

# Herefordshire Standing Advisory Council for Religious Education

## ANNUAL REPORT 2003/2004

This is the sixth full Annual Report of the Herefordshire Standing Advisory Council for Religious Education (SACRE) which provides information about Herefordshire SACREs current constitution, the membership and its deliberations during the academic year comprising the period September 2003 to July 2004, as required by Section 391 (6) of the Education Act 1996.

### Function of SACRE

**SACRE's main function, as set out in the Education Act 1996, is:-**

**“To advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit”**

### Contents:-

Section.		Page
1	Overview.	2
2	Main Subjects Discussed.	3
3	Locally Agreed Syllabus.	10
4	Ofsted Section 10 Inspections.	11
5	Ofsted Section 23 Inspections	13
6	Training.	13
7	Finance.	15
8	Examination Results.	15
9	Standards in RE.	16
10	Collective Worship.	16
11	Links with other Agencies.	17
12	SACRE arrangements.	18
13	Contact details	19
APPENDIX A	SACRE Constitution.	21
APPENDIX B	Current Membership.	25
APPENDIX C	SACRE Development Plan	27
APPENDIX D	2003/04 RE Examination results	39
APPENDIX D	Distribution of Annual Report	41

## 1. OVERVIEW

1.1 Under Section 390 of the Education Act 1996 The Herefordshire Local Education Authority (the LEA) is required to set up a Standing Advisory Council for Religious Education (SACRE)

1.2 At the meeting of the Herefordshire Council's Education Committee held on 7th April 1998, the constitution of the Standing Advisory Council for Religious Education (SACRE) was approved.

At the meeting of the Education Committee held on 26th June 1998, the original membership of the Herefordshire SACRE was endorsed.

In accordance with SACRE's wish to encourage racial harmony and promote inter-faith dialogue, the original Constitution was amended at its meeting on 1<sup>st</sup> July 2003 to include the addition of one Bahá'í Member and one Muslim Member appointed to Committee A (Other Faiths). A copy of the constitution (as amended) is attached at Appendix A.

1.3 While statistically Herefordshire has a small number of 'Other Faiths', SACRE considered the wider-faith communities represented in the County as a whole. SACRE agreed that it should lead by example and encourage racial harmony and promote inter-faith dialogue. SACRE have therefore welcomed two new members to Committee 'A'. Mrs C. Ault is the Bahá'í representative and Mr Z. Pandor is the Muslim representative.

Following the resignation of Mrs R. Privett, Ms. S. McCamley has been welcomed to SACRE as the primary sector teachers representative on Committee 'C'.

A list of the membership as at 31st July 2004, is attached at Appendix B.

1.4 Since the last Annual Report, SACRE have met on the following occasions:-

2nd December, 2003

23rd March, 2004

29th June, 2004

Following a general principal agreed by SACRE, meetings will normally be held approximately two weeks before the end of school term. Further meetings are therefore scheduled to take place at the Herefordshire Council's offices at Brockington, Hafod Road, Hereford on:

28th November, 2004

7th March, 2005

- 1.5 The Local Education Authority (LEA) serves an area with a mixed urban and rural economy where small schools and geographical isolation are a common feature. There are 103 school settings with a school population of approximately 23,500. However, the school population in primary schools is declining with a drop of 1,000 pupils forecast over the next five years. On the Government's ranking of social deprivation Herefordshire is close to the average of all authorities. The County's economy has a limited industrial and technological base.

## **2. MAIN SUBJECTS DISCUSSED**

### **2.1 Presentations**

As part of SACRE's wish to understand the wider religious view, particularly from faiths not directly represented, and to appreciate the teachers point of view, SACRE continues to receive presentations from a range of speakers representing the different aspects of RE teaching in schools.

During the reporting period SACRE received a presentation by the Head of Religious Education at Haywood High School, Hereford, and discussed issues of concern and their implications for pupils in schools.

SACRE noted that the South Wye area in which Haywood High School is located is 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. SACRE received a number of handouts illustrating exam results; an example work programme for year 9 students and two examples of work.

During discussion with the Head of RE the value of getting together with other RE teachers to discuss issues and the value of the support from the Local Education Authority (LEA) was commented upon. SACRE noted the value of providing good training courses and that the support from the Advanced Skills Teacher (AST) was important.

### **2.2 Monitoring of Religious Education**

Over the last few years the Ofsted inspection reports on individual schools (see Section 4 for 'Section 10' inspections) have provided considerable re-assurance to SACRE on the quality of provision, of teaching and judgements on the standards attained by pupils.

More recently, however, these reports have become less comprehensive as the Ofsted inspection process has been refined. Herefordshire SACRE felt that, as a result of Ofsted undertaking 'short inspections', the resultant inspection report no longer provided sufficient detail on RE in many schools.

In order to gather further local information, without subjecting schools to additional inspection pressures, the Education Directorate, on behalf of SACRE and in accordance with the SACRE Development Plan, contracted both Joyce Mackley (RE Consultant) and Mike Carter (retired Primary Inspector and Headteacher) to undertake a sampling exercise to establish what was happening in the subject in around 10% of Herefordshire schools.

### 2.2.1 Report on RE in the Primary Sector

With the support of the Hereford Diocesan Board of Education a list of 10 primary schools, which represented a cross section of schools within the County, had been selected. Of these schools, 3 had been Voluntary Aided church schools. Mr Carter's comprehensive report had been issued in the SACRE agenda for the meeting held March 2004 (available on the Herefordshire Council's web site details of which are given at Section 12.4). He reported that all church schools involved in the survey had opted to use the agreed syllabus. The following is a summary of the findings of the survey:

- 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 Co-ordinators, (policies, guidelines, schemes of work and samples of pupils' work), that RE was being taught imaginatively and creatively.
- Section 23 inspections of the three church schools visited indicated that RE was well taught and managed and was a particular strength of each school.
- The standard of assessing progress and achievement in RE was high in many of the schools visited, although recently appointed co-ordinators voiced concerns about the management of the process.
- All schools saw RE making an important contribution to citizenship and personal and social development, in which a climate of confidence was created that enabled children to hold, share and question their own and other people's beliefs, values and attitudes. Effective links were being made in some schools between RE and values education.
- Schools worked hard to 'practise what they preach', ensuring that RE had a practical impact and influence within the wider community in which they were set. Some played an active part in community issues that had 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 was 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 was there, but the practicalities of arranging visits to distant locations for these experiences were costly and time consuming.
- Just fewer than half the schools were experiencing changes in the appointments of RE Co-ordinators. Training in the management of the subject had been experienced by existing RE Co-ordinators, but those new to post expressed an interest in training, particularly in the way that RE was assessed and the use and management of RE resources.
- Schools were well resourced to support the teaching of Christianity but most conceded that they probably had insufficient resources to support the teaching of different religions.

SACRE were pleased to note that, overall, schools considered that they were well served by the Locally Agreed Syllabus for Religious Education and the Qualifications and Curriculum Authority (QCA) guidelines for the subject. SACRE debated the problems being experienced by schools in interacting with other faith groups. They noted that while Herefordshire was seen as being part of the West Midlands, and therefore looked towards Worcester, Birmingham and Wolverhampton, the possibility of contacting faith groups from Gloucestershire and South Wales should not be overlooked. While organising school trips to go and see, first hand, religious customs, buildings and artefacts was commendable, it was suggested that an alternative may be to invite a religious representative, or a group of pupils, to visit the school. This could be extended or co-ordinated so that the representative visited a number of schools in the County.

SACRE considered that contact details of various religious groups in the region should be collated and circulated to schools or made available via a website. However, they acknowledged that the initial compilation of a database may be resource intensive and that the database would need to be up-dated on a regular basis.

SACRE have noted that a package of training was currently available for RE co-ordinators. A proposed Assessment Working Group had been put on hold pending the outcome of the National Framework for RE.

### **2.2.2 Report on RE in the Secondary Sector**

At its meeting on 23rd March, 2004, SACRE received a report from Joyce Mackley, RE Consultant, on RE in Secondary Schools. She had visited two Secondary schools as part of the monitoring of RE in Herefordshire schools. From the evidence collected during her visits she concluded that the statutory time allocated to teaching RE was being met. While the RE short course tests had been successful, a

number of issues concerning post 16 courses had been highlighted. Other issues raised during her visits had been the level of support for non-specialist teachers and the level of financial provision for training or supply cover. Her report also highlighted that there seemed to be little subject co-ordination, or a lack of information exchange concerning the level of a pupils RE experience when they moved up from primary to Secondary schools. Positive feedback had however been noticed where school cluster arrangements were in operation.

SACRE concluded that the RE support to Secondary schools must continue; that subject specific advice should continue to be made available to RE teachers and Heads of Department and the sources of further advice should be published. It was also recommended to the LEA that similar monitoring visits to both primary and secondary schools should continue on an annual basis with a larger number of schools included in the process.

### **2.3 Recent Section 10 Ofsted Inspections**

SACRE received reports on the outcome of recent Ofsted Section 10 inspections of Herefordshire schools with regard to pupils' attainment in Religious Education. These are further reported in Section 4.

### **2.4 Section 23 Inspections**

SACRE have also received information produced by the Hereford Diocesan Board of Education on Voluntary Aided and Voluntary Controlled schools following their Section 23 inspections. These are further reported in Section 5.

### **2.5 Herefordshire SACRE Annual Conference 2003**

SACRE congratulated the RE Consultant on organising an interesting and enjoyable SACRE Annual Conference 2003 which had been well attended. The key-note speaker, Mr. Clive Lawton, who had also facilitated one of the workshop events, had been excellent. The Council of Christians and Jews were thanked for their contribution towards Mr. Lawton's attendance fees.

The RE Consultant report on the conference entitled "Educating for Religious Diversity" had appeared in Issue 8 of SACRE News. The Conference was aimed at teachers, heads, governors and SACRE Members and was seen as an excellent opportunity to explore national developments, support teachers in the delivery of RE and to bring together all those with an interest in developing RE in Herefordshire for discussion and the sharing of ideas.

Comments made in the conference evaluation forms indicated that the event had been very positive; had matched expectations and had been well presented.

SACRE were also kept informed of the organisation of the Annual

Conference 2004 held at the Hedley Lodge, Belmont, Hereford on Friday 24<sup>th</sup> September 2004. The 2004 conference focuses on Developing RE' with Graham Langtree from QCA giving the key note address: *For all our children – developing a national framework for RE.*

A report on the 2004 conference will be included in next year's annual report.

## **2.6 Anne Frank Exhibition**

SACRE recognised the success of the Anne Frank Exhibition when it visited the Hereford Cathedral October 2003. Members said 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 feedback had been received concerning the various workshop sessions. SACRE acknowledged that the opportunities for RE had been many and varied and that the exhibition would have benefits for RE for many years to come.

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 was also acknowledged.

## **2.7 National Developments in RE**

SACRE heard that Ofsted's pilot scheme to engage in a sample study of Local Education Authority SACRE's had commenced. The study would provide a basis for further work in this inspection area. SACRE also heard about the development of the National Framework, reported elsewhere in this report.

## **2.8 RE Training for 2004**

SACRE received information on

- Course provision
- Feedback on termly teachers meetings
- Assessment for RE proposals.

Further details are set out at Section6.

## **2.9 QCA SACRE Conference 2003**

SACRE received an informative presentation by the Consultant for RE following her attendance at the SACRE QCA Conference 2003 in London. She reported in particular upon the latest position concerning the further development of the "National Framework for Religious Education" and the progress being made by Ofsted in piloting a scheme to directly inspect the work of SACREs.

## 2.10 **Work by the Advanced Skills Teacher (AST)**

SACRE heard from Kate Mayglothing, AST, that work was progressing well with the KS3 project. The project to provide Year 7 RE lesson plans and materials relevant to the lesson was now at evaluation stage. RE teacher Swap-shops were continuing and the RE Teacher Network was growing.

## 2.11 **QCA publication on RE and Collective Worship**

SACRE discussed the main findings and issues arising from the QCA (Qualifications and Curriculum Authority) publication "Religious Education and Collective Worship – an analysis of 2002 SACRE reports" copies of which are available from [info@gca.org.uk](mailto:info@gca.org.uk).

The publication provided an analysis of the varied nature and the extent of the work of SACREs during the academic year 2001-2002. SACRE noted references in the publication to the non-statutory national framework for RE – referred to elsewhere in this report. They were also particularly interested in the comments made by other SACREs concerning the adverse impact Ofsted 'short inspections' were having on the level of information provided by Ofsted in their inspection reports (pages 10 and 11 of the report). SACRE agreed that the publication would continue to provide a useful reference point for the future work of SACRE.

## 2.12 **Schools' Response to the Herefordshire Religious Education Agreed Syllabus**

SACRE have discussed the monitoring of the Agreed Syllabus following its introduction from the Autumn term 2001. This is reported in more detail in Section 3.

## 2.13 **Representation of Other Faiths on SACRE**

As reported in the introduction SACRE have welcomed both Mrs C. Ault as the Baháí member and Mr Z. Pandor as the Muslim member onto Committee A. In accordance with the wishes of SACRE to further promote inter-faith dialogue the LEA continue their enquiries to seek nominations from other faith groups, particularly from those principal faiths identified in the Agreed Syllabus.

## 2.14 **Review of the SACRE Development Plan**

The current Development Plan covered the period 2001 to 2004. The Plan provided an effective way of further involving SACRE Members in the future development of SACRE; provided a clear structure for the work of SACRE and identified how the services of the Religious Education Consultant could be used to best effect.

SACRE considered a draft Development Plan for the period 2004 to 2007 which had been prepared by the RE Consultant. The current draft SACRE Development Plan for the period 2004 to 2007 is



attached at Appendix C

SACRE particularly noted the 9 key principles, which now included both making appropriate use of ICT (principle 8) and communication with local media (principle 9). They also confirmed that the partnership between the LEA and the Diocesan Authorities was a key principle that underpinned the Development Plan.

## 2.15 **HMI Conference Report**

SACRE received a presentation on the HMI Conference concerning RE Co-ordinators in Primary Schools.

SACRE heard that key speakers at the conference had highlighted that nationally more work needed to be done. Whilst considerable improvement in primary RE had been made, there were still aspects requiring further improvement. Weaknesses lay in support for pupils with Special Educational Need (SEN), gifted/talented pupils and in developing assessment practices. Other areas debated at the conference were “Is RE different”, “What can be done to improve RE?” and “Inspiring colleagues to teach well”.

SACRE acknowledged that locally a great deal of good RE teaching was being done in schools. They debated the areas highlighted above and questioned whether the LEA could employ a full-time specific advisor for RE.

SACRE heard that unfortunately the LEA worked within financial constraints and had to assess the level of resource provision across the whole curriculum.

SACRE agreed that there were other methods of supporting the teaching of RE namely: the ability for schools to ‘buy in’ the services of the RE Consultant; the provision of guidance by SACRE; the opportunity to hear key speakers and to ‘network’ at both the SACRE Annual Conference and at ‘swap-shop’ meetings.

## 2.16 **NON STATUTORY NATIONAL FRAMEWORK FOR RELIGIOUS EDUCATION**

During discussion on a variety of subjects during the year SACRE have touched upon the potential implications of the introduction of a Non-statutory National Framework for Religious Education. On 26<sup>th</sup> May, 2004, the Chairman, Councillor J. Stone and the RE Consultant, Mrs Joyce Mackley, attended a consultation seminar, organised by the QCA, to discuss the draft document “A National Framework for Religious Education”.

Members of SACRE had received a copy of the draft Framework together with a draft response to the consultation prepared by the RE Consultant.

SACRE heard a report on the proceedings of the consultation seminar and studied the draft response. SACRE considered that the draft response, together with further comments concerning: the inclusion of further exemplification of good practice; that where possible plain English must be used so that the Framework is understandable to non-specialists and that if necessary a glossary be included and forwarded to QCA. SACRE await with interest the outcome of the consultation and the future of the proposed Framework.

#### **2.17 Key Stage 3 Strategy**

SACRE heard that thanks to various funding streams (Beacon School, KS3 School Improvement and SACRE funding) a great deal of good work was being undertaken on by the Key Stage 3 Group to collate and develop areas of good practice. A number of meetings had taken place, primarily in the evenings and lead by the AST, to develop the guidance, which would be based around the theme of 'thinking skills'. It was reported that some of the work produced so far was being trialled in a number of schools.

#### **2.18 Response to written public questions.**

No written questions from members of the public were received during the reporting period.

### **3. LOCALLY AGREED SYLLABUS**

- 3.1 Having been accepted for adoption by the Local Education Authority, Herefordshire schools started using the new Herefordshire Agreed Syllabus for Religious Education at the commencement of the Autumn term 2001. The SACRE Development Plan 2001-2004 proposed that a formal study be undertaken during Spring/Summer 2003 into the impact of the Revised Agreed Syllabus and Non-Statutory Guidance.
- 3.2 SACRE received a report on 2<sup>nd</sup> December, 2003, on the outcomes of the questionnaire sent to all Herefordshire schools during the Autumn term 2003 concerning the introduction of the new Religious Education Agreed Syllabus. An analysis of the responses is available on the Herefordshire Council's web site, the details of which are given at Section 12.4. Over half of the schools (approximately 64%) in the County had responded to the questionnaire. In general the schools response to the introduction of the RE Syllabus had been very encouraging.
- 3.3 The non-statutory guidance attached to the Herefordshire Agreed Syllabus has been widely welcomed and is recognised as a model of good practice both within and beyond the County of Herefordshire. It was developed in consultation with local teachers.

- 3.4 The Herefordshire Locally Agreed Syllabus for RE is currently expected to operate for the full 5 year term. The review of the Agreed Syllabus is planned to begin in Spring 2005.

#### 4 OFSTED SECTION 10 INSPECTIONS

- 4.1 Section 10 Inspections, carried out by Ofsted, include, the inspection of Religious Education (RE), Collective Worship (CW) and the Spiritual, Moral Social and Cultural education of pupils (SMSC) in County schools. It involves the inspection of RE and SMSC in Voluntary Controlled schools, but only SMSC in Voluntary Aided Schools.
- 4.2 Traditionally SACRE received a brief report on individual school Ofsted inspections. The Head of Inspection, Advice & School Performance reported that whilst this type of report had proved useful, it remained difficult to obtain an overview of key issues emerging over time, which would help direct the work of SACRE. SACRE therefore agreed at its meeting on 2nd December, 2003, that in future Ofsted reports be analysed and, depending on the number of schools inspected, the results be reported at least annually.

The RE Consultant had undertaken an analysis of the reports from the last academic year (2002/03) and her 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.

SACRE were critical of the judgements made by Ofsted inspectors in some of the reports. On occasions there seemed to be a confusion in the minds of inspectors between spiritual and cultural development, and between RE and Collective Worship. In one instance, this had led to a report where bad practice had been commended as good.

At its March 2004 meeting SACRE received a report analysing the Ofsted reports for the autumn 2003 term and noted that reports for two primary schools (Gorsley Goffs Endowed and Colwall CE) had not met the requirements of the new framework with regard to reporting RE. In one case the published report for a Voluntary Controlled primary school stated that RE was subject to a separate report (i.e. Section 23 Denominational report) when this was clearly not the case. In another,

again a Voluntary Controlled school, the Ofsted report stated that 'RE was not a focus for the inspection' and therefore not reported on. The RE Consultant informed SACRE that these issues had been brought to the attention of the Diocesan Authority.

The Chairman of SACRE wrote to Ofsted drawing their attention to the concern that some Registered Inspectors appeared unaware of the requirements for RE and that the mechanisms for monitoring the work of inspectors and checking the accuracy of reports had not been effective on these occasions.

The response from Ofsted agreed 'that there were shortcomings in the reports on the inspection of Religious Education.' Ofsted stated that 'complaints about Ofsted inspections will not normally be considered if received more than three months after the date on which the final inspection report is produced'. As part of their quality assurance process they 'regularly monitor the work of inspectors during an inspection and assessments are made on the quality of the reports'.

The RE Consultant confirmed that information bulletins issued to inspectors by the contractors undertaking Ofsted inspections had highlighted the requirement for full inspection reports for RE.

On 28th June, 2004 the RE Consultant presented a report based on Ofsted inspections at 8 schools. This included: 2 special needs schools; 3 Secondary schools, including one Roman Catholic Voluntary Aided (V.A.) school and two Community High schools; and 3 primary schools, one Community school and one Voluntary Controlled (VC) school.

In the two community Secondary schools inspected by Ofsted RE was reported as very good, largely due to the very good leadership of subject specialists. With regard to primary schools the small sample and some inadequate reporting made it impossible to draw any representative conclusions. There had also been improvements in Special Schools.

The report by the RE Consultant summarised the following aspects requiring further support:

- In RE the RE Consultant highlighted that an Ofsted report had commented that the use of non-specialist staff slowed the pace of progress for Key Stage 3 pupils in one school.
- In Collective Worship, issues of compliance at secondary level had arisen possibly due to the change of guidance. If governors had done all they could to meet the requirements an unsatisfactory judgement could have been avoided.
- In Spiritual, Moral, Social and Cultural (SMSC) development the development of pupils was reported to be good overall with a generally improving picture in terms of spiritual development since previous inspections in most schools. However, there was one exception at secondary level where a lack of opportunities for spiritual development across the curriculum was reported.

SACRE will be monitoring the LEAs response to these highlighted issues.

- 4.3 During the period of this annual report some schools received a “short inspection” Ofsted report in which not every subject was inspected. Whilst this has been generally welcomed by schools and education authorities, it has resulted in a reduction in the number of published reports where there was a judgement made about standards and quality in RE.

## **5 OFSTED SECTION 23 INSPECTIONS**

- 5.1 Section 23 Inspections look at Collective Worship (CW) and Spiritual, Moral Social and Cultural education of pupils (SMSC) in Voluntary Controlled Schools and look at Religious Education, CW and SMSC in Voluntary Aided Schools. While Section 23 reports do not officially come within SACRE’s brief there are sensible overlaps between SMSC and CW and it is important to see RE in schools as a whole.
- 5.2 With the approval of the Diocesan Authorities, Section 23 inspection reports are also considered by SACRE. In keeping with the changes in reporting of Section 10 inspections SACRE agreed that the reporting of Section 23 inspections be made on an annual basis.

Recommendations identified in Section 23 inspection reports indicate key issues for School Governors and staff to consider.

## **6 TRAINING**

- 6.1 The SACRE Annual Conference 2003 was held on Monday 22nd September at Hedley Lodge, Belmont. The Conference was attended by approximately 39 schools in the County, several School Governors, Members of SACRE and the Local Education Authority.

SACRE see these annual events as an excellent opportunity for Herefordshire RE teachers, headteachers and governors to hear national speakers talk on important religious issues. The Conference is reported in greater detail at section 2.5.

The SACRE Annual Conference 2004 was held on 24<sup>th</sup> September, 2004 and was also held at Hedley Lodge Belmont. Details of the 2004 Conference will be reported in next year’s annual report.

- 6.2 The SACRE Annual Conference also furthered the development of inter-personal networks that bring RE teachers together for subject development. This aspect had been endorsed through the survey undertaken by Mr M. Carter (see Section 2.2) which highlighted that the Conference was seen as by RE teachers and Heads of Department as very valuable, not only for In Service Training (INSET), but also for the networking potential.
- 6.3 SACRE were advised that the Marches Consortium Religious Education Advisory Team had fully revised the School-Centred Initial Teacher Training (SCITT) course in RE. SACRE were delighted to hear that in consultation with the University of Gloucester and Herefordshire Education Service a further post-graduate course had been developed. The course is being offered at certificate level but is also validated to provide the first 60 credits for the completion of an M.Ed. The course is available to practicing teachers in any Local Education Authority (LEA) who have QTS (Qualified Teacher Status).
- 6.4 SACRE were delighted to hear that since 2002, 15 trainees have completed the Marches Consortium training route to PGCE (Post-Graduate Certificate in Education) and QTS. A further 15 trainees have chosen RE as their second teaching strength.
- 6.5 Course Provision – SACRE considered a programme of Herefordshire LEA RE courses for 2004/5 and noted that to avoid any unmet expectations through mixed primary/secondary courses, it was intended that the development of the secondary sector would be through existing networks.
- 6.6 Termly teachers meetings (swap-shops) – These continue to be held and have been very positive events. These are seen as an excellent means for primary and secondary RE teachers to share good practice and discuss issues of common concern. During this reporting period Navanda Gill, a trainee with the Marches Consortium, gave a talk on ‘Growing up and living as a Sikh’. A further meeting had focused on ‘RE: Quest’ website for supporting teaching of Christianity in the classroom. Visits were made to places of worship in Herefordshire and Mrs Angela Daniels reported back from the HMI conference on primary RE subject leadership. It was disappointing that, while teachers had indicated a need for further support on teaching world faiths, few had attended the meeting on Sikhism.
- 6.7 SACRE have taken up a proposal that guidance be provided for schools on the assessment of RE. In view of national non-statutory framework developments this Working Group has been put on hold until developments become clearer.
- 6.8 The LEA’s Religious Education Consultant, Mrs. J. Mackley, from RE Today Professional Service Team, has continued to take a major role in delivering In-service Education Training (INSET) within the LEA and has acted as advisor to many schools on a range of RE issues.

- 6.9 SACRE have discussed and commented on the programme of INSET training.
- 6.10 Members of SACRE have received information produced by a number of organisations, including QCA, and have received reports on national RE conferences. As part of the ongoing programme of Member development, Members have received presentations on religious education issues. (further reported at 2.1)

## **7 FINANCE**

- 7.1 The LEA has established a base budget (£10,000) to fund the work of SACRE which included administration i.e. postage and printing, within the Education Directorate. This figure also included supply cover for teachers attending SACRE meetings and supporting SACRE related issues.

Funding was used from within the current SACRE budget to support the production of Anne Frank Exhibition information packs for schools.

The KS3 project also received limited funding to support its work.

Funding was also made available to support the development of Collective Worship Guidance.

- 7.2 Separate funding has been used to meet the cost of the work of the Religious Education Consultant (the County does not employ an RE advisor). The RE Consultant, Mrs Joyce Mackley, is contracted for up to 30 days per year on a daily basis.
- 7.3 The Council's budgetary system does not identify the additional cost incurred by officers of the Council who advise, administer or clerk SACRE.

## **8 EXAMINATION RESULTS**

- 8.1 The statistics of exam results for 2004 in GCSE Religious Studies, GCSE (Short Course) Religious Education and A/AS Religious Studies are set out at Appendix D. The statistics include candidate numbers, percentages of year group, A-C and A-G rates and achievement split between boys and girls.

- 8.2 Unfortunately the national RE examination results are not published until after the period covered by this Annual Report. The results usually come out in the November following the academic year. Therefore SACRE have not had an opportunity to fully debate the RE exam results for 2004. However, while the number of pupils undertaking the various courses has shifted from previous years, SACRE were pleased to note that the total number of entrants remained high and that a very good pass rate had been achieved. This reflected the hard work put in by the pupils and dedication by the teaching staff.
- 8.3 The Herefordshire Agreed Syllabus, implemented in September 2001, encourages schools to enter pupils for externally accredited courses in Religious Education wherever possible.

## 9. **STANDARDS IN RE**

- 9.1 A number of matters have been commented upon by SACRE arising from discussion of Ofsted reports and other subject specific reports. These comments have been noted by the LEA for consideration when future resource planning or funding is considered. However, no specific policy advice has been issued to the Local Education Authority on raising standards in RE.
- 9.2 No formal complaint has been made about standards in RE in Herefordshire schools under the local statutory complaints procedure during the reporting year.

## 10. **COLLECTIVE WORSHIP**

- 10.1 SACRE acknowledged that schools already undertook a good deal of good practice in the area of Collective Worship. While the majority of Primary Schools are meeting the statutory requirements for Collective Worship this still remains problematical at some High Schools due to issues of accommodation and timetabling.
- 10.2 In accordance with the SACRE Development Plan a Working Group has been established to look at issues concerning Collective Worship. The Working Group have also been tasked to produce guidance to support Religious Education and Collective Worship in the County and Diocesan schools.

Drafting work, which has been well supported by teaching staff, has been undertaken to produce the guidance and SACRE have received copies of the working draft entitled 'Finding Treasurer – a guide for



inspirational worship in Herefordshire Schools’.

The guidance, which still requires a number of further chapters, aims to set out ideas for Collective Worship through engaging thought, response and reflection, rather than being a prescriptive ‘recipe book’. While the current guidance has been planned around the primary sector a secondary sector version was intended in due course.

SACRE acknowledged that thought would also need to be given to the final design of the publication.

- 10.3 Consideration of the developing relationship between the areas of SACRE concerning RE and Collective Worship, with other whole school related subjects and aspects of school life, with particular reference to Citizenship, PSHE and Values Development will be monitored through Ofsted and LEA review in accordance with the SACRE Development Plan.
- 10.4 No application for a determination under the Education Act 1996 has been made during this reporting period.
- 10.5 No formal complaint has been made about Collective Worship in Herefordshire schools under the local statutory complaints procedure during the reporting year.

## **11. LINKS WITH OTHER AGENCIES**

- 11.1 SACRE continues to develop its links with other agencies such as RE Today; through its membership of The National Association of Standing Advisory Councils on Religious Education (NASACRE), and other local organisations.
- 11.2 The RE Adviser, Mrs Joyce Mackley, provides consultancy to SACRE. SACRE are also able to benefit from her experience as an inspector for Ofsted.
- 11.3 Valuable links are being established through the appointment of further ‘Other Faith’ members to SACRE.
- 11.4 Representatives have attended the QCA SACRE Conference and the NASACRE Annual Conference.
- 11.5 The Chairman and the RE Consultant attended the National Framework for Religious Education consultation meeting in Birmingham on 26th May, 2004.
- 11.6 Valuable links continue to be established via the local Herefordshire SACRE Conference.

- 11.7 A number of SACRE meetings have been attended by trainees from the Marches Consortium. The trainees were undertaking the School-centred Initial Teacher Training (SCITT) course in RE. During informal discussions with the trainees SACRE members were pleased to hear that the trainees had found it extremely interesting to hear debate on the broader issues of RE in schools and the wider strategic aims of SACRE, the Diocesan Authorities and the LEA.

## 12. SACRE ARRANGEMENTS

- 12.1 Mr. Ted St. George, the Head of Inspection, Advice and School Performance, and the Religious Education Consultant attend SACRE meetings in an advisory capacity. Meetings have been clerked and professionally serviced by representatives of the County Secretary and Solicitor for Herefordshire Council.
- 12.2 No members of the public have attended meetings. This is disappointing given the availability of agendas at Council offices and public libraries and the notification of meetings via the Council's public notice of meetings and via the Council's web site. Trainee teachers from the Marches Consortium have attended meetings as described at Section 11.7.
- 12.3 Attendance at meetings by Members and Co-opted Members has been extremely good, particularly considering the distance, and other commitments, many of the Members and Co-opted Members have.
- 12.4 Agendas for SACRE meetings and a copy of this annual report are available on the internet by visiting the Herefordshire Councils Web Site home page at [www.herefordshire.gov.uk](http://www.herefordshire.gov.uk). Clicking on the quick link 'Committee Meetings' will enable you to browse the published agendas and minutes for Herefordshire Council committee meetings dating back to June 2003. By selecting SACRE from the committee list you will be offered a selection of meeting dates to choose from. This is where you will find the agenda, reports and minutes of meetings.

## 13 CONTACT DETAILS

- 13.1 The Lead Officer for the Local Education Authority (LEA) is Mr Ted St. George who is contactable at the following address:

Mr. Ted St. George,  
Head of IASPS,  
Herefordshire Council,  
Education and Conference Centre,  
4 Blackfriars Street,  
Hereford.  
HR4 9HS  
Tel: (01432) 260803  
or  
e-mail [tedsg@herefordshire.gov.uk](mailto:tedsg@herefordshire.gov.uk)

- 13.2 Mrs J. Mackley attends in an advisory capacity for the LEA and is contactable via Mr. Ted St George as above.

- 13.3 The County Secretary and Solicitors representative at meetings is Mr P. James who clerks the meetings. Mr James is contactable at the following address:

Mr. Paul James,  
Committee Administrator (Scrutiny),  
Member's Services,  
Herefordshire Council,  
Brockington,  
35 Hafod Road,  
Hereford.  
HR1 1ZT

Tel: (01432) 260460  
or  
e-mail: [pjames@herefordshire.gov.uk](mailto:pjames@herefordshire.gov.uk)



### THE HEREFORDSHIRE COUNCIL STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION CONSTITUTION (as amended 1<sup>st</sup> July 2003)

#### Introduction

1. Section 390 of the Education Act 1996 requires The Herefordshire LEA to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), **to advise them on matters concerned with the provision of Religious Education and Collective Worship**. This constitution sets out the main functions of the SACRE membership, the voting arrangements and the rules for the conduct of business.
2. SACRE's main function is to advise the LEA upon matters connected with religious worship in County Schools and with the religious education to be given in accordance with an agreed syllabus as the LEA may refer to the SACRE or as the LEA may see fit.
3. SACRE can also require the LEA to review its current agreed syllabus, and must consider applications made by a headteacher that the requirement for collective worship in County Schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.
4. The broad role of SACRE, therefore, is to support the effective provision of Religious Education and collective worship in schools.

#### Membership

5. Under Section 390(4) of the Education Act 1996, the SACRE must include persons appointed by the LEA to represent respectively -
  - A. such Christian denominations and other religions and denominations of such religions as, in the opinion of the LEA, will appropriately reflect the principal religious traditions in the area (not including persons to represent the Church of England);
  - B. the Church of England;
  - C. such associations representing teachers as, in the opinion of the LEA, ought, having regard to the circumstances of the area, to be represented;
  - D. the Local Education Authority (LEA)
6. The SACRE may also include co-opted members.
7. In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire comprises -

Group (A)	One Roman Catholic representative (nominated by the Roman Catholic hierarchy)  One Free Church representative (nominated by Churches together in Herefordshire)  One representative of other faiths as a whole;  One representative of the Baháí faith;  One representative of the Muslim faith.
Group (B)	Three Church of England representatives (nominated in consultation with the Diocesan Education Authority)

Group (C) Three Teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised Teacher Associations) and one Co-opted Member

Group (D) Three Herefordshire Council members as Local Education Authority representatives

8. The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the group's function, reflect broadly the proportionate strength of that denomination or religion in the County.
9. The members of SACRE, who have not been co-opted themselves, may co-opt a person, and a person so co-opted shall hold office on such terms as may be determined by the members co-opting them. When considering using their powers of co-option, the members of SACRE should bear in mind the range of Christian denominations and world faiths in the County.
10. Any member of SACRE may at any time resign his/her office.
11. Any member of SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

### **Voting Arrangements**

12. On any question to be decided by SACRE, only the representative groups on SACRE shall be entitled to vote, and each such group shall have a single vote.

### **Conduct of Business**

13. Subject to the requirement of the voting arrangements above, SACRE and, in relation to any question falling to be decided by members of SACRE of any particular category, the members of that category may regulate their own proceedings.
14. The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:-
  - (a) by a vacancy in the office of any member of SACRE required by Section 390(4); or
  - (b) on the ground that a member of SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.
15. The representative groups on SACRE, other than that consisting of persons appointed to represent the LEA, may at any time require a review of any agreed syllabus for the time being adopted by The Herefordshire Council.
16. Meetings of SACRE may be convened at the request of the Chairman or any one of the Groups.
17. No business shall be transacted at the meeting unless all representative groups are represented at that meeting.

### **Chairman and Vice-Chairman**

18. The Chairman of SACRE is appointed by The Herefordshire Council. In the absence of the Chairman from a meeting, a Chairman pro tem shall be appointed from amongst the LEA representatives there present.

### **Secretary**

19. The County Secretary and Solicitor of The Herefordshire Council shall be the Secretary of SACRE.

### **Rights of Press and Public to attend meetings**

20. In accordance with the statutory requirements of the Education Act 1996 and associated regulations, the press and public will be entitled to attend meetings of the Council, but may be excluded from the meeting during the consideration of items containing information capable of being treated as exempt information if meetings of SACRE were meetings of a local Authority. At the beginning of each meeting, for up to half an hour, members of the public will have an opportunity to receive answers to any pre-received written questions they have submitted to the Secretary.





**MEMBERSHIP OF THE STANDING ADVISORY  
COUNCIL FOR RELIGIOUS EDUCATION**

The constitution of SACRE was formally approved by the Education Committee in April 1998. To reflect the wishes of SACRE at their meeting held 1<sup>st</sup> July 2003 the Constitution has been amended to provide for further representatives to be appointed to Committee A (Other Faiths). The composition of SACRE is as follows:

In accordance with the requirements of Section 390(4), the membership of the SACRE for Herefordshire comprises -

- |           |   |
|-----------|---|
| Group (A) | One Roman Catholic representative (nominated by the Roman Catholic hierarchy)<br><br>One Free Church representative (nominated by Churches together in Herefordshire)<br>Other faith representatives - one Baháí, one Muslim and one representative of other faiths as a whole. |
| Group (B) | Three Church of England representatives (nominated in consultation with the Diocesan Education Authority)   |
| Group (C) | Three Teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised Teacher Associations) and one Co-opted Member   |
| Group (D) | Three Herefordshire Council members as Local Education Authority representatives  |

**THE CURRENT MEMBERSHIP OF SACRE (as at 31st July 2004)**

- Group (A): Mrs C. Ault, Father M. Donnelly, Mrs. A. Mundy, Mr. Z. Pandor, Mr. M. Rollnick.
  - Group (B): Rev. P. Barlow, Mr. J. Rendall, Rev I Terry.
  - Group (C): Mrs. J. Brown, Ms. S. McCamley, Dr. M. Goodman,
  - Group (D): Cllr Mrs W.U. Attfield, Cllr. P.E. Harling, Cllr. J. Stone
  - Co-opted member: Ms. K. Mayglothling (AST)
  - Co-opted member for the Academic Community: Mrs. G. Morris.
- ❖ Further representatives are to be appointed to serve on Group A "Other Faiths". Representatives from other belief systems may be considered for co-option.

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# ***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



**HEREFORDSHIRE  
COUNCIL**

## **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. Liaise 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

SACRE Draft Development Plan 2004-07

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

<i>Action</i>	<b>Timescale</b>	<b>Lead Responsibility:</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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</p> <p>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.

<i>Action</i>	<b>Timescale</b>	<b>Responsibility:</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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>	Autumn 2004	SACRE with Jonathan Rendall and collective worship working party	Working party costs	Monitoring and evaluation of all functions described on this development plan will be by means of reports made to SACRE. These are to include: <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>
	2004-2005	RE consultant	Publication costs	
	Bi-annual	SACRE		
	2005/6	SACRE		

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

<i>Action</i>	<b>Timescale</b>	<b>Responsibility:</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<ul style="list-style-type: none"> <li>◆ Review and revise Agreed Syllabus</li> <li>- Establish Agreed Syllabus conference</li> </ul>	Spring 2005- Spring 2006 Spring 2005	SACRE SACRE	Build additional costs into the SACRE budget for 2005-2007	<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>
<ul style="list-style-type: none"> <li>◆ Review/develop non statutory guidance to support the Agreed Syllabus</li> </ul>	Autumn 2005- Spring 2006	RE consultant and AST		
<ul style="list-style-type: none"> <li>◆ Training for revised Agreed Syllabus</li> </ul>	Summer 2006	RE consultant and AST		
<ul style="list-style-type: none"> <li>◆ Implement revised Agreed Syllabus Sept 2006</li> </ul>	From Autumn 2006	Schools		
<ul style="list-style-type: none"> <li>◆ To undertake a formal study of the impact of the revised agreed syllabus and non statutory guidance implemented from September 2006</li> </ul>	Autumn 2007	SACRE/ RE consultant		



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

<i>Action</i>	<b>Timescale</b>	<b>Responsibility:</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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> </ul>	Spring 2005	Ted St George	Build costs into the SACRE budget 2005-7	<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>
	Ongoing	Ted St George to write to schools; RE consultant to support		
	At least annually	SACRE members to advise		
	Ongoing	SACRE members to advise		
	Ongoing	SACRE		

♦ To contribute to inclusion issues particularly interfaith understanding.	Ongoing	SACRE		
♦ To support social cohesion by promoting multi-faith and multi cultural activities in schools and advising the LEA on related issues	Ongoing	SACRE		
♦ To support work of the Marches training consortium in the development of future RE teachers	Ongoing	SACRE		

## 5. Prepare and circulate an annual SACRE report

<i>Action</i>	<b>Timescale</b>	<b>Responsibility:</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
♦ To use the QCA format for the Herefordshire SACRE report	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

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

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

<i>Action</i>	<b>Timescale</b>	<b>Responsibility</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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>	April 2004 onwards	Lead officers and consultant from LEA and Diocese	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 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>
	April 2004 onwards	Lead officers and consultant from LEA and Diocese		
	April 2004 onwards	Lead officers and consultant from LEA and Diocese		
	April 2004 onwards	Lead officers and consultant from LEA and Diocese		

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

<i>Action</i>	<b>Timescale</b>	<b>Responsibility</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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

<i>Action</i>	<b>Timescale</b>	<b>Responsibility</b>	<b>Resource implications</b>	<i>Monitoring and evaluation</i>
<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		



### GCSE 2004 Results for Religious Education & Studies

#### Religious Studies

	Full Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>290</b>	<b>231</b>	<b>79.7%</b>	<b>284</b>	<b>97.9%</b>
Boys	139	109	78.4%	135	97.1%
Girls	151	122	80.8%	149	98.7%

#### Religious Studies

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>687</b>	<b>396</b>	<b>57.6%</b>	<b>672</b>	<b>97.8%</b>
Boys	333	156	46.8%	324	97.3%
Girls	354	240	67.8%	348	98.3%

#### Religious Education

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>85</b>	<b>76</b>	<b>89.4%</b>	<b>81</b>	<b>95.3%</b>
Boys	45	43	95.6%	44	97.8%
Girls	40	33	82.5%	37	92.5%

### GCE A' Level 2004

#### Religious Studies

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>4</b>	<b>2</b>	<b>50.0%</b>	<b>4</b>	<b>100.0%</b>
Boys	1	0	0.0%	1	100.0%
Girls	3	2	75.0%	3	100.0%

### GCSE 2003 Results for Religious Education & Studies

#### Religious Studies

	Full Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>337</b>	<b>230</b>	<b>68.2%</b>	<b>306</b>	<b>90.8%</b>
Boys	121	76	62.8%	114	94.2%
Girls	216	154	71.3%	192	88.9%

#### Religious Studies

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>241</b>	<b>141</b>	<b>58.5%</b>	<b>227</b>	<b>94.2%</b>
Boys	134	73	54.5%	125	93.3%
Girls	107	68	63.6%	102	95.3%

#### Religious Education

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to G	% A* to G
<b>Boys &amp; Girls</b>	<b>476</b>	<b>206</b>	<b>43.3%</b>	<b>440</b>	<b>92.4%</b>
Boys	238	84	35.3%	214	89.9%
Girls	238	122	51.3%	226	95.0%

### GCE A' Level 2003

#### Religious Studies

	Short Course				
	Entered	No. A* to C	% A* to C	No. A* to E	% A* to E
<b>Boys &amp; Girls</b>	<b>10</b>	<b>4</b>	<b>40.0%</b>	<b>10</b>	<b>100.0%</b>
Boys	4	2	50.0%	4	100.0%
Girls	6	3	50.0%	6	100.0%





**Copies of the Annual Report have been sent to:**

QCA

RE teachers and Heads of Department in Herefordshire Schools

Councillor D.W. Rule Cabinet Member – Education.

Councillor B.F. Ashton – Chairman, Education Scrutiny Committee.

Local representatives of the teaching unions.

Local media.

Herefordshire County Records Office.

Members and Co-opted Members of SACRE

The Director of Education and Key officers in the Education Directorate.

Local Libraries for public inspection.

Council Area Offices for public inspection.

If you require further information please contact Mr. P. R. James, Committee Administrator,  
on (01432) 260460 or [pjames@herefordshire.gov.uk](mailto:pjames@herefordshire.gov.uk)  
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