

Leicester City Standing Advisory Council on Religious Education (SACRE)

ANNUAL REPORT 2014-15



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From the Chair

This academic year Head teachers, staff, pupils and the wider school communities continue to have more changes, work and challenges to

grapple with. The reviewed RE syllabus for Leicester has been introduced and teachers need to develop and produce their lesson plans accordingly and ensure that pupils and their parents are aware of these changes and how they will affect them if they choose to take RE at GCSE level.

In November 2014 schools received advice from the Government on 'Promoting fundamental British values as part of SMSC in schools'. Ofsted expect schools to demonstrate how they are 'actively promoting fundamental British values', not just through their SMSC provision but within the whole curriculum and beyond the classroom experience.

Our Consultant RE adviser Wendy Harrison regularly analyses the comments on SMSC in Ofsted inspection reports and has found that compared to previous years there is a more detailed look at the SMSC provision and its effectiveness in schools. It has been pleasing to see that Leicester schools are receiving very positive feedback with the majority inspected in the past year receiving 'good' ratings with some schools achieving 'outstanding' SMSC provision.

Earlier this year the review of the Leicester agreed syllabus was finalised and schools were given a document to use alongside the original syllabus. Three very successful launch days were held where RE teachers from secondary and primary Schools were in attendance. The feedback has been very positive and teachers are already using the document in schools.

SACRE members continue to meet twice termly at different venues, usually at schools or places of worship where amongst other things they consider determinations from schools and are given updates on new developments in RE locally and nationally. Currently, we are in the fortunate position that where requested every maintained school has a valid collective worship determination. Determination presentations give SACRE members an excellent opportunity to hear about the diverse ways that schools are delivering collective worship, RE lessons and assemblies.

SACRE members have continued to visit schools regularly to support teachers in their RE lessons and give pupils the opportunity to meet members who represent the diverse community that is Leicester.

It is pleasing to see that students are continuing to choose to study RS at GCSE despite it not being an English Baccalaureate subject and that the numbers of pupils achieving high grades continues to rise. This for me makes the work that we do at SACRE all the more fulfilling and important.

We are aware of the need to continually challenge, question and support all those involved in RE locally and nationally to ensure that all our young people receive the best RE curriculum possible.

Salma Ravat
Chair of SACRE

1. Leicester SACRE: Background

The Education Reform Act (1988) established Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) locally agreed syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA. The review of the Leicester agreed syllabus took place during 2014-15.

The membership of SACRE comprises four groups, together with nominated Advisers. The groups are:

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' associations

Committee D: The Local Authority.

[See Appendix A, p. 14 for details of membership.]

Types of school in Leicester

Secondary: 14 Maintained, 3 Voluntary Aided, 2 Academies (Samworth and Rushey Mead Secondary), 1 Pupil Referral Unit

Primary: 11 Infant, 10 Junior, 50 Primary, 6 Voluntary Aided. 8 Academies (Sacred Heart, St Joseph's, St Thomas More, Queensmead Primary, Humberstone Junior, Humberstone Infants, Mowmacre Hill, Northfield House)

2 Primary Free Schools (Krishna Avanti, Falcons)

Special: 7 Maintained, 1 Academy (Ash Field)

Meetings of SACRE

There were five meetings of Leicester SACRE during the academic year 2014/2015 - in September 2014, November 2014, January 2015, March 2015 and June 2015. Fixed items on the agenda included the monitoring of inspection reports in relation to spiritual, moral, social and cultural (SMSC) development, reports on the RE Adviser's monitoring visits to schools, on-going monitoring of SACRE's Action Plan and updates on local and national initiatives.

Membership and vacancies

At the AGM in June 2015 both the Chair, Salma Ravat and Vice-Chair, Peter Shepherd, were re-elected.

2. Freedom Of Information Act (FOIA) Requests

During the autumn term two FOIA requests were received and responded to by WH. The requests were similar to previous ones requesting information on acts of collective worship and determinations.

3. SACRE members' visits to schools

SR visited Dovelands Primary School in the west of Leicester. She visited on the second day of Ramadhan and spoke to infant and primary pupils about the fast and carried out activities to help them understand the concept of fasting. The children interacted well and enjoyed the visit.

SR also visited to Granby Primary School. Along with other faith representatives including a Hindu, Sikh and Christian, she gave a presentation on the various aspects of her religion. SR thoroughly enjoyed her visit and the children were engaging and receptive. The visit will be repeated during 2015/16.

SA was previously a Governor at Overdale Junior school and is regularly invited to speak there. On a recent visit she spoke to year 6 pupils. Before she began her talk she was challenged with questions from the pupils, mainly based on stereotypes and misconceptions about Muslims. She emphasised the positive aspects of her faith and the values she shares with other faiths. She left the session hoping that her visit had benefitted the pupils and that they had learnt things that challenged their original ideas. SACRE agreed that faith visitors to schools are vital to the pupils' education and that question and answer sessions can be a powerful tool.

4. Consultant RE Adviser's visits to schools

Schools have reported back favourably in terms of the impact of visits and headteachers have valued the opportunity to discuss SMSC and other aspects of inspection. In most cases, headteachers have opted to take part in discussions. The initial letter sent out to schools is very clear in explaining the supportive nature of these visits. During 2014-15 there were many new RE primary co-ordinators in post and they appreciated this support.

Members are kept updated about WH's monitoring visits to schools. Schools are generally selected on the basis that an inspection is thought to be imminent, though they may request a visit themselves. The visit consists of all/any of the following: a discussion with the headteacher/RE co-ordinator, lesson observation(s), scrutiny of pupils' work and interviews with pupils. A report of the visit is sent to individual schools and a summary, outlining of strengths and areas for development is regularly presented to SACRE.

Twelve primary schools received monitoring visits during 2014-15. Two secondary schools (including one academy) requested support for curriculum planning. As in the previous year, the main areas for development remain monitoring and assessment. Many RE co-ordinators are in the relatively early stages of implementing and monitoring the impact of new assessment systems without levels.

Peter Shepherd visited Sparkenhoe Primary School with WH in June 2015 and he fed back with positive comments and felt it was valuable experience, particularly for someone who is not based in a school setting.

5. SACRE Budget

SACRE was been given a £5,000 non-recurrent budget to spend by the 31st March 2015. Members were asked to consider how to spend or distribute the

money. It was clarified that the cost of the AS is entirely covered by the LA reserves. It was agreed that some money should go to improving the religion boxes stored at the Global Learning Library and possibly making a film about aspects of SACRE's work.

As part of the discussion about the budget, members discussed the effectiveness of SACRE's role and considered how it could be improved. It was felt by one group that the role of SACRE is to model and promote 'loving social cohesion' and provide advice and support for schools. Many felt the strength of SACRE includes its diversity, the wealth of experience among members, and the frank and courteous way issues are addressed. Most SACREs in other LAs appear to meet once a term. Leicester SACRE has two meetings a term and members are generally happy with this.

6. Holocaust Centre visit

In November 2014 WH, SR, AR, SA and RM visited the Holocaust Centre in Laxton, Nr Newark. Feedback was provided to other SACRE members during the following meeting. The centre is both a memorial and a museum and those who visited found it informative, inspirational and meaningful. The exhibition aimed at primary school pupils, 'The Journey', was particularly moving and it was evident how it could help to promote SMSC development as well as make a significant contribution to RE and other curriculum areas.



7. Summary of Ofsted inspection reports (Section 5) with reference to the provision for pupils' spiritual, moral, social and cultural development (SMSC)

It was noted that judgements about SMSC had become more detailed as inspectors are now required to incorporate judgements about British values into their comments, as well as stating how effective schools are at preparing pupils for life in modern Britain.

Analysis 2014-15

Schools	Outstanding/area of strength	Areas for improvement
Primary: 19	7	0
Secondary: 2	2	0
Special: 1	0	0

Positive comments from reports:

'The school's work to promote spiritual, moral, social and cultural development is excellent. Pupils have an impressive knowledge of different faiths and cultures, showing tremendous respect and tolerance for their faiths and customs.'

Roman Catholic primary school

'The culture of tolerance, respect and calmness which pervades the school leads to outstanding elements in pupils' spiritual, moral, social and cultural development.'

Primary school

'The personal, social, health and education programme along with assemblies and other initiatives, promotes students' excellent spiritual, moral, social and cultural development. The college promotes tolerance and respect for all faiths, cultures and lifestyles, which prepares students very well for life in modern Britain.'

Secondary Community College

8. Conferences

NASACRE Conference May 2015

AH attended the NASACRE AGM and conference. He was unable to attend the following SACRE meeting but provided details of the recommendations discussed at the NASACRE GM which came from the recent paper, 'A New Settlement: Religion and Belief in schools' by Linda Woodhead and Charles Clarke. WH summed up his comments. The paper contains 18 policy recommendations. One is related to collective worship, eleven to the curriculum for RE and six to faith schools. WH drew attention to the following recommendations which were discussed by members:

- That the current requirement for a daily act of collective worship should be abolished.
- That the RE syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.
- That the parental right of withdrawal be removed if the above recommendations are implemented.

Overall, the feeling was that the recommendations be treated with some caution because it was not clear what weight they would carry in terms of actually changing policy and practice. But it was agreed that more discussion was required and maybe it was time to consider some changes to the law with regard to RE and collective worship.

Trojan Horse conference November 2014

WH fed back about the conference she had attended with SR and AH which had focused on the Trojan Horse enquiry. Main speakers included Alan Brine and Dr Joyce Miller. The investigation concluded that:

- The quality of RE and collective worship is a key factor in promoting tolerance and respect, understanding of diversity, and preparing young people for life in wider society.
- Where RE is not well-provided this is having a negative impact on these wider aspects of school life.
- In the worst cases unbalanced or inappropriate RE can have a significant negative impact on pupils' education, their safety and their preparation for life in wider society.

10. Agreed Syllabus Launch

The launch for primary schools was held on the 19th January and 26th February 2015 and for secondary schools on 23rd January. The sessions were led by Fiona Moss from RE Today. All three events were very well attended.

11. Presentation on King Richard III event

To mark this major national event Alison Adams provided information about how this project is reaching out to communities in different ways. Many different themes have emerged such as morals and ethics, war and peace, disability and discrimination etc. The reburial events of King Richard III took place during 22nd March and 27th March. AA invited SACRE members to work with her to get communities and schools involved and make it a momentous event. During the March meeting AA gave some SACRE members a tour of the Cathedral and Rachel Ayrton showed them round the newly constructed King Richard III Visitor Centre. The SACRE meeting took place at the Centre after the tour.



12. Prevent training

This was held at the Shri Swaminarayan mandir and led by Will Baldet and Rabiha Hannan. Will explained that the overall aim of Prevent is to stop people becoming radicalised and drawn into terrorist activities or supporting violent extremism. It does this by raising awareness of the issues and supporting people who may be vulnerable. At the following SACRE meeting the presentation was discussed. Although members found it useful they were

generally disappointed that the session was not more interactive. Prevent was not really discussed in the wider educational context. There was little opportunity for discussion and it was not clear what was expected from SACRE. Some expressed concern about the whole 'Prevent' approach which they felt had the potential to have a negative impact on communities – this had been widely discussed in the media. Others raised the point that it could be difficult for teachers to facilitate open dialogue with pupils on the one hand and stop them expressing certain views on the other – where should the line be drawn?

13. Local updates

- The LA continues to provide support to schools – through SACRE, monitoring/support visits and training.
- Primary and secondary network groups have been well attended.
- The religion boxes at the Global Learning Library at Forest Lodge are being developed (see below).
- The LA has provided money for a community-based programme for RE teachers called 'Challenging, Affirming RE: Improving teaching through engagement'. It will equip teachers with key knowledge about religion and belief issues in society to enable them to enhance learning. The programme is delivered in partnership with St Phillip's Centre.
- The LA is also commissioning a Leicester based film company, 'Atmospheres', to make a training video based on British values. SACRE was encouraged to participate. Pupils from various Leicester schools are to take part.

14. Development of religion boxes

During the March 2015 meeting Clare Carr from the Global Learning Library gave a powerpoint presentation about the project to develop the RE boxes held at Forest Lodge Education Centre. The boxes contain artefacts from different religions but many are now out of date. Clare asked SACRE members to assist by suggesting how the boxes might be renewed and developed and also to provide information for schools and perhaps contribute items from within the faith communities. Clare intends to create more boxes covering themes and ones which reflect different customs such as weddings, deaths, births etc. A consultation about this with teachers and members of SACRE was held on 28th April.

15. Westhill NASACRE Bid

NASACRE/Westhill offers SACREs grants of up to £4,000 to support suitable projects. The general theme in 2015 was 'Education into diversity'. WH proposed a joint bid with Lincolnshire SACRE to bring students from different backgrounds together for an event. WH suggested Lincolnshire because she is the RE adviser for Lincolnshire SACRE, therefore a link between the two SACREs already exists and it makes sense for the two SACREs to work together. SACRE voted unanimously to put submit a joint bid.

16. Determinations

Mellor Primary School

Karen Hammond (headteacher) and Rahila Esmail gave a powerpoint presentation to support Mellor's determination. The school has an inclusive approach towards acts of collective worship and these include a time for spiritual reflection. No pupils are withdrawn from collective worship at present. All the year groups follow the assembly timetable and the themes are continued in classroom discussions. The school does not invite external speakers to assemblies, mainly because the school has staff from diverse backgrounds who are able to talk about their faith. The headteacher is a humanist and represents those who do not have religious beliefs.

Members enjoyed the presentation. MLR pointed out that the SMSC policy would be strengthened if it contained a separate section describing and identifying collective worship. Overall, members were very impressed with the number of parents (often around 100) that attend their assemblies. The headteacher explained that the parents are very supportive in general.

All groups in SACRE agreed to renew Mellor's determination subject to some minor changes.

Shenton Primary School

Gita Patel (headteacher) and Smita Lad presented Shenton's application. All pupils participate in assemblies. The headteacher was asked why there were some apparent inconsistencies in the statistics referred to throughout the application but she was unable to explain this. She clarified that Friday assemblies are usually celebratory and may cover some of the RE themes – at times there did seem to be some confusion about the two separate functions of RE and collective worship.

Members were slightly disappointed with the presentation due to the unanswered queries about the statistics and the mention of RE themes. Despite the presentation, it remained unclear as to what exactly takes place in assemblies, as no log or timetable was provided. It was felt that the school's assemblies seemed to be based more around RE than on worship and developing aspects of SMSC. Following some discussion WH was asked to visit the school to provide support for both RE and acts of collective worship. The school would then be asked to resubmit their determination if necessary.

17. 2015 Examination results

National overview

The number of pupils in England and Wales taking the GCSE Religious Studies Full Course was 5.3% higher than in 2014. This echoes the increase in A Level entries, which were 6.5% higher in 2015 than in 2014.

DfE performance tables do not take account of results in short courses. Consequently, the GCSE short course RS (which has been very popular in the past) has suffered. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE. The damage to take-up of the RS GCSE short course comes at a time when RS is otherwise a subject growing in popularity and when the government is rightly emphasising the importance for young people to have knowledge and

understanding of religions and non-religious beliefs. In addition, reforms to GCSE RS make it an increasingly attractive and rigorous subject, while increasing numbers of pupils are carrying RS on to A-level.

The key outcomes for Religious Education in England and Wales at KS4 in 2015 are as follows:

- There were 283,756 entries for the full course in GCSE RS, a rise of 5.3% from 2014 (269,494)
- There were 86,679 entries for the short course in GCSE RS, a decline of 26.8% from 2014 (118,481)
- There were 370,435 entries for GCSE RS (combined short and full courses), a decline of 4.5% from 2014 (387,915)
- 29.6% of entries for the full course in GCSE RS were awarded an A or an A*
- 11.8% of entries for the short course in GCSE RS were awarded an A or an A*

Overall, this means that compared with 2012, in 2015 over 85,000 fewer pupils in England completed key stage 4 having not gaining a qualification in Religious Studies (a drop of 20.3%). This echoes research by the National Association of Teachers of RE (published in November 2013) that found that a third of community schools and over a third of academies without a religious character are still failing to meet their legal or contractual agreements to provide RE for this key age group.

Comment from Joyce Miller, Chair, Religious Education Council of England and Wales (REC): 'I am heartened to see the rising number of entries for the GCSE full course in Religious Studies. This demonstrates the attraction of an academically rigorous subject that helps prepare students to understand an increasingly diverse modern world. However, it is frustrating that this enthusiasm among pupils for RS is not being translated into entries for the RS short course due to it not being appropriately recognised in performance tables. It is alarming that in England there is an overall decline in pupils receiving a solid grounding in RE due to the dramatic fall in short course entries. The danger is that, as our society becomes increasingly multicultural and religious extremism continues to dominate the news agenda, we create a section of society that lacks an understanding of diverse faiths and beliefs that is essential to growing up in twenty-first century Britain.'

[Source: NATRE/Religious Education Council, august 2015]

Results in Leicester schools

GCSE Full Course

Number of entries: 2099 (1014 girls, 1085 boys) compared to 1907 in 2014.

	National 2015 (2014 in brackets)	Leicester 2015	Leicester 2014	Leicester 2013

A*-C				
All pupils	72.2% (71.5%)	67.5%	68.4%	69%
Girls	77.2% (76.7%)	73.2%	76.1%	73.3%
Boys	63.6% (62.6%)	62.2%	62.0%	65.5%

Leicester results for A* - C are below the national average and slightly lower than for 2014. Girls out-performed boys, with girls and boys both being below the national average.

Leicester schools achieving in line/above the national average at A*-C (72.2%):

1. Madani Boys' School: 83.9%
2. Madani Girls' School: 89.2%
3. Rushey Mead School: 78.1%
4. Soar Valley College: 75.0%%

GCE A Level

Number of entries: 71 compared to 77 in 2014.

	National 2015	Leicester 2015 (2014 in brackets)
A*- A		
All pupils	24.8%	26.8% (16.7%)
Girls	24.5%	32.7% (16.7%)
Boys	22.0%	10.5% (16.7%)
A*- B		
All pupils	54.4%	53.5% (42.2%)
Girls	55.9%	59.6% (44.4%)
Boys	50.8%	36.8% (50.0%)
A*- E		
All pupils	98.6%	97.2% (100.0%)
Girls	98.9%	98.1% (100.0%)
Boys	98.0%	94.7% (100.0%)

At A*-A and A*-B results are close to the national average but girls performed above the national average and significantly out-performed boys.

AS level

Number of entries: 160 compared to 41 in 2014

	National 2015	Leicester 2015
A-B		
All pupils	45.9%	40.6%
Girls	47.5%	42.5%
Boys	42.3%	35.0%
A-E		
All pupils	93.2%	90.0%
Girls	93.7%	89.2%
Boys	92.1%	92.5%

Results are below the national average.

Appendix A: SACRE membership and attendance

Composition of SACRE

Group A		Christian denominations and other religions (excluding Church of England)
Group B	up to 7 Members	Church of England
Group C	up to 7 Members	Teacher Associations
Group D	up to 7 members	Local Authority (LA)

SACRE A

Baha'i	Stephanie Maude
Baptist	Rev Dr Peter Shepherd
Catholic	Michael Johnson
Free Evangelical	Pastor Brian Niblock
Hindu	Dipak Kumar Fakey
Hindu	Rameshbhai Majithia
Hindu	Hiten Bhatt
Methodist	Stephen Thompson
Muslim	Salma Ravat
Muslim	Seema Ahmad
Orthodox Jewish	Sheila Markham
Quakers	Ann Fishenden
Salvation Army	Jean Denton
Sikh	Amandeep Singh Rai
Sikh	Daljit Makan
Sikh	Kartar Singh Bring
The Church of Jesus Christ of Latter-Day Saints	David Parker

SACRE B

Church of England	Miss Elizabeth Wayne
Church of England	Jill Carr
Church of England	Revd Alison Roche
Church of England	Revd Liz Rawlings
Church of England	Carolyn Lewis
Church of England	Michael Morris

SACRE C

Teacher Associations	Ken Wheatley (ATL)
Teacher Association	Martin Ward (ASCL)
CLARET	Jill Patterson

SACRE D

LA	Cllr Deepak Bajaj
LA	Cllr Inderjit Gugnani
LA	George Ballantyne
LA	Michel Laurent-Regisse

NON-VOTING MEMBERSHumanist
Leicester Council of FaithsAllan Hayes
Kehar Singh

Record of Attendance of Members of the Leicester City SACRE

Group A

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Baha'i	Mrs Stephanie Maude	P	A	P	P	P
Baptist	Rev Peter Shepherd	P	P	P	P	P
Catholic	Michael Johnson	-	-	-	P	-
Free Evangelical	Pastor Brian Niblock	P	P	-	P	P
Hindu	Dlpak Fakey	-	-	P	-	A
Hindu	Rameshbhai Majithia	P	A	P	P	A
Hindu	Hiten Bhatt	A	P	P	-	P
Methodist Church	Stephen Thompson	P	P	A	P	P
Muslim	Salma Ravat	P	P	P	P	P
Muslim	Seema Ahmad	P	-	P	P	P
Orthodox Jewish	Sheila Markham	P	A	A	P	A
Quakers Religious	Ann Fishenden	P	P	P	P	P
Salvation Army	Jean Denton	P	A	P	P	A
Sikh	Amandeep Singh Rai	-	-	-	-	-
Sikh	Daljit Makan	-	-	-	-	-
Sikh	Kartar Singh Bring	-	-	-	-	-
Church of Jesus Christ of LDS	David Parker	-	-	P	-	-

Group B

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Church of England	Elizabeth Wayne	P	P	A	P	P
Church of England	Jill Carr	P	A	P	A	A
Church of England	Revd Alison Roche	P	P	P	P	P
Church of England	Revd Liz Rawlings	A	P	P	-	P
Church of England	Michael Morris				P	A

Group C

Teacher Associations	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
ASCL	Martin Ward	A	P	P	-	-
ATL	Ken Wheatley	P	P	P	P	A
CLARET and NATRE	Jill Patterson	P	P	P	A	-

Group D

Members from the Local Authority	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Cllr Deepak Bajaj	-	-	P	P	P
Cllr Inderjit Gugnani	P	A	P	P	P
George Ballantyne	-	P	P	P	A
Michel Laurent-Regisse	P	P	P	P	A

Co-opted Non-Voting

Faith	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Humanist	Allan Hayes	A	P	P	A	A
Leicester Council of Faiths	Kehar Singh	-	-	-	-	-

Visitors

School/Establishment	Name	17/09/14	13/11/04	15/01/15	11/03/15	16/06/15
Mellor PS Headteacher	Karen Hammond		P			
Mellor PS	Rahila Esmail		P			
Shenton PS Headteacher	Gita Patel		P			
Shenton PS Deputy Headteacher	Smita Lad		P			
The Respect Programme	Rabiha Hannan			P		
Prevent	Will Baldet			P		
Diocesan and Cathedral Social Responsibility Enabler	Alison Adams			P		

Key to Attendance:

P Present

A Absent with apologies

- Absent



Attended for a session to present determinations or an item on the Agenda / new member or resigning member

Appendix B: Leicester SACRE Action Plan 2014-2016

Priority 1: To monitor and support teaching and learning in RE in order to raise standards					
Key tasks	Target group(s)	Responsibility	Timescale	Resources	Success Criteria
1.1 Introduce the revised LAS and monitor its effectiveness	Selected schools	Consultant RE Adviser Fiona Moss	Spring term 2015 then ongoing	Consultant RE Adviser's time	Improvements in provision and outcomes in RE as shown through impact of CPD and monitoring visits.
1.2 Work with primary and secondary RE network groups – provide advice, share relevant resources	Teachers of RE in all schools SACRE members to be informed of dates and attend when possible	Consultant RE Adviser Key teachers from each group	Ongoing	Consultant RE Adviser – two twilight meetings per term Occasional invited speakers	Teachers kept up to date on current local and national initiatives in RE. [See 1:6 below] Increase in teacher confidence as a result of support from group.
1.3 Analyse key SMSC judgements from Ofsted reports	SACRE members and LA	Consultant RE Adviser	Ongoing	Consultant's time – approx one day per term	SACRE members well informed about SMSC in schools. Knowledge of strengths and weaknesses in schools resulting in improved, focused support.
1.4 As part of Annual Report, analyse exam results and provide support where results are below expectations	All secondary schools	Consultant RE Adviser	Annually	Consultant's time	Targeted monitoring and support for schools (email and actual contact), leading to improved standards.
1.5 Carry out monitoring visits to selected schools and provide follow up support where necessary	Selected schools, mainly those where inspection is imminent	Consultant RE Adviser SACRE members accompanying visits	Ongoing	Consultant's time – approx 7 visits per term with follow up report.	Strengths and weaknesses identified and support provided where necessary. Good/outstanding RE identified, with a view to sending out letters of commendation from SACRE

Priority 1: To monitor and support teaching and learning in RE in order to raise standards

Key tasks	Target group(s)	Responsibility	Timescale	Resources	Success Criteria
1.6 Ensure that schools are kept informed about local and national initiatives	All schools	Consultant RE Adviser, LA and SACRE members	Ongoing	No significant cost	Schools respond according to need and improve provision and outcomes in RE. Initiatives include: <ul style="list-style-type: none"> i) GCSE review – new specification ii) Ofsted requirements iii) Removal of levels – measurement and maintaining of standards Local projects and CPD
1.7 Continue to support and provide training for governing bodies in their statutory responsibilities in relation to RE, SMSC and ACWs.	School governors	Consultant RE Adviser and SACRE members who are involved with governing bodies	Ongoing	Costs mitigated by Governor Services	Governors confident about their responsibilities, enabling them to have a positive impact upon RE, SMSC and ACWs.
1.8 Provide in house and centralised CPD for RE and SMSC	All schools	Consultant RE Adviser, SACRE members, outside providers	Ongoing	Time/cost of providers	CPD programme up and running, impact monitored in relation to improved teaching and learning.

Priority 2: To support the work of the Youth SACRE					
Key tasks	Target group(s)	Responsibility	Timescale	Resources	Success Criteria
2.1 Plan and support RE conference	All schools	Fiona Moss, supported by SACRE	01.07.14	Mainly self financing	Impact shown in schools' outcomes
2.2 Ambassadors of faith and belief project	All schools	Fiona Moss, Youth SACRE, supported by Leicester SACRE	Ongoing	FM's time and costs	Higher profile given to RE in schools with improved outcomes.
2.3 Plan and support secondary schools' debating competition	Selected schools	Consultant RE Adviser, secondary teachers on SACRE	Summer term 2015 This item was postponed.	Consultant's time, other expenses – covered by SACRE budget	Development of students' debating skills in relation to 'big' issues.

Priority 3: To provide guidance and support for schools to ensure effective provision for acts of collective worship, (including determinations) and support for RE

Key tasks	Target group (s)	Responsibility	Timescale	Resources	Success Criteria
3.1 Support schools in the process of applying for a determination Question: Should schools be given more notice about determinations?	All schools with over 50% of pupils from minority ethnic groups	Consultant RE Adviser, SACRE members	Ongoing	No cost involved	Schools granted determinations provide effective alternative provision.

Priority 3: To provide guidance and support for schools to ensure effective provision for acts of collective worship, (including determinations) and support for RE

Key tasks	Target group (s)	Responsibility	Timescale	Resources	Success Criteria
3.2 i) Provide direct support to schools with determinations	Schools with determinations	SACRE members	Ongoing	SACRE members' costs.	Better understanding about faith in the community and strengthened relationships between schools and SACRE.
3.4 When requested, SACRE members from different faith communities to link with schools to meet RE teachers and provide support and guidance	All schools requesting support	SACRE members	Ongoing	SACRE members' costs	Leicester SACRE members better known by schools. Closer links between SACRE and schools. Improved outcomes in teaching and learning about different beliefs and worldviews – schools to be followed up after visits to assess impact on learning.
3.5 Continue to develop the Engaging With Faith Communities website	All schools	Consultant RE Adviser	Ongoing	Cost of website development - LA	Schools better informed about: a) requirements of pupils from different faith communities b) Places of worship in Leicester – key features, contact details, etc. c) Profile of SACRE members
3.6 Produce 'British Values' film	All schools, governors, faith/belief groups	Consultant RE Adviser	December 2015	Costs met by LA	All parties better informed about British Values and links to SMSC and RE. Effective practice in schools, evidenced through school visits and Ofsted inspections
3.7 Develop religion boxes at the Global Learning Library, supported by CPD	All schools	Consultant RE Adviser Claire plumb, GLL SACRE members	Boxes - January 2016 CPD-summer term 2016	Costs met (approx. £2400) by LA	More effective use of artefacts in the classroom leading to deeper knowledge and understanding of different beliefs.

Priority 4: To support the work of SACRE

Key tasks	Target group(s)	Responsibility	Timescale	Resources	Success Criteria
4.1 Ensure that SACRE members are kept updated and informed about organisations such as NASACRE, AREIAC, REC, NATRE, etc. and attend conferences, training, as and when appropriate.	All SACRE members	Consultant RE Adviser and SACRE Chair	Ongoing	No financial cost involved. Consultant RE Adviser and Chair's time.	Members well informed about current initiatives in RE which will enhance discussions during meetings.
4.2 Ensure necessary activities take place to support members, e.g. writing of Annual Report, provision of training, well planned SACRE meetings.	SACRE	Consultant RE Adviser and SACRE Chair	Ongoing	Consultant Adviser, Clerk to SACRE and Chair's time	Meetings are well planned, attended and resourced, resulting in positive outcomes for schools.
4.3 Plan activities to enhance SACRE members' understanding of teaching and learning in schools, e.g. Prevent session, visit to Holocaust Centre	All SACRE members	LA, Consultant RE Adviser	2015/16	Costs met by LA from SACRE budget	Improved links between SACRE and schools