

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



please ask for Miss H Bell
direct line 0300 300 4040
date 9 January 2014

NOTICE OF MEETING

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Date & Time

Wednesday, 22 January 2014 at 2.00 p.m.

Venue at

Room 15, Priory House, Chicksands, Shefford

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
	Free Church (3)	Mary O'Sullivan Marion Roberts
	Muslim (1)	Mohsin Malik
	Hindu (1)	
	Sikh (1)	Tirath Bhavra
	Jewish (1)	Nina Leigh
	Buddhist (1)	Ven. Akurala Samitha
Group B	Church of England (3)	Jane Chipperton Rev. Anne Crawford Tom Waterworth
Group C	Lower School Rep	Lucy Chapman, Sutton Lower School

Secondary RE Specialist	Kathleen Eldridge, Redborne Upper School
Middle School Rep	Jacquie Binks, Etonbury Middle School
Special School Rep	Janet Day, Weatherfield Special School
Anita Whitehurst	St Swithuns School, Sandy

Group D Cllrs Mrs A Barker, Mrs R J Drinkwater, C C Gomm, Mrs D B Gurney (Vice Chairman) and R B Pepworth

[Named Substitutes:

Cllrs: M A G Versallion and N Warren]

Officers:	Paul Harpin	- School Intervention Manager, CBC
	Helen Bell	- Committee Services, CBC

AGENDA

1. **Apologies**

2. **Minutes of the Last Meeting**

To consider and approve Minutes of the last meeting held on 22 October 2013.

3. **A focus on Religious Education at Sutton Lower School**

To receive a presentation from Lucy Chapman, Primary School Representative on the provision of Religious Education at Sutton Lower School.

4. **The work of SACRE and developments in Religious Education**

To consider work of SACRE and developments in Religious Education.

5. **Spiritual, Moral, Social and Cultural aspect comments from Ofsted September 2013 - December 2013**

To consider comments from Ofsted on Spiritual, Moral, Social and Cultural aspects, September 2013 – December 2013.

6. **Development Plan Update**

To consider an update on the Development Plan.

7. **Religious Education: Realising the potential, Ofsted 2013**

To consider Religious Education: Realising the potential.

8. **Dates of Future meetings**

To agree dates of future meeting for the Municipal Year 2014/15:

Tuesday 17 June 2014, 2.00 p.m – Room 15, Priory House, Chicksands,
Central Bedfordshire Council

Tuesday 21 October 2014, 2.00 p.m – Room 14, Priory House,
Chicksands, Central Bedfordshire Council.

Tuesday 27 January 2014, 2.00 p.m – Room 15, Priory House, Chicksands,
Central Bedfordshire Council.

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** held at Room 15, Priory House, Chicksands, Central Bedfordshire Council on Tuesday, 22 October 2013.

PRESENT

- | | | |
|-----------------|---|--|
| Group A: | Sister Aiden Richards
Mohsin Malik
Nina Leigh | Roman Catholic Church Representative
Muslim Representative
Jewish Representative |
| Group B: | Rev. Anne Crawford | Church of England Representative |
| Group C: | Lucy Chapman

Kathleen Eldridge

Anita Whitehurst | Lower School Representative, Sutton Lower School

Secondary RE Specialist, Redborne Upper School

St Swithuns School |
| Group D: | Cllrs: | C C Gomm
M A G Versallion (in place of Mrs R D Drinkwater) |

- | | | |
|------------------------|----------------|--|
| Apologies for Absence: | Group A | Mary Sullivan
Marion Roberts
Ven Akurala Samitha |
| | Group B | Tom Waterworth |
| | Group C | Jacquie Binks
Janet Day |
| | Group D | Cllrs Mrs R D Drinkwater and Mrs D Gurney |

- | | | |
|-------------------------|-------------|-------------------------------|
| Officers in Attendance: | Miss H Bell | – Committee Services Officer |
| | Mr P Harpin | – School Intervention Manager |

SACRE/13/76 Minutes of the Last Meeting

RESOLVED

That the minutes of the last meeting be approved as a correct record.

Councillor M Versallion, Executive Member for Children's Services took the Chair in the absence of the Chairman and Vice-Chairman of the SACRE.

SACRE/13/77 A focus on Judaism

The SACRE received and considered a presentation from Nina Leigh on Judaism.

The presentation focused upon the Journey of Miriam, which was taught and delivered to pupils at Key Stage 1 and 2 in Schools.

The SACRE noted that The journey of Miriam provided an insight into Judaism offering a background and insight into some of the major stories in the testament, including interactive programmes, offering children the opportunity to take the part of the role of a biblical character.

Following on from the presentation, SACRE discussed ways in which Nina's learning tool could be promoted to raise awareness of Judaism. It was agreed that a paragraph providing a summary of the learning tool Nina Leigh provides be included in the Central Bedfordshire "Central Essentials" weekly newsletter.

SACRE/13/78 Spiritual, Moral, Social and Cultural aspects Ofsted Subsidiary Guidance

The SACRE were invited to consider Spiritual, Moral, Social and Cultural aspects of subsidiary guidance from Ofsted. A detailed paper containing guidance in each area was considered and noted.

RESOLVED

That the Spiritual, Moral, Social and Cultural aspects of guidance from Ofsted as now submitted be noted.

SACRE/13/79 Spiritual, Moral, Social and Cultural aspects Comments from Ofsted April 2013- July 2013

The SACRE were invited to note Spiritual, Moral, Social and Cultural aspects comments received from Ofsted based on one Nursery School, various Lower, Middle and Upper Schools throughout Central Bedfordshire.

The SACRE noted that the overall comments and grades were positive.

RESOLVED

That the comments from Ofsted on Spiritual, Moral Social and Cultural aspects be noted.

SACRE/13/80 GCSE and A Level Outcomes in Religious Education

The SACRE were invited to consider GCSE and A Level achievements in Religious Studies for 2013 throughout Central Bedfordshire schools. It was noted that when compared to figures from 2012, there had been an increase in pupil numbers taking part in Religious Education at both GCSE and A Level.

SACRE commented that it was useful to be able to now look at a measure of take up of Religious Education at GCSE and A Level. Achievements at A –C had increased which should be commended and publicised in “Central Essentials”

RESOLVED

That the GCSE and A Level pupil achievements in 2013 be noted.

SACRE/13/81 Development Plan Update

The SACRE received and considered the Development Plan April 2013/March 2014.

It was noted that Lucy Chapman, Sutton Lower School would undertake to make a presentation to the next meeting of SACRE on the provision of religious education.

RESOLVED

That the Development Plan April 2013/March 2014 be noted.

SACRE/13/82 Annual Report

The SACRE noted the Annual report for 2013.

Paul Harpin would draft the Annual Report with contributions from the Chariman and other members as required.

RESOLVED

That the SACRE Annual report 2013 be noted.

SACRE/13/83 Date of next meeting

RESOLVED

**That the next meeting be held on Tuesday 22 January 2014, 2.00p.m.
Room 15, Priory House, Chicksands, Central Bedfordshire Council.**

(Note: The meeting commenced at 2.00 p.m. and concluded at 3.24 p.m..)

Chairman

Date

This page is intentionally left blank

Ofsted - Spiritual, Moral, Social and Cultural (SMSC) comments
Autumn Term 2013



Lower Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Heathwood	12/09/13	2	<p>This is a good school The school promotes pupils' spiritual, moral, social and cultural development extremely well.</p> <p>The leadership and management The school makes a positive contribution to the pupils' spiritual, moral, social and cultural development.</p>
Pulloxhill	12/09/13	1	No comments
Watling	27/09/13	3	<p>The leadership and management Pupils' spiritual, moral, social and cultural development is promoted well through assemblies, religious studies and class discussions on school values and its code of conduct.</p>
Totternhoe	18/10/13	2	<p>This is a good school Pupils have memorable learning experiences and a good range of opportunities that effectively promote their spiritual, moral, social and cultural development.</p> <p>The behaviour and safety of pupils The school's active promotion of pupils' social, moral, spiritual and cultural development is evident in lessons as teachers convey high expectations with regard to behaviour, cooperation and teamwork.</p>
Shefford	25/10/13	2	<p>This is a good school The exciting and vibrant curriculum makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.</p> <p>The leadership and management The curriculum is lively and gives pupils memorable experiences. It makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.</p>
The Firs	08/11/13	2	No comments.
Ashton St Peters	07/11/13	2	<p>The leadership and management The stimulating curriculum contributes well to pupils' positive attitudes to learning. It is enhanced by a residential visit, visits in and around the locality and visitors to school. Pupils</p>

			support the education of a child in Kenya and other charities. They have access to many activities outside school, such as gardening, art, music and sport. These learning opportunities give strong support to pupils' spiritual, moral, social and cultural development.
Langford	14/11/13	3	No comments.
Caldecote	05/12/13	2	No comments.

Primary Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
St Vincent's	27/09/13	2	The leadership and management Learning opportunities beyond the normal timetable, such as learning to play the guitar or clarinet, a simpler form of the clarinet, and sport, contribute well to pupils' spiritual, moral, social and cultural development. Staff regularly share their Hindu and Muslim faiths with pupils, giving them a rich firsthand knowledge. Links with children in Sierra Leone further help pupils to understand different cultures and values, such as tolerance and respect.
St Mary's Caddington	09/10/13	3	No comments.
Thomas Whitehead	11/10/13	3	The leadership and management The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.

Middle Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Ashton	20/11/13	2	The leadership and management Spiritual, moral, social and cultural understanding is well developed as shown for example by the commitment of the school council to improving the school.
Leighton	05/12/13	2	The leadership and management Pupils' social, moral, spiritual and cultural development is fostered across the full range of lessons. Inspectors were impressed by the pupils' developing spirituality in pursuing their love of music, poetry and art, and pupils' enthusiasm for the school choir.
Streetfield	06/12/13	3	Report not yet published

Upper Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Cedars	18/09/13	2	The leadership and management Students' spiritual, moral, social and cultural development is promoted well through lessons, tutor periods, assemblies, and a wide range of educational visits and trips.
Harlington	10/10/13	2	This is a good school As a result, they develop strong spiritual, moral, social and cultural values and develop into well-informed and thoughtful young adults.
Manshead	07/11/13	3	The leadership and management A range of trips and visits make the curriculum more exciting for students as well as help them to develop their spiritual, moral, social and cultural understanding and awareness.
All Saints Academy	08/11/13	3	The leadership and management The academy provides many opportunities for students to extend their spiritual, moral, social and cultural development by working together on sporting and cultural activities.

Special Schools by date order

School	Inspection date	Overall grade	Spiritual, moral, social and cultural comments
Weatherfield	27/09/13	2	The leadership and management Pupils' spiritual, moral, social and cultural development is good.

**Central Bedfordshire
SACRE Development Plan
April 2013 – March 2014**



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 monitor comments re. Spiritual. Moral, Social and Spiritual 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 2013	Annually	<ul style="list-style-type: none"> To review results, celebrate achievements and consider any implications for the future. 	Autumn Term 2013
To support 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 	Spring Term 2014
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 	To consider and pilot from the Autumn Term 2013

**Central Bedfordshire
SACRE Development Plan
April 2013 – March 2014**



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 	Spring Term 2014
To investigate and review the use of artefacts within schools and ensure that schools are aware of what is available	Autumn Term 2013	<ul style="list-style-type: none"> All schools have access to appropriate artefacts for the teaching of RE 	Feedback from Chair
To promote the introduction of an RE Quality Mark and support schools to take part in the trial period	Summer Term 2013	<ul style="list-style-type: none"> To support a small number of schools who attended training and awareness raising last autumn with feedback to other CBC schools 	April 2013 onwards

Areas of ongoing activity

Focus	Frequency/ Time Scale	Key Impact Measure(s)/Outcomes	Update
To ensure that SACRE meetings are organised efficiently on a termly basis and that the following costs are covered :- Teacher supply costs for attending meetings / consultant time Correspondence expenses Subscriptions Venue / refreshment costs	April 2013– March 2014	<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 2013 / 14 to fit members' requests.
To arrange for an Annual SACRE report to be sent out to interested parties, including all Central Bedfordshire schools	Spring term 2014	<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 2014

**Central Bedfordshire
SACRE Development Plan
April 2013 – March 2014**



To ensure a representative attends the NASACRE AGM	Summer Term 2013	<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
To support the 2014 Holocaust Memorial Day (HMD) Event	Spring Term 2014	<ul style="list-style-type: none"> • Students in schools will be given the opportunity to show their work connected to this theme • The lessons of holocaust experiences will be a valuable one for both students and other adults 	Spring Term 2014

This page is intentionally left blank

Report summary

Religious education: realising the potential

Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

The past 10 years have seen some improvements in RE in schools. More pupils recognise its value and nearly two thirds of them left school with an accredited qualification in the subject in 2012. The range and quality of resources to support teaching in this subject are much better than they were.

However, evidence from the majority of schools visited for this survey shows that the subject's potential is still not being realised fully. Many pupils leave school with scant subject knowledge and understanding. Moreover, RE teaching often fails to challenge and extend pupils' ability to explore fundamental questions about human life, religion and belief.

Ofsted's previous report on RE in 2010, *Transforming religious education*, highlighted key barriers to better RE and made recommendations about how these should be overcome. The current survey found that not enough has been done since 2010.

The structures that underpin the local determination of the RE curriculum have failed to keep pace with changes in the wider educational world. As a result, many local authorities are struggling to fulfil their responsibility to promote high-quality religious education. In addition, other changes to education policy, such as the introduction in 2010 of the English Baccalaureate (the EBacc), have led to a decline in RE provision in some schools.

Part A of this report discusses eight major areas of concern:

- n low standards
- n weak teaching

- n problems in developing a curriculum for RE
- n confusion about the purpose of RE
- n weak leadership and management
- n weaknesses in examination provision at Key Stage 4
- n gaps in training
- n the impact of recent changes in education policy.

Part B of this report provides examples of effective practice in using enquiry as a basis for improving pupils' learning, high-quality leadership and management in primary and secondary schools, and effective approaches in special schools. Overall, however, such good practice is not sufficiently widespread.

The report is based on evidence drawn from 185 schools visited between September 2009 and July 2012. It also draws on evidence from a telephone survey of a further 30 schools, examination results, other reports published by Ofsted, extended discussions with teachers, members of standing advisory councils on religious education (SACREs) and other RE professionals, and wider surveys carried out by professional associations for RE. The sample of schools did not include voluntary aided schools or academies with a religious designation, for which separate inspection arrangements exist.

Key findings

- n Weaknesses in provision for RE meant that too many pupils were leaving school with low levels of subject knowledge and understanding.
- n Achievement and teaching in RE in the 90 primary schools visited were less than good in six in 10 schools.
- n Achievement and teaching in RE in the 91 secondary schools visited were only good or better in just under half of the schools. The picture was stronger at Key Stage 4 and in the sixth form than at Key Stage 3.
- n Most of the GCSE teaching seen failed to secure the core aim of the examination specifications: that is, to enable pupils 'to adopt an enquiring, critical and reflective approach to the study of religion'.
- n The provision made for GCSE in the majority of the secondary schools surveyed failed to provide enough curriculum time for pupils to extend and deepen their learning sufficiently.
- n The teaching of RE in primary schools was not good enough because of weaknesses in teachers' understanding of the subject, a lack of emphasis on subject knowledge, poor and fragmented curriculum planning, very weak assessment, ineffective monitoring and teachers' limited access to effective training.

- n The way in which RE was provided in many of the primary schools visited had the effect of isolating the subject from the rest of the curriculum. It led to low-level learning and missed opportunities to support pupils' learning more widely, for example, in literacy.
- n The quality of teaching in the secondary schools visited was rarely outstanding and was less than good in around half of the lessons seen. Common weaknesses included: insufficient focus on subject knowledge; an over-emphasis on a limited range of teaching strategies that focused simply on preparing pupils for assessments or examinations; insufficient opportunity for pupils to reflect and work independently; and over-structured and bureaucratic lesson planning with a limited focus on promoting effective learning.
- n Although the proportion of pupils taking GCSE and GCE examinations in RE remains high, in 2011 nearly 250 schools and academies did not enter any pupils for an accredited qualification in GCSE.
- n Around half of the secondary schools visited in 2011 and 2012 had changed, or were planning to change, their curriculum provision for RE in response to changes in education policy. The impact of these changes varied but it was rarely being monitored carefully.
- n Assessment in RE remained a major weakness in the schools visited. It was inadequate in a fifth of the secondary schools and a third of the primary schools. Many teachers were confused about how to judge how well pupils were doing in RE.
- n Access to high-quality RE training for teachers was poor. Training had a positive impact on improving provision in only a third of the schools visited; its impact was poor in a further third. Many of the schools surveyed said that support from their local authority and SACRE had diminished.
- n Leadership and management of RE were good or better in half the schools visited; however, weaknesses were widespread in monitoring provision for RE and in planning to tackle the areas identified for improvement.
- n The effectiveness of the current statutory arrangements for RE varies considerably. Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

Main report published 6 October 2013
www.ofsted.gov.uk/resources/130068

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/130068.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 130068

