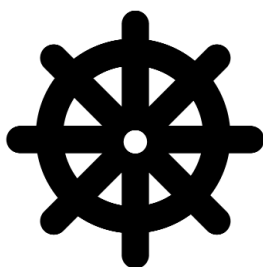
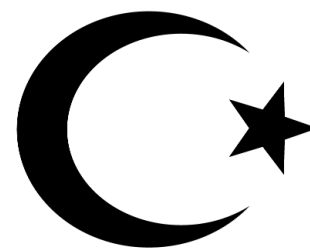
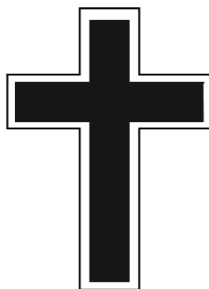




HEREFORDSHIRE
COUNCIL

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION



ANNUAL REPORT FOR THE
ACADEMIC YEAR 2007/2008

Letter from Chair of Herefordshire SACRE

I have pleasure in submitting my ninth annual report as Chairman of SACRE. It has been another busy and eventful year with several important developments. Firstly I want to thank my fellow councillors on SACRE, Ursula Attfield and Brigadier Peter Jones for their support and indeed to thank all fellow members of SACRE for their continuing interest and involvement.

SACRE has lost two of its stalwarts this year. Maurice Rollnick who has been an outstanding representative of the Jewish community has retired. We shall miss his contributions at SACRE meetings and his visits to local schools and above all his commitment. Reverend Ian Terry has returned to the teaching world and we have very much valued his contribution as Diocesan Director of Education, especially over Collective Worship. We wish them both well.

One of SACRE's most notable achievements this year has been the multi - faith events which have been held at Holmer Primary School. We are so grateful to Judy Cecil, the Headteacher and her staff who went ahead with the first event when the school was still recovering from the aftermath of serious flooding. Our Primary Schools have flocked to the events at Holmer and I am pleased to say that a number of schools have now held individual multi - faith days. My thanks to Joyce Mackley our RE Consultant who initiated the project and was able to access the funding. The result is that Herefordshire children's knowledge of other Faiths has been greatly enhanced and we will see if a way can be found for our secondary schools to also take part in this important project.

The Annual Conference at Hedley Lodge was once again a great success and we are again very grateful to Joyce Mackley for organising it so well. There were workshops involving 4 Other Faiths and two of the highlights were the presentations by Stoke Prior Primary School and Wigmore High School. I am grateful to their teachers Sally McCamley and Kate Mayglothing both members of SACRE for all the hard work they had put in but also to the students who were all a credit to their schools. The day does provide an excellent opportunity for our RE teachers to meet up and for us to meet them and I hope they all enjoy the day as much as I do.

SACRE was able to make a positive contribution to Herefordshire Children and Young People's Plan. We set up a sub committee which met at Whitecross School in April and we recommended a number of amendments concerning in particular the inclusion of spiritual development. It was encouraging to see that our concerns were addressed in the amendments and my thanks to Reverend Ian Terry, Joyce Mackley and Louise Barker (ne Langstaff) for their help.

Finding a satisfactory means of monitoring RE and Collective Worship continues to be a challenge for SACRE as we try to carry out our statutory role. Schools can only be visited on an invited basis and we are well aware of teachers' workloads. It is important to ensure, especially with the introduction of the new Secondary curriculum, that statutory RE is being delivered. My thanks to Joyce Mackley for her visits to schools and we continue to look for ways to improve our monitoring of the Agreed Syllabus and to gain more in- depth information. I am also grateful to the groups of RE teachers who regularly meet up and keep in contact. I appreciate how busy everyone in school is.

Finally I want to thank Paul James, Clerk to SACRE for his involvement in taking the minutes, helping to draft the agendas and generally keeping us all facing in the right direction. The enthusiasm and expertise of Joyce Mackley also cannot be overstated and although budgetary constraints can be frustrating I think we manage to achieve a great deal together. My thanks also to Bridget Knight our Children's Services officer who helps to keep everything in a school context. We have witnessed this year a great deal of good practice in our schools. All our RE teachers deserve an enormous vote of thanks as they continue to keep RE where it should be in our rapidly changing society, at the heart of the curriculum.

Councillor John Stone

Chairman of Herefordshire SACRE

November 2008

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Executive summary

work of the SACRE in the past year, together with an outline of the challenges and opportunities that lie ahead,

SACRE met on three occasions during the academic year. The main issues for each meeting were as follows:

December 10th 2007

- Introduction to the Children' & Young Peoples Plan
- Multi Faith Event 2007 and Possible Future Events
- Religious Education Examination Results 2007
- Annual Programme of INSET 2008
- SACRE Annual Conference 2007
- Proposals for the SACRE Annual Conference 2008
- Update on the New Secondary Curriculum – RE
- Collective Worship Guidance 'Finding Treasure'
- Draft Herefordshire SACRE Annual Report – Academic Year 2006/7
- National Conference for SACRE Members

March 3rd 2008

- SACRE Response to the Draft Herefordshire Children and Young Peoples Plan
- Findings from School Monitoring Visits – Autumn 2007 to Spring 2008
- SACRE Conference 2008 – Update
- Speech by Jim Knight MP, Minister of State (Schools & Learning)
- Duty of SACRE to Support Community Cohesion
- Feedback on the 2nd Multi faith Event held January 2008
- QCA Guide for writing an Agreed Syllabus for RE
- Roll out of the New Secondary Curriculum
- NASACRE Annual Conference

June 24th 2008

- Feedback from Local Authority on various recommendations
- Free Resources for RE
- Herefordshire Children and Young Peoples Plan – update
- RE in Church Schools
- SACRE Conference 2008 – update
- Multi Faith Event for Children
- Roll out of the New Secondary Curriculum
- NASACRE Annual Conference 2008

The key functions of SACRE can be found in Appendix A.

Challenges and opportunities

Challenges for SACRE include

- Establishing effective means of delivering and providing RE within an evolving national school curriculum.
- Establishing a proper means of monitoring RE and Collective Worship to enable SACRE to fulfil its statutory role of advising the Local Authority on standards and achievement in RE without impinging further on the workload of the schools.

- Ensuring that the role of SACRE is understood by staff, particularly those in non-denominational schools.

Opportunities

- At a time of increased focus on developing links between schools and the local community and 'learning outside the classroom', SACRE provides a model of good practice from which other agencies could learn.
- SACRE provides a model of good practice with faith communities, educators and elected representatives working together for the benefit of education and for the common good. SACRE has much to contribute in terms of helping others develop a vision and ways of working towards shared values and community cohesion.
- SACRE has a continued role in raising awareness of the importance of making appropriate provision for spiritual development and the development of children's and young people's understanding and appreciation of their own and others beliefs, values and world views and the impact these have on how people live today.

1. Standards and quality of RE provision

Overview

Introduction

Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs

Herefordshire is the 21st largest non-metropolitan unitary authority in England, in terms of population, out of 46. In terms of area Herefordshire is the 2nd largest non-metropolitan unitary authority in England. In terms of receipt of the government's Dedicated Schools Grant Herefordshire is only ranked 147 to of 149 in funding per pupil. The County has 84 primary schools; 14 high schools, 4 with 6th form provision; 4 special schools and 3 PRUs. The LA serves an area with a mixed urban and rural economy where small schools and geographical isolation are common features. Against these financial and geographical constraints Herefordshire LA strives to improve RE and CW in the County.

1a Compliance and time allocation for RE

To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?

SACRE is currently working to collect factual evidence of compliance with the Agreed Syllabus through the collection of data from a short questionnaire by the School Improvement Partner in the Spring term visit. SACRE commissioned the RE Advisor to undertake school visits between Autumn 2007 and Spring 2008. SACRE has no power to inspect schools and therefore these visits had to be on an invited basis and on the understanding that the visit would be of benefit to both school and SACRE. For various reasons, of 16 schools that were offered a visit, only 6 were visited.

From anecdotal evidence SACRE was advised of a perceived concern about the dangers of RE slipping off the curriculum. Guidance to co-ordinators and school leaders about how to manage the pressures and opportunities of the changing curriculum may be needed. The introduction of

the New Secondary curriculum also raised questions about how to ensure that statutory RE was delivered within the more flexible and interdisciplinary possibilities of the revised key stage 3 curriculum.

Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.

There were no formal complaints about RE.

1b

Public examination entries in RE

Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.

Results for the **2008 GCE and GCSE** examinations are summarised in Appendix G together with comparative data from 2007 (subject to final validation).

In 2008 in the full course GCSE examination, 65% of candidates gained grades A* - C which was below the national average of 72.5% and above the 2007 results (59%). (2006= 78.9%).

In 2008 in the short course GCSE examination, 57% of candidates gained grades A* - C which is above the national average of 53.7% and above the 2007 results (43.9%) (2006= 68.7%).

412 students, 20.5% of all pupils at the end of KS4 in Herefordshire maintained schools in 2008, entered the full GCSE examination, a decrease from the 631 pupils, 31% of all pupils in 2007 (413 20% of all pupils in 2006).

A further 773 pupils (38.5% of the county's end of KS4 cohort) took the Short Course. This entry figure represents a decrease in number but a rise in the percentage of the cohort from 2007 (677 pupils 33.5%) 2006 (906 pupils, 68.7%).

Total entries (which include Entry Level Qualifications and early KS4 AS level entries) of 1193 represented 59.4% of the cohort, a decrease from the proportion in 2007, which was 1322 and represented 65.4% of the cohort. (2006: 1319 (64% of the cohort).

8 students from one school gained an Entry Level Qualification in 2008. The entry number is slightly lower than the 14 students in 2007.

SACRE appreciated there were variations in the exam results on a school by school basis and thereby noted that not all schools had the benefit of specialist RE teachers and in some cases schools had needed to balance their budgets. However, the generally very good results were noted and this was a tribute to the students and teachers. SACRE wish all schools continued success in 2009.

SACRE will use the analysis of the results to question the LA and further improve the standards achieved.

1c

Standards and achievement

Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.

It is not possible to quantify specifically for RE standards and attainment in key stages 1, 2 and 3. However, standards and attainment are assessed by OFSTED as overall being good or better in approximately 43% of primary schools and it may be reasonably expected that this is reflective of

standards and attainment in RE also.

Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.

Please refer to section 1b and Appendix G.

1d Quality of teaching

Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).

SACRE does not have access to sufficient in-depth Information to enable a well substantiated judgement on this.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.

SACRE does not have access to sufficient in-depth Information to enable a well substantiated judgement on this.

During this reporting period pupils from 1 primary school and 1 secondary school gave informative presentations to the SACRE Annual Conference.

1e Quality of leadership and management

Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.

SACRE does not have access to sufficient in-depth Information to enable a well substantiated judgement on this.

1f Teacher recruitment and retention, level of specialist provision

Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.

SACRE does not have access to sufficient in-depth Information to enable a well substantiated judgement on this.

1g Resources

Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.

SACRE does not have access to sufficient in-depth Information to enable a well substantiated judgement on this.

2. Managing the SACRE and partnership with the LA and other key stakeholders

2a SACRE meetings

On what dates has the SACRE met in the last year, and at what venue(s)?

December 10th 2007 Council Offices, Brockington, Hafod Road, Hereford

March 3rd 2008: Council Offices, Brockington, Hafod Road, Hereford

June 24th 2008 Council Offices, Brockington, Hafod Road, Hereford

Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.

Committee A : Faith communities other than CofE: 6 members

1 member attended all meetings. 3 members attended one meeting. 1 representative place was vacant for all the meetings. 1 member was absent for 2 meetings due to illness and resigned for the last meeting.

Committee B: Church of England : 3 members

2 members attended all meetings, 1 attended one meeting.

Committee C: Teacher representatives 3 members

1 member attended all meetings, 1 attended two meetings. 1 attended one meeting only.

Committee D: Local Authority (Elected members): 3 members

2 members attended all meetings, 1 member attended once.

Co-opted members 3 members

1 co-opted member attended all meetings. 1 co-opted member submitted apologies due to meetings being held on her non-work days. 1 did not attend at all.

A quorum has been maintained at all meetings. Member attendance at SACRE is indicated at Appendix D.

2b Membership and training

What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?

The SACRE membership as at July 2008 is attached at Appendix B.

One Roman Catholic representative (nominated by the Roman Catholic hierarchy); One Free Church representative (nominated by Churches together in Herefordshire); One representative each from the Bahá'í faith; the Muslim faith; the Sikh faith, and one representative to represent other faiths as a whole.

Attendance at meetings has on the whole been good, particularly considering the distance and other commitments many of the members have.

To assist members' forward planning the meeting dates for the whole year are identified in March.

What training/induction is offered both to new members and to the SACRE as a whole?

While no formal induction is offered to new members, as one form of induction the Consultant for RE usually contacts them for the first couple of sessions to update them on what's happening at SACRE. The Clerk provides copies of "So you're joining your local SACRE" and the officers and Consultant provide informal advice as required. All SACRE members are encouraged to attend the Annual SACRE conference.

2c SACRE development

What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.

Collective Worship Guidance 'Finding Treasure' – The compilation of this innovative publication was undertaken by a number of dedicated individuals and demonstrates the commitment to furthering Collective Worship. The excellent and well received publication sets out to be a guide for inspirational worship in Herefordshire Schools' and aims to set out ideas for Collective Worship through engaging thought, response and reflection, rather than being a prescriptive 'recipe book'. Training events organised by the Diocese were held in three schools in different parts of the authority.

Multi-faith events for children -

Three two-day multi-faith events for primary pupils were held during the period covered by this report. These were organised by a multi-faith committee made up largely of the faith community representatives from Herefordshire SACRE, together with the head of a local CE primary school and the RE consultant to SACRE. By the end of the year approximately two out of three primary schools in Herefordshire had sent a small group of pupils and teachers to participate in these events. The events provided an opportunity for children to meet faith community representative from religions Herefordshire children normally have little direct contact with - Hinduism, Judaism, Islam and Sikhism. All three 2 day events took place at Holmer CE Primary School, Hereford. It was the enthusiastic commitment and support of the headteacher, working in partnership with the SACRE members and RE consultant that made these events possible. The first event was five times over-subscribed. This led to the independent funding body (Herefordshire Local Network Fund for Children and Young People) supporting a further application for an event in Jan 2008. A further 2 day event in June was funded by a group of primary schools pooling a bid funded by from the Teacher Development Agency – a key focus being teacher training.

On each occasion children met people from different non-Christian faith communities and learnt about their religions by getting involved in creative workshops including music, art, dance, story-telling and role-play of the way other people celebrate their faith. Two further 2 day events took place in October 2008 – one of these being located in a high school as part of the transition process between the school and its partner primaries. A further two day event was funded by the local authority.

These events have had a powerful impact on transforming attitudes and the development of respect and understanding between faith and non faith communities. As one parent said: *'There can be no better way of gaining an understanding of these other faiths than meeting real people themselves, with their own personalities and stories to tell.I firmly believe that such an 'experiential' experience as this day will result, in the short and longer term, in the lessening of suspicion of those other people, with their different rituals, languages and even dress. And that understanding is so valuable in promoting respect for all in the context of the increasingly multi-cultural, multi-faith nature of our wider society.'*

Schools can access details of the first multi-faith event, digital videos of the workshop leaders speaking during the video conferencing between schools and some materials produced by schools following the event on www.hereford-edu.org.uk/faith Further information on the Herefordshire Multi-faith Event for Children September 25th - 26th 2007 is at Appendix E

SACRE annual conference - see section 2f for details.

Does your SACRE have a development action plan? If so, please attach it as an appendix.

The SACRE Development Plan 2007 - 2010 is attached at Appendix F.

Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?

Not during the current reporting period. SACRE has, however, provided a range of support materials in previous years which are available under RE on the curriculum and resources section of the Herefordshire Children and Young Peoples services website. These are still current and available from:

(http://www.education.herefordshire.gov.uk/curric_resources2.asp?PG_ID=8&GRP_ID=13&CURR_AREA=RE&R1=FILE)

Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?

SACRE does not have any current involvement in NQT training. As far as SACRE is aware there is no current provision for RE training for NQT's.

2d Financial support

Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.

Currently SACRE has an annual budget of £20,000 to pay for SACRE projects, Consultant costs; printing, subsidies for SACRE member attendance at national/other events and membership fees. The agenda printing costs, postage and administration are supported from other budgets.

2e Information and advice

Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.

SACRE receives information and advice on national and local initiatives relating to Religious Education and Collective Worship via the RE consultant to SACRE who is a national RE adviser with RE Today and the National Association of Teachers of RE (NATRE); by attendance at national briefing events run by QCA and NASACRE and through the NASACRE newsletter.

In comparison to the number of schools very limited information on the quality of RE and CW is received via the Consultants report following her visits.

What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.

In the absence of an LA RE Adviser, specialist consultancy continues to be provided by Joyce Mackley of *RE Today Professional Services* for up to 35 days per year.

Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.

SACRE have made recommendations, or requested information, on:

- **LA and its partners support for Multi Faith Events** - SACRE recommended that the LA and its partners support, resource and encourage such multi faith events in the County. In response the LA has said it will be contributing £5,000 towards the next Multi faith event. In addition the LA will be providing CPD to teachers and intends setting up a teacher network.

- **Multi Faith and Community cohesion be required elements of teacher training** – The LA responded that Elements of community cohesion were now contained in the authority's Gypsy Roma Traveller Project Programme and the theme would also be incorporated into the Headteacher Conference in the autumn.
- **That a central point of support for RE Co-ordinators be established, possibly through network meetings, and that termly informal links between schools and teachers be encouraged to develop and the Local Authority be encouraged to set up and resource localised RE meetings for teaching staff.** – In response the LA is considering a paper "Herefordshire RE network group proposal" which sets out proposals for the development of an RE network group for Herefordshire Schools.
- **To support the effective provision of RE the Local Authority provide additional guidance to schools on the improvement of assessment for learning in RE;** - The LA intended that support for the development of improved assessment practice would be provided through the RE network group.
- **SACRE requested information about how schools are making provision for RE within the more flexible curriculum structures.** - Currently the LA has no method of collecting and collating information on how schools were making such provision. The LA will be approaching the School Improvement Partners (SIP) about getting them to include in one of their five school visits a question or two about how provision is made. How the question is phrased would need careful thought. In addition to this the RE Consultant would continue her school monitoring visits. The results would be collated and reported to SACRE at appropriate intervals.

Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.

- **The Herefordshire Children and Young Peoples Plan** - having received a briefing and set up a small working group SACRE has provided formal advice to the LA on suggested amendments to the draft Children and Young Peoples Plan. The advice related to the inclusion of spiritual development/spiritual health, creativity and the adoption of positive values in the sections of the Plan relating to mental health; educational attainment of children and young people, particularly at Key Stages 1 and 2. SACRE were pleased to note that the Plan had been amended to reflect the various suggested changes.
- **Other concerns raised** - While no formal advice has been given in relation to: Multi faith events, Community Cohesion training; support for RE Co-ordinators and additional guidance to schools, referred to in the above question, SACRE raised a number of concerns and by highlighting these to the LA the LA has recognised that further action or support could be made.

2f Partnerships with other key stakeholders

Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.

In the absence of an RE Adviser for the LA specialist consultancy continues to be provided by Joyce Mackley of *RE Today Professional Services*. As in previous years this advice and support proved to be of the highest standard and was greatly appreciated by teachers, the LA and SACRE.

Members of SACRE have been informed of the Inset training provided by the Local Authority and the diocesan authorities.

Annual SACRE conference

The 9th annual conference, held on Thursday 27th September 2007, was attended by 45 delegates 95% rating the event as good and very good. The theme of the conference had been to provide teachers with an opportunity to meet and learn from members from the Jewish Hindu, Islam and Sikh faith communities, as well as hearing from pupils in two schools, on primary and one secondary, where RE had come alive through the use of imaginative strategies. Workshops were held on the themes of :

Jewish Education Workshop KS1-2 - was run by Jane Silver Corren who is a Jewish educator with 15 year's experience of teaching Judaism in schools and community groups including people with learning difficulties. Activities involved song, movement, drama and Jewish artefacts linked to the Herefordshire Agreed Syllabus for engaging children aged 5-11 in learning about and from Judaism, with a focus on what teachers can do and what children can do.

Islamic Art Workshop for all key stages - was run by Razwan UI Haq, who is an ex-Head and LEA Advisor, a practical hands on session on Islamic Art. Teachers were able to have a go at Arabic Calligraphy and consider how to make it meaningful in the classroom. The workshop looked at what other schools have done and explored how Art can be used as an inroad to a faith.

Hinduism Workshop - In this workshop teachers were introduced to Hindu personal/family deities and the concept of Karma through the making of Rangoli Patterns. The workshop was run by Bhartiben Tailor who is a Diversity Consultant and a Hindu Chaplain. She is on the Chaplaincy Steering Group of the Hindu Forum of Britain.

Sikh education workshop - This workshop provided: a personal encounter with oneself, an insight into how a Sikh sees everyday nature as complimenting Sikhism. The workshop was run by Butta Singh who is an RE teacher in Secondary Education and is a practising Sikh who has been in community service with children all his life.

Collective Worship Guidance 'Finding Treasure'

Three training sessions for governors and worship co-ordinators were held during February/March 08 at three strategically located primary schools which provided practical help in implementing the guidance. While the guidance had been principally written for primary schools many elements were applicable to the secondary sector. Information about this excellent publication has spread by word of mouth and a number of other authorities have already requested copies.

Professional development courses for teachers of RE

The LA have not organised/run any this year – the diocese ran one course which was open to all schools.

The effectiveness of the local agreed syllabus

3a Review of the agreed syllabus

Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.

The Herefordshire Agreed Syllabus for RE was revised and implemented in 2006.

SACRE is currently in the monitoring phase.

A review of the existing syllabus will begin in 2009/10.

3b Using the non-statutory national framework

To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?

The NSNF (2004) was used to inform the development of the current Herefordshire Agreed Syllabus.

The RE section of the new secondary curriculum came into existence after the publication of the Herefordshire Agreed Syllabus but as both draw on the NSNF there is considerable consistency between the two. Schools are advised that RE planning for the revised secondary curriculum must start from the Agreed Syllabus. The use of key concepts identified in the secondary curriculum documents relating to AT1 and AT2 are stated in the Agreed Syllabus. These are paired under the heading syllabus strands of Believing, Expressing, Living as follows

Believing: relates to AT1 Religious beliefs, teachings, sources

AT2 Meaning purpose and truth

Expressing: relates to AT1 forms of expression

AT2 identity and experience

Living: relates to AT1 Practices and ways of life

AT2 Beliefs, values and commitments

As schools are advised to plan RE units bringing together one concept from each attainment target the Herefordshire Agreed Syllabus already advocates this.

Herefordshire SACRE is more concerned about how to ensure appropriate curriculum provision for RE within the new secondary curriculum. Where RE is strongly valued it will be able to make a significant contribution – but the fear is that where inadequate curriculum focus has been given RE may become further marginalised.

3c Developing the revised agreed syllabus

Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.

The revision of the Herefordshire Agreed Syllabus over the past two review cycles has followed a pattern of setting up an Agreed Syllabus Conference; consultation with schools; the agreement of underlying principles for the review process; the setting up of consultation/working groups of teachers; drafting of revisions in line with national guidance and local advice; feedback from all parties, agreement, publication and teacher training.

The current syllabus draws on the Non Statutory national framework, identified key questions and intended outcomes linked to levels. It is in its second year. Future reviews will need to take account of national changes and guidance relating to the curriculum.

3d Consultation/launch/implementation of the agreed syllabus

Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.

Full consultation on the review including draft copies being sent to all schools; a launch conference; copies (hard and disk versions) sent to all schools; a wall poster summarising the main programmes of study; implementation training provided at a central location and then for clusters of school. Non statutory guidance exemplifying how all the primary units and some of the secondary units may be delivered were developed by working groups of teachers and provided with the syllabus to all schools. The Agreed Syllabus is available on the Herefordshire

Children and Young People's Service curriculum and resources section of the website.

3e Additional guidance/monitoring and evaluation of the agreed syllabus

How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)

Monitoring has taken place through the school visits 2007 and 2008 – sampling of approximately 15 schools out of 105 settings. These findings indicate that some have the syllabus fully in place whilst some are still working towards full implementation a year on from the introduction of the current syllabus.

4. Collective worship

4a Practice and provision for collective worship

How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)

The Herefordshire SACRE guidance 'Finding Treasure' on collective worship has been issued. The publication was produced by a cross discipline working group which included a number of teachers and head teachers.

4b Monitoring the provision of collective worship

Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.

SACRE does not have access to sufficient in depth Information to enable a well substantiated judgement on this

Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify: the number of applications; how many were new applications, and how many were renewals approximately how many pupils were affected in each case; SACRE's decision in each case, and a brief reason.

There were no determinations in force during the reporting year.

Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.

No formal complaints or other matters concerning RE were referred to SACRE during the year.

5. Contribution of the SACRE to the community cohesion agenda

5a Representative nature of the SACRE

Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.

Data from the 2001 national census indicated that of those who completed the census form 79% declared that they were Christian. 'Religion not Stated' accounted for 7.7% with 'Other' accounting for 0.7%. This made Christianity the principal religion in the County. The next recognised religion was Buddhism with .2%.

Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.

SACRE continues to review and expand its membership through its contacts with schools, parents, governors and faith groups.

5b Knowledge and understanding of the local religious, cultural and ethnic minority

Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).

In the course of both their professional or private lives SACRE members come into contact with many faith and cultural groups in the County and they relay or report on issues of interest or concern. It is a priority for SACRE to work towards bringing about increased contact with, and understanding of, faith communities in and beyond Herefordshire, for children, students, teachers and members of the wider community.

5c Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.

From the limited resources available, SACRE has organised or promoted events to highlight social, racial or religious harmony namely through its Annual Conference and the multi-faith events for children and young people. Members of SACRE have actively organised events or given imaginative talks at schools which resulted in very positive articles in the local press. SACRE contributed to the drafting of the Local Authority strategic document Herefordshire Children and Young Peoples Plan.

5d Links to local authority initiatives promoting diversity

In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?

Over the years SACRE has invited the LAs Race Equality Development Officer to various meetings. Issues around the authorities support for multi faith events have been highlighted and suggested amendments to the Children and Young Peoples Plan have been accepted. SACRE has not been made aware of any other LA initiatives promoting diversity.

6. Summary

What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?

SACRE is extremely pleased with the excellent progress made in promoting Multi-faith events in schools. This is evidence of the good community spirit within the schools and the community in wanting to see progress in community cohesion – despite very limited resources.

The SACRE Annual Conference is seen as an excellent opportunity for heads, subject leaders and governors to hear first hand from regionally or nationally acclaimed experts about important developments in RE and to network with colleagues.

SACRE is also aware of some excellent school based practice, evidenced by school

presentations to the SACRE Annual Conference.

Unlike many other authorities Herefordshire Council does not employ a dedicated RE officer and therefore SACRE feel that, of necessity, value for money is obtained from the Consultant for RE through the excellent work she does in schools and by advising SACRE of developments.

How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?

SACRE meetings are held in a generous, respectful and inclusive atmosphere evidenced by the Chairman's willingness to ensure that all points of view are heard and that the SACRE Annual Conference is now in its 10th year.

If the DCSF were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?

Ensure that RE remains at the heart of the curriculum.

Ensure that SACRE has the means to undertake the statutory role of monitoring RE and CW in schools so that considered, evidence based advice, can be given to the local authority.

Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCA (such as national innovations)?

SACRE has no further comment to make.

Appendix A: SACRE functions

Section 390 of the Education Act 1996 requires the Herefordshire Local Authority 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. The work of Herefordshire SACRE is governed by a constitution.

The main duty of SACRE is to advise the local authority upon matters connected with religious worship in County Schools and the religious education to be given in accordance with an agreed syllabus as the Local Authority may refer to the SACRE as the LA may see fit.

In addition, SACRE has two powers which are binding on the local authority:

- at any time it may require a review of the Agreed Syllabus for RE;
- following an application by the head teacher of a county school, it may make a determination for pupils of faiths other than Christianity that they will not be required to attend daily worship of a Christian character. As a result of such a determination the head teacher must make arrangements for daily worship that is appropriate for those pupils.

The composition of SACRE is set out in legislation. The four groups, or properly termed committees, represent the following interests within the local community.

- Committee A Christian Denominations and other faiths;
- Committee B The Church of England;
- Committee C Associations representing teachers;
- Committee D The local authority.

Members may be nominated by appropriate organisations but are appointed by the Local Authority. Other members may be co-opted.

This Annual report meets the requirements of the 1988 Education Act (as amended by the 1988 Act), which states that the Annual report should:

- ' specify any matter on which it has advised the LEA;
- broadly describe the nature of that advice; and
- set out reasons for offering advice on any matters which were not referred to in the first place by the LEA. (DFE Circ 1/94 para 9)

Key Functions of SACRE

- advising the LEA on matters connected with RE and Collective Worship;
- determining applications from head teachers of county schools for a total or partial exemption from providing Christian worship. Criteria for such 'determinations' relate to family backgrounds, ages and aptitudes of pupils;
- requiring the review of the Agreed Syllabus for RE adopted by the Local Authority;
- publishing an annual report of its work and sending it to the Qualifications and Curriculum Authority (QCA).
- SACRE may also offer advice on any matters relating to its functions as it sees fit and this could include: methods of teaching; choice of materials, and the provision of teacher training.

Appendix B SACRE Representatives : As at July 2008

Committee A:

Mrs C Ault	Bahá'í Faith
Mr Z Pandor	Muslim Faith
Revd L Rickards	Free Church
Sr. D O'Donnell	Roman Catholic
vacancy	Sikh Faith
vacancy	Other Faiths

Committee B - The Church of England:

Revd P Barlow	Church of England
Mr P Bowen	Church of England
vacancy	Church of England

Committee C – Teachers:

Mrs J Brown	Teachers
Miss L Langstaff	Teachers
Mrs S McCamley	Teachers

Committee D – Local Authority:

Councillor Mrs W U Attfield	Local Authority
Cllr Brig. P Jones	Local Authority
Cllr J Stone (Chairman of SACRE)	Local Authority

Co-opted Members

Mrs A Daniels	Teaching
Ms K Mayglothling	AST
Mrs G Morris	Academic Community

Appendix C: Contact addresses of SACRE Officers

Chair of SACRE

Councillor J Stone
Chairman of Herefordshire Council
C/o Herefordshire Council
Brockington
35 Hafod Road
Hereford
Herefordshire
e-mail jstone@herefordshire.gov.uk

Clerk to SACRE

C/o Paul James
Democratic Services Officer
Herefordshire Council
Brockington
35 Hafod Road
Hereford
Herefordshire
HR1 1ZT

Tel (01432) 260460 or e-mail pjames@herefordshire.gov.uk

Local Authority Officer

Lead Officer for SACRE
Mrs B Knight
Children and Young People's Directorate
Herefordshire Council
Blackfriars
4 Blackfriars Street
Hereford
Herefordshire
HR4 9HS

Tel (01432) 383044 or e-mail bknight@herefordshire.gov.uk

Religious Education Consultant to SACRE:

Mrs Joyce Mackley
RE Adviser
C/o the Clerk to SACRE at the above address.

APPENDIX D – Member attendance at meetings

Patterns of attendance of SACRE Members for academic year September 2007 to July 2008

Name	Committee	10 December 2007	3 March 2008	24 June 2008
Mrs C Ault	A	✓	✓	✓
Mr Z Pandor	A	(a)	(a)	✓
Revd L Rickards	A	✗	✓	✗
Mr M Rollnick	A	(a)	(a)	vacant
Sr. D O'Donnell	A	n/a	✓	(a)
Sikh Representative	A	vacant	vacant	vacant
Revd P Barlow	B	✓	✓	✓
Mr P Bowen	B	(a)	✓	✗
Revd I Terry	B	✓	✓	✓
Mrs J Brown	C	(a)	✓	✗
Miss L Langstaff	C	✓	✓	✓
Mrs S McCamley	C	(a)	✓	✓
Mrs A Daniel	Co-optee	✓	✓	✓
Ms K Mayglothling	Co-optee	(a)	✗	(a)
Mrs G Morris	Co-optee	✗	✗	✗
Councillor J Stone (Chairman)	D	✓	✓	✓
Councillor WU Attfield	D	✓	(a)	(a)
Councillor Brig P Jones	D	✓	✓	✓

✓ in attendance. ✗ absent. (a) apology recorded.

- Mr M Rollnick was unwell and resigned immediately following the March 07 meeting.
- Sr. D O'Donnell was appointed by the Archdiocese and the March SACRE was her first meeting.
- SACRE have been looking for a replacement Sikh representative for some time.
- Ms K Mayglothling only works part time and unfortunately meetings have not coincided with her work pattern, however, Ms Mayglothling still takes an active role for SACRE in the School community.

Due to the extra activity in schools at Christmas time in future the December meeting has been moved earlier by approximately one week i.e. three weeks before end of term.

APPENDIX E–

Herefordshire Multi-faith event for Children: September 25th-26th 2007

Who came and why?

160 ten and eleven year old pupils from 16 primary schools across the county took part in a multi-faith conference to learn about Hinduism, Judaism, Islam and Sikhism. The 2 day event took place at Holmer CE Primary School, Hereford and was five times over-subscribed.

The children met people from different non-Christian faith communities and learnt about their religions by getting involved in creative workshops including music, art, dance, story telling and role-play of the way other people celebrate their faith.

What happened in the workshops?

Children were introduced to Hinduism through Rangoli pattern making and exploring daily worship at the home shrine; and Sikhism through the use of authentic artefacts and spiritual music to explore Sikh beliefs, morals and values. Children had the opportunity to observe and participate in dance, singing, dreidle games and tasting traditional challah bread used on Shabbat in the Jewish home. They explored Islamic art through an Arabic Calligraphy workshop. The day ended with a celebration and sharing of activities from the day – with children showing or telling others of what they had enjoyed.

Who made it happen and why?

The conference was organised by a partnership between the Herefordshire Multi faith Development Group members and Holmer primary school, with grant funding from the Herefordshire Local Network Fund. Excellent and inspiring workshop leaders came from across the country: Razwan Ul-Haq a Muslim teacher, artist and writer from Yorkshire; Butta Singh a Sikh teacher from the West Midlands; Jane Silver Corren a Jewish educator from Dorset and Bharti Tailor a Hindu workshop leader and chaplain from Bedfordshire.

What did the children think?

We asked children to tell us what they were surprised by; most interested in; inspired by; disappointed by; bored by.....this is a representative sample of what they said:

Surprised by	<ul style="list-style-type: none">• The fact that the leaders were not more different! 'More foreign', especially Butta, whose appearance was so distinctive. Some of Butta's beliefs – that he was 'superman'• The length of Butta's beard!• Having to cover their heads and remove their shoes.• Writing their own bit of scripture!• The way Sikhs express their commitment through their clothes• The size of the Torah
Most Interested in	<ul style="list-style-type: none">• Rangoli patterns (several)• Jane and her descriptions of weddings including the dances• Islamic art, especially the calligraphy with the calligraphy pens!• The impact commitment has on people's everyday lives• Hearing about the many faces of the Hindu God

Inspired by	<ul style="list-style-type: none"> • Razwan, his fasting and prayers, and the way he made them all feel so involved (several) • The Jewish practice of placing the Mezuzah on the door and being constantly aware of it. • Islamic art • Music in the Sikh workshop • 'the hindu workshop', 'the Hindu divas' , • 'the artwork we saw in assembly'
Disappointed by	<ul style="list-style-type: none"> • Nothing • Wanted more time to explore rangoli patterns • Running out of time in the Islam workshop and missing meditation
Bored by	<ul style="list-style-type: none"> • Nothing (most) • Sometimes felt they were sitting too long

What did some of the adults think?

Alison Farrell, a parent said:

'it was a really fascinating day - interesting, varied, hands-on.....my son said he thought he enjoyed [the Hindu] workshop best, but that was not an easy choice, for he could pick out things from each workshop that had interested him and he remembered a good deal of what each of the presenters had said. There can be no better way of gaining an understanding of these other faiths than meeting real people themselves, with their own personalities and stories to tell.I firmly believe that such an 'experiential' experience as this day will result, in the short and longer term, in the lessening of suspicion of those other people, with their different rituals, languages and even dress. And that understanding is so valuable in promoting respect for all in the context of the increasingly multi-cultural, multi-faith nature of our wider society.'

Councillor Jenny Hyde, cabinet member for children and young people, said:

" It is important that our children have the opportunity to explore other faiths and try new things so that they have an understanding of the world around them and can learn to respect and celebrate difference."

Midge Ault, event organiser from the Baha'I Faith, said: "This is a wonderful opportunity to bring together children and adults of different faith back grounds in a creative, positive and enjoyable way. I hope that this will be the first of many!

Sue Morgan Head of Ivington CE Primary school said:

'Herefordshire desperately needs more of these opportunities to meet with and get to know people from other faith traditions. The more you interact, the more you realise that all the major faith traditions are looking for the same thing...finding God. They are travelling on different journeys and different roads to get there'

What made the event even better?

Judy Cecil, head teacher and event organiser, wanted as many children as possible to share in the day and used ICT to do this.

Video conferencing was used to enable two other primary schools to share in aspects of the event. A film crew made up of Year 6 children from Holmer school, together with their teacher captured the event and worked hard to put together 'Photostories'. These were shown during the 'Celebrate and Share' assembly at the end of the day – rounding off a wonderful day of singing, creating, questioning and meeting one another – and having fun.

Getting children ready for the event?

We wanted children (and the adults with them) to get the most out of the day, so we met together with teachers from all the participating schools before hand and suggested some activities they might do in preparation. The organising team had already decided that a good focus for this would be to explore the idea of 'commitment'. Using Lat Blaylock's Commitment Game children used talking and listening group work to clarify their own commitments and to think carefully about the commitments of religious people. Children found this really helped them to think quite deeply about themselves – one said 'it made me think out of the back of my brain as if I was the only one there!'

What might we do different another time?

Children really enjoyed the workshops that combined activities with spirituality. They were intrigued by the way calligraphy and Rangoli patterns are not just shapes and patterns, but how these express deeper beliefs. They were fascinated by the meaning of the traditional dress of a Sikh and enjoyed the reflective experience of Sikh music. They noticed how belief in one God (the same God!) was central to the lives of all four faiths despite each person seeming very different on the surface. In future events it would be good to have more time to understand the things which matter most (the spirituality, values and beliefs) of the person representing each faith and give more time to children asking questions and thinking about their own responses.

Joyce Mackley

Secretary Hereford Multi-faith Development Group

3.10.07

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

Development Plan 2007-2010

Mission Statement:

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

Agreed at the meeting 8th December 2006

SACRE membership:

MEMBERSHIP OF THE HEREFORDSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

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

- | | |
|-----------|---|
| Group (A) | Christian denominations and other religions and religious denominations
One Roman Catholic representative (nominated by the Roman Catholic hierarchy)
One Free Church representative (nominated by Churches together in Herefordshire)
Other faith representatives - one Bahá'í, one Muslim, one Sikh and one Jewish. |
| Group (B) | Church of England
Three Church of England representatives (nominated in consultation with the Diocesan Education Authority) |
| Group (C) | Teachers Associations
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) | Local Authority
Three Herefordshire Council members as Local Authority representative |

Key Functions of SACRE (Circular 1/94)

- ◆ advising the Local Authority (LA) formerly the Local Education Authority, 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 LA ;
- ◆ 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 LA 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)

A key principle underpinning this development plan is the active partnership between the LA 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

The three key purposes of SACRE, as expressed in this development plan are to

1. Support, develop and monitor provision, teaching and learning in Religious Education in all schools.

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 and when necessary recommend the establishment of the Syllabus Conference to revise the Agreed Syllabus

In order to achieve this we will:

4. Develop effective partnerships with schools, the faith communities, diocesan authorities and the LA

5. Prepare and circulate an annual SACRE report

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

7. 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

SACRE Draft Development Plan 2007-10

1. Support, develop and monitor provision, teaching and learning in RE in all schools.

Action	Timescale	Lead Responsibility:	Resource implications	Monitoring and evaluation
♦ Annual programme of inset provided in partnership with Hereford Diocese and Cardiff Archdiocese	Annually – Autumn term SACRE mtg	RE consultant in liaison with Diocesan schools adviser + LA Officer to SACRE	Schools (delegates fees)	<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"> ♦ In-service evaluation comments ♦ Consultants visits to schools ♦ Ofsted reports (as appropriate) ♦ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 48 reports <p>Course evaluation comments</p> <p>Feedback – report to SACRE</p> <p>Feedback on outcomes – report to SACRE</p> <p>Feedback on outcomes – report to SACRE</p>
♦ Offer school based support and training for RE	As required	LA Officer to SACRE/RE consultant/Diocesan consultant for church schools	SACRE budget Diocesan budget for church schools	
♦ To monitor RE in community schools through SACRE monitoring visits and an on line self evaluation tool	Biennially	RE Consultant	SACRE budget	
♦ To receive reports relating to standards and quality of RE in church schools drawing on SIAS information	Annually Autumn term	Diocesan officer		
♦ To provide an annual SACRE day conference	Annually	RE consultant	Schools (delegates fees)	
♦ Termly meeting for RE subject leaders (co-ordinators/HoD's)	As required	RE consultant in conjunction with Diocesan schools adviser	SACRE budget + schools?	
♦ To appoint a secondary working party to support curriculum development, including the development of ICT to support teaching and learning in RE.	As required	RE consultant/Diocesan Schools adviser	SACRE budget	
♦ To appoint a primary working party to support curriculum development, including the development of ICT to support teaching and learning in RE.	As required	RE consultant/Diocesan Schools adviser	SACRE budget	

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"> ▪ To publish guidance on collective worship (secondary) ▪ To provide in-service training to support the implementation of 'Finding Treasure' collective worship guidance published in 2006 for primary schools) ▪ Monitor the impact of Collective worship guidance ▪ To establish a pattern of SACRE visits to schools to observe CW 	<p>2007</p> <p>2007</p> <p>Bi-annually 2007-10</p> <p>Biannually 2007-10</p>	<p>SACRE with Diocesan Officer/secondary collective worship working group?</p> <p>Diocesan Schools adviser ?</p> <p>SACRE</p> <p>SACRE</p>	<p>Meeting costs</p> <p>Publication costs</p> <p>SACRE budget</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. These are to include:</p> <ul style="list-style-type: none"> ◆ In-service evaluation comments ◆ Consultants visits to schools ◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 48 reports

3. Review/ and monitor the Agreed Syllabus

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> ◆ Implement revised Agreed Syllabus Sept 2006 ◆ To undertake a formal study of the impact of the revised agreed syllabus and non statutory guidance implemented from September 2006 ◆ To review, and if needed, recommend the establishment of the Agreed Syllabus Conference to revise the 2006 Agreed Syllabus for implementation from 2011 	<p>From Autumn 2006</p> <p>Spring 2008</p> <p>Autumn 2009 onwards</p>	<p>Schools</p> <p>SACRE/ RE consultant</p> <p>SACRE/Anglican Diocesan Officer</p>	<p>Schools</p> <p>SACRE budget</p> <p>Build additional costs into the SACRE budget for 2009-10</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"> ◆ In-service evaluation comments ◆ Consultants visits to schools ◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 48 reports

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

Action	Timescale	Responsibility:	Resource implications	Monitoring and evaluation
<ul style="list-style-type: none"> ◆ To participate (if appropriate) in the development of the Children and young People's plan 	Spring 2007	LA Officer to SACRE		<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"> ◆ Reports from SACRE members involved in actions identified on this aspect of the development plan ◆ Ofsted reports ◆ In-service evaluation comments ◆ Consultants visits to schools ◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 48 reports
<ul style="list-style-type: none"> ◆ To visit a sample of schools to review RE and CW on a voluntary basis (also diocesan schools in partnership) 	At least annually	SACRE members to advise	Build costs into the SACRE budget 2007-10	
<ul style="list-style-type: none"> ◆ To continue a programme of presentations to SACRE by teachers exemplifying good practice 	Ongoing	SACRE members to advise		
<ul style="list-style-type: none"> ◆ To encourage the active partnership of different faith communities in the work of SACRE 	Ongoing	SACRE		
<ul style="list-style-type: none"> ◆ To contribute to inclusion issues particularly interfaith understanding. 	Ongoing	SACRE		
<ul style="list-style-type: none"> ◆ To support social cohesion by promoting multi-faith and multi cultural activities in schools and advising the LA on related issues 	Ongoing	SACRE		
<ul style="list-style-type: none"> ◆ To support work of the Marches training consortium in the development of future RE teachers 	Ongoing	SACRE		

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"> ◆ Sacre to monitor outcomes of Ofsted and LA inspections or reviews of schools ◆ Opportunity for SACRE to support spiritual development across the curriculum ◆ Opportunity for SACRE to support the Herefordshire Creativity initiative ◆ 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 	<p>April 2007 onwards</p> <p>April 2007 onwards</p> <p>April 2007 onwards</p> <p>April 2007 onwards</p>	<p>Lead officers and consultant from LA and Diocese</p> <p>Lead officers and consultant from LA and Diocese</p> <p>Lead officers and consultant from LA and Diocese</p> <p>Lead officers and consultant from LA 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"> ◆ Reports from SACRE members involved in actions identified on this aspect of the development plan ◆ Ofsted inspection reports ◆ In-service evaluation comments ◆ Consultants visits to schools ◆ Diocesan Boards of Education (Cof E and RC) Officers reports e.g. church school Section 48 reports

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"> ◆ To develop the Herefordshire LA website to include sections for SACRE and the Agreed Syllabus <ul style="list-style-type: none"> ◆ Invite ICT Projects Officer to attend a SACRE meeting 	April 2007 onwards	SACRE + ICT Projects Officer	Website developments funded by LA?	Feedback from schools /report to SACRE

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"> ◆ nominate and appoint a SACRE officer as publicity officer for SACRE ◆ 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 	April 2007 onwards	SACRE		

Appendix G

2008 GCSE Results	Attempted GCSE	Achieved A*-C	Achieved A*-G
Religious Studies	Total Pupils	Total	Total
National			
Short & Full Courses	179,139	72.5%	98.5%
Herefordshire LEA			
Full Courses	412	65.0%	99.0%
Short Courses	773	57.1%	94.8%

2007 GCSE Results	Attempted GCSE	Achieved A*-C	Achieved A*-G
Religious Studies	Total Pupils	Total	Total
National			
Short & Full Courses	140,073	69.2%	98.2%
Herefordshire LEA			
Full Courses	631	59.0%	96.8%
Short Courses	677	43.9%	95.4%

2006 GCSE Results	Attempted GCSE	Achieved A*-C	Achieved A*-G
Religious Studies	Total Pupils	Total	Total
National			
Short & Full Courses	130,587	67.9%	98.1%
Herefordshire LEA			
Full Courses	413	78.9%	100.0%
Short Courses	855	51.3%	94.4%

2005 GCSE Results	Attempted GCSE	Achieved A*-C	Achieved A*-G
Religious Studies	Total Pupils	Total	Total
National			
Short & Full Courses	131,400	68.0%	98.0%
Herefordshire LEA			
Full Courses	365	78.9%	99.7%
Short Courses	1002	44.0%	93.1%

	% A*-C							
Religious Studies	2001	2002	2003	2004	2005	2006	2007	2008
Herefordshire LEA	65%	65%	68%	80%	79%	79%	60%	65%
National	60%	57%	61%	62%	68%	68%	69%	73%

	% A*-G							
Religious Studies	2001	2002	2003	2004	2005	2006	2007	2008
Herefordshire LEA	96%	97%	97%	98%	100%	100%	97%	99%
National	96%	95%	95%	96%	98%	98%	98%	99%

GCSE 2008 Results for Religious Studies

Religious Studies					
Full Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	412	268	65.0%	409	99.3%
Boys					
Girls					

GCSE 2007 Results for Religious Studies

Religious Studies					
Full Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	631	372	59.0%	611	96.8%
Boys					
Girls					

GCSE 2006 Results for Religious Studies

Religious Studies					
Full Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	413	326	78.9%	413	100.0%
Boys					
Girls					

GCSE 2005 Results for Religious Studies

Religious Studies					
Full Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	365	288	78.9%	364	99.7%
Boys	146	105	71.9%	145	99.3%
Girls	219	183	83.6%	219	100.0%

Religious Studies

Religious Studies					
Short Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	773	441	57.1%	733	94.8%
Boys					
Girls					

Religious Studies

Religious Studies					
Short Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	677	297	43.9%	646	95.4%
Boys					
Girls					

Religious Studies

Religious Studies					
Short Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	906	465	68.7%	855	126.3%
Boys					
Girls					

Religious Studies

Religious Studies					
Short Course					
	Entered	Number A* to C	% A* to C	Number A* to G	% A* to G
Boys & Girls	1002	441	44.0%	933	93.1%
Boys	491	169	34.4%	453	92.3%
Girls	511	272	53.2%	480	93.9%

Religious Studies

Religious Studies					
ELQ Band C					
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
Boys & Girls	8	8	37.5%	50.0%	12.5%
Boys					
Girls					

Religious Studies

Religious Studies					
ELQ Band C					
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
Boys & Girls	14	14	28.6%	35.7%	35.7%
Boys					
Girls					

Religious Studies

Religious Studies					
ELQ Band C					
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
Boys & Girls	20	17	45.0%	35.0%	5.0%
Boys	17	14	47.1%	29.4%	5.9%
Girls	3	3	33.3%	66.7%	

Religious Studies

Religious Studies					
ELQ Band C					
	Entered	No. Grds 1-3	% Grade 1	% Grade 2	% Grade 3
Boys & Girls	20	17	45.0%	35.0%	5.0%
Boys	17	14	47.1%	29.4%	5.9%
Girls	3	3	33.3%	66.7%	

2007 59.4%

GCE A' Level 2008

Religious Studies					
A2					
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
Boys & Girls	9	8	88.9%	8	88.9%
Boys					
Girls					

2007

2022 65.4%

GCE A' Level 2007

Religious Studies					
A2					
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
Boys & Girls	6	4	66.7%	6	100.0%
Boys					
Girls					

GCE A' Level 2006

Religious Studies					
A2					
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
Boys & Girls	8	6	75.0%	8	100.0%
Boys	3	1	33.3%	3	100.0%
Girls	5	5	100.0%	5	100.0%

GCE A' Level 2005

Religious Studies					
A2					
	Entered	Number A* to C	% A* to C	No. A* to E	% A* to E
Boys & Girls	8	6	75.0%	8	100.0%
Boys	3	1	33.3%	3	100.0%
Girls	5	5	100.0%	5	100.0%

Results from Hereford Sixthform College:

A2 Level

Subject	% A-B	% A-C
Theology	71.4%	87.5%

AS Level

Subject	% A-B	% A-C
Theology	58.5%	80.5%

Results from Hereford Sixthform College:

A2 Level

Subject	% A-B	% A-C
Theology	67.3%	95.9%

AS Level

Subject	% A-B	% A-C
Theology	40.7%	74.1%

Results from Hereford Sixthform College:

A2 Level

% A-B	% A-C
83.0%	94.3%

AS Level

% A-B	% A-C
47.5%	80.0%

Results from Hereford Sixthform College:

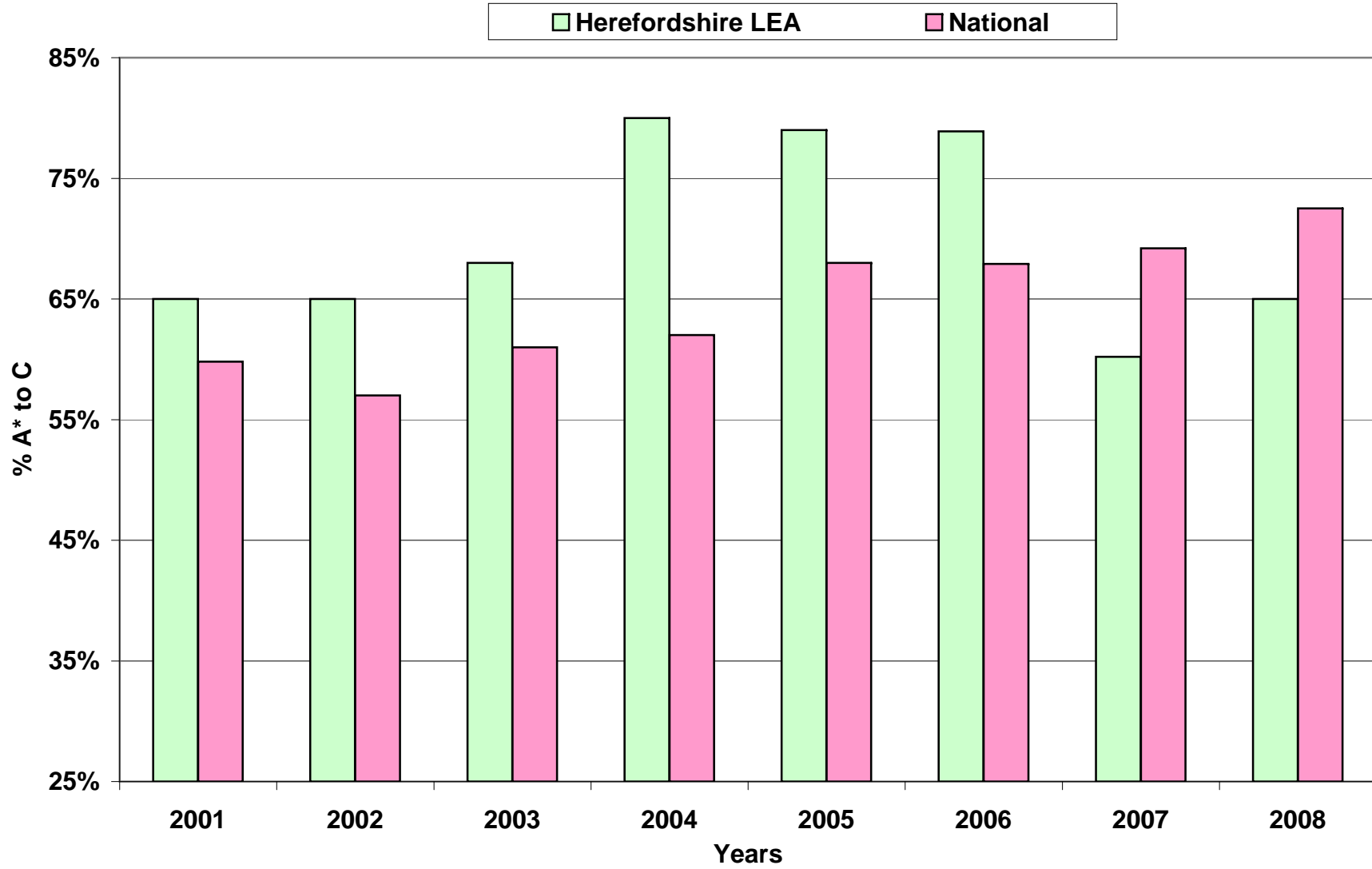
A2 Level

% A-B	% A-C
58.2%	83.6%

AS Level

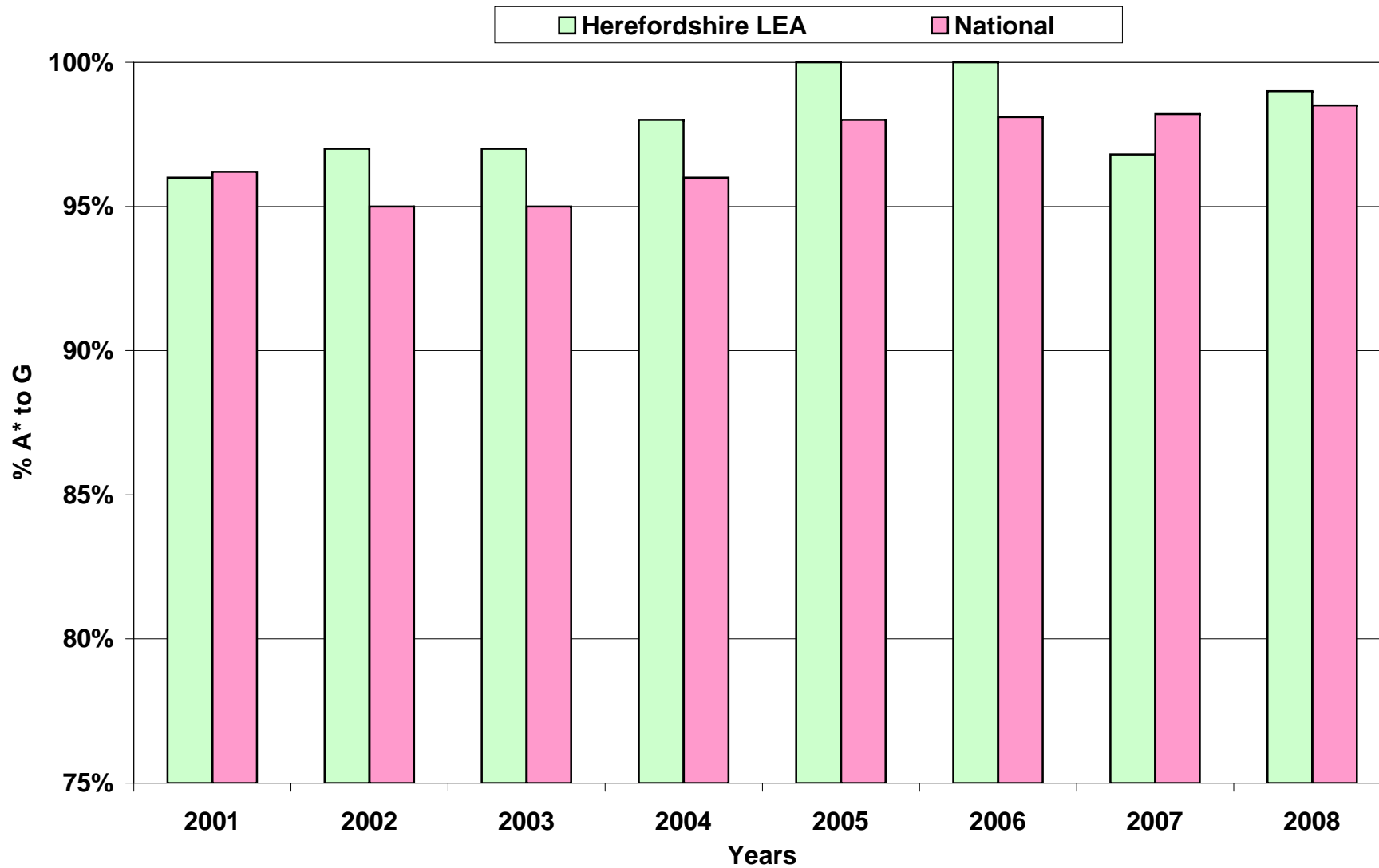
% A-B	% A-C
64.5%	82.9%

Religious Studies 1999 - 2008



RS_A_C

Religious Studies 1999 - 2008



RS_A_G

This SACRE Annual Report was produced for Herefordshire SACRE by Democratic Services, Herefordshire Council, Brockington, 35 Hafod Road Hereford
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