



# **Rutland County Council**

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Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held on Zoom on **Tuesday, 12th January, 2021** commencing at 4.30 pm when it is hoped you will be able to attend.

<https://zoom.us/j/91294503383>

Yours faithfully

Mark Andrews  
**Interim Chief Executive**

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## **A G E N D A**

### **1) APOLOGIES**

### **2) A MOMENT FOR REFLECTION**

We gather together here today intent on doing good work.  
We seek to represent fairly and well, those who have given us this task.  
May our efforts be blessed with insight, guided by understanding and wisdom.  
We seek to serve with respect for all.  
May our personal beliefs give us strength to act honestly and well in all matters before us.

### **3) RECORD OF MEETING**

To confirm the minutes of the meeting of the Rutland SACRE held on 6 October 2020.

### **4) ANNUAL REPORT 2019-20**

To finalise the 2019-20 Rutland SACRE Annual Report.  
(Pages 3 - 12)

### **5) DEVELOPMENT PLAN 2020-22**

For members to review the Development Plan 2020-22.

**6) UPDATE ON RE AND OFSTED**

To receive an update from Amanda Fitton.

**7) UPDATE ON TRAINING AND NETWORK MEETINGS**

To receive an update from Amanda Fitton.

**8) MONITORING OF RE IN SCHOOLS**

**9) ANNUAL REPORT 2020-21**

To begin discussion on the Rutland SACRE Annual Report 2020-21.  
(Pages 13 - 16)

**10) ANY URGENT BUSINESS**

**11) DATE OF NEXT MEETING:**

Tuesday 27 April 2020 at 4.30pm.



**Standing Advisory Council on  
Religious Education**

Supporting Rutland Schools in delivering Religious  
Education



**Rutland  
Standing Advisory Council  
For  
Religious Education  
(SACRE)**

**Report April 2019 – March 2020**

This report can be made available in other languages  
and formats on request.

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## 1. INTRODUCTION

Welcome to the Rutland 2019 / 20 SACRE report. There is a sense of this being written very much with hindsight (which is, of course, usual for a report), however this particular report covers the life of SACRE up to the point when the country went into lockdown due to the COVID-19 pandemic; therefore the usual process has been delayed with the cancellation of meetings until the beginning of October 2020, consequently this report will not be considered until the next meeting of SACRE in January 2021. It could be reasonable to query its relevance but this is an evolutionary subject by nature: reflecting the changes in society and culture and as such this journey should be recorded; not just to satisfy statutory obligation but by providing something of a history in its own right.

The usual sections regarding the role of SACRE, statutory obligations regarding the delivery of Religious Education and Collective Worship have been moved to appendix A; this is simply because this information is repeated year on year and as such there are no changes of consequence to note.

As you read through this report, you will note the standing sections but, unlike the background, there are nuanced changes to note: OFSTED introduced their new inspection framework in December 2019, placing a greater emphasis on specific comment on subjects other than Maths, English and attitude to learning. This should be good news for Religious Education: if it becomes something of value to note by the powers that be then schools, by default, will feel compelled to ensure a rigorous approach to this subject, appreciating the value it can add to the development of rounded, reasonable and above all thoughtful young people as they continue their journey through life.

Likewise the value of teaching the older sibling to Religious Education, Philosophy and Ethics at A – Level has continued to rise in popularity; universities appreciate the academic rigour that comes with this subject as a fine foundation for further academic study. The GCSE take up has remained steady but as the evidence mounts regarding the value universities place on Philosophy and Ethics; this is likely to change.

The Development plan has been well developed – 3 clear strategic aims identified with a clear view as to how this can be achieved and their progress reflected upon. This SACRE remains in no doubt of the value to Religious Education: life has always been uncertain, people navigate its highs and lows through necessity of survival. A well balanced curriculum with a genuine appreciation for what Religious Education can offer, not just in terms of making sense of the world but as a subject that can offer young people the opportunity to harness their intellectual curiosity in an academic setting, with the necessary rigour and structure can only be seen as a good thing.

This introduction finishes with answering a key question raised by one of the committee: ‘Has it been a good year or a bad year?’ It has been a good year: despite disruption towards the latter part of the year, SACRE has continued to

look forward, has continued to work hard and we will see the benefits of this for our young people because, after all, this is what SACRE is about: doing the best by our young people. Hard to measure in many ways due to the very abstract nature of some aspects (notwithstanding GCSE and A – Level results), but, just by reflecting on the quality of discussion in the SACRE meetings alone, the future is bright.

Lucy Stephenson (SACRE chair 2019 / 20)

## **2. OFSTED INSPECTION REPORTS – APRIL 2019 – MARCH 2020**

In previous annual reports it was noted that RE, as a discrete subject, was left unmentioned with reports often focused on the outcomes of Maths, English, pupil behaviour and school management. Discussions at SACRE meetings led to the conclusion that in order for RE to receive due time and attention within schools, OFSTED observations were an important part of assisting with this.

SACRE was pleased to note the new OFSTED framework, announced in December 2019, heralded a wider assessment of schools' curriculum delivery of other subjects including RE and the impacts on pupils' outcomes, both academic and in terms of personal development. Therefore, SACRE looked forward to seeing the implementation of the new framework and the impact on the overall delivery of RE.

Within this context, it was pleasing to note that, despite there only being one OFSTED inspection within the timeframe of this report, RE was mentioned explicitly and in a positive light. SACRE welcomes this and looks forward to seeing further progress in this over the coming months as the new framework imbeds.

The full Ofsted report can be found here:

Wilds Lodge School - <https://reports.ofsted.gov.uk/provider/10/SC069231>

## **3. SIAMS REPORTS**

All church schools will be additionally inspected under section 48 of the Education Act 2005. These Statutory Inspection of Anglican and Methodist Schools (SIAMS) are not the responsibility of SACRE of the LA and therefore have no requirement to report on them in the Annual Report.

## **4. RE TEACHERS' NETWORK**

Network meetings were held in each academic term with a number of schools and teachers attending. Each meeting had a theme: Summer 2019 – use of visitors in schools, Autumn 2019 – RE through the curriculum and Spring 2020 – Religious knowledge. The meetings gave the teachers an opportunity to extend their current understanding of RE and to share ideas with their

peers. A big thank you needs to be extended to Mary-Ann Marples from Oakham primary for hosting the meetings.

## 5. KEY STAGE 4 AND 5 RESULTS

### Religious Studies results – GCSE’s and A-levels 2019

Data taken from - <https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

<https://www.ncer.org/Home.aspx>

2019	Year group total	Cohort entry size	% of children sitting RE	GCSE 9-5 %	GCSE 9-4 %
Casterton College	138	18	13%	88.9%	88.9%
Catmose College	174	39	22%	56.4%	74.4%
Uppingham College	194	20	10%	55%	70%
Local Authority	506	77	15%	64%	77%
National results (ALL SCHOOLS)	604,050	224,970	37%	61%	72%

2019	Cohort entry size	A-levels A*- A	A-levels A*-B	A-levels A*-E
Harrington	9	44.4%	88.9%	100%
National results (ALL)	15,840	22.2%	50.5%	98.0%

## 6. LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES

The inspection reports for both Section 5 (Ofsted) and Section 48 (SIAMS) present a sound baseline for the monitoring of Spiritual, Moral, Social and Cultural Education in Rutland schools.

The SACRE endeavours to respond to the proposed priorities of the Local Authority ‘Children and Young Peoples’ Plan’; for example, the extent to which the RE Syllabus meets the needs of the community.

The SACRE also endeavours to promote and develop the importance of resilience in young people through relevant areas of the curriculum in school including Religious Education.

## 7. COMPLAINTS ABOUT COLLECTIVE WORSHIP

There were no complaints about Collective Worship made to the Rutland SACRE by parents in the period of this report.

## 8. APPENDIX A

### i. The Role of SACRE

#### **Background:**

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

The world of education has been, and is continuing, to change and successive governments strive to find ways to improve educational outcomes. Over recent years the role of the Local Authority in relation to schools has reduced but SACRE continues to be a statutory body. The Government's stance is that British Values and an understanding of others' cultures and faiths can best be taught through RE. The subject contributes significantly to meeting the Government's Prevent agenda.

#### **SACRE comprises of four groups:**

Group One: Representatives of faiths (other than Church of England) and world views

Group Two: Church of England Representatives

Group Three: Teacher Associations

Group Four: LA Representatives

Each group has equal status and voting rights. See Appendix A for membership.

In Rutland SACRE is supported by a clerk and a professional officer. The professional officer we now have supports both SACRE and The Agreed Syllabus Conference. She is a part-time appointee for Rutland and also supports SACREs in Northamptonshire, Peterborough and Cambridgeshire. Rutland's Head of Learning and Skills also actively supports SACRE.

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

- Advising the LA on methods of teaching the Agreed Syllabus for Religious Education;

- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and SMSC development of pupils;
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Obtaining support from the LA to review its Locally Agreed Syllabus;
- Contributing to community cohesion.

The Rutland SACRE meets at least three times each academic year and, since July 2015, this has been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

## **ii. Religious Education**

There is a legislative requirement that a Local Authority should undertake a review of its locally Agreed Syllabus every 5 years. This Agreed Syllabus was last under review during 2017/18. English Martyrs Catholic Voluntary Academy follows 'Come and See', the RE syllabus for schools within the Nottingham Roman Catholic Diocese.

## **iii. Collective Worship**

Rutland primary schools all have whole school collective worship but it is far more difficult for secondary schools to have whole school collective worship because of the demands of timetabling large numbers of young people and the space that is required for all young people in a secondary school to meet together. It does happen but more frequently collective worship takes place in smaller groups such as Year Group or House Assembly.

In addition to collective worship faith schools also offer the opportunity for morning/end of day/lunchtime prayer. Pupils in these schools regularly recite the Lord's Prayer and children themselves write, and lead, prayers. Church of England schools use the Bible to support worship and pupils also have opportunities to worship in church.

In secondary schools in Rutland there is an emphasis on Spiritual, Moral, Social and Cultural Education and British Values.

## 9. APPENDIX B - MEMBERSHIP AND MEETING DETAILS OF SACRE MEETINGS

The Rutland SACRE has met on the following occasions in 2019-20:

DATE	VENUE
Tuesday 9 July 2019	Council Chamber
Tuesday 8 October 2019	Council Chamber
Tuesday 21 January 2020	Council Chamber

### Group A – Representatives of faiths (other than Church of England) and world views

Name	Representing	Actual Attendance	Eligible Attendance
Mrs Julia Barnwell	The Baptist Church	1	3
Ms Aga Cahn	The Jewish Faith	1	2
Mr A Hull	Humanists UK	3	3
Mr Andreas Menzies	The Roman Catholic Church	3	3
Mr Gurdev Singh	The Sikh Faith	1	2

### Group B – Church of England Representatives

Mrs Sara Barrett	Rutland Deanery	1	3
The Revd Dr Peter Holmes	Peterborough Diocese	3	3

### Group D – Local Education Authority Representatives

Mrs Rosemary Powell	RCC Councillor	3	3
Mrs Lucy Stephenson	RCC Councillor	3	3

<b>Rutland LA Officers Supporting the Rutland SACRE</b>	
Ms Gill Curtis	Head of Learning and Skills
Mrs Amanda Fitton	SACRE/RE Adviser – Cambridgeshire, Northamptonshire, Peterborough, and Rutland
Ms Lizzie Papworth	Education Development Lead
Mr Kit Silcock	Governance Officer (Clerk to the Rutland SACRE)

10. APPENDIX D – DEVELOPMENT PLAN 2020-22

**Due to the closure of schools, rescheduling of meetings and revised priorities during the COVID-19 pandemic , progress against the development plan has been delayed this year and tasks will be carried forward into 2021-22**

<b>Strategy</b>	<b>Task</b>	<b>Group</b>	<b>Progress</b>
Management of SACRE & partnership with LA	<p><u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met.</p> <p><u>Analysis</u></p> <ol style="list-style-type: none"> <li>1. All four committees are represented fully from the local community consistently attending the meetings</li> <li>2. Produce annual report &amp; follow up</li> <li>3. Constitution, development plan, engagement plan</li> </ol>	SACRE members	Ongoing
Incorporation of Commission on RE Report recommendations into the work of SACRE	<p>Form a view on the following:</p> <ol style="list-style-type: none"> <li>1) Name</li> <li>2) National entitlement</li> <li>3) Impact of the broader OFSTED framework</li> <li>4) Parental / guardian right to withdraw children from RE</li> <li>5) Share view formally with the commission</li> </ol>	SACRE	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	<p>1a) <u>Monitoring</u>: Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils.</p> <p>1b) <u>Evaluating</u>: to determine what 'good' is and to develop a consensus of what 'good' looks like in practice.</p> <p>2) Ensure full schools involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>	Head Teachers' Forum / RE network / teacher representatives on SACRE	<ul style="list-style-type: none"> <li>- Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non – denominational schools) and SACRE</li> <li>- On – going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate</li> </ul>

## SACRE Annual Reports – what is necessary and what is desirable?

*SACREs have responsibility for advising a Local Authority (LA) on its schools.*

*For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.*

*For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.*

SACREs have a duty to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. This report has to be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

Suggested structure to the annual report:

1. Chair's introduction and context
2. Advice to statutory bodies
  - a) Local Authority
  - b) Schools
  - c) Government or other statutory bodies
  - d) Response to the advice given, where appropriate
3. Standards and quality of provision of RE (with examples of good practice if appropriate)
  - a) Public examinations
  - b) Attainment in RE not covered by public examination
  - c) The quality of RE provision in schools
  - d) Withdrawal from RE
  - e) Complaints about RE
4. Agreed Syllabus
  - a) If there was a review of the syllabus under report
  - b) When the next review will take place

5. Collective Worship (with examples of good practice if appropriate)
  - a) Compliance with the statutory requirement
  - b) Quality of Collective Worship
  - c) Determinations
  - d) Complaints about collective worship
6. Management of SACRE
  - a) Attendance at SACRE, by Committee
  - b) Membership and training
  - c) Complaints about RE and Collective Worship
7. Contribution of SACRE to the wider Local Authority agenda
  - a) Identify what SACRE has contributed to other agendas
  - b) SACRE's contribution to the LA's public sector equality duty
  - c) What SACRE has done to support schools through events and training
  - d) Links to broader community initiatives
8. Summary
9. Membership of SACRE, local authority officers who attend, clerk and professional advice.

This is not meant as an exhaustive framework, but a useful guide.

## **The necessary**

Firstly, it is important to recognise that SACREs are bodies that give advice (see 2 above). Hence, the annual report needs to state what advice was given and how that advice was acted upon in the year under review. It is important that the report makes clear to whom the advice was given.

The three main audiences, in order of priority, are:

- The Local Authority, this includes the portfolio holder for children's services, the director of children's services and any official of the LA (2a).
- The schools within the LA for which the SACRE is responsible and other schools within the SACRE's geographical area (2b).
- The government, including the Secretary of State, Ministers or civil servants (2c).

The annual report should answer the following questions (reported on in section 2):

- How did they respond to the advice?
- Was it acted upon? Or ignored?
- Did those being advised do something different and, if so, to what effect?

If SACRE cannot do this, it will be important to state why.

Here are some questions to consider (this could be included in sections 1 or 8, or both):

- Is SACRE taken seriously enough?
- Is SACRE adequately supported by professional staff, such as a clerk and adviser?
- Is SACRE adequately funded to perform its duties?

If the answer to any, some or all of these questions is no, then that needs to be acknowledged in the report.

Secondly, the report needs to include data about SACRE attendance by Committee, as well as any monies that it receives from the LA to carry out its responsibilities, including the time of an adviser and a clerk (see 5 above). As SACREs are statutory bodies that meet in public, they need to be properly clerked by the LA as their meetings are part of the public record.

SACRE should also report on any monitoring of RE (3) and Collective Worship (5) it has carried out and the results of such monitoring. Indeed, such monitoring should be the basis of at least some of the advice given. Similarly, a SACRE is required to advise on the appropriate materials used in classrooms to support teaching and learning in RE. SACRE should report on any such materials that it has looked at and advised upon (2 above). SACREs also need to report on the work of any Agreed Syllabus Conference within that calendar year, or indicate when another Conference is due (see 4 above).

SACRE has a statutory role in considering and granting determinations (see 5c above). Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. If a SACRE grants or refuses a determination it should be noted in the annual report (5c). There is no reason for a full explanation of why SACRE made that decision, as that information will be available from the report presented to SACRE and the minutes of that meeting. Likewise, SACRE has a role in investigating complaints against schools in relation to RE (3e) and Collective Worship (5d) and the number of such complaints dealt with should be noted in the report, with an indication as to whether the complaints were upheld or not. In terms of complaints investigated, it would be rare to mention the schools or individuals involved, as these matters would usually be discussed with the exclusion of press and public.

SACREs should have a clear picture of the number of schools their advice applies to, and the number of pupils those schools educate. This would include a breakdown of schools by phase (see 2b) above).

### **The desirable**

SACRE may have achieved a host of things that it should celebrate. It may have provided evenings for teachers to meet members of faith communities of significance in the Local Authority (see 7 above). It might be that SACRE has hosted lectures. It could be supporting other LA agendas, such as Prevent. Whatever SACRE has done can be celebrated in the report.

It might also be possible to highlight good practice, so that schools can see examples of what they might do to improve RE (see 3 above) and Collective Worship (see 5 above) in their school. It is also desirable that the Chair of SACRE writes a short introduction (see 1 above) to the Annual Report – maybe in the form of a ‘state of the nation’ address - setting out key issues for RE, Collective Worship and SACRE in the coming twelve months.

## **Conclusion**

SACRE’s annual report is SACRE’s opportunity to hold the Local Authority to account. As a statutory body, it has this duty and responsibility. If RE and Collective Worship are of low priority in the LA’s schools and it does nothing to correct that, then the Secretary of State needs to know, as do key partners. If the LA is promoting RE and Collective Worship and the status of RE is high, then it should be celebrated.

SACRE also needs to celebrate what it and others have done to promote high quality RE and Collective Worship.