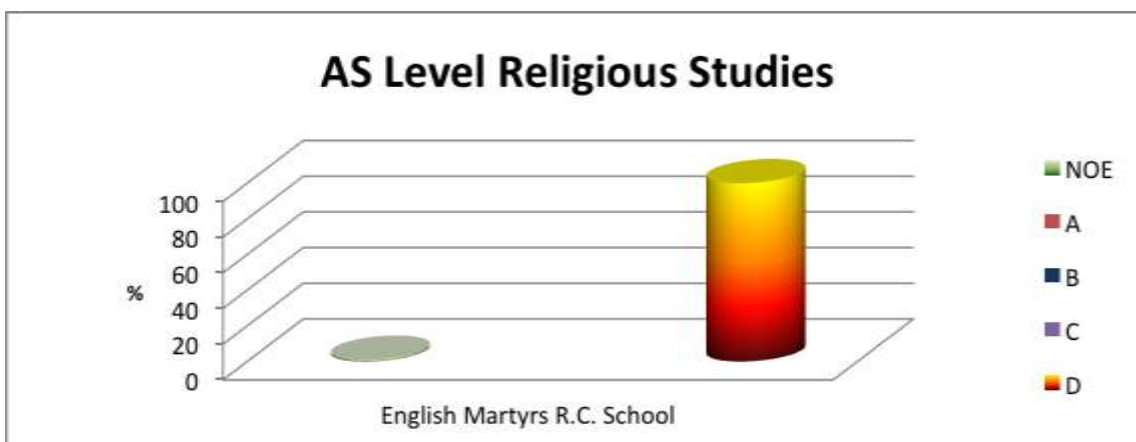


A and AS Levels

Centre	NOE	A*	A	B	C	D	E	A*-A	A*-B	A*-E
English Martyrs R.C. School	8			25.0	37.5	37.5			25.0	100.0
New College Leicester	1		100.0						100.0	100.0
Soar Valley Community College	1					100.0				100.0
St. Paul's R.C. School	10		10.0	40.0	30.0	20.0		10.0	50.0	100.0
The City of Leicester School	1		100.0						100.0	100.0



Centre	NOE	A	B	C	D	E	A-B	A-E
English Martyrs R.C. School	1				100.0			100.0



Appendix C

Membership of SACRE 2012-2013

Composition of SACRE

Group A		Christian denominations and other religions (excluding Church of England)
Group B	up to 7 Members	Church of England
Group C	up to 7 Members	Teacher Associations
Group D	up to 7 members	Local Authority (LA)

SACRE A

Baha'i	Stephanie Maude
Baptist	Christine Cook
Baptist	Peter Shepherd
Catholic	Michael Johnson
Free Evangelical	Brian Niblock
Hindu	Dipak Kumar Fakey
Hindu	Rameshbhai Majithia
Hindu	Hiten Bhatt
Methodist	Stephen Thompson
Muslim	Salma Ravat
Muslim	Seema Ahmad
Orthodox Jewish	Sheila Markham

Quakers	Ann Fishenden
Salvation Army	Jean Denton
Sikh	Kartar Singh Sandhu
Sikh	Amandeep Singh Rai
The Church of Jesus Christ of Latter-Day Saints	David Parker

SACRE B

Church of England	Anne Walpole
Church of England	Elizabeth Wayne
Church of England	Janet Ingram
Church of England	Jill Carr
Church of England	Alison Roche
Church of England	Liz Rawlings
Church of England	Rosemary Stokes

SACRE C

Teacher Associations	Ken Wheatley (ATL)
Teacher Association	Martin Ward (ASCL)
Teacher Association	Urmila Valand (NASUWT)
Special School	Brenda Kallow
Primary School	Mark Ingham (NAHT)
CLARET	Jill Patterson

SACRE D

LA	Cllr Mian Mayat
LA	Cllr Deepak Bajaj

LA Cllr Inderjit Gugnani
LA Jasbir Mann

NON-VOTING MEMBERS

Humanist Allan Hayes
Council of Faiths George Ballantyne

ADVISER

Consultant RE Adviser (LA) Wendy Harrison
Consultant Fiona Moss (RE Today)

CLERK Farida Mansoor/Jema Grassby

Contacts:

Wendy Harrison
B1 New Walk Centre
Leicester
LE1 6ZG

Tel: 0116 2249176

Email: wendyanneh@aol.com

Record of Attendance of Members of the Leicester City SACRE 2012-2013

Group A

Faith	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
Bahai	Stephanie Maude	P	P	A	P	P	P
Baptist	Christine Cook	-	A	P	P		
Baptist	Peter Shepherd					P	A
Catholic	Michael Johnson	-	-	-	P	-	-
Free Evangelical	Brian Niblock	P	A	A	P	P	P
Hindu	Dipak Fakey	-	P	P	P	P	-
Hindu	Rameshbhai Majithia	A	P	P	A	P	-
Hindu	Hiten Bhatt	A	P	P	P	-	-
Methodist Church	Stephen Thompson	P	P	P	P	P	P
Muslim	Salma Ravat	A	P	A	P	P	A
Muslim	Seema Ahmad	P	P	P	-	P	P
Orthodox Jewish	Sheila Markham	A	P	A	P	A	A
Quakers Religious	Anne Fishenden	P	P	P	P	P	P
Salvation Army	Jean Denton	P	P	P	P	P	A
Sikh	Kartar Singh	P	P	P	P	-	-

	Sandhu						
Sikh	Amandeep Rai	P	P	-	-	P	-
The Church of Jesus Christ of Latter Day Saints	David Parker				P	P	P

Group B

Faith	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
Church of England	Anne Walpole	P	P	P	P	P	P
Church of England	Elizabeth Wayne	P	A	P	P	P	P
Church of England	Janet Ingram	P	P				
Church of England	Jill Carr		P	-	A	P	P
Church of England	Alison Roche						A
Church of England	Liz Rawlings					P	P
Church of England	Rosemary Stokes	P	P	A	P	P	A

Group C

Faith	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
Teacher Associations ATL	Ken Wheatley	P	P	P	A	P	P
Teacher Associations ASCL	Martin Ward	P	A	A	A	A	A
Teacher Associations NASUWT	Urmila Valand	A	P	-	-	-	-
Primary School Rep Uplands Infants	Mark Ingham	P	A	P	-	-	-

Special Schools	Brenda Kallow	A	-	-	-	-	-
CLARET	Jill Patterson	P	P	A	P	A	P

Group D

Faith	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
LA	Cllr Mian Mayat	-	-	-	-	-	-
LA	Cllr Deepak Bajaj		A	P	P	P	A
LA	Cllr Inderjit Gugnani		P	P	P	P	P
LA	Jasbir Mann	A	P	P	P	P	A

Co-opted Non-Voting

Faith	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
Humanist	Allan Hayes	P	P	-	P	P	P
Leicester Council Of Faiths	George Ballentyne	P	P	P	P	P	A

Adviser

Consultant for RE/SACRE	Fiona Moss	P	P	P	P	P	A
Consultant for RE/SACRE	Wendy Harrison	P	P	P	P	A	P

Visitors

School/Establishment	Name	20/09/12	22/11/12	16/01/12	13/03/13	09/05/13	25/06/13
Mayflower PS	Glyn Millinship		P				
City of Leicester Observer	Anna Kastayko		P				
Rushey Mead Secondary School	Rita Hindocha			P			
Oadby Punjabi School Observer	Baljinder Kaur Lail				P		
Uplands Junior School	Tim Luckcock					P	
Rushey Mead Primary Sch	Debra Bailey					P	
Judgemeadow College	Shirley Parsons					P	
Crown Hills Community College	Bernadette Green						P
Highfields Primary School	Jane Ridgewell						P
Highfields Primary School	Roshni Surani						P

Key to Attendance:

P Present

A Absent with apologies

– Absent



Attended for a session to present determinations or an item on the Agenda / new member or resigning member

Appendix C. Leicester SACRE Development Plan 2010-2012

Key Priority 1: Monitoring the impact of the Leicester Agreed Syllabus on raising standards of RE in schools					
Key Tasks	Target Group(s)	Led by whom?	Cost	Timescale	Success criteria
<p>1A</p> <p>To monitor the impact of the new AS at selected primary, secondary and special schools.</p>	<p>Selected schools.</p>	<p>JC</p>	<p>6 days Consultants time.</p> <p>CPD training and support in schools.</p>	<p>Sept 2010 ongoing</p>	<p>Monitoring leads to improved standards in and evaluation of RE. Key strengths and areas for development are shared with SACRE.</p>
<p>1B</p> <p>To work with secondary and primary RE network groups. To give advice and guidance on obtaining relevant resources.</p>	<p>All Leicester schools at all key stages.</p> <p>SACRE members informed of dates and attend when they are able.</p>	<p>JC. RE AST linda Bradshaw. Michelle Green, RE coordinator from Wolsey House primary.</p>	<p>2 days consultant time</p>	<p>Ongoing</p>	<p>Resources and ideas shared would be feedback to SACRE.</p>

<p>1C</p> <p>Analyse key inspection judgements from schools on SMSC/community cohesion and share findings with SACRE.</p>	<p>Leicester schools</p>	<p>JC</p>			<p>Analysis leads to improved provision in Leicester City Schools</p>
<p>10</p> <p>Analyse GCSE full and short course results from schools and share key findings with SACRE. Write letters of commendation to schools from SACRE.</p>	<p>Pupils and teachers across city schools.</p>	<p>JC</p>			<p>Monitoring enables intervention strategies and improved performance at GCSE/A level RS</p>
<p>1E</p> <p>Support the primary Collaborative RE group in cascading</p>	<p>Primary Collaborative schools</p>	<p>JC</p>	<p>2 days</p>	<p>ongoing</p>	<p>Each primary Collaborative teacher is linked to a</p>

practice to other schools				Autumn 2010-Autumn 2012	neighbouring school and sharing good practice.
1F		Teacher led.			
To celebrate children's good work across the city. To use as a tool to inform assessment in RE.					Exemplar work to be placed on Fronter and possibly website so accessible to teachers and SACRE members.
Key Priority 2: To raise the profile of SACRE and the positive contribution it can make to community cohesion					
Key Tasks	Target Group(s)	led by whom?	Cost	Timescale	Success criteria
2A Completion of 'Engaging with Faith Communities' booklets. Muslims, Sikhs, Christians, Hindus.	All schools and educational settings.	JC and a working party for each faith booklet comprising of SACRE members and faith leaders.	Approx £2,000	Available electronically April 2011	Roll out training on usage of the booklets commences summer term 2011. Attended by senior leaders of schools and settings.

<p>2B</p> <p>Sacred Spaces training continues for schools and sacred spaces.</p> <p>Updated booklet compiled of Sacred Spaces in Leicester who have attended training.</p>	<p>All schools and Sacred Spaces.</p> <p>Schools and communities.</p>	<p>JC working collaboratively with Janet Ingram, diocesan education officer.</p> <p>JC, Chair of SACRE, SACRE clerk other SACRE members.</p>	<p>Hire of room, resources and refreshments. £70 x4</p>	<p>Summer and Autumn terms 2011. repeated in 2012</p> <p>Ongoing</p>	<p>Positive evaluations from schools and Sacred Spaces. More quality visits occurring. Every Leicester school ensuring at least one visit to a Sacred Space each year. Booklet used to support visits.</p> <p>Good school and community participation.</p>
<p>2C</p> <p>i. To be involved in promoting schools participation with key initiatives;</p> <p>National Celebrating RE month</p> <p>Interfaith week</p> <p>Islam awareness week</p> <p>ii. To inform schools of new projects instigated</p>					

<p>by SACRE members such as 'Eat and Meet'</p> <p>2D</p> <p>To support schools Governing bodies in their statutory responsibility to promote Community Cohesion and in ensuring they are familiar with the Leicester AS for RE.</p>	<p>School governing bodies.</p>	<p>JC and SACRE members who serve on Governing bodies.</p>	<p>Cost mitigated by Governors services</p>	<p>Ongoing</p>	<p>Governing bodies confident in their responsibilities regarding Community Cohesion and RE.</p>
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Key Priority 3: To Support the work of the Youth SACRE					
Key Tasks	Target Group(s)	Led by whom?	Cost	Timescale	Success criteria
<p>3A</p> <p>To support the Youth SACRE in promoting Religious Education as an important subject</p>	<p>Youth SACRE, schools, Leicester SACRE.</p> <p>Schools, Adult SACRE</p>	<p>JC</p>	<p>£5,000</p>	<p>November 2010- November 2012</p>	<p>Positive student and teacher evaluation. Profile of RE is raised.</p>

<p>at schools.</p> <p>i. Helping to plan and support the annual Secondary RE conference.</p> <p>ii. Using part of the funding from the Westhiii/NASACRE grant to make a DVD about young people's faiths in the city.</p> <p>iii. To develop a Youth SACRE blog.</p> <p>iv. Raising standards of RE in their own schools by supporting the RE HOD in promoting the subject.</p>	<p>and Youth SACRE.</p> <p>Youth SACRE.</p> <p>Leicester SACRE</p>	<p>JC and supported by Chair of SACRE.</p> <p>Youth SACRE members</p> <p>Youth SACRE</p>	<p>£2,000</p>	<p>Completed by January 2012</p> <p>Ongoing</p>	<p>Opportunity to show this at AGM NASACRE meeting 2011 and Youth SACRE to comment.</p> <p>Increased take up of full course GCSE RS in schools.</p>
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<p>3B</p> <p>To act as students advisers to Leicester City SACRE</p> <p>i. Giving annual feedback at Leicester SACRE meetings</p> <p>3C</p> <p>To encourage an understanding of religion and culture</p> <p>Within the community.</p>	<p>Youth SACRE.</p>	<p>volunteers. Chair and vice chair of Youth SACRE.</p> <p>JC and members of Youth SACRE.</p> <p>Volunteers from Leicester SACRE.</p>	<p>Cost of travel and cost of trips.</p>	<p>Annually.</p> <p>At least annually.</p>	<p>Relationships established between Adult and Youth SACRE.</p> <p>Youth SACRE members have the opportunity to develop friendships and bridge cultural divides.</p>
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Key Priority 4: To provide guidance and support for schools of effective provision for Collective Worship and support for determinations.					
Key Tasks	Target Group(s)	led by whom?	Cost	Timescale	Success criteria
<p>4A</p> <p>Support schools in applying for a determination.</p>	<p>All schools with over 50% of pupils from ethnic minorities.</p>	<p>JC and designated SACRE member</p>	<p>Nil</p>	<p>Ongoing.</p>	<p>Schools understand the difference between assemblies and Collective Worship.</p> <p>There is clear alternative provision.</p>
<p>4B</p> <p>SACRE members to link with local schools to support:</p> <p>i. RE department and ii. Delivery of Collective worship.</p>	<p>All schools but especially those schools that are not religiously diverse.</p>	<p>JC and SACRE volunteers.</p>		<p>Focussing on second half of summer terms in preparation for new Autumn term.</p>	<p>A register of volunteers established and criteria established for accredited volunteers.</p> <p>A volunteer's feedback form is in use.</p>
<p>4C</p> <p>SACRE members volunteer to run assemblies linked to their faith beliefs.</p>	<p>Schools and SACRE members.</p>			<p>Ongoing.</p>	

Key Priority 5: To develop links between Leicester SACRE and schools as well as local/national bodies					
Key Tasks	Target Group(s)	led by whom?	Cost	Timescale	Success criteria
<p>5A:</p> <p>link up with local schools and visit more schools as faith and SACRE representatives.</p>	Leicester Schools.	JC and members of Leicester SACRE.	<p>5 days adviser time.</p> <p>Printing costs.</p> <p>Travel costs for SACRE members</p>	Summer 2 011- 2013	<p>Each SACRE member is linked to 1-2 schools.</p> <p>Action plan developed to support SACRE members visiting schools.</p> <p>leicester SACRE known by the leicester community.</p> <p>Activities are held to build partnership with the leicester Schools and faith communities.</p> <p>Mutual attendance established at events.</p>

<p>5B</p> <p>Continue with links with Leicester Diocese, Council of Faiths, St Philips centre, Interfaith network, Leicestershire SACRE, Islamic Society of Britain.</p>	<p>Leicester SACRE and faith communities.</p>	<p>Specific Leicester SACRE members:</p> <p>George Ballentyne</p> <p>Janet Ingram</p> <p>Seema Ahmed</p> <p>Salma Ravat</p>		<p>ongoing</p>	<p>Leicester SACRE is fully informed of key issues in RE and in contact with national bodies.</p>
<p>5C:</p> <p>Maintain contact with national organisations, DfE, Ofsted and RE organisations; REC, NASACRE, AREIAC, NATRE.</p>	<p>Leicester SACRE</p>		<p>Travel expenses.</p>	<p>ongoing</p>	<p>Leicester SACRE meetings are well attended, led and resourced. Outcomes of the meetings are positive for schools.</p>
<p>50.</p> <p>Ensure Leicester SACRE meetings, CPO training sessions and the Annual report are effectively planned,</p>					<p>Meetings and the Annual report are evaluated.</p> <p>Website ensures profile of Leicester</p>

<p>resourced and led.</p> <p>5E</p> <p>Develop a SACRE/Youth SACRE website</p>	<p>Leicester SACRE, Leicester schools, Leicester City Council.</p> <p>Leicester SACRE, Youth SACRE. Teachers and parents.</p>	<p>JC, SACRE chair and volunteers</p> <p>JC, members of Leicester SACRE and Youth SACRE and developed by Leicester CLC.</p>	<p>5 days adviser's time.</p> <p>2 days adviser's time.</p>	<p>Per meeting and annually.</p>	<p>SACRE and Youth SACRE is raised.</p> <p>Website evaluated by SACRE in 2012.</p>
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