

Warrington SACRE Report 2016

January 2017-January 2018



Also see 2016, 2015, 2014, 2013



The SACRE (Standing Advisory Council for Religious Education) has several aspects to its role. It:

- Advises the Local Authority on matters relating to collective worship and religious education
- Advises on methods of teaching and resources for religious education
- Decides whether or not to grant determinations to those schools which apply to have daily worship which is other than of a broadly Christian character
- Identifies the need for a revised religious education syllabus

Warrington SACRE is a member of NASACRE (the National Association of SACREs). All meetings of the SACRE are open to the public.

This report sets out a brief summary of the work of the Warrington SACRE over the calendar year 2016. The minutes of the meetings which give more detail can be requested from the Clerk.

For more information about the role and business of the SACRE please contact:

Chair – Mrs K Coleclough

Clerk – Lisa Adams ladams@warrington.gov.uk

Local Authority Officer Professional Adviser – Mr N Hawke (01925 443264)

Meetings of the SACRE during this year were held on the following dates:

Membership of Warrington Standing Advisory Council on Religious Education 2016-17		
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Representing	Member	Meetings attended
Committee A	Ms A Dhillon	
Committee A	Mr H Kazi	12.10.16, 16.05.17
Committee A	Mrs L Hollingsworth	16.05.17
Committee B	Rev M Burgess	12.10.16, 24.01.17
Committee B	Rev A Raggett	16.05.17
Committee C	Mrs K Coleclough	16.05.17
Committee C	Mrs C Taylor	16.05.17
Committee C	Mrs H Clarke	
Committee D	Cllr S Wright	24.01.17, 16.05.17
Committee D	Cllr M Creaghan	
Committee D	Cllr S Harris	12.10.16, 24.01.17, 16.05.17

Religious Education (RE)

SACRE Annual Return: September 2017

Schools Summary

Annual survey returned from:-

2 High Schools

1 Special School

17 Church Schools – 8 Catholic and 9 CofE

22 LA schools

Approx. 50 % return.

Non Faith schools strengths [school names omitted here]

- Links with the community
- Attendance at cluster meetings impacted on range of visitors into school
- Class based assemblies
- Behaviour values displayed
- Links to local Churches
- Assemblies delivered by local Church group
- Gospel singing
- Link to school in Manchester to promote understanding of different religions
- Detailed medium term planning to ensure full coverage of curriculum
- Termly Eucharistic assemblies led by a local vicar
- After school RE enrichment activities
- In-depth confirmation classes for Year 6
- Children more tolerant and compassionate about others' beliefs
- New curriculum with a streamlined RE focus to include 3 religions plus Christianity
- Links with local Methodist Church – visited for Harvest
- Introduction of class big books to celebrate learning in RE
- Clear long-term and medium term plans in place to ensure that the RE curriculum is covered
- Creating links with other Warrington Schools who are leaders in RE for CPD support
- Links and visits with local religious establishments
- Nativity plays and carol services
- Pastoral care sessions
- Religious leaders delivering workshops in school
- RE co-ordinator is one of the LTRE hub leaders for Warrington
- Assessment system – enables school to pinpoint specific areas and groups
- RE action plan
- 'Open the book' deliver two assemblies per half term to each key stage
- Display board in the hall and each class
- Working towards the RE Quality Mark

Faith schools strengths [school names omitted here]

- Positive RE Inspection Report
- Partnership with the Church
- School achieved the church school partnership award 2
- Church School partnership awards 1 & 2
- Regular attendance at Church services
- The rector of the local Church comes into school weekly to deliver whole school worship
- Implementation of new scheme of work 'Discovery RE'

- Regular fundraising by the children for various causes
- Monthly visits to care home to sing for the residents
- Introduced new RE today scheme
- Lead attends networks and Diocesan training each term

Section B

Self-Evaluation Judgements

Quality of RE curriculum provision - 13 Schools evaluated themselves as outstanding , 26 as good and 3 as satisfactory.

Quality of teaching and learning in RE - 12 Schools evaluated themselves as outstanding , 27 as good and 3 as satisfactory.

Standards of attainment and achievement - 12 Schools evaluated themselves as outstanding , 24 as good and 5 as satisfactory.

Quality of collective worship - 15 Schools evaluated themselves as outstanding , 20 as good and 6 as satisfactory.

Overall effectiveness of RE and collective worship - 12 Schools evaluated themselves as outstanding , 25 as good and 5 as satisfactory.

No schools evaluated themselves as inadequate.

Section C

Additional comments or development needs

- Would welcome a list of people/faith groups who are prepared to visit schools
- Teaching of RE, quality collective worship and Catholic life are essential in our school
- List of recommended places to visit
- Increasing the number of children working at greater depth
- Knowing the dates of the RE network meetings in advance
- List of RE teachers who are members of your local network
- Further develop planning/resources as year groups to support staff further
- Be made aware of who our SACRE members are
- To introduce Children's Christian meditation throughout the school
- Review marking and feedback policy to include relevant and appropriate comments relating to lesson objectives
- Carry out more pupil surveys
- Extra training for staff and subject leaders
- SACRE to arrange for visitors to come into schools and lead collective worships or RE lessons
- SACRE to arrange visits to places of worship
- Assessment and reporting to parents along the old levels is at odds with how other schools report progress
- How can we develop consistent or bespoke assessment and reporting to parents
- Further network opportunities for secondary curriculum leads
- Annual conference to have more secondary content
- Further notice and information on interfaith events
- Training dedicated to collective worship
- More effective policy/provision for collective worship
- Develop links with other faiths and religions

- The subject leader has links with NATRE and is collating ideas
- To continue to develop the role of the older children in supporting KS1 to plan their own collective Worship

RE events

Warrington adopted the Lancashire Curriculum for RE, the recognised Agreed Syllabus from September 2014. Establishing a new RE curriculum has formed the basis of a number of network meetings:

More than 50 teachers and SACRE members from Warrington attended a number of RE Teachers Network Meetings during 2017

RE Teachers Network meetings were held on:

15 September 2016
9 March 2017
27 September 2017
25 January 2018

Warrington GCSE Full Course results Summer 2017

Religious Studies 2017 (GCSE Full Course data)

		2015				2016				2017			
	School Name	NOR	NOE	%A*- C	%A*- G	NOR	NOE	% A*- C	% A*- G	NOR	NOE	% A*- C	% A*-G
4002	Beamont Collegiate	173	147	46.3	98.6	156	53	62.3	100.0	808	25	80.0	100.0
4226	Birchwood Community High School	206	136	74.3	100.0	199	134	86.6	100.0	1071	111	88.3	100.0
4229	Bridgewater High School	310	80	93.8	98.8	308	83	90.4	100.0	1608	84	92.9	100.0
4624	Cardinal Newman Catholic High School	163	158	58.2	98.1	154	141	51.1	97.2	770	143	62.2	100.0
4200	Culcheth High School	214	21	81.0	100.0	208	52	98.1	100.0	1108	65	92.3	98.5
4206	Great Sankey High School	296	25	76.0	100.0	293	20	80.0	95.0	1839	279	74.6	98.6
4502	Lymm High School	293	72	91.7	100.0	298	295	70.5	98.3	1865	288	67.7	99.0
4201	Penketh High School	265	2	100.0	100.0	181	1	100.0	100.0				
4230	Sir Thomas Boteler CE High School	160	47	93.6	100.0	147	74	82.4	100.0	545	94	39.4	96.8
4622	St Gregory's Catholic High School	187	180	75.6	99.4	173	170	76.5	98.8	898	169	80.5	98.8
4001	University Academy Warrington					112	21	61.9	95.2				

RE conferences:

Learning outcomes from participants at the Summer 2017 Conference and RE network meetings have been positive and support future planning accordingly.

WARRINGTON and HALTON RE & SACRE CONFERENCE

20 June 2017

The Village Hotel Warrington

COURSE EVALUATION SUMMARY REPORT

36 delegates attended the Summer 2017 RE Conference.

The following table was compiled using the first section of the evaluation form, which asked delegates to grade the usefulness of the course to them:

1. How useful was the session to your current role?				
5 Totally	4	3	2	1 Not at all
93%	5%	2%		

2. Was the content stimulating and interesting?				
5 Totally	4	3	2	1 Not at all
95%	5%			

3. How much have you learned about the topic?				
5 A great deal	4	3	2	1 Nothing
93%	5%	2%		

SECTION TWO

The following information was compiled using comments and views from the second part of the evaluation form:

1. What went well?

- Inspiring, lots of great ideas
- Everything extremely useful
- Great interactive activities. Very relevant and adaptable across curriculum
- Thoroughly enjoyable
- Great ideas and resources to support teaching of RE in school
- Fantastic resources and activity ideas to take back to school
- Lat Blaylock's knowledge and enthusiasm for his subject. His 'in class' ideas and how to use them myself and share
- Very informative and practical, it was a pleasure to listen to Lat

- Practical ideas I can use in school straight away
- Suitable to be adapted for any age group
- Fantastic cross key stage ideas
- Fabulous challenge for rigor and use of sacred texts
- Just brilliant to have practical examples in addition to wearing them alongside stones and scripture
- Practical ideas ready to be implemented, resources that can be easily adapted for different age groups
- All the 15 teaching ideas
- Great chance to network and discuss
- An inspiring conference with so many valuable resources to share with colleagues
- Fantastic Handouts with brilliant teaching ideas
- Lots of variety
- Range of resources and approaches
- Activities
- It's really easy to listen to Lat speaking and sharing his knowledge of subject. Lots of useful ideas shared which I can pass onto school colleagues
- Practical, achievable ideas
- All went well – many ideas giving food for thought – practical help appreciated, extremely well delivered – thank you
- Engaging
- Practical sessions
- The whole day
- Enjoyed the activities and the opportunity to discuss and share with others
- Values ladder was very inspirational

2. Even better if.....

- Mainly aimed at primary – would like more secondary and GCSE
- It's on again next year
- Course was fantastic, however can we look into sharing topic knowledge to share with topics and teachers (Non-specialists)
- All of my staff could experience Lat!
- Slides handout to write notes on
- I could afford to bring other staff for this inspiring conference
- A disc with resources to take away
- More focus on 16-19 provision
- Sharing background knowledge with the non-specialist teacher – especially for school colleagues
- More practical work/out of seats more
- Some KS4 ideas
- As probably the only teacher from a special school – some examples that might be useful in special school context

3. Any other comments you want to make in relation to this training course:

- 1 hour for lunch too long!
- Offered new perspectives to teaching RE that could be used across all key stages
- Inspirational as ever, thank you
- Huge thank you to Lat for your time and sharing your knowledge
- Thank you for some inspiring ideas and the opportunity to evaluate current practice
- Really informative
- Always really appreciate this day, favourite inset of the year
- Thank you for ensuring Lat was available. This is the 3rd time I have been to a conference and I have enjoyed it just as much as I have the previous times

- Can't really better what was delivered, I only wish I was half as inspiring
- Great day, great follow up, can't wait to get going
- Always look forward to this annual conference
- Been 3 times to this conference always inspiring and motivational
- Excellent speaker, very knowledgeable
- Very informative and creative course
- It makes you want to have a week off to respond to inspiration by planning many units
- Valuable and enjoyable day
- Fantastic session – please continue with the SACRE conferences
- The training was good, although as an SEN school I would not be able to teach some of the activities and they would need a lot of adapting to suit my pupils levels and ability
- I would have liked a little more KS3-4 specific stuff but I found I could adapt much of what was covered to suit my courses
- Great day, any possibility of getting Halton and Warrington Special schools together to focus on RE

Conference 2018

The conference is due to take place on 27 June 2018. It will include a number of workshops led by nationally renowned speakers focusing on assessment.

Collective Worship

No applications for a determination have been received by the SACRE either this year or in previous years. Any school wishing to explore the relevance of a determination (daily collective worship which is other than 'wholly or mainly of a broadly Christian character' in their context should contact the local authority officer who supports SACRE, Nick Hawke. Church schools are not eligible for a determination. For an academy wishing to apply for a determination the correct process is for the Trust to apply through the Education Funding Agency (EFA) to the Secretary of State.

Warrington Guidance on Collective Worship can be found on the Warrington Website under SACRE or by e-mailing the SACRE clerk. Guidance launched Spring 2016 for use at the May 2016 Conference.

Keeping up to date

Members of the SACRE are able to keep up to date with national initiatives in relation to RE and collective worship through access to NASACRE. The LA lead informs the SACRE of other published papers and articles.

Keeping in touch with schools

- The presence of SACRE members at conferences and at R.E Teacher network meetings has enabled schools to establish and develop links with SACRE.
- The Annual R.E Review 2017 returns demonstrated that a number of schools claimed to be delivering an effective and relevant R.E provision. It is intended that these schools may then have a role in supporting other schools with RE in practice.
- SACRE members use a clear framework for questions: see Appendix 2.
- Schools have welcomed and valued these visits.

Some questions for governing bodies to consider are:

- Is your school aware of the Annual Return to the SACRE? Did they complete it? [60% of schools did] Have you seen it?
- Do you know who is the RE coordinator on your staff?

- How is RE being used as part of your school's SMSC offer?
- What could SACRE do better to support the development of RE in your school?

Appendix 1

Standing
Advisory

Council on

Religious
Education

Annual Survey form

Religious Education in Warrington Schools

ANNUAL FEEDBACK FORM FOR WARRINGTON SACRE 2016/17

Please delete/complete as appropriate

Please return this form to: ladams@warrington.gov.uk by 16 February 2018

School
RE Subject Leader

SECTION A – FACTUAL INFORMATION

- 1 Does your school have**
- | | | |
|--|-----|----|
| A policy on the teaching of RE | Yes | No |
| A policy on collective worship | Yes | No |
| A policy on spiritual, moral, social and cultural development? | Yes | No |
- 2 Which syllabus do you use? (You may select more than one)**
- | | | |
|----------------------------|-----|----|
| Lancashire Agreed Syllabus | Yes | No |
| Liverpool Diocese | Yes | No |
| Shrewsbury Diocese | Yes | No |
| Liverpool Archdiocese | Yes | No |
| Chester Diocese | Yes | No |
| Other (please specify) | | |
- 3 Does your school fulfil the minimum recommended RE entitlement, as detailed below (complete as applicable)**
- | | | | |
|-------------------------------------|------------|-----|----|
| Community: 36 hours Aided: 72 hours | KS1 | Yes | No |
| Community: 45 hours Aided: 90 hours | KS2 | Yes | No |
| Community: 45 hours Aided: 90 hours | KS3 | Yes | No |
| Community: 40 hours Aided: 80 hours | KS4 | Yes | No |
- 4 Can you tell us how you are assessing pupil progress in RE in relation to the Agreed Syllabus/national framework levels?**
- 5 Do you have regular monitoring, review and evaluation of RE provision in your school?** Yes No
- 6 Is provision made for a daily act of collective worship in line with statutory requirements?** Yes No
- 7 Do you have regular monitoring, review and evaluation of collective worship provision in your school?** Yes No

All schools are reminded of their statutory duty with regard to parental right to withdraw or partially withdraw pupil(s) from collective worship and/or Religious Education.

As part of the 2016 – 2017 Annual return Warrington SACRE request the following information from all schools in Warrington:

8a The number of pupils withdrawn from all or part of Collective Worship in the school? Number:

8b The number of pupils withdrawn from all or part of Religious Education in the school? Number:

If a parent/carer has exercised their right to withdrawal you will need to complete the attached feedback form (above) and return it to Warrington SACRE

9 Please let us know of any strengths and achievements your school has in RE & collective worship, including the outcomes of any specific professional development that has been undertaken.
Strengths and achievements:

10 Please give any feedback/information on pupil perceptions of RE e.g. pupil surveys in school
Feedback/information:

Q11 and Q12 are for Secondary Education only:

11 Approximately what % of teaching of RE is undertaken by RE specialists, ie teachers with an RE degree or RE teaching qualification? KS3 KS4

12 What accreditation do you use at KS4? Accreditation:

13 What percentage of Y10 and Y11 students studied GCSE RE or equivalent, in 2015/16? Y10 Y11
What percentage of Y11 students were entered for GCSE RE in 2016?
What percentage of students entered achieved A* to C in 2016?

SECTION B – SELF EVALUATION

Please indicate the appropriate judgement grade for the following

(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)

Quality of RE curriculum provision	1	2	3	4
Quality of teaching and learning in RE	1	2	3	4
Standards of attainment and achievement	1	2	3	4
Quality of collective worship	1	2	3	4
Overall effectiveness of RE and collective worship	1	2	3	4

SECTION C – DEVELOPMENT NEEDS AND ADDITIONAL COMMENTS

Please add any additional comments or development needs you would like to raise/report to the SACRE
Comments:

Development needs:

Signed (Headteacher):

Signed (RE Subject Leader):

Date:

Appendix 2

SACRE MEMBER School Visits

Some Generic Questions: written by R. J. Povey, SACRE member January 2016

Below are some suggested areas of enquiry which can be discussed with ALL schools based on responses to questions in the Review.

Factual Information

1. In what way(s) has the Agreed Syllabus assisted you in formulating/developing the school's R.E. and Collective Worship policies?
2. How are R.E. and the daily act of collective worship delivered and what arrangements are in place for their monitoring, review and evaluation?
3. What links are there with SMSC development and the promotion of British values, respect and tolerance?
4. In terms of curriculum models, how is the R.E. entitlement delivered?
5. How is pupil progress in R.E. assessed and recorded?
6. What were the considerations borne in mind when determining the range of faiths other than Christianity?

Strengths, Achievements and Pupil Perceptions

For those schools providing responses to these questions, there is ample scope for fruitful discussion together with an opportunity for individual schools to celebrate achievement. Additionally there may be the possibility of R.E. lead teachers and heads of departments being prepared to share best practice with colleagues at appropriate support group meetings.

1. Please expand on your summary of your school's strengths and achievements in R.E. and Collective Worship.
2. In what ways have these features enhanced the R.E. and Collective Worship provision in your school?
3. What have been the benefits of receiving feedback on pupil perceptions relating to R.E. and Collective Worship?

Secondary Schools only

1. Is there any other form of accreditation at KS4 in addition to GCSE full and half-courses?
2. What percentage of R.E. teaching at KS3 and KS4 is undertaken by R.E. specialists?
3. How would you describe your school's delivery model for R.E?

NOTE: In Sections B and C discussion will necessarily be school-specific based on responses made on the Survey form. Fruitful benefits may include a closer, professional working relationship between SACRE and a growing number of schools in the LA together with the formulation of an expanding resource of best practice to be shared with colleagues in schools.

Section B – Self Evaluation Judgements

1. On what criteria are your self-evaluation judgements made?
2. How are they helpful in ensuring consistency and continuity in pupils' achievement and progression?

Section C – Additional Comments/Development Needs

1. In what ways do you feel SACRE can work in partnership with the school in helping to address expressed needs?