

Public Document Pack



Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP.
Telephone 01572 722577 Facsimile 01572 758307 DX28340 Oakham

Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held in the Council Chamber, Catmose, Oakham, Rutland, LE15 6HP on **Tuesday, 12th July, 2016** commencing at 4.30 pm when it is hoped you will be able to attend.

Yours faithfully

Helen Briggs
Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/haveyoursay

A G E N D A

APOLOGIES FOR ABSENCE

1) OPENING PRAYER

Dear Father,

We thank You for everyone here and we ask for Your blessing and help as we are gathered together.

Fill us with Your Holy Spirit, guide us and inspire our hearts.

Fill our lives with Your love and Fill our conversations with Your grace and truth.

We ask this in the name of the Lord Jesus Christ.

Amen

2) RECORD OF MEETING

To confirm the minutes of the meeting of the Rutland SACRE held on 17 March 2016.

(Pages 5 - 8)

3) ACTIONS FROM THE PREVIOUS MEETING

SACRE: Actions from meeting held 17th March 2016

No.	Ref.	ACTION	Person Responsible
1.	3.16	Rutland SACRE Annual Report 2014/15 Appendix A to be updated with correct meeting dates and attendees	Miss Waller & Miss Narey
2.	4.1	Miss Narey would contact Carol Snell for a contact name at Rutland NUT so Miss Waller could send a request for representation.	Miss Narey & Miss Waller
3.	4.2	Miss Waller would send the draft letter to Lord Nash to attendees for comments/feedback	Miss Waller
4.	4.4	Dr Sharif would send the survey results to Miss Narey for inclusion in the minutes.	Dr Sharif
5.	4.5	Dr Sharif would notify Mr Sharpe which GCSE boards Casterton College and Rutland County College used.	Dr Sharif
6.	4.9	Miss Waller would speak to Carl Smith and/or Neil Rawes regarding presenting the SACRE Annual Report to the RCC People (Children) Scrutiny Panel meeting at 7.00 p.m. on the 28th April 2016 Mr Menzies would speak to Harington School regarding 2 pupils attending the RCC People (Children) Scrutiny Panel meeting at 7.00 p.m. on the 28th April 2016	Miss Waller & Mr Menzies
7.	4.10	Miss Waller would draft a paragraph from the letter by Lord Nash and send to Miss Narey for inclusion in the Annual Report.	Miss Waller
8.	4.11	Ms Walker and Mrs Davis would produce details of the ways primary and secondary schools approach collective worship for discussion at the next meeting	Ms Walker & Mrs Davis

4) NASACRE ANNUAL CONFERENCE 2016

Presentation from Andreas Menzies on the NASACRE Annual Conference 2016 held on Tuesday, 17th May 2016 at Central Hall Westminster, London (Pages 9 - 10)

5) SELF-EVALUATION FORM

To receive an update from Barbara Crellin

6) COLLECTIVE WORSHIP

Discussion, led by Katy Walker and Megan Davis, on the ways primary and secondary schools approach collective worship

7) SCHOOL SURVEY

Update to be provided by Dr Rashida Sharif

8) REVIEW OF THE AGREED SYLLABUS

Discussion to be led by Miss Waller

9) SACRE DEVELOPMENT PLAN

Discussion regarding the SACRE development plan led by Miss Waller
(Pages 11 - 26)

10) OFSTED INSPECTION REPORTS

a) **The Parks School**

Ofsted inspection report of The Parks School from 26-27 January 2016
(Pages 27 - 34)

11) THE FUTURE OF ASSESSMENT IN RELIGIOUS EDUCATION

Item requested for discussion by David Sharpe

12) RESPONSE FROM LORD NASH

To review the response received by Lord Nash
(Pages 35 - 38)

13) ANY URGENT BUSINESS

14) DATE OF NEXT MEETING:

The next meeting will be held on Tuesday, 11 October 2016, 4.30 – 6.30 p.m.
in the Council Chamber, Catmose.

---oOo---

DISTRIBUTION

MEMBERS OF THE RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION):

Miss G Waller (Chairman)	
Mr A Menzies	Mrs B Crellin
Mr C Smith	Mr D Sharpe
Mrs E Ray	Rev J Baxter
Mrs J Harley	Ms K Walker
Mrs L Stephenson	Mrs M Davis
Mr M Kee	Dr R Sharif
Mrs R Grey	Mr R Gale
Mrs S Reseigh	Mrs S McGrath

This page is intentionally left blank



Rutland County Council

Catmose Oakham Rutland LE15 6HP

Telephone 01572 722577 Facsimile 01572 75307 DX28340 Oakham

Minutes of the **MEETING of the RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** held in the Martinsley - Catmose on Thursday, 17th March, 2016 at 4.30 pm

PRESENT:

GROUP A – Representatives of other Churches and Faiths		
1.	Mr Andreas Menzies	The Roman Catholic Church
2.	Mrs Eileen Ray	The Methodist Church

GROUP B – Church of England Representatives		
3.	Mrs Barbara Crellin	Peterborough Diocese

GROUP C – Teacher Representatives		
4.	Mr David Sharpe	Association of Teachers and Lecturers (ATL)
5.	Mrs Megan Davis	National Association of Head Teachers (NAHT)

GROUP D – Local Education Authority Representative		
6.	Miss Gale Waller (Chair)	Rutland County Council (Councillor)
7.	Mrs Lucy Stephenson	Rutland County Council (Councillor)

Local Education Authority Officers		
8.	Dr Rashida Sharif	Rutland County Council (Officer)
9.	Miss Jane Narey	Clerk

APOLOGIES:

GROUP B – Church of England Representatives		
10.	Rev Jane Baxter	Rutland Deanery
11.	Mrs Joanna Harley	Rutland Deanery
12.	Mr Michael Kee	Peterborough Diocese

GROUP C – Teacher Representatives		
13.	Mrs Mary-Anne Marples	Co-opt Primary Head
14.	Mr Neil Rawes (rep. Mr Carl Smith)	Association of School and College Leaders (ASCL)
15.	Mrs Rebecca Grey	Co-opt Primary Head
16.	Mrs Sue McGrath	Secondary Consortium

Co-opted Groups		
17.	Ms Katy Walker	Rutland Headteachers' Forum
18.	Mrs Sarah Reseigh	Unison (representing Teaching Assistants)

1 OPENING PRAYER

The opening prayer was read by Mr Andreas Menzies.

2 RECORD OF MEETING

The minutes of the meeting of the Rutland SACRE held on the 12th January 2016, copies of which had been previously circulated, were confirmed and signed by the Chair.

At the request of the Chair, Item 4 on the Agenda was taken next.

3 RUTLAND SACRE ANNUAL REPORT 2014/15

Miss Gale Waller presented Version 4 of the SACRE Annual Report 2014/15 to members for feedback. During discussion the following points were noted and agreed:

AGREED:

1. The un-validated data for RE would be included in the Annual Report with a statement that the validated data had not been published by DfE at the time of publication.
2. Leighfield Primary would be amended to Leighfield Academy
3. The quotation 'Philosophy and Ethics gives me...' would be amended to 'Philosophy and Ethics give me...'
4. Miss Waller would re-draft the final paragraph on Page 3 to also thank the relevant schools for their pupil's quotes.
5. Each quote detailed in the report would be in bold italic and have the word 'Rutland' or 'Rutland School' removed.
6. Item 2.3 to be amended to read 'Advising the LA...'
7. Langham CofE Primary School would be amended to Langham CofE Primary School Academy
8. The relevant SIAMS inspection reports would be included in full in the report.
9. Item 6.2 – the last line would be amended to read '...in state schools.'
10. Item 7.1 – paragraph would be amended to read 'Legally, schools are required to report to parents annually on pupils' progress in RE.'
11. Item 8.1 – the abbreviations (S5 and S48) would be typed in full (Section 5 – OfSTED) and (Section 48 – SIAMS)
12. Item 9.1 – paragraph would be amended to read 'There were no complaints...'
13. Item 11.1 – paragraph would be amended to read 'SACRE is reviewing the...'
14. Item 12.2 – paragraph would be amended to read 'Rutland educational establishments and the Local Authority work closely with both the Anglican and Roman Catholic Diocese and Churches Together in England.'
15. Links to the relevant OfSTED inspection reports would be included.
16. Appendix A to be updated with the correct meeting dates and attendees.

ACTION: Miss Waller & Miss Narey

4 ACTIONS FROM THE PREVIOUS MEETING

1. Miss Waller confirmed that a letter had been sent to Mr Ritchie Gale but that he had since resigned so would not be attending SACRE.

AGREED:

1. Miss Narey would contact Carol Snell for a contact name at Rutland NUT so Miss Waller could send a request for representation.

ACTION: Miss Narey & Miss Waller

2. Miss Waller reported she had not written to Baroness Shirley Williams but instead proposed writing to Lord Nash regarding raising the profile of SACRE's.

AGREED:

1. Miss Waller would send the draft letter to Lord Nash to attendees for comments/feedback.

ACTION: Miss Waller

Action 8 was then discussed at the request of Mrs Crellin

8. Mrs Crellin confirmed that the self-evaluation form had been updated but that this item was currently on hold.

---oOo---

Mrs Barbara Crellin left the meeting at 5.45 p.m.

---oOo---

3. Mr Menzies confirmed he had added additional wording to the survey form before had been issued.
4. Miss Narey confirmed that the survey form had been completed and circulated to schools' RE representatives.

AGREED:

1. Dr Sharif would send the survey results to Miss Narey for inclusion in the minutes.

ACTION: Dr Sharif

5. **ACTION ONGOING:** Dr Sharif would notify Mr Sharpe which GCSE boards Casterton College and Rutland County College used.

ACTION: Dr Sharif

6. Action was no longer required – CANCELLED

7. Action was no longer required – CANCELLED

9. Mrs Davis reported that she could attend the RCC People (Children) Scrutiny Panel meeting at 7.00 p.m. on the 28th April to assist with the presentation of the SACRE Annual Report 2014-15.

AGREED:

1. Miss Waller would speak to Carl Smith and/or Neil Rawes regarding presenting the SACRE Annual Report to the RCC People (Children) Scrutiny Panel meeting at 7.00 p.m. on the 28th April 2016
2. Mr Menzies would speak to Harington School regarding 2 pupils attending the RCC People (Children) Scrutiny Panel meeting at 7.00 p.m. on the 28th April 2016

ACTION: Miss Waller & Mr Menzies

10. **ACTION ONGOING:** Miss Waller would draft a paragraph from the letter by Lord Nash and send to Miss Narey for inclusion in the Annual Report.

ACTION: Miss Waller

11. **ACTION TO BE CARRIED FORWARD:** Ms Walker and Mrs Davis would produce details of the ways primary and secondary schools approach collective worship for discussion at the next meeting

ACTION: Ms Walker & Mrs Davis
AGENDA

---oOo---

Mrs Eileen Ray left the meeting at 6.10 p.m.

---oOo---

5 ANY URGENT BUSINESS

a) Miss Waller reported that she had invited Mr Rob Gooding, Executive Head of the Rutland Learning Trust to attend/speak at a future SACRE meeting (summer/autumn 2016)

AGENDA

6 DATE OF NEXT MEETING:

a) The proposed next meeting dates listed on the agenda were cancelled. Miss Narey informed attendees that she was currently working with the Corporate Support Team Coordinator on the Council's annual meeting calendar and would notify members as soon as the new meeting dates were identified.

ACTION: Miss Narey

---oOo---

The Chairman declared the meeting closed at 6.20 pm.

---oOo---

NASACRE ANNUAL CONFERENCE 2016

Shaping the future

Date: May 17th 2016

Venue: Central Hall Westminster, London

Keynote Speakers

The Rt Hon Baroness Elizabeth Butler-Sloss GBE, formerly President of the Family Division of the High Court was the first female Lord Justice of Appeal and until 2004, was the highest-ranking female judge in the United Kingdom. She has chaired many high profile enquiries and inquests. Baroness Butler-Sloss served as Chair for the recently published Commission on Religion and Belief in British Public Life.

Professor Adam Dinham is Professor of Faith and Public Policy at Goldsmiths, University of London. He is also Chair of the British Sociological Association Sociology of Religion Study Group (Socrel), Professor of Religious Literacy, Diakonhjemmet University College, Oslo, Norway and Honorary Stephenson Professor of Leadership, Religion & Society, Sheffield Institute for Interdisciplinary Biblical Studies, Sheffield University, UK. With Martha Shaw, Professor Dinham is the co-author of RE for REal: The future of teaching and learning about belief.

Conference programme

11:00 Arrival, registration and coffee

11:30 Welcome and introductions

11:40 Keynote address: The Rt Hon Baroness Elizabeth Butler-Sloss GBE

12:10 Question time

12:45 Business meeting

13:30 Lunch

14:15 Keynote address: Professor Adam Dinham

15:00 Discussions and questions

16:15 Closing remarks from Chair

16:30 Close

Delegate cost: £100 member SACREs; £125 non-member SACREs

This page is intentionally left blank

Rutland

Standing Advisory Council for Religious Education

Development Plan
Academic Year
2016-17

Vision Statement:

SACRE ASPIRES:

- To enhance the quality of religious education and collective worship in Rutland schools and
- To celebrate the religious and cultural diversity found in Rutland

Goals:

TO SUPPORT SCHOOLS IN:

- raising standards of pupil attainment in religious education to equate with national expectations of performance levels in other core subjects
- developing the spiritual dimension of school life
- improving the quality of collective worship
- making appropriate provision to meet the multicultural awareness needs of all communities
- making appropriate provision to meet the needs of all faith groups represented within their school community

Statutory Main Duties:

RUTLAND SACRE IS EXPECTED:

- To require the local authority to review its current agreed syllabus
- To advise the local authority on matters connected with religious education given in accordance with the locally agreed syllabus and collective worship in authority schools
- To offer advice particularly on methods of teaching, the choice of resources and the provision of training for teachers
- To consider any application from a school for a “determination” to lift the requirement for the majority of acts of worship in that school to be “wholly” or mainly of a broadly Christian character”.
- To publish an annual report giving details of its work, advice given by SACRE to the local authority, and deal with matters about which the authority has sought advice from SACRE.

Strategies:

RUTLAND SACRE WILL DELIVER THROUGH 5 STRATEGIES:

- Standards and quality of provision of RE
- Management of SACRE & partnership with LA
- Effectiveness of Locally Agreed Syllabus
- Collective Worship
- Contribution of SACRE to community cohesion agenda

Rutland SACRE Development Plan 2016-17



13

1. Standards and quality of provision of RE						
Section	Objectives	Success criteria	Action	Who	When	RAG
1. Compliance and time allocation						
2. Public examination entries in RE						
3. Standards and achievement	<ul style="list-style-type: none"> Secure data about KS achievement in RE 	80% return from schools with the data to SACRE	<ul style="list-style-type: none"> Insert this requirement into the Agreed Syllabus as a statutory request Annually request this information in July of each academic year Collate and analyse the picture presented by the data 	Clerk and Adviser Curriculum Sub group	July 2016	
	<ul style="list-style-type: none"> Support CPD to raise standards in RE using the 	75% of primary schools attend training course 66% of secondary schools attend	<ul style="list-style-type: none"> Train teachers in the community of enquiry 	Adviser Clerk RE teachers	Autumn term 2016 and Spring term 2017	

Rutland SACRE Development Plan 2016-17



1. Standards and quality of provision of RE						
Section	Objectives	Success criteria	Action	Who	When	RAG
	community of enquiry approach to learning <ul style="list-style-type: none"> Support schools to achieve the REQM 	training course 90% evaluations are good or better Teachers report in evaluations increased confidence in teaching the agreed syllabus	approach to learning <ul style="list-style-type: none"> Adviser to train and offer support to teachers to implement requirements of the new Agreed Syllabus Create model exemplars of good schemes of learning/work incorporating community of enquiry approach 			
4. Quality of teaching & leadership						
5. Teacher recruitment and retention						
6. Resources						

Rutland SACRE Development Plan 2016-17



15

2. Management of SACRE & Partnership with LA						
Section	Objectives	Success criteria	Action	Who	When	RAG
1. SACRE meetings						
2. Membership and training	All xxx committees are represented fully from the local community consistently attending the meetings	The requirements of the constitution met regarding membership at every meeting Regular attendance by all members is improved by 50%	Continue establishing links to all groups represented in the four communities Ensure all xxx committees are represented Monitor the attendance of all members Absence of three meetings will trigger a letter about continuing as a member	Clerk Faith representatives Adviser	On going	
3. Development Planning						
4. Professional and financial support	SACRE is able to carry out its statutory duties	SACRE is funded to be able to meet three times a year Minutes and	LA to fund the work of SACRE LA to present a financial report annually	LA Officers RE Adviser Clerk All members School Heads of	Autumn 2015- Spring 2016	

Rutland SACRE Development Plan 2016-17



2. Management of SACRE & Partnership with LA						
Section	Objectives	Success criteria	Action	Who	When	RAG
		<p>agendas are written and available for members of the public, schools and SACRE by a clerk</p> <p>SACRE know their budget for the following year</p> <p>SACRE can provide legitimate information about the state of RE for the annual report on RE and collective worship</p> <p>Teachers report they feel supported and confident teaching the new Agreed Syllabus following training</p>	<p>LA to support SACRE with services of a clerk</p> <p>LA to secure an RE Adviser to support SACRE and the implementation of the Agreed Syllabus</p> <p>The Agreed Syllabus is revised, printed and launched in all Rutland schools</p> <p>Ongoing training is provided to schools to support the implementation of the new Agreed Syllabus</p> <p>Questionnaire is sent out annually to schools to monitor the provision of RE</p>	RE or coordinators		
5. Information and advice						

Rutland SACRE Development Plan 2016-17



2. Management of SACRE & Partnership with LA						
Section	Objectives	Success criteria	Action	Who	When	RAG
6. Partnership with other stake holders						

Rutland SACRE Development Plan 2016-17



3. Effectiveness of Locally Agreed Syllabus						
Section	Objectives	Success criteria	Action	Who	When	RAG
1. Review of the Agreed Syllabus	The proposed new Agreed Syllabus clearly reflects the outcomes of the review of the syllabus from all stakeholders	<p>All involved in the revision of the syllabus] know and understand how their input into the review contributes to the revised Agreed Syllabus.</p> <p>Revised Agreed Syllabus is passed by the local council</p> <p>Agreed Syllabus is printed and reproduced ready for all schools by April 2016</p>	<p>SACRE Associate members, invited to reflect a broad perspective of views for the review of the syllabus, continue to support the implementation of the Syllabus</p> <p>Get quotes and design costs for the production of the Agreed Syllabus</p> <p>Additional meetings conducted to agree the final review of the syllabus</p> <p>SACRE presents the revised Agreed Syllabus for approval by the county council</p>	<p>The Adviser Clerk Sub group All SACRE members</p> <p>RCC</p> <p>LA printers and designers</p>	April 2016- August 2017	

Rutland SACRE Development Plan 2016-17



3. Effectiveness of Locally Agreed Syllabus						
Section	Objectives	Success criteria	Action	Who	When	RAG
			early autumn 2017			
2. Using National Guidance	SACRE continues to reflect upon and consider any national guidance about the direction and content of Religious Education	SACRE Members are secure in their knowledge of the national picture	<p>National guidance is considered and incorporated in the revised Agreed Syllabus where appropriate</p> <p>SACRE members regularly look on the NASACRE web site to keep up to date with knowledge</p> <p>SACRE members are kept informed by the clerk and the Adviser of national guidance at the regular SACRE meetings</p> <p>Where appropriate or necessary guidance papers</p>	All members The Adviser Clerk	On going	

Rutland SACRE Development Plan 2016-17



3. Effectiveness of Locally Agreed Syllabus						
Section	Objectives	Success criteria	Action	Who	When	RAG
			will be prepared and included in the CD support materials for all schools			
3. Developing the revised Agreed syllabus	<p>Teachers continue to contribute to the development of the Agreed Syllabus</p> <p>Ensure a 'community of enquiry' approach is evident through the schemes of work in the syllabus and understood by teachers</p>	<p>All core units of work have been developed by teachers and faith members</p> <p>Teachers have contributed school designed units of work to the syllabus</p> <p>All teachers understand what is meant by the term 'community of enquiry'</p>	<p>Teachers have written core units alongside with support by the RE Adviser</p> <p>Adviser to gather a bank of units of work from primary and secondary schools to support the syllabus</p> <p>Teachers have been given training at network meetings about communities of enquiry approaches to teaching and learning</p>	The Adviser Teachers SACRE Sub group members	April 2016 - August 2017	
4. Implementation	Promote the	All major faith	Members of local	The clerk	March 2016-	

Rutland SACRE Development Plan 2016-17



3. Effectiveness of Locally Agreed Syllabus						
Section	Objectives	Success criteria	Action	Who	When	RAG
of Agreed Syllabus	<p>revised Agreed Syllabus to a wide audience</p> <p>Promote the value of RE</p> <p>Teachers are skilled and informed about the requirements of the Agreed Syllabus</p>	<p>communities are represented</p> <p>Other organisations such as Governor Services, know about the work of SACRE</p> <p>All members of the council know of the work and role of SACRE</p> <p>Schools know how to contact SACRE and where to get support</p> <p>Interfaith relationships are further developed between schools and local faith communities</p> <p>Funds and facilities to provide teacher training are made</p>	<p>government and education authority alongside all schools</p> <p>Major faith communities identified from Rutland and invited to send a representative to the launch</p> <p>Key note speaker to be invited to address the importance of RE in the community and in schools</p> <p>Courses to support the successful implementation of the syllabus are planned and delivered especially for NQTs</p>	<p>The Adviser</p> <p>Faith members of SACRE</p>	<p>August 2017</p> <p>Ongoing</p>	



3. Effectiveness of Locally Agreed Syllabus						
Section	Objectives	Success criteria	Action	Who	When	RAG
		available by LA 75% of primary schools and 50% of secondary schools attend either the launch or training on the revised Agreed Syllabus				
5.Additional Guidance/evaluation of Agreed Syllabus						



4. Collective Worship						
Section	Objectives	Success criteria	Action	Who	When	RAG
1. Practice and provision of collective worship	Identify good practice and share best practice	Have 5 schools that exemplify good practice in Rutland Updated guidance provided for school on collective worship is used by schools	Adapt any document on Collective worship provided by NASACRE Questionnaire to gather evidence on collective worship Sub group to continue gathering examples of good practice and share this	The Adviser The Sub group on Collective worship	January 2016	
2. Monitoring provision and addressing non-compliance	Find out the provision of collective worship in schools currently Consider creating a SACRE Quality Mark for Collective Worship	80% primary schools respond to the survey on collective worship 80% of secondary schools respond to the survey on collective worship Document with agreed criteria for a quality mark has been created	Conduct survey amongst all schools Sub group to discuss creating and devising a Quality mark for Collective Worship	The Clerk The Adviser Collective Worship sub group	Summer 2016-summer 2017	

Rutland SACRE Development Plan 2016-17



5. Contribution of SACRE to Community Cohesion and British Values agenda						
Section	Objectives	Success criteria	Action	Who	When	RAG
1. Representative nature of SACRE						
2. Knowledge and understanding of local communities (Community Cohesion)	<p>To identify local interfaith groups</p> <p>To increase knowledge and understanding of each other between SACRE and local interfaith groups</p>	<p>All members know about the other faith groups</p> <p>Attendance by SACRE members to other faith activities increases by 50%</p> <p>There is a termly standing item on the agenda for each SACRE meeting to report to all members</p>	<p>SACRE members to attend a local interfaith activity where appropriate</p> <p>Clerk and Adviser to find out details of faith groups</p> <p>Faith representatives to find out more details in their communities and share the information with SACRE members</p>	<p>Faith members in SACRE</p> <p>The clerk</p> <p>The Adviser</p>	Autumn 2016-Summer 2017	
3. Contribution RE can make to social, racial and religious harmony and to community cohesion	<p>SACRE supports schools to visit a place or worship</p> <p>SACRE encourages schools to create a link with a place of worship</p>	<p>Schools know who to contact to get access to visit places of worship</p> <p>50% of schools have visited a place of worship of other faiths</p>	<p>Create a directory of contact, addresses of places of worship that are willing to receive school groups</p> <p>Identify web</p>	<p>The Adviser</p> <p>The Clerk</p> <p>Working party on SACRE event</p>	Autumn 2016-spring term 2017	

Rutland SACRE Development Plan 2016-17



25

5. Contribution of SACRE to Community Cohesion and British Values agenda						
Section	Objectives	Success criteria	Action	Who	When	RAG
	Increase funds to support community cohesion activities in schools	SACRE sponsor an event for all schools on Community Cohesion and respect for all in KS2 and Ks 3	resources for schools to access to support visits to places of worship Funding from faith communities/ LA/ Rutland Partnerships sought to support work of SACRE Working party to devise an event for the county schools			
4. Links to LA initiatives to promoting diversity						
5. Links to LA initiatives to promoting British Values						

Rutland SACRE Development Plan 2016-17



SACRE SUB GROUPS

Sub Group Name	Lead	Members
Curriculum (RE) sub group		
LAS Development sub group		
Development Plan sub group		
Collective worship sub group		

SACRE MEETING AGENDA & KEY DECISIONS

	January 3rd Week	May 2 nd Week	Sept 3 rd Week
Agenda	Welcome and introductions	Welcome and introductions	Welcome and introductions
	Minutes of last meeting	Minutes of last meeting	Minutes of last meeting
	Strategy 1 Action Status	Strategy 1 Action Status	Strategy 1 Action Status
	Strategy 2 Action Status	Strategy 2 Action Status	Strategy 2 Action Status
	Strategy 3 Action Status	Strategy 3 Action Status	Strategy 3 Action Status
	Strategy 4 Action Status	Strategy 4 Action Status	Strategy 4 Action Status
	Strategy 5 Action Status	Strategy 5 Action Status	Strategy 5 Action Status
	AOB	AOB	AOB
Dates of future meeting	Dates of future meeting	Dates of future meeting	
Decisions	Approval of Annual Report	Approval of Following Years financial plan	Approval of following years Development Plan
	Agreement of budget status		

The Parks School

Burley Road, Oakham, Rutland LE15 6GY

Inspection dates

26–27 January 2016

Overall effectiveness

Outstanding

Effectiveness of leadership and management

Outstanding

Quality of teaching, learning and assessment

Outstanding

Personal development, behaviour and welfare

Outstanding

Outcomes for pupils

Outstanding

Overall effectiveness at previous inspection

Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Highly effective leadership has led to rapid improvements in the quality of teaching, learning and assessment.
- The quality of teaching is always of a high standard. Adults' daily assessment procedures ensure that everything each child does enables them to make rapid progress. Teaching consistently reinforces and develops learning across all areas of learning.
- Children's outcomes are outstanding. Their specific needs and difficulties are carefully addressed through personalised plans that identify academic and social targets.
- The curriculum is exciting and skilfully designed to focus on children's interests, needs and stages of development. It is further enhanced by visits out into the local community and regular swimming lessons in the school pool.
- Children's personal development and welfare is outstanding. All staff ensure it is given high priority throughout all activities.
- Attitudes to learning are extremely positive. Adults have very high expectations for each child. Personal and social skills are sensitively developed to enable all children to learn through play either individually with an adult or in a small group.
- Behaviour is usually exemplary. Children quickly learn how to behave in the different surroundings they experience at school
- Reciprocal communication links are fostered by staff and are much appreciated by parents. Parents have many opportunities to be fully involved in their children's education.
- Transition arrangements, in and out of school, are thorough and allow children to settle quickly and easily.
- School improvement has been successful because leaders and governors have an accurate understanding of the school's strengths and weaknesses. Recent school improvement has been extremely well focused on improving teaching, learning and assessment.
- Governors provide strong support and are very knowledgeable about all the school does. They bring a mix of experience and expertise, have high expectations and want the very best for each child.
- Safeguarding arrangements are extremely thorough and effective. Each morning, children separate happily from those who look after them at home. They come into school excited, and ready to learn. Children trust the adults who help them, because they feel safe and secure and consequently enjoy school.

Full report

What does the school need to do to improve further?

- Strengthen further the systems used to analyse children's performance information, to clearly show the progress children make in each area of learning and during each school term.

- Develop further the outside provision so that it fully supports all areas of learning.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher and his senior staff, along with all other staff, have extremely high expectations regarding creating a culture that allows children to do their very best. The senior leadership team are very well focused on improvement, and accurately and successfully identified what needed improving, particularly with regard to teaching, learning and assessment, which are now outstanding. School improvement planning shows that leaders and governors have a realistic view of the strengths and weaknesses in the school and have strived for excellence.
- Staff morale is high and relationships between everyone are exemplary. This contributes much to the progress children make. Staff and governors understand how performance management is linked to checks made on children's learning. Targets are set for all staff and these are regularly reviewed. Adults are well supported through continuous professional development. For example, they have been effectively supported in developing early years expertise from the adjoining primary school staff.
- The curriculum is exceptionally well planned and specially adapted to provide individual personalised programmes, which include academic and social targets, for each child. Children learn about life in their immediate surroundings through visits out to the local community, where they converse with people at work such as shopkeepers. This not only develops personal and social skills but also their academic skills. On a recent visit, children hunted for things beginning with 'p' and came back with pork pies and pastries. Back in the classroom, they identified objects beginning with 'p'.
- Many opportunities are provided for children to learn about different cultures and world celebrations. All of these rich experiences allow children to begin to develop an understanding of life in modern Britain. During a slide show, children sat enthralled as they looked at photographs of their past learning, especially when they noticed that not everyone dressed the same as they do.
- The need to keep safe is very well promoted and is high-profile in all that the children do. Children were observed putting on appropriate clothing when playing outside on a cold day. They begin to learn about danger around them, such as electricity and not to touch electric plugs.
- The system to track the progress of cohorts and individual children is thorough. However, the analysis of children's performance information does not always show how well children achieve in the different areas of learning or show children's progress term by term.
- Links between staff, governors and parents are extensive. Parents are extremely well informed of their children's education and encouraged to become involved through assemblies, newsletters, learning journeys and the website. Parents say they are happy with how well their children are doing.
- Since the previous inspection, regular reviews, provided by the local authority, have guided the school effectively.
- **The governance of the school**
 - Governors know the provision that is offered is of high quality and continually look to ensure that the decisions they make are in the children's best interest. Their monitoring duties ensure they visit regularly and equip them with secure information about how well the school is doing. Consequently, governors are able to talk about all of the systems, procedures and documents that are established in school.
 - Governors are extremely well informed and consequently are able to support and challenge, and ask questions when necessary. They have high standards and recently asked for children's performance information to be simplified so that it is easier for them to understand.
 - Governors and leaders have developed robust systems for managing children's welfare and safety. A thorough system to vet staff and other adults who come into school and the checking of the school site ensures that children are kept safe and secure.
- The arrangements for safeguarding are effective and enable children to play safely as they learn. All governors and staff receive appropriate training and are highly committed to protecting the children in their care.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching is outstanding because adults have extremely high expectations regarding promoting and reinforcing children's academic and social skills. Adults skilfully develop learning in all areas because they have a secure understanding of the early years curriculum and the stages the children are working towards.
- A major strength in the teaching is the way adults reinforce and develop language skills and promote the need to sit and listen carefully at every opportunity. As a result, children, all with limited speaking skills, were often seen listening carefully and having a go at using words to make themselves understood.
- Children have excellent opportunities to explore and discover. There was much excitement when children saw the ice castle which staff designed because the children had shown an interest in a popular musical fantasy film. At another time, children thoroughly enjoyed exploring what blue paint felt like to touch. One boy said 'cold' when asked, and then moved his fingers, with much enthusiasm, to make indentations in the slimy blue paint.
- There is an excellent focus on individual needs and targets which relate to academic and social skills development. All adults know each child's strengths and what their next step of development is. Targets are clearly identified and referred to on planning and during individual interactions.
- The teaching of letters and sounds is skilfully undertaken by adults. Children focus on the letter sounds they can identify and much reinforcement takes place before they move on. One child was seen identifying initial sounds and then objects beginning with the same letter sound. The quality of adult support was excellent because the activity was resourced in a way that excited the child, there was constant checking of understanding and much praise was given. As a result, learning was outstanding.
- Children take part in many activities where adults expertly reinforce and develop numbers and counting, along with vocabulary related to mathematics such as tall, small and long. All adults are skilful at promoting numeracy skills in many activities. As a result, children begin to understand what numbers are and how to count.
- During an extremely well resourced activity that promoted listening to, and making, music, all children made excellent gains in their learning. Adult expectations were extremely high as children selected and used percussion instruments with great excitement while listening carefully to the teacher.
- Ongoing assessments are continually collected by adults. This information identifies the next steps of learning for all children and is fed into future planning. This process results in every child working to a personalised plan which supports their academic and social needs. All children are treated as individuals in this school.
- The relationships between all staff and parents are exceptional in meeting children's needs. Parents are regularly involved in their children's learning, for example through the home/school books that are used each day. These clearly show how each child is learning both at home and school.
- Relationships between adults and children are excellent. Adults have been responsible for creating a learning environment that is calm, safe and which allows all children to achieve their very best. This contributes very effectively to the outstanding learning that takes place.
- Although the outside area is an exciting place to explore, climb and develop physical skills, it is not always used to support all areas of learning as successfully as the classroom area does. However, staff have identified this as an area for development.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote children's personal development and welfare is outstanding. Adults miss no opportunities to promote the development of personal and social skills in all activities.
- The children's social needs are well known by all adults and children receive excellent-quality care and support. As a result, children settle into school quickly, display excellent attitudes to learning and gain the confidence to complete little tasks such as saying 'morning' to the adults and each other when they arrive at school. Others are encouraged to take on jobs of responsibility. For example, one child was observed looking very excited when she took the register to the office, with adult support.
- Parents spoke of how much they appreciate the effort staff go to when children enter or transfer to other settings. Nothing is too much trouble, they say. This results in children settling extremely well into the

different settings they transfer to. These include mainstream nursery and primary schools or other special schools.

- Visits out of school, where children liaise with the local community, enable them to learn about how to become a good citizen. They learn about why they must cross roads carefully. During visits to the local library children borrow books and begin to develop an awareness of the love of reading.
- Lunchtime is a delightful occasion which reinforces and develops children's personal and social skills. The importance of eating healthily and developing acceptable table manners is promoted expertly as children sit and eat with the adults, who help them. Similarly, in the classroom at snack time, children were observed eating pizza which they had made the previous day. The necessity of saying 'please' and 'thank you' was skilfully demonstrated by the adults, who acted as excellent role models.

Behaviour

- The behaviour of children is outstanding as they play and work with adults or take part in a small group activities. All adults have extremely high expectations and expertly promote good behaviour throughout the school day. Consequently, children quickly learn how to behave in the classroom, outside and during the times they eat their lunch and snacks.
- Children learn in a calm and relaxed environment. Excellent behaviour was observed as children worked in one-to-one situations because adult interactions were pitched at the correct level and enabled children not to fail. Activities are accurately chosen to meet children's individual needs. Children have plenty of opportunities to be pleased with their own successes.
- There is a consistent approach to the way adults deal with behaviour. Challenging behaviour is dealt with very effectively and is not allowed to interfere with the learning of others.
- Children begin to learn about the importance of listening to others and not lashing out at others because adults promote these important issues skilfully throughout the day.

Outcomes for pupils

are outstanding

- In relation to their starting points, school performance information showed that children made outstanding progress throughout the last academic year. Similarly, children's achievement from September to December 2015 was outstanding. This is a marked improvement since the previous inspection.
- Achievement is outstanding because adults plan activities that are extremely well tailored to children's individual needs in all areas of learning. Assessment is now used expertly, throughout the day, to identify next steps and allow children to make more gains in their learning. Adults carefully track how well they are doing, both academically and socially, through regular progress meetings. As a result, children make the best possible progress over time.
- Outcomes are outstanding because children are given more opportunities to explore and discover things for themselves and adults know exactly when to move in and give more support or reinforcement. In addition, the promotion of language and listening skills is excellent and this plays an important part in the outstanding progress that the children make. Children know what is expected of them and develop extremely positive attitudes to learning.
- Children make outstanding progress during their daily one-to-one support sessions with adults. These sessions are always exciting and expertly resourced to promote children's individual targets very well.
- Regular swimming lessons where children receive outstanding support enable them to make excellent progress as they develop an awareness of floating in water and begin to develop swimming skills.
- 'Learning journeys' show the wide range of activities that are offered in all areas and the progress made from children's starting points. However, the information is not analysed into each area of learning so it is not always clear on the exact progress children make in each area.

School details

Unique reference number	120355
Local authority	Rutland
Inspection number	10001794

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	2–5
Gender of pupils	Mixed
Number of pupils on the school roll	8
Appropriate authority	The governing body
Chair	Nick Cooper
Executive Headteacher	Steve Cox
Telephone number	01572 722404
Website	www.oakham-primary.rutland.sch.uk
Email address	office@parks.rutland.sch.uk
Date of previous inspection	17–18 December 2013

Information about this school

- The Parks School provides specialist nursery provision for children with severe and complex learning difficulties. Many children have associated learning needs such as autism, communication difficulties and developmental delay. A number of children also have medical needs.
- This term the school has started to admit two-year-olds. There are two on roll but none were observed during the inspection. Children attend either full time or part time.
- The school currently provides for 10 full-time equivalent places. Children either have an Education Health and Care plan or are currently being assessed.
- The Parks School is co-located with Oakham Church of England Primary School. The two schools are federated and have a single governing body and headteacher. The headteacher was appointed in September 2015.
- There has been a high turnover of staff since the previous inspection.
- A private nursery is housed in the building but was not part of this inspection.

Information about this inspection

- The inspector observed nine parts of lessons taught by one teacher, two nursery nurses and two teaching assistants.
- The headteacher was involved in most observations with the inspector.
- A number of documents were looked at, including the school's self-evaluation, the school development plan, children's learning journeys and safeguarding documents.
- The inspector held discussions with the headteacher and his staff, a few parents, representatives from the local authority and members of the governing body.
- The views of parents were considered by looking at responses from recent questionnaires which the school sent out. There were too few responses to Parent View, the online survey.
- The views of staff were considered by analysing four questionnaires which were submitted online.

Inspection team

Nina Bee, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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

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

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

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016





2016/0017009POJN

Lord Nash

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Miss G F Waller
Chair, Rutland SACRE
Rutland County Council
Catmose, Oakham
Rutland, LE15 6HP

2016 April 2016

Dear Miss Waller,

Thank you for your letter of 22 March about the government's continued expectation of the Standing Advisory Council on Religious Education (SACRE) and the teaching of religious education (RE) in schools.

The government firmly believes in the importance of RE. Good quality teaching of RE can develop children's knowledge of the values and traditions of Britain and other countries and foster understanding among different faiths and cultures. That is why RE remains compulsory for all state-funded schools, including academies and free schools, at all key stages.

Academies are required to have a curriculum for RE which meets the same requirements for locally agreed syllabuses, although they may choose whether to adopt a locally agreed syllabus or develop their own. Schools can use resources to develop and enhance their provision, such as the Religious Education Council's National Framework for RE. Many academies and SACREs have worked together to provide excellent RE for the young people in their local area.

I note your concerns about the impact of RE and the English Baccalaureate (EBacc). The EBacc provides the right foundation for the vast majority of pupils. Other qualifications remain valuable in their own right and we will encourage all pupils to study rigorous, non-EBacc subjects and qualifications alongside it so they benefit from a well-rounded education. I am glad that students in Rutland have been performing well in the Religious Studies GCSE. The GCSE continues to be a popular course, with entries rising by 4% in 2015, demonstrating that schools and pupils value the contribution that RE brings to a broad and rounded education.

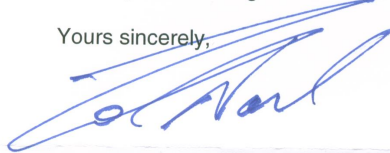
You ask about the government's expectation of local authorities in respect of Religious Education. The white paper, 'Educational Excellence Everywhere', sets out the government's ambition that by the end of 2020, all schools will be academies, or in the process of becoming academies. By the end of 2022 local authorities will no longer maintain schools. We do not currently have any plans

This page is intentionally left blank

to remove the duty on local authorities to establish a SACRE. Indeed, SACREs continue to play an important role in supporting schools to teach high-quality RE and we recognise the contribution that SACRE members bring to the quality of these teachings. Local authorities continue to have a statutory duty to support the activities of SACRE and we are aware that many academies and SACREs work together to provide high-quality RE for young people in their local area.

Thank you for writing to me on this important matter.

Yours sincerely,



JOHN NASH

cc Rt Hon Alan Duncan MP

This page is intentionally left blank