

Thurrock - An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future

Standing Advisory Council for Religious Education

The meeting will be held at **6.00 pm** on **4 March 2020**

Committee Room 3, Civic Offices, New Road, Grays, Essex, RM17 6SL

Membership:

Committee A:

Mrs S Lawson, Free Church Christian Member
Mr P Anderson, Free Church Christian Member
Mrs R Saul, Diocese of Brentwood, Roman Catholic Member
Mr J Hussein, Muslim Member
Ms H Kaur Takhtar, Sikh Member
Mr T Ojetola, Pentecostal Member
Mr A Kariyawasam, Buddhist Member
Ms S Perlmutter, Jewish Member
Vacancy, Hindu Member

Committee B:

Rev.J Guest, Church of England Member
Mrs L Fry, Church of England Member
Vacancy, Church of England Member
Vacancy, Church of England Member

Committee C:

Ms H Martins, Teachers' Associations
Ms A Harris, Teachers' Associations
Ms J Culloty, Teachers' Associations
Vacancy, Teachers' Associations
Vacancy, Teachers' Associations
Vacancy, Teachers' Associations

Committee D:

Councillor G Collins
Councillor M Kerin
Vacancy, Local Authority

Agenda

Open to Public and Press

2 Minutes 5 - 12

To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 5 June 2019 and 6 November 2019.

3 Items of Urgent Business

To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.

4 Declarations of Interest

5 Update on National Developments and Opportunities 13 - 22

6 How Ofsted are reporting on RE 23 - 56

7 Annual Report 2018/2019 - Thurrock SACRE 57 - 72

Queries regarding this Agenda or notification of apologies:

Please contact Kenna Victoria Healey, Senior Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **25 February 2020**

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DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- **relate to; or**
- **likely to affect**

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- **Not participate or participate further in any discussion of the matter at a meeting;**
- **Not participate in any vote or further vote taken at the meeting; and**
- **leave the room while the item is being considered/voted upon**

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Our Vision and Priorities for Thurrock

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together

2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services

3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 5 June 2019 at 6.00 pm

Present:

Committee A: Mrs S Lawson, Mr P Anderson, Mrs M Shepherd and Mr T Ojetola

Committee B: Rev.J Guest,

Committee D: Councillors Martin Kerin and Gary Collins

Apologies: Mr A Kariyawasam, Mrs R Gedalovitch and Ms J Culloty

In attendance: Deborah Weston, Associate Advisor for Religious Education
Andrea Winstone, Strategic Lead for School Effectiveness and SEND
Kenna-Victoria Healey, Senior Democratic Services Officer

Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

1. Minutes

The meeting was declared inquorate and it was agreed that the meeting would continue informally and recommendations put to members at the next quorate meeting of SACRE.

Mr Ojetola enquired as to why there had not been a report following the news that parents had been withdrawing their children from RE in schools. It was explained that at the time the report was presented to Members, the Council was in 'Purdah' meaning that as yet officers were unable to present a report. However, Members were assured that they would be presented with a report in due course.

2. Items of Urgent Business

There were no items of Urgent Business

3. Declarations of Interest

There were no declarations of interest.

4. Appointment of Chair and Vice-Chairs

Nominations were invited for the appointment of Chair for the Committee. It was proposed by Mr Ojetola and seconded by Councillor Kerin, that Rev. Guest be appointed as Chair of the Committee.

Nominations were invited for the appointment of Vice Chair of Committees A, B, C and D.

RESOLVED that:

That Rev. John Guest be appointed as Chair of Thurrock SACRE.

The following members be elected as Vice Chairs:

Committee A: Mr T Ojetola

Committee B: Rev. J Guest

Committee C: to be confirmed at the next meeting

Committee D: Councillor Collins

5. Collective Worship

The Associate Adviser for Religious Education remarked SACRE had a legal duty to monitor provision for collective worship in schools in its local area. Members were advised that schools struggled to set up collective worship and so it was pleasing to see the policies on the selected schools websites as this was no longer a legal requirement.

SACRE Members broke off into groups to each discuss the policies listed in the agenda at appendix 1.

Mr Ojetola left at 6.55pm

Discussions moved on to reading materials offered to schools, to enable them to carry out acts of collective worship. It was commented there was a group of volunteers called 'Open the Book', who visited schools putting on plays for primary school children from the bible and leading them in prayer.

RESOLVED that Members:

- 1. Considered a sample of policies from Thurrock schools to determine how Collective Worship is offered in local schools in the light of the legal requirements set out in section 3 below.**
- 2. Considered the policies of the 5 schools which are attached in Appendix 1.**

6. Monitoring Provision for RE in Thurrock Schools

The Associate Adviser for Religious Education introduced the item explaining she had met with the Director of the Hassenbrooke Trust. Following which it had been made clear the school was open to discussions regarding Religious Education and teachers were committed to the subject.

During discussions it was mentioned that Questions 4 to 7 were seeking which syllabus was being used by the schools; all answered the Thurrock's Agreed Syllabus. It was highlighted that this outcome was not obvious however; this was the case when you looked closer at the answer to questions. Members further highlighted that most schools followed the scheme of work with most answering 'yes', one answering 'no' and one simply said 'something different' however didn't mention which scheme of work they were using. Overall Members were pleased with its completeness

Members noted that even the Academies who had responded were using the Agreed Syllabus. Members further commented that Warren Primary School replied they were following a different scheme at the current time. The Associate Adviser for Religious Education stated she was curious as to what scheme the school would be following. She hinted that it would be the discovery scheme.

Members heard that out of 52 schools only 7 had responded, it was queried as to how the schools could be encouraged into responding. It was decided that individual emails would be sent to school in an aid to encourage them to reply. The Strategic Lead for School Effectiveness and SEND offered to include the questionnaire in the schools bulletin, to assist with encouraging the schools to complete and send back their questionnaires.

RESOLVED that Members:

- 1. Considered the information collected to date (May 2019) (Appendix 1)**
- 2. Noted any lessons learned from these responses**
- 3. Considered what action might be necessary to collect more responses**

7. Work Plan 2019-2020

Members sought as to when the Agreed Syllabus was last reviewed and submitted. It was confirmed by the Associate Adviser for Religious Education that the last update was completed in 2016 and the Syllabus was not due for renewal until 2021.

Members reviewed the role and responsibilities of a SACRE listed within the report which included Must Dos, Should Dos, and Might Dos of SACRE. During discussions, it was deemed that Thurrock SACRE met all of the Must Dos. It was suggested that if it was felt necessary then a mid-term review could be undertaken of the Agreed Syllabus. It was commented that most schools followed the Agreed Syllabus, with the Academies adopting to follow it, even though they did not have to. Members stated they felt the Agreed Syllabus was very good.

It was queried as to points 2 and 4 on the 'should' section, with regards to how much SACRE were working with the Local Authority. It was commented by the Associate Adviser for Religious Education, that perhaps the Local Authority could be made more aware that part of her contract meant they could contact her; if they need to or should they need advice or have any issues. It was sought as to if SACRE could

receive a report summarising any contact had with the Local Authority or schools and whether SACRE were proactive enough in offering advice and support.

Members then discussed the work programme for the new municipal year and stated in addition to the reports mentioned in appendix 2 they wished to see the following reports:

- Children being withdrawn from RE
- SACRE and the LA working together
- Good practise of SACRE
- Advice given to schools and the LA

RESOLVED that Members:

1. Considered the Non-Statutory Guidance (Appendix 1) and the workplan from 2018-2019

2. Developed a workplan for 2019-2020

8. Any Other Business

The Associate Adviser for Religious Education addressed Members notifying them the Conference for 2019 had taken place, with Schools they were not expecting just turning up to take part, which was very pleasing to see.

She firstly gave her thanks to Sue Lakin and Michelle Dove, for all of their help in telephoning every School in the Borough to enquire if they would be attending the Conference.

It was highlighted that the year 8 children only had a short briefing of the activities they would be leading on and they lead the activities brilliantly while offering support to the year 5 children if they needed it.

The meeting finished at 7.35pm

Approved as a true and correct record

CHAIR

DATE

**Any queries regarding these Minutes, please contact
Democratic Services at Direct.Democracy@thurrock.gov.uk**

Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 6 November 2019 at 6.00 pm

Present:

Committee A: Mr P Anderson, Mrs S Lawson, Mrs M Shepherd, Mr J Hussein, Ms H Kaur Takhtar and Mr A Kariyawasam

Committee B: Rev.J Guest

Committee C: Ms J Culloty

Apologies: Tunde Ojetola, Sara Perlmutter, Ruth Gedalovitch and Councillors Martin Kerin and Gary Collins

In attendance: Deborah Weston, Associate Advisor for Religious Education
Andrea Winstone, Strategic Lead for School Effectiveness and SEND
Kenna-Victoria Healey, Senior Democratic Services Officer

9. Minutes

The meeting was declared inquorate and it was agreed that the meeting would continue informally and recommendations put to members at the next quorate meeting of SACRE, along with the minutes from the 9 January 2019.

10. Items of Urgent Business

There were no items of Urgent Business.

11. Declarations of Interest

There were no declarations of interest.

13. Monitoring Provision for RE in Thurrock Schools

The Associate Adviser for Religious Education presented the report which advised Members in order to discharge its legal duties, SACRE monitors provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus.

It was enquired as to whether the Schools and Academies were breaking the Law, as they were not submitting the right information or checking what management systems were producing before submitting as part of the school workforce census. Members remarked that the report, was the same year on

year and that perhaps a different approach was required other than just analysing the figures produced by schools.

The Associate Adviser for Religious Education explained that schools were not breaking the Law, however Academies were and would be in breach of their contract with the Department for Education.

Members of SACRE discussed the figures in appendix 1 and commented that the only school on the list which was not an Academy was Grays Convent High School. The Chair of SACRE enquired if they were not escalating their concerns, was SACRE implementing its role appropriately.

It was commented that Ofsted were aware of the situation and it was a particularly hot topic this term. The Associate Adviser for Religious Education agreed with Members that it was frustrating not to be given the full information they required. She further commented that they could do something about it and the first stage would be write to the Academy Trust with their concerns.

The Associate Adviser suggested she could complete a web survey and report back at the January 2020 meeting. Members agreed they felt that would be useful and to see a more realistic breakdown.

It was remarked by the Chair of SACRE that he would like to see SACRE in a position where they could encourage schools to engage with Religious Education. He further stated he'd like to see the profile of SACRE raised and for more engagement with schools and the community.

Resolved that the Associate Adviser for Religious Education undertake a Web Survey, to obtain additional information on School Workforce Data and report back to the January meeting.

13. Update on National Developments and Opportunities

The report was introduced by the Associate Adviser for Religious Education, who explained the report detailed the key national developments that impacted on Religious Education. Members heard in the period since the last SACRE meeting, a number of developments had taken place such as the introduction of the new Ofsted Framework for Inspection.

During discussions Members commented on the list of focus points throughout the report of what a SACRE 'should do'. It was also picked up on the changes that Ofsted were now reporting their findings on Religious Education within schools.

Members went on to suggest they should look at particular areas that Ofsted were reporting on and then they would be in a better position to advice schools accordingly. It was further highlighted that within Catholic Schools Ofsted were not able to carry out a deep dive of how Religious Education was taught. The Associate Adviser commented, several inspection reports from Ofsted had mentioned RE in the section on Pupils' Personal Development.

The Chair of the SACRE remarked that when reading through the 'should do' of the report he was often left thinking Thurrock SACRE were doing these but what was next, how did SACRE support and engage with schools. He continued to state the Educational Awards were due to take place at the end of the month, yet there was no mention of SACRE or the work it did with schools.

It was suggested that the children who attended the Youth Conference, could do a short presentation to be shown at the Educational Awards in 2020 as a way of celebrating Religious Education by the people who it was intended for.

Resolved that SACRE:

- 1. Review the information collected (October 2019) within Appendix 1**
 - 2. Evaluate the relevance of each section for RE in Thurrock**
 - 3. Consider the suggested actions**
- 14. Work Plan 2019-2020 - Second Draft**

The Associate Adviser for Religious Education addressed Members informing them following the discussion of the non-statutory guidance on RE and the review of the 2018-19 work plan at the last meeting, Officers had worked on a draft work plan for 2019-20.

Members discussed the proposed work plan and the list of objectives for SACRE based on the responsibilities for SACRE described in the non-statutory guidance.

Resolved that SACRE considered the adoption of the draft work plan for 2019-2020.

The meeting finished at 7.25pm

Approved as a true and correct record

CHAIR

DATE

**Any queries regarding these Minutes, please contact
Democratic Services at Direct.Democracy@thurrock.gov.uk**

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4 March 2020	ITEM: 5
Standing Advisory Council on Religious Education	
Update on National Developments and Opportunities	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston: Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas Assistant Director Education and Learning	
Accountable Director: Roger Harris, Corporate Director of Adults, Health and Housing and Interim Director of Children’s Services	
This report is Public	

Executive Summary

This report details the key national developments that impact on Religious Education with suggestions for actions for SACRE

- 1. Recommendation(s) that SACRE:**
 - 1.1 Review the information collected in Appendix 1**
 - 1.2 Evaluate the relevance of each section for RE in Thurrock**
 - 1.3 Consider the suggested actions**

2. Introduction and Background

In the period since the last SACRE meeting, a number of developments have taken place such as the publication of guidance from the DfE and a number of grant funded initiatives. These are presented to SACRE for consideration in support of the duties of SACRE and in accordance with the work plan.

3. Issues, Options and Analysis of Options

- 3.1 Schools need to be informed about national developments and opportunities available to them but it is important not to overload them with information.**
- 3.2 Likewise, SACRE needs to be aware of the national context for information they receive that applies just to Thurrock.**

3.3 SACRE needs therefore to decide on which information to share with schools and which reports and national data is most relevant to the situation in Thurrock.

4. Reasons for Recommendation

4.1 According to the non-statutory guidance – RE in English Schools (2010), SACRE should provide advice and support on the effective teaching of RE. This advice and support includes keeping stakeholders include SACRE members and schools informed about current developments that impact on the subject.

5. Consultation (including Overview and Scrutiny, if applicable)

5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Management Accountant, Corporate Finance

There are no financial implications to this report since the actions recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

The legal duties on the advisory council are set out in s391 of the Education Act 1996. The main one is to advise the local authority on such matters connected with (1) the religious worship in community schools or in foundation

schools without a religious character and (2) the religious education to be given in accordance with an agreed or other syllabus, as the authority may refer to the advisory council, or as the council may see fit.

7.3 **Diversity and Equality**

Implications verified by: **Natalie Smith**
Strategic Lead: Community Development and Equalities

The aim of this report is to provide information about issues that support the provision for RE in Thurrock, to address concerns and to celebrate success. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. **Appendices**

- Appendix 1 - SACRE National Update: Spring 2020

Report Author

Deborah Weston

Associate Adviser for RE

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SACRE National Update: Spring 2020

Ofsted reports

In late November 2019 NATRE published a document showing all the Ofsted reports (published by the end of November) that mentioned RE. There are 101 of them! Teachers including middle and senior leaders might find it interesting to discuss some of the points that have emerged so far.

The document also picks out some of the key themes from the reports.

Read the [Ofsted primary and secondary Autumn 2019 NATRE report](#) here.

Ofsted has made it clear in correspondence with NASACRE (The National Association of SACREs), that Religious Education is just as likely to be chosen as the subject of a Deep Dive as any other subject but there are no quotas. Sean Harford (National Director of Education for Ofsted) says:

“We have been very clear, both to our inspectors and publicly, that RE should absolutely be considered as one of the subjects for potential inclusion in inspections as one of the four to six deep dives. We do not, however, set quotas, or any central expectations as to what subjects should and should not be included in general, or for any specific school. The subjects are chosen by our inspectors, in consultation with school leaders, on the basis of what will provide the best evidence of the school's curriculum and ethos.” Nov 2019

[How will SACRE communicate with schools who get particularly positive reports or reports that show areas for improvement?](#)

Guidance on RE and collective worship in academies

In 2012, NATRE supported the Department for Education in the production of some 'Questions and Answers' about Religious Education and Collective Worship in Academies and Free Schools. This document has now been updated to a new format and should be helpful to teachers and others looking for guidance on Government Policy with references to legislation.

[Collective Worship in Academies and Free Schools](#)

This document is also linked to and from: [Religious Education guidance in English schools non-statutory guidance 2010](#)

[Should SACRE include a link to this document in a briefing to Headteachers and advise the authority to share it with Governors?](#)

Collective Worship

There was coverage in the [press](#) last term regarding two children who had been withdrawn from Collective Worship in a primary school in Oxfordshire. The school concerned is a community primary. Although it has joined the Oxford Diocesan MAT, Oxford Diocesan Schools Trust (ODST), this didn't change the status of the school. It must still provide daily collective worship of a 'wholly or mainly of a

broadly Christian character ” in line with current legislation. One family, supported by Humanists UK, chose to withdraw their children from this Collective Worship, as is their right. The parents were seeking a judicial review because they felt that during CW, the school should provide an alternative of equal educational worth for their children to attend.

Before the Judicial Review took place the family and the school [agreed](#) an [out of court settlement](#).

The DfE have clearly stated that this case has no immediate implications for SACREs or schools.

‘The complaint was settled by the two parties outside of court and as such has no bearing on current legislation or the current national policy on collective worship’.

Legislation and guidance have not been altered and community schools should still continue to provide a daily act of Collective Worship of a broadly Christian nature, unless a determination is in place, or parents withdraw their children. There is no requirement for the school to provide alternatives for children withdrawn from CW, although as a result of the case, schools and SACREs may receive enquiries and requests.

What does SACRE know about the issues raised in the revised guidance and by the legal case? What support might be given to schools?

Increase in Secondary RE ITE trainees

Recruitment for secondary trainees of RE has seen a dramatic boost this year after the DfE accepted our argument that it needed to do more to encourage and support applicants. Bursaries were increased from £4,000 to £9,000 and subject knowledge enhancement (SKE) courses were funded such as the [TeachRE 200 hours course](#) which is endorsed and certified by NATRE.

The end result is we have a bumper crop of trainees for 2019-20 and we reached 93% of our target. This will make it easier for schools ensure more pupils in all schools to have access to high quality teaching. In 2018-19, we reached only 58% of the target, so this is a significant step forward.

What does SACRE know about initial teacher training taking place in schools in the authority?

Wales

In October 2019, the Welsh Government issued a consultation on Ensuring Access to the Full Curriculum for all pupils.

The Welsh Government have decided that there will no longer be a right to withdraw from RE and RSE as part of the new curriculum.

The Welsh government have also decided to rename the subject as Religion, Values and Ethics.

<https://gov.wales/written-statement-ensuring-access-full-curriculum>

Timing of SATs tests in 2021: Adaptations available for Muslim pupils

In 2021, Eid-ul-Fitr is likely to begin on the evening of Wednesday 12th May. Given the significance of RE the DFE are aware that pupils are likely to be absent from school and so have given advice to schools on how to rearrange tests for some or all pupils if deemed necessary.

Schools have been advised about this decision. Are there other matters linked to our remit that the local authority might wish to refer for discussion?

NASACRE National Conference and AGM 2020: Monday 18th May "Authority in RE"

The [2020 NASACRE Conference and AGM](#) will be held on Monday 18 May at: Crowne Plaza London - The City, 19 New Bridge St, London EC4V 6DB

The hotel is across the road from Blackfriars underground (Circle and District line) and mainline station. It is less than a 10 minute walk from the excellent, modern and very fast Thameslink service.

Coffee and tea and pastries will be available from 10,30 and we will start at 11 AM. Our keynote speaker is Matthew Purves, Ofsted's Deputy Director, Schools.

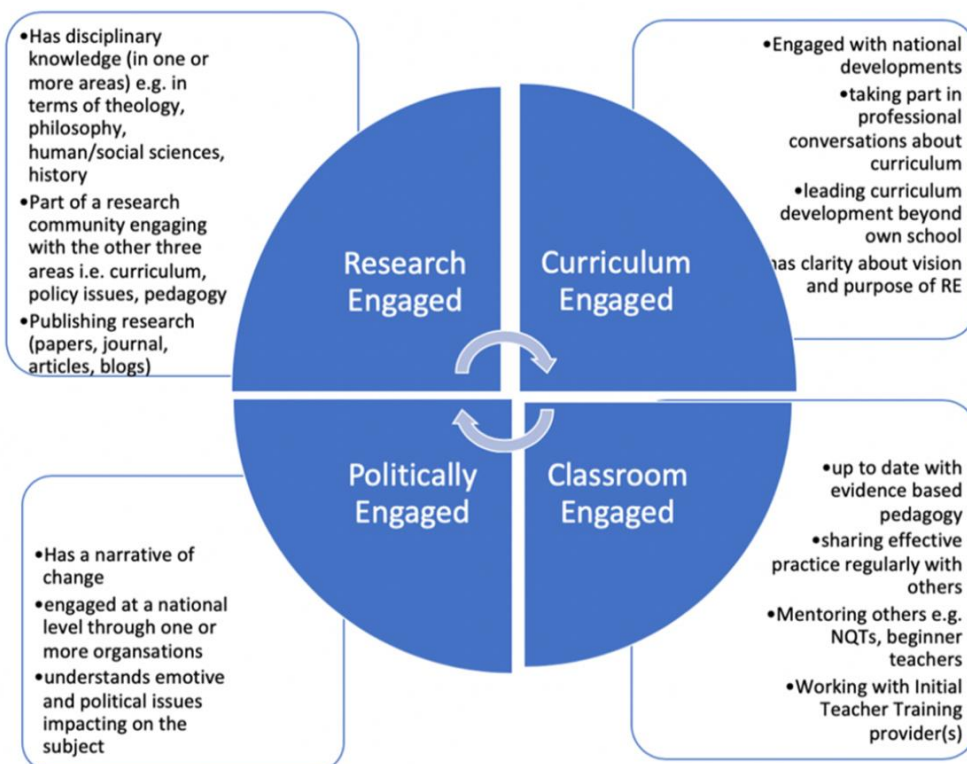
A number of excellent workshops will be offered (see [conference programme](#)); you will need to indicate your preference of workshops when you book. Also, please make certain you indicate any dietary requirements.

At the conference, there will be some filming for an informational video about SACREs and NASACRE at the conference. If you don't wish to be filmed, there is a place on the booking form to indicate this. Please make sure you complete this; you will then be issued with a special badge to indicate that you should not be filmed. This promises to be an outstanding conference and all SACREs are encouraged to send representatives. Bookings can be made [here](#).

Who could represent SACRE?

Culham St Gabriel's Pilot Leadership Programme

Culham St Gabriel's Trust are offering a pilot leadership programme for teachers of RE who are beginning to work regionally and nationally. The pilot programme will see approximately 16 teachers develop their expertise in four areas: Pedagogy, curriculum, research and policy. The Trust has created a small steering group representing the different RE organisations to oversee and shape the pilot programme over the coming year. If any SACRE members would like to know more about the programme please contact Kathryn Wright, CEO, Culham St Gabriel's ceo@cstg.org.uk



How can SACRE support school led networks in the area? Could individuals be encouraged to apply to join this programme?

Westhill Awards

Over the last fourteen years, the Westhill/NASACRE Awards have successfully given SACREs opportunities to enhance their capacity to generate high quality experiences in RE (or collective worship) for their schools.

Individual SACREs (or SACREs in partnership) may apply for a Westhill/NASACRE Award for 2020-21. Awards of up to £4,000 may be applied for via the [application form](#) here.

Projects should offer school pupils the opportunity to engage in compelling learning experiences in RE (or collective worship), within the broad theme of "education into diversity".

Any SACRE wishing to submit an application can read the [briefing notes](#) which accompany the online application form.

For queries, advice or further information, please contact [Michael Metcalf](#), the convenor of the Awards Panel.

Closing date: **31 March 2020**

What ideas might SACRE have that might form the focus of an application to Westhill? Might there be some work that could be appended to the annual conference perhaps?

RE Quality Mark

The [REQM](#), managed by the [RE Council of England and Wales](#), is led by Linda Rudge from Cornwall SACRE, supported by a team of 80 assessors across England and Wales.

Schools are awarded the REQM by an accredited assessor, at one of three levels – Bronze, Silver or Gold. The award is valid for three years. The cost of the award is £475 each time the school applies. Some local SACREs have supported schools in their applications, either through advice or through subsidising the costs. Some SACREs find the scheme helpful in monitoring local RE, or in helping schools to plan their subject and professional development. REQM schools have reported back to SACREs, and some teachers have been asked to join their SACRE through this networking. The REQM criteria have been reviewed, and the new criteria and school evidence form will be available in early 2020.

Linda will be leading a workshop on the new REQM and how it can help SACREs at NASACRE's annual [conference](#).

Please contact [Linda](#) for further details, or to ask for a visit to your local SACRE from a member of the team.

[How can SACRE encourage more schools to apply for the RE Quality Mark?](#)

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4 March 2020	ITEM: 6
Standing Advisory Council on Religious Education	
How Ofsted are reporting on RE?	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston, Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas Assistant Director - Education and Learning	
Accountable Director: Roger Harris, Corporate Director of Adults, Health and Housing and Interim Director of Children's Services	
This report is Public	

Executive Summary

In July 2018, SACRE reviewed the documents then being used as the framework for school inspection. Since that time, a revised Ofsted framework and handbook has been published which places far more emphasis on curriculum design.

This report presents a sample of recent Ofsted reports that mention RE from around the country and suggests that SACRE consider their implications for Thurrock schools.

- 1. Recommendation(s) that SACRE:**
 - 1.1 Discuss the references to RE in appendix and consider what advice it might offer to schools about the implications for the place of RE in the curriculum.**
 - 1.2 Share this advice with school leaders through the Headteacher Briefing and Governors through training.**

2 Introduction And Background:

The new education inspection framework from Ofsted was published 14th May 2019 along with the inspection handbook. This report highlights those areas where the handbook appears to be relevant to SACRE's interest in monitoring Religious Education (RE). Using the previous framework, Ofsted has recognised some schools for the high quality of RE and challenged those where provision or standards are weak. For example, there have been references in Ofsted reports to schools achieving the RE Quality Mark. The

previous framework did not lend itself to a thorough examination of the curriculum, especially because inspections would last only one day. One of the effects of this was that schools that were non-compliant with their Agreed Syllabus or in the case of academies, their funding agreements, appeared to be inspected and not challenged about these failings at all.

The new framework reverses this trend. Inspections last two days and there is a much greater emphasis on the curriculum. In addition, a small number of subjects, typically four, are chosen as a focus for examining the curriculum and this can just as easily be RE as any other subject. A bonus of this approach is that over time, the information collected about each individual subject could (and should) be collated to create subject reports that identify national trends.

3. Issues, Options and Analysis of Options

3.1 Governing Bodies are responsible for the educational standards and provision in their schools. The work of governors forms a key part of the judgement of leadership and management in Ofsted reports. SACRE might therefore decide to share its conclusions from discussing this paper with governing bodies.

3.2 The focus on the curriculum in the revised Ofsted framework is leading most schools to conduct a review of their curriculum to ensure they are prepared for an inspection when it is scheduled. This therefore is an appropriate time to remind schools of their responsibilities in relation to RE and of the resources SACRE provides.

4. Reasons for Recommendation

4.1 Ofsted are paying more careful attention to the curriculum and this has already led to many schools undertaking a review of the curriculum. This presents an opportunity for SACRE to encourage schools, especially those where RE has not previously been a priority to reconsider their position

5. Consultation (including Overview and Scrutiny, if applicable)

5.1 Not applicable

6. Impact on corporate policies, priorities, performance and community impact

6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Management Accountant, Corporate Finance

There are no financial implications to this report since the activities recommended in this report will be conducted by the Associate RE Adviser as part of her work.

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

This report asks that SACRE accepts a recommendation for action that comes within the remit of its monitoring function.

7.3 Diversity and Equality

Implications verified by: **Natalie Smith**
Strategic Lead for Community Development and Equalities

The aim of this exercise is to help school leaders and governors become better informed about the provision for RE in their schools. If governors hold senior leaders to account for the level and standards of provision in RE, it is likely to help raise standards. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs. Furthermore, several comments on RE in the inspection report are linked to the duty of all schools to promote the fundamental British Values including mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. Appendices

- Appendix 1- What are Ofsted inspectors saying about Religious Education? – the first 101 reports that mention RE

Report Author:

Deborah Weston
Associate Adviser for RE

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What are Ofsted inspectors saying about Religious Education? – the first 101 reports that mention RE.

This latest publication from NATRE includes all the Ofsted reports published so far that mention RE that we can find. There are 101 of them! Teachers including middle and senior leaders might find it interesting to discuss some of the points that have emerged so far. These include that:

1. pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
3. where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
4. all pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
5. where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
6. planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
7. visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
8. learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
9. where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
10. well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
11. effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
12. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Phase	Overall effectiveness	What does the school do well and what does it need to do better?	What does the school need to do to improve?	Date
1. Primary	Good	Pupils in Year 5 spoke thoughtfully about how the mix of pupils with different ethnic backgrounds in the school enriches their religious education.		1–2 October 2019 Not a Deep Dive
2. Secondary	Requires Improvement	All pupils study religious education. This demonstrates the leaders’ commitment to the school’s values. The teaching of religious education supports pupils’ personal development well. Pupils learn about other faiths and the importance of tolerance and respect.	The curriculum provides pupils with three years to study GCSE courses. Consequently, the time available for younger pupils to study some subjects is limited.	1-2 October 2019 Not a RE Deep Dive
3. Primary	Good	Leaders and governors put pupils’ welfare at the centre of everything they do. They set high standards for all pupils. Pupils learn about different cultures, traditions and religions. In assemblies and lessons, pupils learn about the importance of showing respect to everyone. This is underpinned by the school’s values and ethos.		2-3 October Not a RE Deep Dive
4. Primary	Good	Pupils learn about other religions and cultures and understand the need for tolerance and kindness.		9-10 October Not a RE Deep Dive
5. Primary	Good	Pupils learn history, geography, religious education and other foundation subjects through a combined approach which the school calls its ‘creative curriculum’. The themes of the ‘creative curriculum’ link to books they are studying in English. For example, in Year 6 pupils learn about ‘love and conflict’ using Shakespeare’s ‘Romeo and Juliet’ and		24-25 September Not a RE Deep Dive

		ancient Greek myths. Pupils learn about a good range of religions and their traditions. They show a good understanding of this subject. However, in geography, history and physical education it is not as clear how pupils' learning of specific knowledge and skills is developed over time. Leaders have identified these as weaker areas and have started work on making changes to the way these subjects are delivered.		
6. Primary	Good	The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography		17-18 September Not a Deep Dive
7. Secondary	Requires Improvement	Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.	Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum.	7 October 2019 Not a RE Deep Dive

			However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.	
8. Secondary	Requires Improvement	<p>Parents and carers are overwhelmingly positive about the school. They value the balance the curriculum provides between religious and secular studies.</p> <p>Pupils learn about different world religions. This helps them to understand the similarities and differences between faiths. It also helps pupils to become understanding and tolerant of others.</p>		<p>17-18 September</p> <p>Not a RE Deep Dive</p>
9. Primary	Good	<p>Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm.</p> <p>Pupils find out about different cultures when listening to visiting speakers such as a rabbi.</p>		<p>1-2 October</p> <p>RE Deep Dive</p>

10. Primary	Good	The curriculum is not limited to academic subjects. Staff ensure that there are many opportunities to learn about different cultures and religions.		23 October Not a RE Deep Dive
11. Primary	Good	Leaders have considered pupils' personal development. Pupils have a good understanding of other cultures and religions.		30-31 October Not a RE Deep Dive
12. Secondary	Good	Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.		22-23 October Not a RE Deep Dive
13. Primary	Good	Pupils learn well because, linked to the school's agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.		22-23 October RE Deep Dive
14. Primary	Outstanding	Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.		29 September 2019 RE Deep Dive

		The development of pupils' personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experiences.		
15. Primary	Inadequate	Pupils understand British values, such as democracy, fairness and tolerance. However, leaders are not doing enough to help pupils gain a rich understanding of different cultures, backgrounds and religions.	The school's curriculum does not provide enough opportunities for pupils to learn about different faiths, customs and cultures. The school must address this so that pupils have a broader knowledge and appreciation of different customs, cultures and world religions.	10-11 September Not a RE Deep Dive
16. Primary	Requires Improvement	For the other subjects in the curriculum, teachers have broad plans for what pupils must learn. However, there is not always enough detail in these plans to support pupils' learning. For example, in history, pupils in Years 3 and 4 learn about explorers at the time of Francis Drake. However, what is taught in Year 2 does not prepare pupils well to study that. The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.	The plans for most of the foundation subjects need to be more detailed so that they can be delivered in ways that build pupils' secure long-term understanding.	24-25 September 2019 Not a Deep Dive
17. Primary	Outstanding	Pupils gain secure knowledge and skills across a wide range of subjects. They talk confidently about what they know and can do. For example, pupils		1-2 October Not a RE Deep Dive

		spoke at length about coding, the slave trade and religious symbols.		
18. Primary	Good	Pupils are polite, respectful and caring towards each other. They know about different faiths and religions and learn how to be a good citizen.		2/10/19 Not a RE Deep Dive
19. Primary	Good	Pupils' personal qualities are well developed through the subjects they learn. For example, in religious education, pupils learn to respect people with a variety of religious beliefs.		1-2 October Not a RE Deep Dive
20. Primary	Requires Improvement	The older pupils who spoke to us could not remember having any religious education. They could not remember the different faiths or religious beliefs that people may hold. While pupils show respect to each other, the curriculum is not helping pupils learn to respect people who are different from them, including those from other cultures. This is limiting pupils' personal development.		25–26 September 2019 Not a Deep Dive
21. Primary	Good	Where appropriate, content from one subject is linked to content from another subject. For example, when pupils in Year 5 learn about the Tudors in history lessons, they also learn about Catholicism in religious education. Pupils regularly discuss and debate in lessons, especially in religious education and history.		2-3 October Not a RE Deep Dive
22. Primary	Good	Pupils are given many opportunities to develop as caring, thoughtful individuals. For example, pupils visit places of worship to learn about differing religions.		16–17 October 2019 Not a RE Deep Dive
23. Primary	Good	Pupils' work shows that in subjects such as geography, music and religious education (RE) they	Although curriculum planning builds on previous learning,	25–26 September 2019

		are not always given enough opportunities to practise what they have learned before they move on to the next topic. As a result, pupils' knowledge in these subjects is not as strong.	the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.	Not a Deep Dive
24. Secondary	Good	The minimal time allocated to physical education, religious education and personal, social and health education does not encourage healthy lifestyles and limits pupils' wider understanding of different faiths and cultures, and the importance of physical activity	The school does not promote pupils' healthy lifestyles and wider understanding as well as it could through physical education, religious education and personal, social and health education. Leaders should review their provision for these subjects.	18 October 2019 Not a RE Deep Dive
25. Primary	Requires Improvement	Pupils learn about the major religions of the world and about life in modern Britain. They discuss interesting questions, such as whether war is always wrong. They raise money for charity and, through activities like Eco warriors, they work towards making the world a better place.		17–18 September 2019 Not a RE Deep Dive
26. Primary	Good	Teachers know how well pupils are getting on day-to-day. In religious education, mathematics and reading, leaders get just the right amount and type	Teachers assess pupils' learning day-to-day really well. However, leaders do	8-9 October Not a RE Deep Dive

		of information. This tells them about the progress pupils make in these subjects. It also helps teachers to know what they still need to teach. In addition, it means that teachers know whether extra teaching sessions actually help pupils who need to catch up.	not make as good use of this information as they could in some subjects, such as PE. They have already made changes to their assessments in religious education, and these have worked well, allowing teachers to plan more accurately and enabling pupils to know and remember more. Adopting this successful approach in other subjects would help to strengthen the quality of education across the curriculum.	
27. Primary	Good	Pupils enjoy learning about other religions and cultures. Visiting places of worship and museums deepens their learning.		2-3 October 2019 Not a RE Deep Dive
28. Primary	Requires Improvement	Pupils have a good knowledge of world religions. This is because religious education (R.E) is well planned and effectively delivered.		1-2 October 2019 RE Deep Dive
29. Primary	Good	Pupils enjoy a wide range of trips, visitors and extra-curricular activities, which help to bring the curriculum to life. Pupils understand and respect different faiths and cultures and celebrate religious festivals.		9-10 October 2019 Not a RE Deep Dive
30. Primary	Good	Leaders and staff ensure that pupils are well prepared for life in modern Britain. Staff plan visits to places of worship to learn about different religions and cultures. Pupils told the inspector: 'We		15-16 October Not a RE Deep Dive

		treat everyone as an equal. We may look different on the outside, but we are all the same inside.'		
31. Primary	Requires Improvement	Sometimes, important content is left out, such as in geography where older pupils have not learned about human and physical features on maps. Similarly, in history or religious education, teaching does not help pupils to remember important knowledge. This does not help them to be successful. Nor does it ensure that the most able pupils are challenged sufficiently.	Pupils engage with many interesting curricular activities but, outside of PE and sport, these are not sufficiently planned to promote all aspects of pupils' personal development. In particular, leaders should develop meaningful opportunities to support pupils' spiritual and cultural development.	11–12 September 2019 Not a Deep Dive
32. Primary	Good		Leaders have developed teachers' understanding well about how long- and medium-term curriculum plans support pupils' learning. Leaders have supplemented existing plans effectively in nearly all subjects. More work is still to do in computing, music and religious education. Leaders should ensure that the last remaining areas of the curriculum to be enhanced are planned and	17–18 September 2019 Not a Deep Dive

			implemented as well as the rest.	
33. Primary	Good	The *** Trust provides ongoing training from subject specialists. Teachers have good subject knowledge. They use this to help pupils make links and build on what they know. This is improving pupils' understanding. For example, the religious education (RE) leader was clear about what she wanted pupils to learn last year. Pupils recalled learning that Shabbat is the Jewish day of rest. They then linked this to recent learning about creation and God taking the seventh day as a day of rest. Subject leaders receive specific training. They are starting to help other teachers to fine tune what they teach, so pupils achieve the best they can.		12–13 September 2019 RE Deep Dive
34. Primary	Requires Improvement	Pupils like to have their voices heard. They vote for junior leadership team members and class ambassadors and regularly do good deeds. These include raising money for the local hospice and for cancer charities. Pupils have visited various places of worship and learn about different religions.		15–16 October 2019 Not a RE Deep Dive
35. Primary	Requires Improvement	Across the subjects, planning is not effective enough. Leaders have not thought through the main things they want pupils to know and remember. They have not planned learning in a logical order. Consequently, pupils do not build on what they already know. This limits their progress. Additional Info: Inspectors considered, in depth, the curriculum areas of reading, mathematics, religious education		17–18 September 2019 RE Deep Dive

		and art. These 'deep dive' activities included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge.		
36. Primary	Requires Improvement	Pupils are respectful of cultures and religions different to their own. They are adamant that everyone is welcome at their school regardless of ability, race or religion.		2-3 October 2019 Not a RE Deep Dive
37. Primary	Good	In mathematics, teachers plan to help pupils know more and to be secure in their basic skills. The 'Daily 5' gives pupils lots of practice at remembering their arithmetic facts. Pupils' learning in history and religious education reflects the same thoughtful precision.		2-3 October Not a RE Deep Dive
38. Secondary	Good	The school's curriculum contributes strongly to pupils' wider personal development. Pupils learn about other cultures and beliefs in religious education (RE) and personal, social and health (PSH) education. Pupils know the similarities and differences between the major faiths. They know why it is important to respect the views of others. Collective worship helps pupils to think about how they should treat others. Pupils are proud that last year they raised over £6,000 for charities that they chose to support.		11-12 September 2019 Not a RE Deep Dive
39. Primary		Pupils appreciate other cultures and religions. Pupils talked about their visits to a synagogue, a mosque and a church. These visits helped them understand more about different faiths.		25-26 October 2019 Not a RE Deep Dive

40. Primary	Requires Improvement	Teaching in science and religious education (RE) does not help all pupils to develop good subject knowledge. Inspectors visited RE lessons where pupils were making presents for a baby. Pupils did not understand that the presents they were making were for the baptism of a baby. They had no knowledge of baptisms that they could share with inspectors.		1-2 October RE Deep Dive
41. Primary	Good	Pupils develop a very good understanding of right and wrong. They take great pride in their own good behaviour. Visitors from the local church help pupils to be reflective. Staff teach pupils to appreciate other cultures and religions. Staff also teach pupils that all are equal. Pupils are keen to help others, for example by organising charitable events.		8-9 October Not a RE Deep Dive
42. Secondary	Requires Improvement	Pupils achieve well in many subjects. These include English, history, geography and religious education.		1-2 October Not a RE Deep Dive
43. Primary	Good	Staff teach pupils about world faiths and different ways of living. Pupils understand the importance of tolerance and respect for each other. Consequently, pupils are well prepared for life in modern Britain. This is a strength of the school.		24-25 October RE Deep Dive
44. Primary	Good	Pupils' wider development is a priority. Pupils have many opportunities to take on positions of responsibility, such as road-safety ambassadors. They also know about a range of religions and cultures. Leaders provide pupils with a range of ways to support their wider education. For example, pupils		22-23 October Not a RE Deep Dive

		visit art galleries and celebrate religious festivals. Assemblies help the pupils understand how to care for others. Pupils learn how to be 'a good person'.		
45. Secondary	Good	In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.		15-16 October Not a RE Deep Dive
46. Primary	Requires Improvement	Pupils have a good understanding about different cultures and religions. They learn about healthy living from an early age. They know what being British means and the importance of rules.		22-23 October Not a RE Deep Dive
47. Primary	Requires Improvement	Pupils share their cultures and religions with others. They treat each other with respect.		15-16 October Not a RE Deep Dive
48. Primary	Requires Improvement	The trust has worked with leaders to improve the curriculum. They have written clear plans for most subjects. These include what they want pupils to learn, revisit and remember. Leaders have provided some training for subject leaders and teachers. However, leaders have not yet put these plans in place in all subjects		15-16 October RE Deep Dive

49. Primary	Good	<p>Teachers are not as highly skilled in teaching other subjects as they are in teaching reading, writing and mathematics. Although there are clear and detailed plans in place for developing all subjects, there is more work to do. The positive impact of leaders' work can be seen in the recent improvements that have been made in the teaching of geography. However, improvements in other subjects need time to settle in. This will help to ensure that pupils' learning across the curriculum builds effectively on what they already know. This includes helping pupils to know and remember more about the world's religions.</p>	<p>The school makes good provision for pupils' personal development. However, more could be done to develop pupils' knowledge and understanding of the different religions that exist within and beyond their community</p>	<p>1-2 October</p> <p>Not a RE Deep Dive</p>
50. Primary	Good	<p>In all subjects, leaders have made sure that there is a sequence of work designed to build on what pupils already know. However, although pupils enjoy religious education (RE), at times they struggle to remember what they have learned from previous lessons.</p>	<p>Although the RE curriculum is well developed, its impact on what pupils know and can remember is limited by the way it has been delivered. Some pupils struggle to recall things they have learned because they have not been taught RE well enough in the past. Leaders should make sure that the planned curriculum is taught in a way that enables pupils to build on prior learning.</p>	<p>24–25 September 2019</p> <p>RE Deep Dive</p>
51. Primary	Good	<p>Pupils know that Britain is culturally diverse. They respect the beliefs and traditions of different religions and have visited various places of worship.</p>		<p>24-25 September</p> <p>Not a RE Deep Dive</p>

52. Primary	Good	Leaders support teachers to know what to teach and when to teach it across all subjects. This helps pupils to make sense of their learning as they build on what they already know. Teachers are better at sequencing the learning in some subjects. These include reading, writing, science, physical education and religious education.		15-16 October RE Deep Dive
53. Primary	Requires Improvement	Other aspects of the curriculum vary in quality. In subjects such as geography and religious education (RE), learning has not been as strong. Pupils have a limited knowledge of other religions.		2-3 October RE Deep Dive
54. Primary	Good	They enjoy learning about other religions and cultures. They said that it helps them to understand the people who live around them. Pupils appreciate that each person is an individual. They recognise that in some countries, women do not have the same rights as they do in Britain.		5-6 October Not a RE Deep Dive
55. Primary	Good	The school promotes understanding of different faiths and cultures. For example, during the inspection Diwali was being taught in a Year 4 religious education lesson and it was the focus of the key stage 2 assembly.		29-30 October Not a RE Deep Dive
56. Primary	Requires Improvement	However, their plans do not always help pupils to remember what they have learned, including pupils with special educational needs and/or disabilities (SEND). This is the case, for example, in religious education (RE), physical education (PE) and science.		17-18 September RE Deep Dive
57. Primary	Good	Some pupils have not been taught about a range of cultures and religions different from their own. Plans are well under way to help develop pupils' knowledge of this further.	Some pupils' understanding of religions and cultures that are different from their own is underdeveloped. The	9-10 October Not a RE Deep Dive

			revised personal, social, health and economic education curriculum needs to be fully implemented and kept under review by leaders to ensure it is effective.	
58. Primary	Requires Improvement	Work on personal development is a strength of the school. Pupils learn about how their rights and responsibilities link together. They enjoy learning about different religions and cultures. The 'Carry My Story' project has been especially useful in helping pupils to understand the lives of others. Pupils are supported to reflect on their feelings and behaviour		9-10 October Not a RE Deep Dive
59. Secondary	Good	Leaders support pupils' personal development well. The personal, social and health education (PSHE) curriculum is well planned and delivered in religious education (RE) lessons and in tutor time. Leaders need to check that the delivery of the RE subject content is not negatively affected by the quantity of PSHE work during these lessons.	A great proportion of the plans for pupils' personal development is currently delivered in RE lessons. Leaders need to assure themselves that pupils have enough time in RE lessons to learn about different faiths and beliefs as well as the other topics that have been included in these lessons.	24-25 September 2019 Not a Deep Dive
60. Primary	Good	They appreciate differences, including other cultures and religions. Developing pupils' personal development is a clear strength of the school.		15-16 October Not a RE Deep Dive

61. Primary	Requires Improvement	Some children who talked to inspectors had a limited understanding of different religions.	Pupils find it difficult to recall what they have learned. Some teachers do not revisit important content in order that pupils retain it over time. Leaders should ensure that teachers use assessment more effectively to check pupils' understanding and to make sure that pupils remember the most important aspects of their work.	8-9 October Not a RE Deep Dive
62. Primary	Good	Pupils understand the school's values. They are encouraged to express their own points of view and they understand the importance of tolerance. Leaders ensure that pupils learn about different cultures and religions. While pupils are respectful of these differences they do not yet have a deep enough understanding of cultures other than their own.	Pupils' understanding of different cultures is not as well developed as leaders want. Leaders should continue with their plans to further develop this. This is to ensure that pupils are as prepared as possible for their future lives in modern Britain.	9-10 October Not a RE Deep Dive
63. Primary	Good	They develop a strong understanding of different religions and cultures through effective religious education.		22-23 October Not a RE Deep Dive
64. Primary	Good	In science, RE and music, teachers follow a clear sequence of lessons. These build pupils' knowledge and their skills. Teachers introduce and explain new	Their writing is hampered by only having a few opportunities to write at length. This is particularly the	17-18 September 2019 RE Deep Dive

		<p>ideas well. They check on pupils' work and their answers, and they spot any mistakes. Through subjects such as RE, music, history and science, pupils reflect on other cultures and countries in the world. They learn about how to respect other religions and people who are different to themselves. They learn about different families</p> <p>Other Information: Pupils are keen to learn in each subject. Science, reading, religious education (RE) and music are all strong subjects.</p>	<p>case in other subjects, including history, science, geography and RE.</p>	
65. Primary	Requires Improvement	<p>Pupils have a good understanding of the school's core values. They show respect and tolerance for others but are unsure about the beliefs of different religious groups.</p>	<p>Pupils have a good understanding of the school's own values but lack understanding about some British values. Pupils have some knowledge about Muslims and Christians but lack knowledge about the beliefs of other religious groups such as Hindus, Jews, Sikhs and Buddhists.</p>	<p>11–12 September 2019</p> <p>Not a Deep Dive</p>
66. Primary	Good	<p>The curriculum is well organised in English, mathematics, science, history and geography. Thorough planning in these subjects helps teachers to build on pupils' prior knowledge and prepare them for their next steps in learning. The curriculum is not as well developed in other subjects, but leaders are in the process of bringing this about. They have already taken action to plan next year's</p>	<p>The sequencing of learning is not yet developed as effectively in other subjects. Subject leaders should continue to develop the sequencing of learning and identification of the key learning in each year group in art, design and technology,</p>	<p>8-9 October</p>

		curriculum and train staff in those subjects where planning is not so advanced.	religious education, computing and languages. Ofsted's transition statements have been applied in this inspection.	
67. Primary	Good	Leaders have not given equally careful thought to all subjects. For example, the plans for teaching religious education do not help pupils learn all that they should by the time they leave.	Leaders must continue to examine carefully curriculum plans in the foundation subjects. They should identify the key concepts that pupils should have stored in long-term memory at each stage of their journey from the early years to the end of Year 6. They should identify the themes and threads in each subject that make for a well-structured, cohesive curriculum.	1-2 October Not a RE Deep Dive
68. Primary	Good	Pupils at *** school love the opportunity to learn and play together. They particularly enjoy learning about the different religions and nationalities represented in the school.		16-17 October Not a RE Deep Dive
69. Primary	Good	Leaders make sure that pupils' specific needs are met. Pupils told me they enjoy a wide range of subjects, trips and activities, including using the forest school. They value being told about other religions and cultures and have a good understanding of the wider world.		22-23 October Not a RE Deep Dive

70. Primary	Requires Improvement	In subjects such as art, history and religious education, leaders are beginning to develop curriculum plans that set out what they expect pupils to learn.		1-2 October Not a RE Deep Dive
71. Primary	Good	Staff bring the school's curriculum to life by arranging visits and trips. They teach pupils about religions and cultures and help them to appreciate art and music.		2-3 October Not a RE Deep Dive
72. Primary	Good	Pupils debate current affairs during assemblies and in lessons. Teachers help pupils to learn about different faiths and cultures. Despite this, some pupils do not know enough about different lifestyles, religions or places of worship.		8-9 October Not a RE Deep Dive
73. Secondary	Good	Pupils read widely. All pupils carry a reading book with them. The curriculum includes lessons where everybody reads, fiction and non-fiction texts, including the teacher. Pupils read articles about the different subjects they are learning. This helps to deepen their learning. For example, pupils told inspectors that they recently discussed euthanasia in their religious education lesson after reading an article about this subject.		15-16 October Not a RE Deep Dive
74. Primary	Good	Leaders have developed a curriculum that helps pupils appreciate the world around them. In a whole-school topic about Africa, pupils enjoyed finding out about different countries and cultures. Pupils value differences. They learn about different religions, including Islam and Hinduism.		22-23 October Not a RE Deep Dive
75. Primary	Requires Improvement	Many activities support pupils' personal development, both at lunchtime and after school. ...		11-12 October 2019 Not a RE Deep Dive

		They visit places of worship and learn about a variety of religions.		
76. Primary	Good		Pupils study a broad curriculum. However, aspects of this curriculum are planned spontaneously around pupils' interests. This means that for some of the foundation subjects, for example history, geography and religious education, learning is not planned sequentially to develop pupils' knowledge and skills securely. New learning does not link or build on previous learning. Pupils are not easily recalling what they have learned as too often it is covered within a lesson and then forgotten. School leaders need to ensure that the whole curriculum is more carefully planned to improve what pupils learn and remember in the long term.	15-16 October Not a RE Deep Dive
77. Primary	Good		Leaders' plans for curriculum development highlight the order in which subjects will be reviewed, the development of skills within	8-9 October Not a RE Deep Dive

			a subject and a review of the sequence of learning. Where this has already been undertaken, in subjects such as mathematics, religious education, science and physical education, pupils are making strong progress.	
78. Primary	Good	<p>Pupils spoken with in key stage 2 were thoughtful and reflective about their learning. They were keen to share their study of different religions and spoke about how Buddhism taught them that 'you don't need a lot of things to be happy'. They spoke about different cultures and beliefs and said that anyone was welcome at their school.</p> <p>Reading is central to the school's overarching curriculum. In key stage 2, teachers choose class books to help develop aspects of pupils' spiritual, moral, social and cultural understanding. They teach this through carefully planned history topics. For example, pupils learn about the life of Alan Turing, making connections through their learning in computing and history. Pupils learn about the struggles experienced by Jewish children in Poland at the time of the war.</p>		<p>22 October</p> <p>Not a Deep Dive</p>
79. Primary	Good	<p>Leaders also plan opportunities for pupils to learn about different religions and cultures. Pupils develop a strong sense of respect for people's differences, which are celebrated.</p>		<p>8-9 October</p> <p>Not a RE Deep Dive</p>

80. Primary	Inadequate	Pupils learn about different religions and cultures, and the world.		24-25 September Not a RE Deep Dive
81. Primary	Good	Leaders and teachers understand the importance of developing the curriculum, but the school's curriculum is not yet sufficiently well planned and sequenced in some subjects, such as history, science and religious education. However, leaders are already taking the right steps to bring about the improvements needed.	Although the school's curriculum is well developed in reading, writing and mathematics, it is not developed well enough in subjects such as history, religious education and science. This leads to gaps in some pupils' knowledge. Leaders need to ensure that all subjects are well planned to build pupils' knowledge and understanding in readiness for the next stage in their learning.	15-16 October RE Deep Dive
82. Primary	Good	Leaders support pupils' personal development. ... They learn how some religions are similar and how they are different. Pupils do not have a developed understanding of other cultures.	Leaders should ensure that pupils' awareness and knowledge of other cultures is developed in line with the high priority given to other aspects of the curriculum.	8-9 October 2019 Not a RE Deep Dive
83. Primary	Good	Leaders provide time for pupils to be reflective and alone with their thoughts. The pupil 'chaplaincy team' support other pupils in the school. Pupils learn about a broad range of world religions and other cultures. Pupils engage in their local community and support charities or projects from across the globe		22-23 October Not a RE Deep Dive

84. Primary	Good	Teachers develop pupils' wider spiritual, social, moral and cultural understanding well. For example, they learn about religions such as Hinduism, Islam and Buddhism.		23-24 October Not a RE Deep Dive
85. Secondary	Requires Improvement	They know the difference between right and wrong. They learn about different religions and cultures. They are well prepared for life in modern Britain.	Leaders have not ensured that pupils study a broad curriculum in Year 9. Subject content is often rushed in Years 7 and 8. Leaders should ensure that pupils learn a broad curriculum across key stage 3 that at least matches the scope of the national curriculum.	24-25 October 2019 Not a RE Deep Dive
86. Primary	Good	Through a rich curriculum, leaders aim for all pupils to be able to 'learn to manage their lives both now and in the future'. The school helps prepare pupils well for life in modern Britain. For example, pupils enjoy learning about other cultures and exploring different religions.		17-18 October Not a RE Deep Dive
87. Secondary	Requires Improvement	Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils		15-16 October 2019 Not a RE Deep Dive

		unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.		
88. Primary	Requires Improvement	Teachers plan together and are clear on what needs to be taught and when. This helps the pupils understand the work before moving on to more challenging work. This needs further development in subjects such as religious education and computing.		3-4 October Not a RE Deep Dive
89. Secondary	Good	There are opportunities for pupils to learn about different religions and cultures. In religious education, pupils learn about Judaism, Islam and Hinduism.		5-6 November Not a RE Deep Dive
90. Primary	Good	Pupils make links between other cultures and British values, for example in religious education. They understand the need to show respect and tolerance towards others. The school has not taken pupils to different places of worship or studied different religious festivals in depth.	Some subjects are not as well planned and developed as others. Subject leaders should ensure consistency in planning across a full range of subjects. v Assessment is effective in the core subjects. Formative and summative assessment of the foundation subjects is not yet in place. Leaders need to implement a consistent approach to assessments across the foundation subjects.	18–19 September 2019 RE Deep Dive

91. Primary	Inadequate	<p>Leaders' ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.</p> <p>The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.</p>	v Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.	<p>1-2 November</p> <p>Not a RE Deep Dive</p>
92. Primary	Requires Improvement	<p>Pupils and staff speak confidently about the school's values, which include 'respect' and 'kindness'. ... Pupils have a developing knowledge of other cultures and religions.</p>		<p>1-2 October 2019</p> <p>Not a RE Deep Dive</p>
93. Primary	Outstanding	<p>Pupils know how important it is to understand and respect differences and diversity. Leaders use a very well-organised range of activities to help pupils know and remember more about different religions, cultures and types of families. They make things clearer when parents do not immediately understand why some lessons or activities are important.</p>		<p>25-26 September</p> <p>Not a RE Deep Dive</p>
94. Primary	Good	<p>The school's aims of developing 'culture, character and career' are central to the work of staff. Pupils' understanding about world religions is strong. They visit the local church and sing at civic events.</p>		<p>9-10 October 2019</p> <p>Not a RE Deep Dive</p>

95. Secondary	Requires Improvement	<p>In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.</p> <p>In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.</p>	<p>Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.</p>	<p>11 October</p> <p>Not a RE Deep Dive</p>
96. Primary	Good	<p>The curriculum is well planned in physical education (PE), science, mathematics, religious education (RE) and computing. The curriculum planning for these subjects shows exactly what pupils should learn each term and in each year. Teachers use the planning to make sure pupils learn what they need to and develop their learning from one year to the next.</p>		<p>25-26 September</p> <p>Not a RE Deep Dive</p>
97. Primary	Requires Improvement		<p>Pupils are not achieving as well as they should in the foundation subjects. In these subjects, leaders have not carefully considered the content or order of the</p>	<p>24-25 September 2019</p> <p>RE Deep Dive</p>

			curriculum. Curriculum leaders should therefore identify what they want pupils to know and remember and decide the order in which this knowledge will be taught.	
98. Primary	Good	Outside of lessons, pupils develop their spiritual, moral, social and cultural understanding in a range of ways. For example, pupils visit art galleries and celebrate religious festivals. The 'forest school' encourages pupils to keep going when things are difficult.		11–12 September 2019 Not a Deep Dive
99. Secondary	Requires Improvement	Pupils begin their GCSEs in Year 9. Leaders have reduced the teaching of religious education in key stage 4. Some subject content is not taught and pupils have gaps in their knowledge.	Pupils in Year 9 do not cover effectively some subject content. New content is either not provided or taught too superficially. This leads to gaps in pupils' knowledge in some subjects. Some pupils in key stage 4 have limited time to study religious education. Leaders need to rectify any narrowing of or omissions in the curriculum.	15 -16 October Not a RE Deep Dive
100. Primary	Requires Improvement	The pupils' books show their developing understanding of a variety of other religions.		8-9 October Not a RE Deep Dive

101. Primary	Good	<p>In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should.</p>	<p>Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.</p>	<p>16-17 October RE Deep Drive</p>
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4 March 2020	ITEM: 7
Standing Advisory Council on Religious Education	
Annual Report 2018/2019 – Thurrock SACRE	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston, Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas Assistant Director Education and Learning	
Accountable Director: Roger Harris, Corporate Director of Adults, Health and Housing and Interim Director of Children’s Services	
This report is Public	

Executive Summary

This report presents the Annual Report to members of SACRE for approval.

- 1. Recommendation(s) that SACRE:**
 - 1.1 That SACRE accept this report as an accurate record of its work for the period September 2018 – July 2019**
 - 1.2 Requests that the Assistant Director Education and Skills writes to all schools to remind them of their statutory duties/ contractual obligations to provide religious education to all pupils on the school roll**
 - 1.3 Requests that the school effectiveness team include a review of schools’ provision for RE and Collective Worship as part of their annual conversations. Specifically, that they consider:**
 - **The impact on pupil outcomes of the combination of subjects such as RE, RSE, Citizenship and PSHE;**
 - **The impact on pupil attainment of pupils being entered for a GCSE at the end of year 10;**
 - **Whether or not the amount of time dedicated to RE on school timetables was sufficient for pupils to meet the aims of either the Thurrock Agreed Syllabus or, in the case of academy schools, either the Thurrock Agreed Syllabus or one that is ‘equally broad and ambitious’**

2. Introduction and Background

- 2.1 It is a legal requirement that SACRE submit an annual report of its activities to the local authority.

3. Issues, Options and Analysis of Options

- 3.1 Members are requested to accept, amend or reject the report.

4. Reasons for Recommendation

- 4.1 In order that SACRE fulfils its statutory duty to publish an annual report and to advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit.

5. Consultation (including Overview and Scrutiny, if applicable)

- Not applicable

6. Impact on corporate policies, priorities, performance and community impact

The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

7. Implications

7.1 Financial

Implications verified by: **David May**
Management Accountant DSG and Schools

There are no financial implications for this report.

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

SACRE is asked to accept, reject or amend the report. S391 of the Education Act 1996 requires SACRE to publish a report as to the exercise of its functions and any action taken by representative groups on the council during the last year. The section states that “The council’s report shall in particular—

- a) specify any matters in respect of which the council have given advice to the authority,
- b) broadly describe the nature of the advice given, and
- c) where any such matter was not referred to the council by the authority, give the council’s reasons for offering advice on that matter.”

The Committee is requested to accept the report, and also that it makes two decisions that are related to the report findings.

7.3 Diversity and Equality

Implications verified by: **Natalie Smith**
Strategic Lead for Community Development and Equalities

Although there are no direct diversity implications, the Annual Report demonstrates how the work of SACRE continues to promote an understanding of different religions in education therefore promoting cohesion.

7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. Appendices

- Appendix 1 – Annual Report of the Thurrock Standing Advisory Council on Religious Education (SACRE) For 2018 - 2019

Report Author:

Deborah Weston
Associate Adviser for RE

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ANNUAL REPORT OF THE THURROCK STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) FOR 2018 - 2019



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Introduction

Since 1988, it has been a requirement that every local authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Thurrock SACRE has over the years developed its own particular style and character as this report will testify.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. GCSE data, including the short course was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

Foreword by the Chair of SACRE – Rev. John Guest

It is a great privilege to write my final Foreword for the 2018/19 Annual Report of the Thurrock Standing Advisory Committee for Religious Education. May I begin by commending my friend and colleague, our hard-working RE advisor, Deborah Weston. So much of what Deborah does is unseen apart from the innumerable reports and papers she produces but I know she brings to our committee an immense passion, dedication and personal commitment to this vital area.

Once again, our Education Awards last November gave ample evidence of the sterling work being done by our local schools and we are grateful to Andrea Winstone and Cllr. James Halden for their support and encouragement.

You can read in this report how SACRE has been building on its work of previous years, carrying out its duty in guiding and overseeing the delivery of religious education and collective worship in the schools of our borough. Through Deborah we have sought to carefully monitor the effectiveness of this delivery and make recommendations where needed. You will note particularly our continuing concerns about the provision of adequate training for RE teachers and responses of local schools to requests for information on the nature of their RE and collective worship. We will continue to challenge schools to “increase quality and standards of education” in line with the School Support Strategy 2019.

Please note carefully the key issues arising from the Report of the Commission on RE (p. 14) and the implications for the future activity of SACRE. I am very pleased to see the new Ofsted Framework for school inspection and its increased examination period. I hope this will provide a beneficial effect on the delivery of RE in Thurrock schools.

Writing just days after the observation of International Holocaust Memorial observance, I am delighted to commend the increasing diversity of our SACRE group. We are pleased to welcome contributions from across the Faith sector and from local council and local education. We would, however, welcome further involvement from committed local people to this important area of our community life. As members of our Youth Cabinet commented to us on a recent visit, RE was “particularly interesting because it relates to real life scenarios and everyday life.” We hope to build on the contributions of our young people at our Youth Conference on 3rd June this year but, in the meantime, can I make a plea to all those reading this important report to consider how they might themselves make a personal contribution to the work of this committee. We meet just three times a year but our discussions are always lively and engaging. Please join us!

Finally, as this is my last report before I step down in June, may I take the opportunity of thanking all my colleagues on SACRE and again commending all the hard work of our wonderful local schools. I am particularly grateful to the seven schools in my own parish of Stanford le Hope and for 27 years of friendship and fun.

Thank you and God bless you!



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Membership of Thurrock SACRE 2018/2019

Committee A

- Mrs S Lawson – Free Church Member
- Mrs M Shepherd – Roman Catholic Member
- Ms H Kaur Takhtar – Sikh Member
- Mr P Anderson – House Church Member
- Mt T Ojetola – Pentecostal Member
- Mr A Kariyawasam – Buddhist Member
- Mr A Rashid – Muslim Member
- Miss A Ahmed - Muslim Member
- Vacancy – Hindu Member
- Vacancy – Jewish Member

Committee B

- Rev. John Guest – Chair - Church of England Member
- Mr D Bates - Church of England Member
- Vacancy X 2– Church of England Member

Committee C

- Mrs R Gedalovitch -primary
- Ms J Culloty - secondary
- Ms H Martins - primary
- Ms A Harris -secondary
- Vacancy X 2

Committee D

- Councillor M Kerin
- Councillor S MacPherson
- Councillor A Sheridan

SACRE Meetings Held

The following SACRE meetings were held during the reporting period:

17th October 2018

9th January 2019

5th June 2019

All meetings were held at the Civic Offices, New Road, Grays, Thurrock, Essex

Membership and attendance

Two of the three meetings of SACRE during the reporting period were inquorate. The constitution requires that at least one representative attends from each of the committees and for one meeting, no teacher was present and for two meetings no councillor was represented.

ADVICE:

SACRE wishes to advise the Council that it is not possible for SACRE for discharge its legal duties if meetings are not quorate. SACRE has therefore proposed some revisions to the terms of reference including increasing the number of members of committee D and the appointment of substitute members.

Monitoring and Evaluation

The responsibility of SACRE

According to government guidance¹, SACREs should monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus. Ofsted inspection reports do not systematically include information on RE so cannot be relied on as a source of information about provision in schools.

Thurrock SACRE offers both the syllabus and schemes of work free of charge to academies via a password protect section of the website.

<https://www.thurrock.gov.uk/religious-education/syllabus-for-religious-education>. This decision was made based upon the principle enshrined in law that all children in all types of school are entitled to receive religious education and to be prepared for life in modern Britain. School requests for the password to these resources indicate that most academies use the syllabus. However, there is no mechanism by which to require academies to comply with the requirements of the syllabus since their funding agreement simply requires them to 'make provision for RE'.

¹ Religious Education in English Schools (2010) p12

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Standards in Thurrock Schools.

SACRE undertakes a number of activities annually to fulfil its responsibilities including the monitoring of:

School websites

Schools are required to publish their curriculum for each subject for each school year. This includes Religious Education, even when it is called something else. SACRE investigated school websites in order to learn more about how RE, including the Thurrock Agreed Syllabus was being used. Some schools presented a comprehensive RE programme and were clearly using the Agreed Syllabus and accompanying scheme of work. Others failed to report on RE or reported a curriculum that did not appear to comply either with the Agreed Syllabus or, in the case of some academies, their funding agreement.

School Workforce Data (Secondary)

Schools complete the school workforce census every November and this allows SACRE to discuss the number of teaching hours each secondary school reports for RE. Unfortunately, not all schools appear to complete the census accurately, especially when the subject is combined with another on the timetable. Table 1 below sets out what schools reported.

GCSE Entries and Results

The Thurrock Agreed Syllabus requires that all students in all schools follow a course in Religious Education leading to a GCSE qualification. The publication of results therefore is another tool that helps us monitor levels and quality of provision.

2018-2019 findings

Primary Schools

During this year SACRE used an online survey to collect information about provision in primary schools and received a response from a small number of schools. Thanks are due to the following for providing this sample of data:

Quarry Hill Academy
Giffards Primary School
Aveley Primary School
Ortu Corringham Primary
Stanford le Hope Primary School
Benyon Primary Academy
Warren Primary School
Dilkes Academy
Abbotts Hall Primary Academy

All but one school reported following the Thurrock Agreed Syllabus and the scheme of work.

Secondary Schools

SACRE continued its pattern of analysing school workforce data and examination results. The results are set out in the table below.

*Denotes the published school workforce has been amended following conversation with the school and/or checking on the website

The data presented in the table above demonstrates that there are significant variations in the level and quality of provision for RE in Thurrock schools. In some schools, the subject is taken very seriously but in others, pupils are not guaranteed either their full entitlement to a Religious Education or to leave school with knowledge and understanding of religions and worldviews.

ADVICE

SACRE wishes to advise the council of its agreed view that where SACRE has identified strengths or areas for development in relation to Religious Education in specific schools, the subject should form part of the annual conversations conducted by the School Effectiveness Team. This we believe is consistent with School Support Strategy 2019 and the aim that by 2022, there will be an effective process to 'challenge and support all schools to increase quality and standards of education'.²

² Thurrock Council Education Support Strategy 2019-2022
<https://www.thurrock.gov.uk/sites/default/files/assets/documents/education-support-strategy-2019-v02.pdf>

GCSE provision

Two schools; Grays Convent and the Gateway offer GCSE for all pupils at Key Stage 4 and The Ockendon, Gable Hall, Harris Academy Chafford Hundred and the Hathaway all offer the subject as an option. Pupils at Grays Convent, the Ockendon, Gable Hall, Harris Academy Chafford Hundred and the Hathaway all achieved results at 9-4 that were above the national average. Special congratulations should be offered to the Ockendon Academy where the number of pupils achieving grades 9-4 rose from 41.3% when the course was taught to the whole cohort and 88% when it was taught as an option group.

Secondary Schools – Table 1

School	% of timetable RE					GCSE 2019 (2018)					Pupil Premium	
	Seven	Eight	Nine	Ten	Eleven	Course Entries%	KS4 Full Course	KS4 Short Course	Percentage 9-4 FC	Percentage 9-4 Short	Percentage of pupils entitled	Relative to national averages
Grays Convent High School	7.5	7.5	7.4	10.5	8.5	94.7% (98%)	3.5	86% (85.2%)	75	22%	Low	
The Gateway Academy ³	4*	4*	7	15.2	3.7	96% (74.8%)	0	44% (49.2%)		42%	Medium	
Ormiston Park Academy ⁴	0	0	0	0	0	0	0			43%	Medium	
Harris Academy Ockendon	7.3	7.4	6.9	6.9	7.1	39% (100%)	0	88%(41.3%)		34%	Low	
Ortu Gable Hall School ⁵	2.7	1.6	3.2	1.4	0	24% (24.2%)	0	79% (63.8%)		21%	Low	
William Edwards School ⁶	0	4.2	4.1	0	1	0.4% (3%)	0	0% (71.4%)		16%	Very Low	
St Clere's School ²	4.8	4.9	2.7	2.3	0	0	28.6		87.7	24%	Low	
Harris Academy Chafford Hundred ⁷	0	0	0	0	1.5	6% (12.2%)	0	100% (77.3%)		14%	Very Low	
The Hathaway Academy ⁸	0	0	0	1.9	2.9	19% (13.7%)	0	75% (47.1%)		34%	Low	
Hassenbrook Academy ⁹	0	0	0	0	0	0	0			35%	Low	

³ At both the Gateway and St Clere's, pupils sit the examination at the end of Year 10

⁴ Ormiston Park: RE is combined with Citizenship and Personal Education at Key Stage 3 and 4

⁵ Ortu Gable Hall: RE is combined with PSHRSE Key Stage 3 and 4 but no specific RE content is visible in the online plan. There is an option for RS at KS4

⁶ From 2019, William Edwards provides one hour per week in Y7 and an option group in KS4 but no discrete provision for those who do not opt for RS GCSE

⁷ Harris Academy Chafford Hundred In KS3 RE is combined with Citizenship and PSHE. RE an option at GCSE and A Level but there is no provision for remaining pupils

⁸ Hathaway offers core RE in Years 7,8 and 9 and an option group but no provision for those who do not opt for RE

⁹ Hassenbrook: RE is combined with Personal, Social, Health, Relationships and Sex Education at Key Stage 3. There is no GCSE option provision for RS at KS4

Youth SACRE report to SACRE

Thurrock's Youth Cabinet is a group of 11 to 19 year-olds, who work to make Thurrock a better place for young people. The Youth Cabinet was set up to give the young people of Thurrock a voice. Youth Cabinet members regularly meet with councillors, council officers and other decision makers to give their views on a number of issues including the school curriculum.

As part of their monitoring work therefore, SACRE invited representatives of the Youth Cabinet to attend a SACRE meeting. Members informed the representatives that SACRE had invited the Youth Cabinet to their meeting as they felt it was important to seek their views about their experiences of Religious Education in Schools and the importance of Religious Education in Thurrock today. The representatives reported enjoying RE lessons more at secondary School than in primary. They felt the material they studied in secondary Religious Education was particularly interesting because it relates to real life scenarios and everyday life. The representatives also reported appreciating the visits they were offered to places of worship. They agreed unanimously that RE should be taught in schools especially as it was important for all young people to know about people from other cultures.

ADVICE

SACRE wishes to thank all those involved in the Youth Cabinet for their contribution to the monitoring of RE and Collective Worship in Thurrock Schools

SACRE discussion of National Developments in RE

The final Report of the Commission on RE

SACRE discussed the final report and how this related to RE in Thurrock. Members noted the following key issues in the report:

- A proposal for a national entitlement for RE
- A proposal to change the name of the subject from Religious Education to Religion and Worldviews
- The need to hold schools to account for the provision and quality of RE
- A renewed and expanded role for SACRES
- A call for Central Government to offer guidance to schools on the legal status of right of withdrawal and the challenges of selective withdrawal
- A National Plan for improving teaching and learning in RE

New OFSTED Framework for the Inspection of schools

SACRE discussed both the draft and final versions of the 2019 Inspection Framework. Members heard that the pre-September 2019 framework had offered a degree of accountability to schools, for example with references in Ofsted reports to schools achieving the RE Quality Mark. A small number of schools had been criticized for failure to provide RE at all. This framework did not lend itself to a thorough examination of the curriculum, especially because inspections could last only one day. One of the effects of this was that schools that are non-compliant with

their Agreed Syllabus or in the case of academies, their funding agreements, appeared to be inspected and not challenged about these failings at all.

The 2019 framework reverses this trend. Inspections will last two days and there will be a much greater emphasis on the curriculum. It is likely that a small number of subjects, possibly four, will be chosen as a focus for examining the curriculum and this could just as easily be RE as any other subject. A bonus from this approach is that over time, the information collected about each individual subject could (and should) be collated to create subject reports that identify national trends. SACRE welcomed this information and looked forward to reading specific information about RE in inspection reports of Thurrock schools in due course

Other matters discussed that fall under the remit of SACRE

Acts of Worship

SACRE has a legal duty to monitor provision for collective worship in schools in its local area. SACRE collated policy documents from local schools in order to conduct a review. Thanks are due to the following for uploading their policies to their school websites:

<ul style="list-style-type: none">• Harris Academies' Trust• Bonnygate Primary School• Horndon on Hill	<ul style="list-style-type: none">• St Clere's• Kenningtons
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Members agreed that the most helpful policies included some or all of the following:

- A statement about the legal requirements around collective worship including the parental and teacher right of withdrawal
- The aims of collective worship in the school including links to school ethos and values, spiritual, moral, social and cultural development, fundamental British Values and the taught curriculum
- Objectives or intended outcomes for the programme of collective worship
- Practical arrangements about how Collective Worship is organised in the school:
 - Groupings (e.g. year groups, classes/tutor groups, houses, whole school)
 - Timings, including links to the school timetable, calendar and local and national occasions and festivals
 - Leaders and their roles in collective worship – e.g. visitors, senior and middle leaders, individual and groups of pupils
- A clear statement about the nature of collective worship; what it is and what it is not. How collective worship may link to but is distinct from 'assembly'
- A statement about how the effectiveness of the policy will be reviewed, by whom and when

Thurrock SACRE Youth Conference – Values through Religious Education 5th June 2019 - see images on the cover

Thurrock SACRE was delighted to be able to host a Youth Conference in 2018-19 and that this was well attended by schools. By inviting teachers to attend alongside a small group of pupils from each primary and secondary school, it was possible to provide a training event for adults as well as a leadership experience for young people. The aims of the conference were as follows:

- To encourage pupils to learn from each other through dialogue and shared experience
- To provide an interesting and exciting experience in RE to pupils from Thurrock schools
- To develop pupils' creative and expressive talents
- To promote the place of excellent, open-minded RE in Thurrock

Feedback from pupils and teachers alike was very positive. The children were able to return to school equipped to run sessions for their peers on the 4 values we approached during the day. These were hope, commitment, peace and faith. A conference for 2020 is booked!