



Rutland SACRE

**Standing Advisory Council on
Religious Education**

Supporting Rutland Schools in delivering Religious Education



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

Report April 2017 – March 2018

“The school prayer lets us think about people in your heart.”*

* All quotes in this report, unless otherwise stated, are from pupils of The Rutland Learning Trust. The quotes are reproduced as the children wrote them; grammatical and spelling mistakes included! They are the authentic voice of pupils in Rutland.

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

1 INTRODUCTION

Rutland Standing Advisory Council for Religious Education (SACRE) is a statutory body which has a key role in monitoring of Religious Education in schools in Rutland. It has an important role working on behalf of the Local Authority (LA) to advise on the provision of Religious Education in all forms of schools and educational establishments in the local area.

The roles and responsibilities of a SACRE are clearly set out in Section 3 of *Religious Education in English schools: Non-statutory guidance 2010* published by the Department for children, schools and families. This guidance can be found at:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

SACREs were established by the 1944 Education Act and their functions set out in the 1988 Education Act. The main function is to advise the LA on matters related to Collective Worship in community schools and the Religious Education to be given in accordance with the Locally Agreed Syllabus.

The SACRE also has the duty to require that the locally Agreed Syllabus be reviewed every five years to keep it relevant and appropriate, and to ensure that schools comply with the legislation. Rutland has joined with Northamptonshire, Peterborough and Cambridgeshire this year to convene an Agreed Syllabus Conference and Katy Walker, headteacher of Ryhall CE Academy, has represented Rutland at this.

This Report indicates how the functions and duties of SACRE have been discharged in Rutland. The Report also aims to provide wider information about the provision for RE and the standards that students are achieving; about the provision for Collective Worship, and about SACRE's own activities.

We hope that the Report will inform the continuing developments in RE and Collective Worship in Rutland and continue to be an effective support for school improvement.

The local SACRE congratulates those primary schools who received good and outstanding grades in this year's Ofsted inspection reports for the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils and also the schools who have achieved good and outstanding judgements in their Statutory Inspection of Anglican and Methodist Schools (SIAMS) reports. The SACRE will continue to encourage schools to broaden knowledge and understanding of all cultures and faiths.

Thank you to Rutland County Council for their assistance in the support and running of the Rutland SACRE and to the pupils, students and staff at The Rutland Learning Trust for allowing us to quote their words in this report. I should also like to thank Cllr Lucy Stephens for her support as Vice Chair of SACRE, staff and governors from Ryhall CE Academy for the sections they have written in this report and for staff in our schools who have ably supported our work.

This report covers a financial, rather than academic, year. This is because public

examination results are normally verified in early spring and we wish to incorporate these in SACRE's Annual Report.

I should like to commend this report.

Cllr Gale Waller
Chair of SACRE

2 THE ROLE OF SACRE

"I feel that the religious aspect is one of the most important things because our school is religious and it is quite fun to learn about it."

2.1 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.

2.2 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.

2.3 By law the SACRE comprises of four groups:

Group One: Representatives of Christian denominations other than the Church of England and other religions, reflecting the principal religious traditions of an area (Rutland in our case)

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 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.

- 2.4 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.
- 2.5 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.

3 RELIGIOUS EDUCATION

"I enjoy RE because I liked listening to stories and it is interesting hearing about different religions, gods, rules and things they do."

- 3.1 There is a legislative requirement that a Local Authority should undertake a review of its locally Agreed Syllabus every 5 years. **This Agreed Syllabus has been 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.

4. Collective Worship

"Assembly makes me feel cared for and happy because we are talking to God and he is listening."

- 4.1 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.
- 4.2 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.

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

5 Ofsted INSPECTION REPORTS 2017-2018

“RE gives us a chance to find out about people who believe different things –this is really interesting!”

5.1 Despite being a compulsory curriculum subject there is scant mention of religious education in this year’s Ofsted reports which SACRE members consider a deficit in the inspection model. The following Rutland schools received either two day or short Ofsted inspections in 2017-18

- St Nicholas Church of England Primary School (September 2017)
- Oakham Church of England Primary School (September 2017)
- Ryhall Church of England Academy (September 2017)
- Catmose Primary (October 2017)
- Edith Weston Academy (November 2017)
- Langham CofE (Controlled) Primary School (December 2017)
- Uppingham Community College (September 2017)

“The school’s curriculum ensures that pupils’ personal development and welfare is well considered. Pupils are articulate and thoughtful to the needs of others.

Pupils behave well in class and around the school. They follow instructions quickly and are polite and respectful. The majority listen carefully both to teachers and to teaching assistants and are eager to do well.

Parents value highly the nurturing ethos of the school.

Pupils’ spiritual, moral, social and cultural understanding is a strength of the school. It is well supported by a curriculum that engages and enthuses pupils. For example, pupils in Year 4 debated the issue of conservation as opposed to the need to build more modern affordable homes. They wrote highly effective letters to the company who were building the new homes, expressing their concern about the impact on the environment. In addition, older pupils have learned about the importance of good mental health and positive attitudes to learning. They say they are encouraged to learn from their mistakes and consider their ‘bounce back ability’.

In addition, collective worship and lessons regularly focus on school values, such as ‘respect’ and ‘compassion’, as well as what it is like to be a citizen in the wider community.” **Ryhall Church of England Academy Ofsted Report**

“Through a well - resourced pastoral curriculum, leaders ensure that pupils have many opportunities to prepare for the demands of life in modern Britain.” **Uppingham Community College Ofsted Report**

“The school has excellent procedures to promote values among pupils. Pupils of all ages show impressive understanding of the school’s ‘Six Rs’, and this provides strong support for their spiritual, moral, social and cultural development.” **Langham CofE Ofsted Report**

“Pupils have good opportunities to learn about the world around them, including different faiths and cultures. Pupils show respect for others and respond sensitively to each other when working together.

Pupils have plenty of opportunities to learn about fundamental British values, such as democracy and mutual respect. Through their school council elections, they choose their own representatives and have influenced decisions made in school.” **Edith Weston Academy Ofsted Report**

“You and the other staff provide many opportunities for pupils to learn about and broaden their understanding of the wider world. You have established links with schools that are very different in context, and you visit some of them. This helps pupils to understand similarities and differences in the lives and outlooks of others. Your review of the curriculum has drawn effectively on the work of the United Nations Children’s Fund. It has improved pupils’ understanding of difference and diversity. Changes have involved school visitors, assembly themes and enrichment activities. These have clearly stimulated pupils’ thinking, because some pupils said they wished they could learn more about politics.” **St Nicholas church of England Primary School Ofsted Report**

5.2 Copies of the full reports are attached at **Appendix B**.

6 SIAMS Reports 2015-17

“I like the candles because they make me feel calm and warm and the music is very gentle.”

6.1 SIAMS (School Inspection Anglican and Methodist Schools) inspections focus on religious teaching, collective worship and academic attainment. There were no SIAMS inspections of Rutland schools in the period of this report.

7 RE Teachers’ Network

“To improve assembly we think there should be more interaction with the children and more visitors and vicars to tell us all about worship”

7.1 One of SACRE’s objectives for 2017/18 was to establish an RE co-ordinators’ network.

7.2 The RE Teachers Network for Rutland Schools meets three times a year and has, most recently, been led by Rutland’s RE Adviser, Amanda Fitton, following being set up by Ryhall CE Academy’s Headteacher, Katy Walker. Several RE Lead Teachers from Rutland schools (including one non-CofE school) take this opportunity to meet in order to share ideas, good

practise, discuss the impact of Understanding Christianity (which has encouraged other RE Teachers to attend the course) and discuss assessment of RE.

7.3 Some of the network have been involved in piloting parts of the proposed agreed syllabus and use this forum to share and discuss so that Rutland's representatives on the Agreed Syllabus Conference can feed back the views and experiences of Rutland's schools.

7.4 These meetings of the network have been beneficial to those new to the role, as well as to those who have been in the role for some years, helping teachers to gain new experiences and ideas from each other; ideas which can then be adapted to 'fit' Rutland's unique schools. Claire Hicks, RE lead at Ryhall Academy write "I'm sure that my RE colleagues would join with me in sharing our hopes that these meetings continue in the future".

8 An Example of School Activities



“When we learned about charity, I realised that some people don’t have clean water and enough food.”

8.1 In the summer term 2017 Ryhall Church of England Academy held a reflection week for Year 6 children. Five “areas” were developed and used throughout the week. These were a Prayer Tent, a Reflection Tent, an empty chair in the school’s Reflection Room, a Hopes and Dreams area and Bunting. Amanda Rogers, Chair of Governors at Ryhall, describes the event below which she had observed as part of a governor monitoring visit.

8.2 A large “tree” stood in one corner of the Prayer Tent and children wrote prayers on “leaves” and put these on the tree. In the Reflection Tent children were encouraged to reflect on people who mean a great deal to them, and why. The area encouraged meditative calm and respectful consideration. Children who went to the Reflection Room considered the empty chair and

thought about people they miss. Some children found this difficult but once they understood the aim of reflection were able to deliberate and consider well.

8.3 A paddling pool in the school hall represented Hopes and Dreams. Children were encouraged to think about, then write, their hopes and dreams for the future on origami lilies. These were then put in the pool and slowly opened. The atmosphere around the pool was very moving as children were quietly excited and full of wonder as their hopes and dreams unfolded and opened.

8.4 Bunting was on a table in the school hall and the children were encouraged to write about the things they would miss and the things they were looking forward to as they moved on in their lives. Whilst doing this they quietly shared memories and aspirations.

8.5 Mrs Rogers commented that she was filled with awe and wonder as the children approached this opportunity with maturity, thought and respect. She noted that it was clear this was a moving and meaningful experience for the children from which they gained much.

9 KS4 and KS5 RESULTS 2016

“I learnt that not everybody celebrates Christmas on the 25th December!”

9.1 SACRE would like to congratulate all Rutland pupils who achieved success in their public examinations in RE and Philosophy and Ethics in 2017. Catmose College and Uppingham Community College entered significant numbers, all achieved within the A* to G grade and, on average, the pass mark was B. For full details see appendix...

9.2 SACRE was disappointed to see only 13 students at Casterton College being given the opportunity to take a public examination in RE; a compulsory subject to the end of year 11. RE offers a high degree of challenge and critical thinking and from it at GCSE students can progress to “A” level in Philosophy and Ethics; an “A” Level respected by universities. Indeed, Cambridge University considers it a “good choice” for students wishing to study an arts or social science degree. It is a difficult “A” level so congratulations to the students and staff at Catmose College as all the students taking this challenging examination in 2017 achieved a pass grade.

10 REPORTING TO PARENTS

10.1 Legally, schools are required to report to parents annually on pupils’ progress in R.E.

11 LINKS TO LOCAL AUTHORITY AND NATIONAL PRIORITIES

“I enjoy the stories because they teach me lessons. I enjoy the activities because they are fun. I enjoy learning about Sikhism.”

11.1 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.

11.2 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.

11.3 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.

12 COMPLAINTS ABOUT COLLECTIVE WORSHIP

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

13 SACRE DEVELOPMENT PLAN 2017

“Could the year 6s sometimes lead the assemblies?”

13.1 SACRE continues to review its Development Plan but its focus continues to be the RE network and the opportunities this provides to share good practice. A further review of the Development Plan will take place in 2018/19.

APPENDIX A

Rutland SACRE Membership and Attendance 2017-2018

The Rutland SACRE has met on the following occasions in 2017-2018

Date	Venue
4 April 2017	Council Chamber
4 July 2017	Council Chamber
3 October 2017	Council Chamber
9 January 2018	Council Chamber

Group One – Representative of other Churches and Faiths

Name	Representing	Actual Attendance	Eligible Attendance
Mr A Menzies	Roman Catholic Church	3	4
Mrs E. Ray	The Methodist Church	2	4
Mrs J Barnwell	The Baptist Church	3	4

Group Two – Church of England Representatives

Mrs Barbara Crellin	Peterborough Diocese	2	4
Mrs Sara Barrett	Rutland Deanery	4	4
The Revd Dr Peter Holmes	Peterborough Diocese	3	3

Group Three – Teacher Associations

Mr David Sharpe	Association of Teachers and Lecturers (ATL)	2	2
Mrs Megan Davis	National Association of Head Teachers (NAHT)	2	4
Mr Patrick Toner	National Education Union	2	2

Group Four – Local Education Authority Representatives			
Miss Gale Waller (Chair)	RCC	4	4
Mrs Lucy Stephenson	RCC	3	4

Co-opted Groups			
Ms Katy Walker	Rutland Headteachers' Forum	2	4
Dr Martyn Smith	Secondary and Further Education	2	2

Rutland LA Officer Supporting the Rutland SACRE

Ms Amanda Fitton
Ms Gill Curtis

Clerk to the Rutland SACRE

Mrs Claire Snodin (ceased April 2017)
Mr Kit Silcock (from July 2017)

APPENDIX B:

The following Ofsted Inspection Reports for 2017-2018 can be found on the following website:

<https://reports.ofsted.gov.uk/>

Please quote the Unique Reference Number (URN) as follows:

Catmose Primary – Unique Reference Number (URN): 138113

Langham CofE Primary School – Unique Reference Number (URN): 139858

Edith Weston Academy – Unique Reference Number (URN): 142544

Oakham CofE Primary School – Unique Reference Number (URN): 120181

Ryhall CofE Academy – Unique Reference Number (URN): 141234

St Nicholas Church of England Primary School – Unique Reference Number (URN): 141452

Uppingham Community College – Unique Reference Number (URN): 136629

APPENDIX C:**Key Stage 4 Results 2017 - Catmose College**

Full course	Gender	A*-A %	A*-C %	A*-G %	Student Count
Summary for RELIGIOUS STUDIES B	All	53.2	89.3	100	47
Summary for RELIGIOUS STUDIES B	Female	60.0	97.1	100	35
Summary for RELIGIOUS STUDIES B	Male	33.4	66.7	100	12

Students followed OCR RELIGIOUS STUDIES B (PHLS/APLD ETHC)

Key Stage 5 Results 2017 – Harington School

Full course	Gender	A* - A %	A* - B %	A* - C %	A* - E %	Student Count
Summary for PHILOSOPHY & ETHICS	All	0	45.5	91	100	11
Summary for PHILOSOPHY & ETHICS	Female	0	40	90	100	10
Summary for PHILOSOPHY & ETHICS	Male	0	100	100	100	1

Religious Education/Studies GCSE Short and full course results: 2017

Casterton College Rutland

Full course	Gender	A*-A %	A*-C %	A*-G %	Student Count	Average Pts	Average Grade
Summary for RE Full course	All	46.2%	84.6%	100%	13	5.38	B
Summary for RE Full course	Female	37.5%	62.5%	100%	8	5.25	B
Summary for RE Full Course	Male	60%	80%	100%	5	5.6	B+
Short course	Gender	A*-A %	A*-C %	A*-G %	Student Count	Average Pts	Average Grade
Summary for RE Short Course	All	Not applicable – RE short course not offered at Casterton in 2017					

Religious Education/Studies GCSE Short and full course results: 2017

Uppingham Community College

Full course	Gender	A*-A %	A*-C %	A*-G %	Stu Count	Average Pts	Average Grade
Summary for RE Full course	All	25.6	76.9	100	39	5.10	B
Summary for RE Full course	Female	33.3	74.1	100	27	5.20	
Summary for RE Full course	Male	8.3	83.3	100	12	4.88	
Short course	Gender	A*-A %	A*-C %	A*-G %	Stu Count	Average Pts	Average Grade
Summary for RE Short Course	All	N/A					
Summary for RE Short Course	Female						
Summary for RE Short Course	Male						

All the rest of the students take a non-examined Philosophy and Ethics course taught by the RE staff.