

# A G E N D A

## Standing Advisory Council for Religious Education (SACRE)

Date: **Tuesday, 23rd March, 2004**

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Time: **2.00 p.m.**

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Place: **Council Chamber, Brockington, 35  
Hafod Road, Hereford**

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Notes: Please note the **time, date** and **venue** of  
the meeting.

*For any further information please contact:*

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**County of Herefordshire  
District Council**



# AGENDA

## for the Meeting of the Standing Advisory Council for Religious Education (SACRE)

To: Councillor J. Stone (Chairman)

Cllr Mrs. W.U. Attfield, Revd. P. Barlow, Mrs. J. Brown, Dr. D. Goodman, Cllr. P.E. Harling, Ms S McCamley, Mrs A. Mundy, Mr. Z. Pandor, Mr. J. Rendall, Mr M. Rollnick and Revd. I. Terry  
Co-opted Ms K. Mayglothling, Mrs G. Morris

	Pages
1. <b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
2. <b>NAMED SUBSTITUTES (IF ANY)</b> To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
3. <b>MINUTES</b> To approve and sign the Minutes of the meeting held on 2nd December, 2003	1 - 8
4. <b>SACRE MEMBERSHIP UPDATE</b> To receive a report on the revised membership of SACRE.	
5. <b>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b> To answer any pre-received written questions from members of the public.	
6. <b>A SURVEY OF RELIGIOUS EDUCATION IN SOME PRIMARY SCHOOLS</b> To consider the outcome of a survey of Religious Education from a cross section of Primary Schools in Herefordshire.	9 - 16
7. <b>UPDATE ON SURVEY OF RELIGIOUS EDUCATION IN SECONDARY SCHOOLS</b> The RE Consultant will report on the survey of RE in Secondary Schools.	
8. <b>REPORT ON QCA CONFERENCE - LONDON 2003</b> To receive a report by the RE Consultant on issues arising from the QCA Conference in London including an update on the proposed non-statutory framework.	
9. <b>DRAFT SACRE DEVELOPMENT PLAN 2004 - 2007</b>	17 - 28

To review and further develop the SACRE Development Plan for the period 2004 – 2007.

**10. ISSUES ARISING FROM RECENT OFSTED INSPECTION REPORTS**

To receive oral reports on issues arising from recent Ofsted inspection of schools reports.

**11. QCA PUBLICATION ON RE AND COLLECTIVE WORSHIP**

To discuss the main findings and issues arising from the QCA publication 'Religious Education and Collective Worship – an analysis of 2002 SACRE reports'

**NOTE:** This publication was issued to Members at the December, 2003, meeting. Please bring your copy to the meeting.

**12. DELEGATE TO ATTEND NASACRE ANNUAL GENERAL MEETING 2004**

To consider:

1. nominating a delegate to attend the NASACRE Annual General Meeting at the Methodist International Centre, Euston Street, London, 10.00 am to 3.30 p.m. on Tuesday 20th April, 2004.

The Keynote speaker will be Attaullah Siddiqi, Islamic Foundation UK. The theme will be: Why religious education: better people, better citizens, better society?

2. nominating a candidate to serve on the NASACRE Executive Committee. (Closing date for nominations 26th March, 2004.)

**13. SACRE ANNUAL CONFERENCE 2004**

To inform Members of arrangements for the SACRE Annual Conference to be held 24th September, 2004.

**14. COLLECTIVE WORSHIP WORKING PARTY UPDATE**

To receive an oral update on progress being made by the Collective Worship Working Party.

**15. FUTURE MEETINGS OF SACRE TO MAY 2005**

To note the schedule of meetings for the period to May 2005.

COUNTY OF HEREFORDSHIRE DISTRICT COUNCIL

**MINUTES of the meeting of Standing Advisory Council for Religious Education (SACRE) held at The Council Chamber, Brockington, 35 Hafod Road, Hereford on Tuesday, 2nd December, 2003 at 2.00 p.m.**

**Present:** Councillor J. Stone (Chairman)

Revd. P. Barlow, Mrs. J. Brown, Dr. D. Goodman, P.E. Harling,  
Ms S McCamley, Mrs A. Mundy, Mr. J. Rendall and Mr M. Rollnick

**In attendance:** Ms. K. Mayglothling

**15. APOLOGIES FOR ABSENCE**

Apologies were received from Councillor Mrs W.U Atfield.

**16. NAMED SUBSTITUTES**

There were no named substitutes.

**17. WELCOME TO NEW MEMBERS**

The Chairman welcomed to the meeting Ms S. McCamley, representing the primary teachers sector on Committee 'C' and Councillor P.E. Harling, LEA representative on Committee 'D' who was a previous Chairman of SACRE. He reported that Father M. Donnelly had been appointed as Roman Catholic Church representative (Committee 'A') and Councillor Mrs W.U. Atfield would also represent the Local Education Authority. (Committee 'D').

The Chairman also welcomed four student teachers from The Marches Consortium – School-centred Initial Teacher Training programme, who attended as observers.

**18. MINUTES**

**RESOLVED: That the minutes of the meeting held on 1st July, 2003 be approved and signed by the Chairman.**

**19. RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)**

No written questions from members of the public had been received.

**20. RECENT OFSTED INSPECTIONS OF SCHOOLS**

SACRE received a summary of some key points that emerged from the Ofsted inspection of individual schools undertaken during the 2002 – 03 academic year.

The Head of Inspection, Advice and School Performance Service reported that traditionally SACRE received a brief report on individual school Ofsted inspections. He commented that whilst this had proved useful, it remained difficult to obtain an overview of key issues emerging over time, which would help direct the work of SACRE. He proposed that the Ofsted reports be analysed and, depending on the

number of schools inspected, the results be reported at least annually.

The RE Consultant had analysed all the individual school reports from the last academic year and her main findings, based on the reports of twenty one primary and two secondary schools revealed the 'good news' that:

- Most school reports indicated improvement in key aspects, particularly in teaching and learning, since the last inspection.
- RE had improved significantly in the two secondary schools inspected due mainly to the quality of subject leadership.
- The revised Agreed Syllabus had been a spur to improvement, helping schools revise their schemes of work, focus on learning outcomes, and, when these were shared with pupils, raised achievement and increased the value in which the pupils held the subject.

The summary report also highlighted aspects that required further support. Her full report was available to members on request.

The RE Consultant was critical of the judgements made by Ofsted inspectors in some of the reports. She commented that on occasions there seemed to be a confusion in the minds of inspectors between spiritual and cultural development, and between RE and Collective Worship. She highlighted that in one instance, this had led to a report where bad practice had been commended as good.

**RESOLVED: That the report be noted and the proposal to move to an analysis report at least on an annual basis be approved.**

## **21. DIOCESE OF HEREFORD: SECTION 23 INSPECTION OF SCHOOLS**

Mr Rendall reported that unfortunately the Hereford Diocese report on Section 23 inspections had not been finalised and requested that, in view of the previous decision regarding Section 10 inspections, a similar principal be adopted for Section 23 inspections. SACRE agreed with this principal.

The current practice of the Chairman writing to those schools inspected and commenting on their achievement in RE was discussed. It was reported that schools appreciated the letter of support. It also highlighted the subject, particularly as schools did not receive similar letters for other subjects.

**RESOLVED:**

**That**

- (a) Section 23 inspection reports be analysed and the main trends be reported at least on an annual basis.**
- (b) on behalf of SACRE the Chairman continue the current practice of, following the issue of the Ofsted report, writing to schools to comment upon their achievement in RE.**

## **22. UPDATE OF LOCAL EDUCATION MONITORING OF RELIGIOUS EDUCATION**

SACRE were informed of progress being made in monitoring and evaluating the quality of Religious Education in Herefordshire.

The Head of Inspection, Advice and School Performance Service reported that in accordance with the resolution at the meeting on 6th December 2002, the LEA, on behalf of SACRE and its development plan, had contracted the RE Consultant and

Mr M. Carter (retired Primary Inspector and Headteacher) to sample what was happening in the RE subject in around 10% of schools. It was emphasised that this monitoring process was to gather further local information, without subjecting schools to additional inspection pressures.

Mr Carter had so far visited eight schools and his work included a brief report back to the school. His findings so far indicated that the Agreed Syllabus was perceived very positively, particularly the guidance section and the role of the RE Consultant was greatly valued. The annual SACRE Conference was seen as very valuable not only for INSET but also for the networking potential. Values education appeared to be linking well with RE and PSE. However, the challenge of providing pupils with practical experiences of other world faiths was proving problematic.

A number of SACRE members reported that Mr Carter's visit to their individual schools had been well received and very thorough.

The Head of Inspection, Advice and School Performance Service reported that Mr Carter was now writing up the report, which would be presented to the meeting in March for consideration.

**RESOLVED: That the full monitoring report be considered at the March 2004 meeting.**

### **23. SACRE ANNUAL CONFERENCE**

SACRE received a report on the Herefordshire – 5th Annual Conference, held on 22nd September, 2003.

The Chairman congratulated the RE Consultant on organising an interesting and enjoyable annual conference which had been well attended. The key-note speaker, Mr. Clive Lawton, had been excellent and the Council of Christians and Jews were thanked for their contribution towards Mr. Lawton's attendance fees.

The RE Consultant reported that her report on the conference entitled "Educating for Religious Diversity" had appeared in Issue 8 of SACRE News, copies of which were issued at the meeting. She reported that comments made in the conference evaluation forms indicated that the event had been very positive; had matched expectations and had been well presented. Minor criticisms had been made about the need for more handouts, general chit-chat approach in workshops and the seating.

The RE Consultant was congratulated on her high profile article in the national publication.

**RESOLVED: That the report be noted.**

### **24. ANNE FRANK EXHIBITION REPORT**

SACRE received a report on the Anne Frank Exhibition.

Mr J. Rendall reported that the exhibition had been a moving experience. 4,500 pupils had attended from 23 Secondary and 38 primary schools from around Herefordshire, Worcestershire and Shropshire. Very positive feed back had been received concerning the workshop sessions. He commented that the opportunities for RE had been many and varied and the exhibition would have benefits for RE for many years to come.

He acknowledged the help received from the Herefordshire Jewish Community and the LEA, in particular Neville Meredith, Race Equality Officer and Dennis Longmore, Manager of Pupil, School and Parent Support.

SACRE noted that Neville Meredith intended to compile a post event report on the exhibition.

**RESOLVED: That the report be noted and the Chairman write to Mr Meredith and Mr Longmore to thank them for their valuable assistance with the exhibition.**

## **25. NATIONAL DEVELOPMENTS**

SACRE received a report on National developments in Religious Education.

The RE Consultant reported that at a meeting of the RE Council on 6th November the Department for Education and Skills (DfES) announced that they had now commissioned the QCA to write a non-statutory Framework for RE. The Framework was expected to be written by Easter 2004, would then be sent out for consultation and was intended to be in place by September 2004. While the emphasis would be on RE, it had also been announced that attention would be given to the issue of Collective Worship in the future.

The RE Consultant reported that she would be attending the NASACRE Annual Conference and highlighted a number of key speakers including Marian Agombar and Barbara Wintersgill.

She also reported that Ofsted's pilot scheme to engage in a sample study of LEA SACREs to provide a basis for further work in this inspection area had commenced. She referred to the article in SACRE News "Being Inspected – a personal view of the process of SACRE inspections" which gave a useful insight into the scheme.

**RESOLVED: That the report be noted.**

## **26. RE TRAINING FOR 2004**

SACRE received information on (a) Course Provision; (b) Feedback on termly teachers meetings and (c) Assessment for RE proposals.

(a) Course Provision – the RE Consultant circulated a programme of possible Herefordshire LEA RE courses for 2004-5. SACRE noted that to avoid any unmet expectations through mixed primary/secondary courses, it was intended that development of the secondary sector would be through existing networks. The 'Swap shop' meetings facilitated the spread of good practice between primary and secondary schools.

(b) Feedback on Termly teachers meetings – SACRE noted that two meetings had been held since the last report. Navinda Gill had given a talk on growing up and living as a Sikh. The RE Consultant commented that while teachers had indicated a need for this type of resource, few had attended the meeting. The second meeting had focused on RE: Quest website for supporting teaching of Christianity in the classroom.

(c) Assessment for RE proposals – the RE Consultant suggested that SACRE provide guidance for schools on the assessment of RE. She proposed that a small



working group be formed to look at the development, particularly of the 'I can' statements, to show good practice in RE. She also suggested that a number of teachers could be requested to provide an input to the development work.

**RESOLVED: That the reports be noted and a working group be formed to produce guidance for schools on the assessment of RE.**

**27. UPDATE ON WORK BY THE ADVANCED SKILLS TEACHER**

SACRE received an update on the work of the Advanced Skills Teacher (AST).

The Advanced Skills Teacher reported that the Key Stage 3 project, the provision of Year 7 RE lesson plans and material relevant to the lesson, had progressed well and was due to be evaluated. A further report on the project would be made to the next meeting.

The latest 'Swap-shop' meeting had been held at the Bishop of Hereford Bluecoat School where attendees had been shown the latest developments in the RE web sites. She commented that these meetings were seen as a good forum to bring together the different phases of education.

She further reported that the RE Teachers Network was growing. The results of a questionnaire among the network indicated there was an issue regarding the lack of information on the teaching of other religions. However, when an event had been organised, few teachers had attended.

**RESOLVED: That the report be noted.**

**28. QCA PUBLICATION ON RE AND COLLECTIVE WORSHIP**

SACRE were to have discussed the main findings and issues arising from the QCA publication 'Religious education and collective worship – an analysis of 2002 SACRE reports'. Unfortunately due to the size of the agenda and time pressures it was decided to defer this item to a future meeting.

**29. SCHOOLS' RESPONSE TO THE RELIGIOUS EDUCATION AGREED SYLLABUS**

SACRE received a report on the outcomes of the questionnaire sent to all schools last term concerning the introduction of the new Religious Education Agreed Syllabus.

The Head of Inspection, Advice and School Performance reported that over half of the schools (approximately 64%) in the County had responded to the questionnaire. Appendix 1 to the report showed an analysis of their responses. He commented that in general, schools response to the introduction of the RE Agreed Syllabus had been very encouraging.

**RESOLVED: That the report be noted.**

**30. REPRESENTATION OF OTHER FAITHS ON SACRE**

SACRE were invited to consider how to make further progress in the appointment of 'Other Faith' representatives on SACRE.

The Head of Inspection, Advice and School Performance Service reported no direct progress in the appointment of accredited representatives from 'Other Faith' groups

(Sikh, Hindu Buddhist, Muslim and Bahá'is) to 'Committee A'. He reminded members to inform him of any useful contact details. He commented that the next step may be to contact the religious bodies directly.

Concerning the co-option of accredited representatives of other belief systems, he reported that contact would be made with the Marches Humanist Group to seek a representative.

**RESOLVED:**

**That**

- (a) the position be noted and the LEA be requested to continue to seek accredited representatives from Other Faith Groups (Sikh, Hindu Buddhist, Muslim and Bahá'is) in Herefordshire to serve on SACRE**
- (b) the LEA be requested to invite an accredited representative from the Marches Humanist Group to be considered for co-option to SACRE.**

**31. REVIEW OF SACRE DEVELOPMENT PLAN**

SACRE were invited to review the SACRE Development Plan 2001 – 2004 and consider the development of a further plan.

The RE Consultant reported that a review of the SACRE Development Plan 2001 – 2004 would commence early next term. The outcome of the review would inform the drafting of proposals for the Development Plan 2004 – 2007. She expected that a draft Development Plan 2004 – 2007 would be presented to the next meeting for consideration. She requested that members consider the existing plan and that any comments on specific areas of SACREs work requiring further development be conveyed to her for inclusion in the review.

**RESOLVED: That the report be noted and members notify the RE Consultant of any issues for review.**

**32. DRAFT HEREFORDSHIRE SACRE ANNUAL REPORT - ACADEMIC YEAR  
2002/2003**

Comments were invited on the draft SACRE Annual Report for the academic year September 2002 to July 2003 prior to submission to QCA.

The Committee Administrator (Scrutiny) reported that a draft of the SACRE Annual Report had been produced, copies of which had been issued to SACRE members prior to the meeting, and he invited the meeting to comment on the draft.

He proposed that following the inclusion of the Chairman's forward and final proof reading, the report be forwarded to QCA as required.

**RESOLVED: That subject to the inclusion of the Chairman's forward and final proof reading, the SACRE Annual Report for the academic year 2002-2003 be forwarded to QCA.**

**33. PRESENTATION BY THE HEAD OF RELIGIOUS EDUCATION AT HAYWOOD  
HIGH SCHOOL**

SACRE received a presentation by Ms Alex Winder, Head of Religious Education at

**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) TUESDAY,  
2ND DECEMBER, 2003**

Haywood High School and disused RE issues of concern and their implications for pupils in schools.

The Chairman introduced and welcomed Ms Alex Winder to the meeting.

Ms Winder began by briefly commenting upon her academic background and said she enjoyed teaching and aimed to raise standards by encouragement and promoting high expectations. When she started at Haywood, the School had not had a Head of RE for a few years. However, the school now had a good new scheme of work, which in part, was taught by setting tasks and challenges.

She commented that the South Wye area was perceived as a problem area with few facilities and a lack of easy access to further education. The School had a significant number of challenging or Special Needs pupils on the register. However, in general the pupils wanted to learn.

Ms Winder circulated handouts, which indicated recent exam results; an example work programme for year 9, and two examples of work.

She commented upon the value of getting together with other RE teachers to discuss issues and she valued the support from the LEA in this respect. She also commented that schools needed more enrichment events like the Anne Frank Exhibition.

She outlined a typical busy week of preparation; teaching - various levels of pupil from SEN to the top set – and marking work. Evenings and holidays were often taken up with subject preparation and planning.

Questioned whether SACRE could do more to help she commented that the provision of good training courses helped; the support from the AST was important; the better provision of resources would assist in lesson planning and having time to develop new ideas.

She commented that a huge amount of time was devoted to pastoral work when it was essential to have time to listen to pupil's problems.

The Chairman thanked Ms Winder for her thought provoking presentation and comments.

The meeting ended at 4.02 a.m.

**CHAIRMAN**



**HEREFORDSHIRE SACRE**  
**A Survey of RE in some Primary School**

**Report By: Head of Inspection, Advice and School Performance Service**

### **Wards Affected**

Countywide

### **Purpose**

1. To consider the outcome of a survey of Religious Education in 10 Primary Schools, representing a cross section of schools in Herefordshire.

### **Financial Implications**

2. The costs associated with this survey and report are funded from the SACRE budget.

### **Report**

3. **Introduction:** This survey is the result of a letter to schools from the Chairman of the Herefordshire SACRE, Councillor John Stone, dated 1<sup>st</sup> September 2003, in which he asked for the support of a sample number of schools (primary and secondary) to participate in a series of visits to be made by two external consultants during the autumn and spring terms, in order to discuss the way in which RE and Collective Worship were progressing so that SACRE could evaluate its progress against its development plan.
4. In consultation with Ted St. George, Head of the Inspection, Advice and School Performance Service, and the support of the Board of Education of Hereford Diocese, a list of 10 primary schools representing a cross section of schools within the County was compiled. These included:
  - a very large primary school,
  - an Infants' school,
  - a Junior school,
  - a small rural (2 class) primary school,
  - a Special school, and
  - five other schools of varying sizes representing urban and rural situations.
5. Of these schools, 3 were church schools.
6. Schools were made aware of the fact that the visits were not inspections and that no lesson observations would take place. The information gathered derives from discussions with the Headteacher and RE Coordinator, (where appropriate) of each school. Schools were informed of the areas for discussion before the visits took place. Most schools were prepared to share their documentation about the subject

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

which included samples of children's work. The duration of visits ranged from just over an hour, to half a day.

7. **Policy, Guidelines and Planning in RE:** Schools consider that they are well served and supported by the locally agreed syllabus for RE and the QCA guidelines in the subject. The agreed syllabus is, in fact, very highly regarded and all schools involved in the survey commented without prompting on its accessible format and the usefulness of the guidance materials.
8. In almost all situations, the agreed syllabus forms the basis of a school's approach to the creation of its policy and guidance for the teaching of RE. The church schools that participated in the survey opt to use the agreed syllabus, and one of them has made adjustments in order to provide more opportunities for the development of Christianity, particularly in Year 1.
9. About half the schools involved in the survey willingly offered their policies and planning for review and it is very apparent that the agreed syllabus has had a considerable influence on the way that school's plan for the subject. This largely stems from the generous information that is given in the guidance contained within the agreed syllabus.
10. In schools with mixed age-ranges, particularly at Key Stage 2, considerable care is taken to ensure that pupils receive their full entitlement to the range of experiences presented in the syllabus. In one school, pupil tracking is used to monitor subject coverage; this ensures that each pupil experiences the full range of coverage within the subject.
11. Time allocated to the subject in each school is about an hour per week. In one school, this time is sometimes 'blocked together' so that children have an opportunity to engage in more sustained activities on occasions, such as the preparation for Harvest and Christmas festivals. In another school, RE becomes the major Humanities focus one term in six allowing the school to carry out more detailed study within the subject.
12. One school convenes a class meeting for parents at the start of a new session at which the curriculum content for the forthcoming year is shared; RE is part of this process.
13. **Perception of Teaching and Learning in RE:** Although not an overt part of the Foundation Stage curriculum, the majority of schools made a point of stressing the importance of involving children in activities that featured some aspect of RE, where appropriate, as part of personal and social development and knowledge and understanding of the world.
14. One school, in stressing the importance of first-hand, practical experiences for pupils in the Foundation Stage, had recently arranged for this age group to visit the local church where the vicar had involved them in a baptismal service. The children took an active part in the service, at which a doll was christened. The pupils have in the past, also experienced a wedding service in a similar fashion.
15. In one of the church schools, the Year 1 topic about 'Homes' has been adapted for children in the Foundation Stage so that RE is experienced in such themes as 'friendship' and 'rules for living.'

- In Key Stage 1, RE tends to be experienced through a thematic approach. In a small rural church school, RE teaching is managed by a specialist part-time teacher who teaches all pupils within the Key Stage 1 class. The teaching is well differentiated and supported by a teaching assistant, and pupils' work shows that learning is effective across the age range.
  - In Key Stage 2, two schools (both church schools), make use of subject specialists to teach RE. In one of these schools, this is carried out by a part-time teacher and in the other, the headteacher takes on this responsibility as well as the coordination of the subject. While the headteacher takes RE in the Key Stage 2 classes, the respective class teachers have the opportunity to specialise in teaching PE or Science elsewhere in the school.
16. In this school, the pupils make use of a unique colour coding system to identify particular elements of the major faiths studied during their time in Years 3 to 6. Each element of a faith has a particular colour associated with it that enables pupils to make rapid comparisons of particular aspects of religious belief and practice more easily. In Year 6, pupils engage in a world overview of faiths where the colour-coded approach to analysis is particularly helpful.
  17. Most of the schools involved in the survey were keen to present examples of the pupils' work in RE in each of the Key Stages. Samples of work show that in these schools good use was being made of a range of resources to support development in the subject. Children's work includes the use of quizzes, narrative and report writing, list making and contrasts and comparisons, art work, the use of ICT and digital photography; they also engage in role play, dramatisations and puppetry. Samples of work also indicate the use being made of particular religious artefacts, records of visits to places of worship and other schools and accounts of visitors to school – mainly from Christian denominations.
  18. In one of the church schools, written work in RE is kept to a minimum with emphasis being placed on opportunities to respond creatively in painting, photography, clay and construction modelling. Bible and other religious stories are brought to life through role-play, dance, drama and puppetry.
  19. Section 23 inspections of the three church schools involved in the survey show that RE is well taught and managed and is a particular strength of each school, making a positive contribution to its life and work.
  20. **The Assessment of Progress and Achievement in RE:** Recently appointed RE coordinators tended to voice concerns about the management of the assessment of progress and achievement in RE, but this mainly results from being new to the post and an understandable unfamiliarity with the processes and requirements of the subject. Most of the schools in the survey, however, were only too willing to share samples of pupils' work in RE. Some of these schools have made, or are in the process of making, portfolios of evidence that directly relate to the RE syllabus and the expected levels of achievement.
  21. Where a school has a portfolio of evidence or collects samples of pupils' work on a regular basis, coordinators were able to explain how they used these materials, along with teachers' planning, to ensure coverage of the syllabus and make judgements about the rate of progress being made within the subject across the age range.

22. At least two of the schools have yet to embark on the more formalised process of a whole school approach to assessment. The coordinators concerned are aware that this matter is an important issue for the school to resolve as soon as possible.
23. In one of the church schools, the standard of presentation of work in pupils' RE books is extremely high across the age range. The headteacher, who is also the RE coordinator, carries out assessments of progress through formal discussions with pupils about their work. In another church school, the local vicar, who actively participates in teaching RE and Collective Worship, is involved in discussions with the pupils about their work in RE.
24. At another church school, the output of one week's work from each child in each subject is placed each term in a Progress Book. These progress books remain with the child throughout their time in school and are used for monitoring attainment and achievement. Moderation of standards forms part of a regular staff meeting agenda.
25. Because of the way in which planning is developed in a Special school, it is possible to track individual achievement within each subject. Considerable use is made of digital photography in this school to supplement the more traditional forms of the assessment of progress and achievement. Some schools make use of end of unit quizzes or tests to make progress checks.
26. **The Contribution made by RE to Citizenship and Personal and Social Development:** All schools view RE as a subject in which teachers can create a climate of confidence for children to hold, share and question beliefs, values and attitudes. RE provides an opportunity for children to become aware of and gain an understanding of other people's attitudes, beliefs and values, their points of view and opinions. One of the schools refers to the opportunity to share views and opinions in circle time as a 'time for fellowship'. Involving children in assemblies that also involve their parents and other members of the community serves to enhance pupils' self-esteem.
27. Schools actively promote links between RE and personal and social development. The recent development of values education by LEA Primary Inspector, Bridget Knight, is helping to strengthen ties between RE, personal and social development and citizenship. Most of the schools that participated in the survey were aware of the LEA's initiative on the development of values education, and at least 4 are actively involved in promoting values education as part of an integrated approach to RE – collective worship- personal and social development and citizenship.
28. Links are also being made in one of the schools between RE, collective worship and citizenship, through the development of approaches to the mediation of conflict and the creation of friendship schemes, particularly at break and dinner times. The school's council is actively involved in promoting this development.
29. One headteacher stressed the need to ensure that although RE needed to be closely related to personal and social development and citizenship, care needed to be taken to ensure that the subject retains its individuality and does not become submerged as an aspect of personal and social development or citizenship.
30. **The impact and Influence RE has within the wider Community:** This aspect of RE derives from the notification given by HMCI David Bell to SACREs in January



2003 of OFSTED's intention to inspect the work of SACREs. The actual area for consideration is:

'What contribution is being made by SACRE and the LEA towards the social cohesion agenda, particularly in respect of improving religious and racial harmony within the community?'

31. If one of the purposes for teaching RE in schools is to help children become aware of other people's points of view, their values, attitudes and beliefs, then it seems reasonable to suppose that this aspect of education should have an eventual impact or influence on the wider community. How this impact or influence might be assessed and evaluated remains to be seen. Understandably schools, when confronted with the question, 'In what ways does RE have an impact or influence within the wider community', felt this to be an extremely difficult area about which to be objective.
32. Schools work hard to 'practise what they preach' – particularly when it comes to engaging in activities that promote Christian and humanitarian principles. The following examples serve to show that the principles considered within RE are exemplified in practice within the communities associated with schools involving not only the pupils but also parents and other s from the locality.
33. All schools involved in the survey consider they have very good rapport with their pupils' parents who faithfully attend assemblies and festivals at school or in church at which the principles of Christian living are promoted.
34. All comment favourably on the way in which parents and the local community support any fund raising venture associated with a religious theme such as the Christmas Shoe Box appeal.
35. Issues such as caring, friendship and tolerance for others' views and beliefs are frequently the subject of class or whole-school assemblies at which parents and members of the local community are present.
36. The three church schools involved in the survey are overt in letting people know what they stand for and in what they believe. Those attending these schools are left in no doubt about the religious practices and processes that feature prominently in so much of what each schools does. This features prominently in each school's Section 23 report.
37. One of the schools, not a church school, is actively involved with its local church's parish plan.
38. The Special school involved in the survey draws pupils from a county-wide catchment area. Each pupil has a 'Link Book' in which a dialogue between home and school takes place. There is also a weekly school newsletter that keeps parents informed of school activities, including RE.
39. Two of the schools are actively involved in supporting the Tengeru Project in Tanzania, Africa.
40. Two of the schools take an active interest in visiting local homes for the elderly to sing and perform musical and dramatic items for the residents, one of the occasions being carols at Christmas time.

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For further information on the subject of this report is available from  
Ted St George, Head of Inspection Advice and School Performance Service (01432) 260803

41. One headteacher feels that during his time at the school, parental attitudes towards the school's involvement in charitable initiatives has become more positive. Initially parents were hostile to such involvement, now there is considerable support for such activities.
42. All schools involved in the survey undertake visits to local places of worship, usually to the local church and the cathedral. Most use their local churches, wherever possible, to celebrate the major Christian Festivals, particularly Christmas. Some of the schools have contacts with several different places of Christian worship and visit these places to consider their similarities and differences and invite their clergy into school to lead Collective Worship.
43. Church schools make good use of their local churches, not only as interesting places to visit, but also involve the pupils in regular opportunities to participate in worship. In each of the schools that participated in the survey, their clergy are actively involved in the schools, as governors, regular leaders of collective worship and take part in the teaching of some RE. Close links are maintained with the Diocese.
44. One of the church schools hosts the diocesan worship group 'Acts 2'. This group is being trained by the Diocesan Schools Officer to lead and participate in school acts of collective worship within the Diocese.
45. One of the city schools has also established links with two rural primary schools and reciprocal exchanges take place between these schools. City children have an opportunity to visit a rural church and compare it to their local church.
46. One rural school has found that with increasing road traffic, it has had to discontinue visits to the nearby church as it is now considered unsafe to walk the children along the main road through the village. Use is made by some schools of the Malvern Third World Centre.
47. The Special school is well supported by visits from different local clergy and visits are made from the school to various local places of worship, including Belmont Abbey and the cathedral, where the pupils participated in a very successful 'sign along' service.
48. **Links with other faith communities:** There is very little evidence of sustained opportunities for pupils to benefit from visits to other faith communities, or receive visitors representing other faith groups. Just under half the schools involved in the survey have been involved in visits to other cultural centres, though not necessarily other faith communities and their places of worship. Those that have not would like to be able to participate in such visits but the considerable cost of arranging transport to such places prevents schools from attempting such a venture.
49. Three of the schools in the survey belong to a Beacon Cluster which arranged for representative pupils from some of the schools involved to participate in a visit to Wolverhampton to meet pupils from other races and cultures and participate in a day of culturally diverse activities. The visit was considered successful and plans are being made for a reciprocal visit and for additional visits to Wolverhampton to become a regular feature of the Cluster programme. One school benefits from occasional links with other faith groups in the city, such as Sikhs.
50. **The Management and Co-ordination of RE:** Just under half the schools in the survey were in the process of either taking on a new coordinator or were

contemplating doing so as a result of internal staff changes or vacancies resulting from the retirement of coordinators.

51. Those coordinators in place within schools have received some training in the management of the subject and speak positively of the quality of the training experienced. A number of the coordinators, especially those new to the role, expressed an interest in training that would help them become aware of the availability and use of resources.
  52. In one school, the recently appointed coordinator is also a Christian minister who is keen to see the subject achieve a high profile within the school.
  53. Some schools, particularly smaller schools, share responsibility for coordination of the subject; this might involve a part-time teacher assuming responsibility for RE, or the headteacher being responsible for a Key Stage, such as Key Stage 2.
  54. Coordinators are aware of their responsibility to monitor the way the subject is taught and assess and evaluate the progress being made by pupils. Those new to the post express some concerns about the way in which progress and achievement can be assessed, and although all recognise the value of the agreed syllabus in providing information about this matter, training in the way that this can be organised and managed within school would be appreciated.
  55. Headteachers endeavour to provide some degree of non-contact time for coordinators to carry out their responsibilities, though in smaller schools this is problematic.
  56. **RE Resources:** Schools have built up a good range of resources to support the teaching of Christianity. Most schools have a good collection of planning resources, audio and video tapes and a reasonable collection of children's books covering religious stories as well as factual books about different religions.
  57. Schools concede that they perhaps have an insufficient range of resources to support the teaching of different religions, particularly artefacts.
  58. A practice has developed within one school where children are encouraged, while on holiday, to locate and bring to school interesting artefacts to supplement resources to support the teaching of subjects such as history, geography and RE – one such example is a plastic model of the Taj Mahal from India.
  59. The Special school, where RE is experienced by the pupils mainly through multi-sensory activities, has built up an impressive collection of RE resources or kits to support particular RE themes and topics. These kits contain not only relevant RE artefacts but a wide range of multi-sensory activities such as puppets, cookery resources and materials, as well as videos and books. RE stories are presented in the same format as 'book sack' stories with appropriate resources and materials.
  60. **Summary:** Schools consider they are well served by the locally agreed syllabus for RE and the QCA guidelines for the subject. All church schools involved in the survey have opted to use the agreed syllabus.
- Although no observation of teaching and learning in RE formed part of the survey, it was apparent from the evidence being presented to support discussions with

the Headteachers and RE Coordinators, (policies, guidelines, schemes of work and samples of pupils' work), that RE is taught imaginatively and creatively.

- Section 23 inspections of the three church schools visited indicate that RE is well taught and managed and is a particular strength of each school.
- The standard of assessing progress and achievement in RE is high in many of the schools visited, although recently appointed coordinators voice concerns about the management of the process.
- All schools see RE making an important contribution to citizenship and personal and social development, in which a climate of confidence is created that enables children to hold, share and question their own and other people's beliefs, values and attitudes. Effective links are being made in some schools between RE and values education.
- Schools work hard to 'practise what they preach', ensuring that RE has a practical impact and influence within the wider community in which they are set. Some play an active part in community issues that have their roots in the teaching of RE, such as involvement with the Christmas Shoe Box Appeal, participating in a parish plan, supporting the Tengeru Project in Africa and a noticeable improvement in supporting charitable events.
- There is little evidence of sustained opportunities for pupils to benefit from visits to other faith communities or to receive visitors representing other faith groups. The will to develop such links is there, but the practicalities of arranging visits to distant locations for these experiences are costly and time consuming.
- Just under half the schools were experiencing changes in the appointments of RE Coordinators. Training in the management of the subject has been experienced by existing RE Coordinators, but those new to post expressed an interest in training, particularly in the way that RE is assessed and the use and management of RE resources.
- Schools are well resourced to support the teaching of Christianity but most concede that they probably have insufficient resources to support the teaching of different religions.

## RECOMMENDATION

**That SACRE discuss the report and consider the practical implications arising for its future work.**

**DRAFT SACRE DEVELOPMENT PLAN 2004-07****Report By: RE Consultant****Purpose**

1. To review and further develop the SACRE Development Plan for the period 2004 - 2007

**Financial Implications**

2. Anticipated resource implications are indicated in the attached draft plan.

**Report**

3. The current Development Plan covers the period 2001 to 2004. The attached draft Development Plan for the period 2004 to 2007 has been prepared and the RE Consultant will report further on its compilation at the meeting. The Plan provides an effective way of further involving SACRE Members in the future development of SACRE; provides a clear structure for the future work of SACRE and identifies how the services of the Religious Education Consultant can be used to best effect.
4. Members are invited to comment upon the draft Development Plan 2004 – 2007.

**RECOMMENDATION**

**THAT the draft SACRE Development Plan 2004-2007 be considered for approval.**

**BACKGROUND PAPERS**

- None.



# ***Standing Advisory Council for Religious Education (S.A.C.R.E)***

## ***Draft Development Plan 2004-07***

### **Mission Statement:**

To assist schools to raise standards in Religious Education and Collective worship by providing high quality, informed advice to the Herefordshire LEA.

MARCH 2004



## **Key Functions of SACRE** (Circular 1/94)

- ◆ advising the LEA on matters connected with Religious Education and Collective Worship in accordance with the Agreed Syllabus;
- ◆ requiring the review of the Agreed Syllabus for Religious Education adopted by the LEA;
- ◆ supporting the effective provision of Religious Education and Collective Worship in schools
- ◆ advising on
  - methods of teaching
  - choice of materials
  - provision of teacher training
  - other matters the LEA wishes to refer to SACRE
- ◆ dealing with applications from head teachers of county schools for a total or partial exemption from providing Christian worship. Criteria for such 'determinations' relating to family backgrounds, ages and aptitudes of pupils.
- ◆ publishing an annual report of its work and sending it to the Qualifications and Curriculum Authority (QCA)



The purposes of this development plan are to.....

1. Support, develop and monitor provision, teaching and learning in Religious Education in County and VC schools (VA in partnership with the diocese)

2. Support, develop and monitor collective worship in county schools and church schools in partnership with the diocese- both Anglican and Roman Catholic

3. Review/revise and monitor the Agreed Syllabus

4. Develop effective partnerships with schools, the faith communities and the LEA

5. Prepare and circulate an annual SACRE report

6. Liase with national bodies to inform, support and disseminate the work of SACRE

7. Consider and advise on the developing relationship between Religious Education, Collective Worship and spiritual development with other subjects, national and Herefordshire strategies

8. Make appropriate use of ICT to communicate more effectively with schools

9. Communicate with the local media through a publicity officer to inform about multi faith and multi cultural activities arising from Religious Education, Collective Worship and Citizenship

A key principle underpinning this development plan is the active partnership between the LEA and the diocesan authorities in the promotion and development of Religious Education and Collective worship in *all* schools.

It is essentially, a working document designed to focus attention on, and clarify, key aspects of the work of SACRE in Herefordshire

**1. Support, develop and monitor provision, teaching and learning in RE in County and VC schools (VA in partnership with Diocesan Authorities)**

Action	Timescale	Lead Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ Annual programme of inset provided in partnership with Hereford Diocese and Cardiff Archdiocese</li> <li>◆ Offer school based support and training for RE</li> <li>◆ Analysis of school inspection reports</li> <li>◆ To monitor RE in schools through SACRE monitoring visits (including diocesan schools in partnership)</li> <li>◆ To provide an annual SACRE day conference</li> <li>◆ Termly meeting for RE subject leaders (co-ordinators/HoD's)</li> <li>◆ To appoint a secondary working party to support curriculum development, including the development of ICT to support teaching and learning in RE.</li> <li>◆ To appoint a primary working party to support curriculum development, including the development of ICT to support teaching and learning in RE.</li> </ul>	<p>Annually – Autumn term SACRE mtg</p> <p>As required</p> <p>Twice yearly SACRE meetings Analysis Biennially</p> <p>Annually</p> <p>Termly</p> <p>As required</p> <p>As required</p>	<p>RE consultant in liaison with Ted St George</p> <p>Ted St George/RE consultant/ AST's</p> <p>Ted St George</p> <p>RE Consultant</p> <p>Consultants</p> <p>RE consultant</p> <p>RE consultant /AST</p> <p>AST/RE consultant</p> <p>RE consultant</p>	<p>Annual SACRE budget</p>	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE. These are to include:</p> <ul style="list-style-type: none"> <li>◆ Ofsted inspection reports</li> <li>◆ In-service evaluation comments</li> <li>◆ Consultants visits to schools</li> <li>◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 23 reports</li> </ul> <p>Course evaluation comments</p>

**2. Support, develop and monitor collective worship in county schools and church schools in partnership with the diocesan authorities Anglican and Roman Catholic.**

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>▪ To publish guidance on collective worship</li> <li>▪ To provide in-service training to support the development of collective worship across the curriculum</li> <li>▪ To establish a pattern of SACRE visits to schools to observe CW</li> <li>▪ Monitor the impact of Collective Worship guidelines</li> </ul>	<p>Autumn 2004</p> <p>2004-2005</p> <p>Bi-annual</p> <p>2005/6</p>	<p>SACRE with Jonathan Rendall and collective worship working party</p> <p>RE consultant</p> <p>SACRE</p> <p>SACRE</p>	<p>Working party costs</p> <p>Publication costs</p>	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE. These are to include:</p> <ul style="list-style-type: none"> <li>◆ Ofsted inspection reports</li> <li>◆ In-service evaluation comments</li> <li>◆ Consultants visits to schools</li> <li>◆ Diocesan Boards of Education (Cof E and RC)</li> </ul> <p>Officers reports e.g. church school Section 23 reports</p> <p>Course evaluation comments</p>

### 3. Review/revise and monitor the Agreed Syllabus

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ Review and revise Agreed Syllabus</li> <li>- Establish Agreed Syllabus conference</li> <li>◆ Review/develop non statutory guidance to support the Agreed Syllabus</li> <li>◆ Training for revised Agreed Syllabus</li> <li>◆ Implement revised Agreed Syllabus Sept 2006</li> <li>◆ To undertake a formal study of the impact of the revised agreed syllabus and non statutory guidance implemented from September 2006</li> </ul>	<p>Spring 2005- Spring 2006 Spring 2005</p> <p>Autumn 2005- Spring 2006</p> <p>Summer 2006</p> <p>From Autumn 2006</p> <p>Autumn 2007</p>	<p>SACRE SACRE</p> <p>RE consultant and AST</p> <p>RE consultant and AST</p> <p>Schools</p> <p>SACRE/ RE consultant</p>	<p>Build additional costs into the SACRE budget for 2005-2007</p>	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE. These are to include:</p> <ul style="list-style-type: none"> <li>◆ Ofsted inspection reports</li> <li>◆ In-service evaluation comments</li> <li>◆ Consultants visits to schools</li> <li>◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 23 reports</li> <li>◆ Course evaluation comments</li> </ul>

#### 4. Develop effective partnerships with schools, the faith communities and the LEA

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ To participate (if appropriate) in the development of the Educational Development plan</li> <li>◆ To advise the LEA on support required by schools on light of inspection findings</li> <li>◆ To visit a sample of schools to review RE and CW on a voluntary basis (also diocesan schools in partnership)</li> <li>◆ To continue a programme of presentations to SACRE by teachers exemplifying good practice</li> <li>◆ To encourage the active partnership of different faith communities in the work of SACRE</li> <li>◆ To contribute to inclusion issues particularly interfaith understanding.</li> <li>◆ To support social cohesion by promoting multi-faith and multi cultural activities in schools and advising the LEA on related issues</li> <li>◆ To support work of the Marches training consortium in the development of future RE teachers</li> </ul>	<p>Spring 2005</p> <p>Ongoing</p> <p>At least annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ted St George</p> <p>Ted St George to write to schools; RE consultant to support</p> <p>SACRE members to advise</p> <p>SACRE members to advise</p> <p>SACRE</p> <p>SACRE</p> <p>SACRE</p> <p>SACRE</p>	<p>Build costs into the SACRE budget 2005-7</p>	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE.</p> <p>These are to include:</p> <ul style="list-style-type: none"> <li>◆ Reports from SACRE members involved in actions identified on this aspect of the development plan</li> <li>◆ Ofsted inspection reports</li> <li>◆ In-service evaluation comments</li> <li>◆ Consultants visits to schools</li> <li>◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 23 reports</li> <li>◆ Course evaluation comments</li> </ul>

## 5. Prepare and circulate an annual SACRE report

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ To use the QCA format for the Herefordshire SACRE report</li> </ul>	Autumn annually	Clerk to SACRE	Officer time and publication costs	SACRE to read, discuss and approve report

## 6. Liaise with national bodies to inform, support and disseminate the work of SACRE

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ NASACRE to support and disseminate the work of NASACRE in raising issues relating to RE &amp; CW at national level</li> <li>◆ QCA to communicate matters relating to RE &amp; CW to respond to requests for information to submit annual report to receive report of annual QCA/ SACRE conference</li> <li>◆ DfES / TTA / OFSTED / National educational bodies representing different faith communities To draw on developments relating to RE and Collective worship and debate implications</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring SACRE meeting annually</p>	SACRE members + RE consultant	2004-2005 SACRE budget	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE.</p> <p>These are to include:</p> <ul style="list-style-type: none"> <li>◆ Reports from SACRE members, officers involved in actions and consultant identified on this aspect of the development plan</li> </ul>

**7. Consider and advise on the developing relationship between RE, CW and spiritual development with other subjects and national and Herefordshire strategies**

Action	Timescale	Responsibility	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ Sacre to monitor outcomes of Ofsted and LEA inspections or reviews of schools</li> <li>◆ Opportunity for SACRE to support spiritual development across the curriculum</li> <li>◆ Opportunity for SACRE to support the Herefordshire Creativity initiative</li> <li>◆ Consider the relationships between RE and CW and national developments such as Primary National Strategy; Foundation Stage RE Key Stage 3 strategy; 14-19 curriculum; Citizenship and PSHE; and identify areas requiring further development and training</li> </ul>	<p>April 2004 onwards</p> <p>April 2004 onwards</p> <p>April 2004 onwards</p> <p>April 2004 onwards</p>	<p>Lead officers and consultant from LEA and Diocese</p> <p>Lead officers and consultant from LEA and Diocese</p> <p>Lead officers and consultant from LEA and Diocese</p> <p>Lead officers and consultant from LEA and Diocese</p>	<p>SACRE budget</p>	<p>Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE.</p> <p>These are to include:</p> <ul style="list-style-type: none"> <li>◆ Reports from SACRE members involved in actions identified on this aspect of the development plan</li> <li>◆ Ofsted inspection reports</li> <li>◆ In-service evaluation comments</li> <li>◆ Consultants visits to schools</li> <li>◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 23 reports</li> <li>◆ Course evaluation comments</li> </ul>

### 8. Make appropriate use of ICT to communicate more effectively with schools

Action	Timescale	Responsibility	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ To develop the Herefordshire LEA website to include sections for SACRE and the Agreed Syllabus</li> <li>◆ Invite ICT Projects Officer to attend a SACRE meeting</li> </ul>	April 2004 onwards	SACRE + ICT Projects Officer		

### 9. Communicate with the local media through a publicity officer to inform about multi faith and multi cultural activities arising from RE & CW and Citizenship

Action	Timescale	Responsibility	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> <li>◆ nominate and appoint a SACRE officer as publicity officer for SACRE</li> <li>◆ inform local media e.g. BBC Hereford and Worcester; Hereford times about initiatives to support ..... to inform the public, faith communities and schools about the work of SACRE</li> </ul>	April 2004 onwards	SACRE		



**FUTURE MEETINGS OF SACRE TO MAY 2005****Report By: COMMITTEE ADMINISTRATOR (SCRUTINY)****Purpose**

1. To note the schedule of meetings for the period to May 2005.

**Future Meetings**

2. As part Herefordshire Council's planning process a diary of meeting dates has been drawn up for the period to May 2005. In accordance with the principles agreed at the December 2001 meeting, namely that one meeting be held approximately two weeks before the end of term, the following schedule of meetings has been arranged:

Monday, 28th June, 2004, at 2.00 p.m.

Monday, 29th November, 2004, at 2.00 p.m.

Monday, 7th March, 2005 at 2.00 p.m.

3. SACRE members have been previously advised of these dates by letter or official Council diary.
4. Meetings will normally be held at 2.00 p.m. in Brockington, 35 Hafod Road, Hereford and any variation to the above schedule will be at the discretion of the Chairman.
5. Special meetings of SACRE may be called by the Chairman should any urgent or major issue require attention outside the normal cycle of meetings.

**RECOMMENDATION**

**THAT the schedule of dates for SACRE meetings to May 2005 be noted.**

**BACKGROUND PAPERS**

- None.

