

Central Bedfordshire
Council
Priory House
Monks Walk
Chicksands,
Shefford SG17 5TQ

**This meeting
may be filmed.**

**Central
Bedfordshire**

please ask for Miss Maria Brooks

direct line 0300 300 5783

date 8 February 2017

NOTICE OF MEETING

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Date & Time

Tuesday, 21 February 2017 at 2.00 p.m.

Venue at

Room 14 - Priory House, Monks Walk, Shefford, SG17 5TQ

Richard Carr
Chief Executive

To: The Chairman and Members of the STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION (SACRE):

Group A	Roman Catholic Church (2)	Sister Aidan Richards Mary O'Sullivan
	Free Church (3) Baptist	Marion Roberts Jo Ann Gaunt
Group B	Muslim (1)	
	Hindu (1)	Tulsi Seva Dasi
	Sikh (1)	Tirath Bhavra
	Jewish (1)	Nina Leigh
	Buddhist (1)	
Group C	Church of England (3)	Jane Chipperton Rev. Anne Crawford Carly Woodall
	Lower School Rep	Lucy Chapman, Sutton Lower School
	Secondary RE Specialist	Kathleen Eldridge, Redborne Upper School

Group D	Middle School Rep	Jacquie Binks, Etonbury Middle School
	Special School Rep	Janet Day, Weatherfield Special School
	Lower School Representative	Anita Whitehurst, St Swithuns School, Sandy
	Cllrs Mrs A Barker, F Firth, C C Gomm, Mrs D B Gurney and A Ryan	

[Named Substitutes:

Cllrs: T Swain, M A G Versallion and N Warren]

Officers:	Paul Harpin	- School Improvement Consultant, CBC
	Maria Brooks	- Committee Services, CBC

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AGENDA

1. **Apologies**

To receive any apologies for absence and notification of substitutes.

2. **Minutes of the Last Meeting and Matters Arising.**

To approve as a correct record the minutes of the last meeting held on 8 November 2016.

(attached pages 5 - 8)

3. **Review of the Agreed Syllabus**

To receive an update from the Chairman on the Review of the Agreed Syllabus.

4. **Development Plan**

To consider the Development Plan.

(attached pages 9 - 11)

5. **RE Commission Survey**

To receive an update from the Chairman on the RE Commission Survey.

6. **NASACRE Update Survey**

To receive an update from the Chairman on the NASACRE Survey.

7. **Spiritual, Moral, Social and Cultural Comments.**

To receive Spiritual, Moral, Social and Cultural comments from Ofsted for the Autumn term, 2016.

(attached pages 13 – 15)

8. **Date of the next meeting.**

To note that the next meeting of the SACRE will be held on Tuesday 4 July 2017, 2:30pm.

9. **Date for Subsequent Meeting.**

To agree meeting date for the SACRE for the remainder of 2017.
Tuesday 7th November, 2:00pm.

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** held in the Room 14 - Priory House, Monks Walk, Shefford, SG17 5TQ on Tuesday, 8 November 2016.

PRESENT

Jane Chipperton (Chairman)
Cllr D Gurney (Vice-Chairman)

Group A:	Sister Aiden Richards	Roman Catholic Church Representative
	Mary O'Sullivan	Roman Catholic Church Representative
	Jo Ann Gaunt	Baptist Representative
	Tirath Bhavra	Sikh Representative
	Nina Leigh	Jewish Representative
Group C:	Lucy Chapman	Lower School Representative, Sutton
		Lower School
	Kathleen Eldridge	Secondary RE Specialist, Redborne
		Upper School
	Anita Whitehurst	St Swithuns School

Apologies for Absence: Cllrs Mrs A Barker
C C Gomm

Substitutes: Cllrs M A G Versallion (In place of Mrs A Barker)
N Warren (In place of C C Gomm)

Officers in Attendance Mr P Harpin School Improvement Consultant

Others in Attendance Mr M McMaster RE Today

SACRE/16/1. Minutes of the Last Meeting

RESOLVED

That the minutes of the meeting held on 14 June 2016 be approved as a correct record subsequent to the following minor amendment:

Minute L/04/55 Appointment of Vice Chairman

The sentence is to be amended to 'Cllr Doreen Gurney was duly appointed as **Vice Chairman** of the SACRE for the ensuing municipal year'.

SACRE/16/2. Review of the Agreed Syllabus

Mr M. McMaster, Business Development Manager, RE Today gave an update on the review of the Agreed Syllabus during which the following was outlined:

1. A review of the draft Agreed Syllabus was needed in order for SACRE to meet its statutory responsibility.
2. The Agreed Syllabus was a considerable document which was unique in the sense of the legal agreement and activities. Due to the change of the Levels system to age related expectations, any refresh would affect the whole document.
3. Discussions were taking place with Luton Borough and Bedford Borough Councils to look at the options which included commissioning RE Today to produce a slimmed down version of the Agreed Syllabus with separate assessment units, replicating the approach taken by Hertfordshire County Council.
4. RE Today are one of the only professional organisations who write professional RE publications as RE advisers (who used to write the Agreed Syllabus) no longer exist in some counties.
5. RE Today had produced an 'off the shelf', loose leaf version of the Agreed Syllabus, the cost of which was slightly less than the bespoke version. This version was comprised of 70-80 pages of standard content which enabled individual pages and the contents page to be updated and local appendices to be added. Luton Borough Council had indicated their second option would be to adopt this version as it was a cost effective option whilst being sensitive to the local needs of school.
6. RE Today could be commissioned to hold a hard copy of the Agreed Syllabus which could be reprinted for revenue. The local authority could also print and sell the Agreed Syllabus in its own local authority area although it was not possible to guarantee a re-coup of cost of the review.
7. If the Agreed Syllabus was updated in partnership with Bedford Borough and Luton Borough Councils, the copyright would be a joint agreement with any revenue divided amongst the 3 local authorities and RE Today.

Points and comments included:

- Why was a tailor made syllabus needed if a functional version had already been produced by other local authorities?
- Feedback received from a large number of schools locally was that the Agreed Syllabus was one of the most important documents agreed by SACRE as it protected requirements locally.
- The 'off the self' version was very general whereas the scheme of working in the existing Agreed Syllabus was extremely detailed and included guidance about lesson planning. Using the 'off the shelf' version would be a step backwards for CBC as it has a strong local syllabus. Consistency across the local authority was needed.
- The Jewish element in the Agreed Syllabus needed to be accurate. The document also needed to cover and present all faiths in an appropriate way.
- There was a lack of funding available to undertake the review.
- If the Agreed Syllabus was a statutory duty, funding needed available carry out this duty.
- If the cost was over 2 years, would this be manageable in terms of the budget?

Members challenged the proposal significantly and expressed concern about the principle spend of £5,000. After a lengthy discussion it was felt that

clarification was needed about the amendments and additions required in order for a decision to be made about refreshing the Agreed Syllabus.

RESOLVED

- 1. To work with Luton Borough Council on the option of a locally Agreed Syllabus.**
- 2. The potential for recovery of costs would be explored where possible.**
- 3. An Agreed Syllabus conference is to be set up to discuss a work programme.**

SACRE/16/3. Understanding Christianity

The Chairman gave a presentation which outlined the following:

1. The Understanding Christianity Text Impact Connections resource was written by a team of RE advisors from RE Today Services, in collaboration with more than 30 expert teachers, advisers and academics.
2. The key purpose of the resource was to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.
3. The resource included core concepts and key questions and covered examples from other faiths such as Catholicism, Baptism and Methodism.
4. The resource had been piloted in over 50 schools across the country with the intention that this approach to teaching Religious Education would be used in other religions too.

NOTED

The presentation entitled Understanding Christianity

SACRE/16/4. Draft Development Plan

The SACRE considered a draft Development Plan setting out areas for development between April 2016 to March 2017.

NOTED

Noted the Draft SACRE Development Plan for the period of April 2016 to March 2017

SACRE/16/5. Draft GCSE and A Level results - 2016

The SACRE received an update on the draft GCSE and A Level results for 2016.

Key issues noted were:

- The number of students taking RE had dropped from 25% (1250 students in 2015 to 946 students in 2016). The reason for the reduction had not been identified. A possible reason could be the options available and the combination.
- A drop had also been seen in the GCSE full % Achieving A* - C from 77 to 71,
- A level % Achieving A* -C from 53 to 49 and AS Level % Achieve A* -C from 57 to 44.

RESOLVED

The confirmed results and the reason for any discrepancies would be presented at the next meeting.

SACRE/16/6. Spiritual, Moral, Social and Cultural Comments

The SACRE considered the Ofsted Spiritual, Moral and Cultural (SMSC) comments for April to July 2016 and noted the following:

- There had been 23 inspections of schools in Bedfordshire
- All of the schools had an overall grade of 'good' but there was still scope for improvement.

NOTED

The Ofsted Spiritual, Moral and Cultural (SMSC) comments for April to July 2016.

SACRE/16/7. Date of the next meeting

The next meeting would be held on Tuesday 17 February 2017, 2pm, Priory House, Chicksands.

(Note: The meeting commenced at 2.00 p.m. and concluded at 3.55 p.m.)

Chairman

Dated

**Central Bedfordshire
SACRE Development Plan
April 2016 – March 2017**



Aims: - To ensure that high quality RE and Collective Worship opportunities are delivered in Central Bedfordshire schools
 To use the expertise of SACRE Members to support the Agreed Syllabus and accompanying scheme of work
 To signpost school RE Subject Leaders to publications and personnel to enhance the RE curriculum within schools

Areas for development

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To plan for the statutory review of the Agreed Syllabus	At each termly meeting	<ul style="list-style-type: none"> To plan for the review of the Agreed Syllabus to ensure that it is fit for purpose and meets the needs of LA schools 	Autumn Term 2016/ Spring Tem 2017
To monitor comments re. Spiritual. Moral, Social and Cultural Development (SMSC) in Central Bedfordshire schools through information gleaned from Ofsted reports and RE subject inspections	At each termly SACRE Meeting	<ul style="list-style-type: none"> SACRE members will have a more informed understanding of the quality of provision currently in place within the inspected schools 	Specific school information shared at each termly meeting.
To review GCSE and A level results in Religious Education from the summer of 2016	Annually	<ul style="list-style-type: none"> To review results, celebrate achievements and consider any implications for the future. 	Autumn Term 2016
To support the Professional Studies Group in RE, especially concentrating on primary planning.	Termly	<ul style="list-style-type: none"> RE Subject Leaders will benefit from networking opportunities to share ideas and practice Subject specialists involvement will raise awareness of what good practice in RE teaching looks like 	Autumn Term 2016 and at subsequent meetings
To provide opportunities for SACRE Council Members to gain knowledge and experience of different faiths through presentations at meetings. Presentations will reflect different age groups and types of schools.	At two meetings a year.	<ul style="list-style-type: none"> SACRE Council members will be better informed about a wide spectrum of faiths 	Autumn Term 2016 and at subsequent meetings

**Central Bedfordshire
SACRE Development Plan
April 2016 – March 2017**



Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To provide opportunities for SACRE Council Members to visit schools in Central Bedfordshire to observe RE lessons.	Ongoing	<ul style="list-style-type: none"> SACRE Council members will be better informed as to how RE is being taught in Central Bedfordshire schools 	Autumn Term 2016+
To investigate and review the use of artefacts within schools and ensure that schools are aware of what is available	Autumn Term 2016	<ul style="list-style-type: none"> All schools have access to appropriate artefacts for the teaching of RE 	Feedback from Chair
To further promote the RE Quality Mark and support schools to take part in the trial period	Ongoing	<ul style="list-style-type: none"> To facilitate support for schools wishing to gain the RE Quality Mark during the year 	Summer Term 2016 onwards

Areas of ongoing activity

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
<p>To ensure that SACRE meetings are organised efficiently on a termly basis and that the following costs are covered :-</p> <p>Teacher supply costs for attending meetings / consultant time Correspondence expenses Subscriptions Venue / refreshment costs</p>	April 2016 – March 2017	<ul style="list-style-type: none"> Best value for money will be secured through careful budgeting and administrative support SACRE will be effective in fulfilling its statutory duties 	Dates circulated for 2016 / 17 to fit members' requests.

**Central Bedfordshire
SACRE Development Plan
April 2016 – March 2017**



Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To arrange for an Annual SACRE report to be sent out to interested parties, including all Central Bedfordshire schools	Spring Term 2017	<ul style="list-style-type: none"> • SACRE will have fulfilled its statutory duty to publish an account of its work • Schools in Central Bedfordshire will be well informed about the work of SACRE 	Spring Term 2017
To ensure a representative attends the NASACRE AGM	Summer Term 2016 and 2017	<ul style="list-style-type: none"> • Council Members, through good quality feedback from representatives, will understand the national agendas and be made aware of good practice emerging from other SACREs across the country 	Feedback from Chair of SACRE June 2017
To support the 2017 Holocaust Memorial Day (HMD) Event	Spring Term 2017	<ul style="list-style-type: none"> • The lessons of holocaust experiences will be a valuable one for both students and other adults 	Spring Term 2017

In the 2017 Summer Term Meetings there will be time to evaluate the impact of the latest development plan and use this information to inform subsequent developments.

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Ofsted -Spiritual, Moral, Social and Cultural (SMSC) comments September - December 2016

(Grade 1= Outstanding Grade 2 = Good Grade 3 = Requires Improvement 4= Serious Weaknesses / Special Measures)

Lower Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Swallowfield, Woburn Sands (Short Inspection)	13/09/16	2	This school continues to be good Leaders and governors have addressed improvements identified in the previous inspection successfully. The school has gained the national diversity award and you have forged strong links with communities in other countries. Fundamental British values are promoted strongly and woven into all aspects of the curriculum. As a result of this, pupils have a good understanding of the diversity of faith, cultures and backgrounds existing in our society.
Linslade, Leighton Buzzard (Short Inspection)	15/09/16	2	No comments.
Russell, Amphill (Short Inspection)	08/11/16	2	This school continues to be good The school provides very well for pupils' personal development, particularly in improving their understanding of diversity and in developing their respect for the views and beliefs of others. The pupils I spoke with were exceptionally clever at explaining how special objects used by different religions, for example Judaism, symbolise respect and that they should, therefore, respect these same objects.
Shelton	09/11/16	2	This is a good school Pupils' spiritual, moral, social and cultural development is a significant strength and their effective school parliament builds their commitment to British values, including democracy and the rule of law. Effectiveness of leadership and management Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Pupils can explain the meaning and importance of their school's values and also use them every day to reflect on their learning and lives. Effective assemblies, curriculum strengths and extra-curricular activities including trips and sports, all contribute to their high levels of personal development and respect for one another. Their education makes them aware of and respectful towards different cultures and beliefs within their country, as well as developing their own self-respect.
Church End, Marston	15/11/16	2	No comments. (Short Inspection)

Primary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Tithe Farm, Houghton Regis	28/09/16	3	<p>Effectiveness of leadership and management</p> <p>The school successfully supports most aspects of pupils' spiritual, moral, social and cultural development. Pupils learn to be sensitive to the views of others. They keenly take responsibility by, for example, being house captains. Adults are good role models in the way that they treat each other and work together. Pupils have a reasonable knowledge of cultural diversity but the acting head teacher is already implementing a programme of activities to extend this further. The 'Values Cup' plays an important part in promoting pupils' understanding of British values. It is a great motivator for pupils as it rewards values such as tolerance, kindness and respect.</p>
Kensworth	29/09/16	4	<p>The school has the following strengths</p> <p>The behaviour of pupils is good and the school's promotion of their spiritual, moral, social and cultural development is effective.</p> <p>Effectiveness of leadership and management</p> <p>Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have an effective understanding of the school's values and are supported to reflect on them through meaningful assemblies and curricular activities. As a result, they are considerate and respectful towards one another, show an interest in learning and want to succeed. They are very aware of the different cultures within their country and have contact with others outside of Britain because of their charity campaigns, including Water Aid.</p>

(Grade 1= Outstanding Grade 2 = Good Grade 3 = Requires Improvement 4= Serious Weaknesses / Special Measures)

(Grade 1= Outstanding Grade 2 = Good Grade 3 = Requires Improvement 4= Serious Weaknesses / Special Measures)

Middle Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Edward Peake, Biggleswade (Short Inspection)	05/10/16	2	Fundamental British values are taught to pupils explicitly.
Brooklands, Leighton Buzzard	03/11/16	3	<p>The school has the following strengths</p> <p>Pupils' spiritual, moral, social and cultural development is provided for well. The very large majority of pupils are considerate and reflective.</p> <p>Effectiveness of leadership and management</p> <p>Pupils' spiritual, moral, social and cultural development is provided for well. Assemblies and tutor periods cover themes such as tolerance and well-being, while pupils learn about different faiths and cultures in subjects such as art and geography. Pupils develop a good knowledge of life in modern Britain and also understand why it is important to value and celebrate differences in culture and lifestyle.</p>

Upper/Secondary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Houghton Regis Academy	22/09/16	3	School leaders have managed finances skilfully in the transition to being a secondary school. Appropriate changes have been made and a broad and balanced curriculum is in place in all key stages. This prepares pupils well for life in modern Britain. For example, in key stage 3 all pupils have weekly lessons in which they learn about British values. During the inspection, pupils were learning about multiculturalism; they considered how respect and equality help build successful communities.

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