

Rutland
Standing Advisory Council
For
Religious Education

Annual Report
2009 – 2010

Contents

Introduction To Report	Page 3
Background	Paragraph 1
Religious Education	Paragraph 2
OfSTED Inspection Reports	Paragraph 3
Summary	Paragraph 4
GCSE Results	Paragraph 5
Reporting to Parents	Paragraph 6
Links to Local Authority Priorities	Paragraph 7
Complaints about Collective Worship	Paragraph 8
SACRE Matters	Paragraph 9
Links with other Bodies	Paragraph 10
SACRE Development Plan	Paragraph 11
RE Training Programme	Paragraph 12
SACRE Budget	Paragraph 13
SACRE Members and Attendance 2008-2009	Appendix

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Introduction To The Report

The main function of a SACRE report as set out in the 1996 Education Act is to advise the Local Authority on matters connected to Collective Worship in community schools and the Religious Education to be provided in accordance with the Locally Agreed Syllabus. It also has the duty to require that the Agreed Syllabus be reviewed every five years to keep it relevant and appropriate and to ensure that schools comply with the legislation. The members of the Rutland SACRE are committed to supporting children's learning in Religious Education and Collective Worship and have collaborated throughout the year to work for the highest standards in both.

A SACRE report can give an accurate picture of both the effectiveness of the provision for Religious Education and Collective Worship in raising standards and can also pinpoint areas for further development.

The members of Rutland SACRE would like to congratulate all Primary Schools who received good or outstanding for the spiritual, moral, social and cultural development of their pupils. Equally encouraging were the positive comments made about the schools' efforts to promote community cohesion.

SACRE would also like to commend the Colleges for both the increased uptake in the short course RE and the significant increase in numbers of pupils taking the Full Course in recent years. OFSTED judged that the impact of good RE teaching upon pupil' personal development is very good.

Thank you to the County Council, particularly the Link Officer, Alison Leighton, and to Philip Davies from the Diocese of Peterborough, for their unstinting support and wise advice ensuring that the Rutland SACRE has been able to form an effective partnership with the local community.

I would like to commend this report

Janet Kennedy (acting Chair of Rutland SACRE)

1) **BACKGROUND**

1.1 The role of SACRE

The 1988 Education Reform Act established the statutory requirement for all LAs to establish a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE is an independent body to advise the Local Education Authority (LA) on matters concerned with the provision of Religious Education and Collective Worship.

1.2 The SACRE comprises of four groups:

Group One: Representatives of Christian denominations and other religions, reflecting the principal religious traditions of the county

Group Two: Church of England Representatives

Group Three: Teacher Representatives

Group Four: LA Representatives

Each group has equal status and voting rights.

1.3 The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools / colleges through:

- Advice on methods of teaching the Agreed Syllabus for Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural (SMSC) Development of pupils;
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Asking the LA to review its Agreed Syllabus.
- Contributing community cohesion.

1.4 The Rutland SACRE meets three times each year at different venues within and outside the county. SACRE meetings are open to the general public, who may attend as observers.

2) **RELIGIOUS EDUCATION**

There is a legislative requirement that an LA should undertake a review of its Agreed Syllabus every 5 years. Since 1997 when Rutland became a unitary authority, Rutland SACRE has adopted the Northamptonshire Agreed Syllabus. Northamptonshire have begun the review of the Agreed Syllabus.

3) **OFSTED INSPECTION REPORTS**

Five Primary Schools in Rutland were inspected during the year 2008-2009. **Brooke Hill, Edith Weston, English Martyrs RC, Leighfield and Oakham CE. The Parks School and Vale of Catmose** were also inspected. In addition there was a subject survey inspection of RE at **Vale of Catmose**.

The quotations below are from each of the schools` OFSTED reports, mainly drawn from the section of the report on Personal Development and Well-being.

3.1 **Brooke Hill Primary School**

The extent of learners` spiritual, moral, social and cultural development

Grade 1

The extent to which learners make a positive contribution to the community

Grade 1

“The school rightly prides itself in providing a warm and caring ethos where positive relationships exist at all levels.....Through a highly effective school council, pupils know that they are listened to and that their opinions matter....An outstanding and vibrant curriculum enhances the quality of teaching and learning and inspires pupils.”

3.2 **Edith Weston Primary School**

The extent of learners` spiritual, moral, social and cultural development

Grade 2

The extent to which learners make a positive contribution to the community

Grade 2

“Spiritual, moral, social and cultural development are all **good**. Pupils learn to be reflective, make responsible choices and acquire good social skills....The school looks beyond its gates and pupils know about and respect people from other countries and different backgrounds. They show a strong concern for others and many contribute well to school life and to communities and charities beyond.... The recent decision to adopt an International Primary Curriculum has ensured that all topics focus on skill development, independent research and integration between subjects.”

3.3 English Martyrs Catholic Primary School

The extent of learners` spiritual, moral, social and cultural development.

Grade 2

The extent to which learners make a positive contribution to the community

Grade 2

“The religious foundation of the school is evident in pupils` **excellent** spiritual development. Many talk explicitly about religious faith, while even more demonstrate a very good ability to be reflective about their lives and those of others....The school widens pupils` cultural awareness well so that they are well informed about a link community in Malawi and about ethnic minority communities in Britain....The school plays a central role in the life of the local area and wider Catholic community. It succeeds in broadening pupils` and adults` understanding of different cultures and the wider world.”

3.4 Leighfield Primary School

The extent of learners` spiritual, moral, social and cultural development

Grade 2

The extent to which learners make a positive contribution to the community

Grade 2

“Pupils` spiritual, moral, social and cultural development is **good**. They have a good understanding of their own rural traditions and a growing awareness of cultural diversity in contemporary society. Art and music make a significant contribution to pupils` spiritual and cultural development and pupils achieve high standards in both.”

3.5 Oakham CEVC Primary School

The extent of learners` spiritual, moral, social and cultural development

Grade 1

The extent to which learners make a positive contribution to the community

Grade 2

“Pupils` spiritual, moral, social and cultural development is outstanding. The school has a strong ethos of respect and consideration for others which permeates all activities. Pupils contribute to the school and wider community by becoming members of the class councils and by their frequent input into school assemblies. They are active in fund-raising activities for charities....The range of additional learning opportunities provided by the school is **excellent**. Pupils talk with exceptionally high levels of enthusiasm about residential trips, and benefit from the opportunities these trips provide. Visits within the locality strengthen the pupils` knowledge of the local community.”

3.6 The Parks School

The extent of learners` spiritual, moral, social and cultural development

Grade 2

The extent to which learners make a positive contribution to the community

Grade 2

“Children make extremely good gains in confidence and in their self-esteem because of the **outstanding** nurturing ethos where every child is valued as a unique individual in the school. Their **excellent** spiritual, moral, social and cultural development is promoted by the many opportunities to experience awe and wonder, to feel good about themselves, to learn to behave well and take turns, and to develop their sense of right and wrong....Strong links with Mauritius, well thought out multicultural days and activities such as drumming and dancing, and the provision of positive role models in school and from the community, enhances cultural diversity and awareness extremely well.”

3.7 Vale of Catmose College

The extent of the learners` spiritual, moral, social and cultural development

Grade 1

The extent to which learners make a positive contribution to the community.

Grade 1

“The college provides an **excellent** level of care and support, which results in outstanding personal development.... Their spiritual and cultural development is **outstanding**.... Students show exceptional personal qualities. The impact of the specialist status in the visual arts is one of the major strengths of the college and a major contributor to the **excellent** spiritual, social and cultural development of the students....They benefit enormously from the Gallery, where they are encouraged to reflect on artistic works from a wide range of cultural and religious sources. They show an outstanding ability to empathise with others and to express their feelings and views.”

The subject survey inspection for RE at Vale of Catmose judged the overall effectiveness of RE to be **good**.

“The personal development of students in the context of RE is **excellent**....Students comment very positively on how RE promotes respect for different opinions and the value of diversity.

The quality of teaching and learning in RE is **good**....The quality of the curriculum in RE is **good**....The leadership and management of RE is **good**....The team leader is enthusiastic and keen to innovate in order to keep students interested and challenged. A strong direction is given to improving students` achievement. Staff teaching RE share the purpose and are passionate about the subjects` contribution to students` personal development, with **very good** impact.”

4) SUMMARY

4.1 Pupils` personal development and well-being is judged to be **good** or **outstanding** in all of the schools inspected.

4.2 Spiritual development is judged to be **good** or **outstanding** in all of the schools inspected.

4.3 Cultural development is judged to be **good** or **outstanding** in all of the schools inspected.

4.4 Positive contribution to the community by learners is judged to be **good** or **outstanding** in all seven of the schools inspected.

4.5 No data was available within the normal OFSTED framework, for SACRE to monitor provision for and the standards in Religious Education or to monitor provision for Collective Worship.

5) **GCSE RESULTS 2009**

5.1 A review of the standards achieved by students in Full Course GCSE Religious Education shows that the numbers taking the subject has increased in recent years. In 2009 there was 100% grade A*-C pass rate in full course GCSE. Forty-Seven of the Fifty-One entrants for this were from Vale of Catmose, an outstanding result for this college.

5.2 SACRE is delighted to report that the Short Course RE GCSE has been introduced at Casterton Business and Enterprise College from September 2005 and from Vale of Catmose College from September 2006. (Full Course Results are in bold. Short Course Results are in brackets).

Yr	Number attempting	A* - C Passes	A* - G Passes
2005	30	60%	100%
2006	31	71%	94%
2007	32 (158)	72% (40%)	100% (97%)
2008	48 (180)	92% (74%)	100% (100%)
2009	51 (175)	100% (54%)	100% (100%)

6) **REPORTING TO PARENTS**

6.1 Standards at all key stages are regularly reported to parents in the annual report of each pupil's work at the end of the summer term and during the year at parents' evenings.

7) **LINKS TO LOCAL AUTHORITY PRIORITIES.**

7.1 The inspection reports for both S5 and S48 present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools and colleges.

7.2 SACRE can respond to the proposed priorities of the LA "Children and Young Peoples Plan". For example, the extent to which the RE Syllabus meets the needs of the community.

7.3 SACRE requested colleges to send in information about teacher assessment of levels at the end of Key Stage Three RE.

8) **COMPLAINTS ABOUT COLLECTIVE WORSHIP**

There have been no complaints about Collective Worship made to SACRE by parents. SACRE has produced a discussion paper on "Collective Worship in the Community Colleges" which has been shared with the senior management teams of the 3 colleges to encourage compliance with the requirement for there to be a daily act of collective worship. Three questions were raised by SACRE

- What issues were raised when your Governing Body last discussed and reviewed the provision for collective worship?
- How can SACRE best support the community colleges in their discussions about collective worship?
- How can SACRE strengthen its links with the community colleges in the area of collective worship?

9) **SACRE MATTERS**

9.1 The composition of SACRE remains the same. During the year the Reverend Philip Davies undertook the liaison role with Peterborough Diocese. Mrs Alison Rogers was Chair of SACRE until January and then Mrs Janet Kennedy was Chair for the remaining meetings. Mrs Alison Leighton supported SACRE as LA link officer.

9.2 SACRE has been pleased to appoint a member of the Bahai community which means the composition of group A has widened.

9.3 SACRE continued its self -evaluation of its effectiveness as a SACRE.

9.4 SACRE is regularly updated on Rutland`s development as a Fair Trade authority and how schools and colleges are working with this initiative.

10) **LINKS WITH OTHER BODIES**

10.1 Rutland SACRE is actively involved in the National Association of SACREs, and has been represented at its meetings and conferences. Philip Davies is a member of the Executive Committee.

10.2 Rutland LA works closely with both the Anglican and Roman Catholic Diocese and with Northamptonshire`s Religious Education Advisory Team in the support of Religious Education teaching in its Church of England, Community and Foundation schools.

11) **SACRE DEVELOPMENT PLAN**

11.1 SACRE has produced a Development Plan that is the focus of its work for 2007 – 2010. The Development Plan aims to address the following issues over the next three years:

- To provide a series of specific and phased activities to provide evidence of the impact of the Agreed Syllabus.
- To promote examination courses in RE as a means of fulfilling statutory requirements.
- To promote teacher professional development in RE and Collective Worship in Primary Schools and the Colleges.
- To contribute to the priorities of the LA strategic partnership within specific streams of funding, including promoting an awareness of the contribution of RE and Collective Worship to Every Child Matters and community cohesion.

12) **RE TRAINING PROGRAMME**

SACRE recommended a programme of training for RE in line with the Locally Agreed Syllabus and led by Lesley Pollard; the sessions were extremely well received. Lesley welcomes new RE co-ordinators to join the annual 2 day training programme for new co-ordinators. Philip Davies will be chair of the Agreed Syllabus Conference which will begin to review the Syllabus in 2009-10.

13) **SACRE Budget**

SACRE has a small agreed budget. This is allocated for clerking of meetings, the taking up of SACRE business by the clerk, including the production of the annual report and taking forward special projects and to maintain the links with and the support of NASACRE, including sending a delegate to the Annual Conference.

Appendix

SACRE MEMBERSHIP AND ATTENDANCE 2008-2009

SACRE has met on the following occasions:
13th November 2008 The Quaker Meeting House Oakham
3rd March 2009 St Nicholas CE VA School Cottesmore
25th June 2009 St Joseph RC Church Oakham

GROUP ONE – Representatives of other Churches and Faiths			
Name	Representing	Actual attendance	Eligible attendance
Vacancy	The United Reform Church	0	3
Sarah Reseigh	The Baptist Church	2	3
Rita Green	Bahai	1	1
Mrs J Kennedy	The Roman Catholic Church	3	3
Mr T Wilson	The Congregational Fed	0	3
Mrs E Ray	The Methodist Church	2	3
Mr D Amphlett	The Quakers	3	3
GROUP TWO – Church of England Representatives			
Mrs A Rogers	Rutland Deanery	1	1
Vacancy	Rutland Deanery	0	3
Reverend P Davies	Peterborough Diocese	3	3
Mrs J Vecqueray	Rutland Deanery	2	3
Rev`d J Widdows	Rutland Deanery	0	3
Rev`d A Aldous	Rutland Deanery	0	3
GROUP THREE – Teacher Representatives			
Mrs J Anning	Headteachers Forum	0	3
Vacancy	ATL	0	3
Mrs A Brooks	NUT	1	3
Vacancy	NAHT	0	3
Mrs S McGrath	NASWT	3	3
Mrs B Crellin	Co-opt Primary Head	3	3
Mrs Joan Gibson	Co-opt Primary Head	1	3
GROUP FOUR – Local Education Authority Representative			
Mrs Alison Leighton	Officer	1	3
Mr Nick Wainwright	Rutland County Council	0	3
Mr Edward Baines	Rutland County Council	0	3

Rutland LA Officer serving SACRE

Alison Leighton

Clerk To SACRE

Reverend Philip Davies

Peterborough Diocesan Schools Development Officer