

North Yorkshire County Council

Children and Young People's Service

Standing Advisory Council for Religious Education

SACRE meeting **Thursday 30th January 2020**

**The Evolution Business Centre, County Business Park,
Darlington Road, Northallerton, DL6 2NQ**

2.00 pm - 4.00 pm

Agenda

1. Apologies.
2. Minutes of the meeting held on Thursday 19 September 2019
(Pages 3 to 8)
3. Matters Arising
4. Changes in the Local Authority - LA Officer Role (Katherine Bruce)
5. SACRE Annual Report 2018/19 - For approval (Katherine Bruce/Olivia Seymour)
(Pages 9 to 21)
6. GCSE and A Level Data (Katherine Bruce)
7. New Ofsted Framework and the place of RE (Olivia Seymour)
(Pages 22 to 51)
8. Development Plan for SACRE (Olivia Seymour/Helen Sellers)
9. Training for Schools (Olivia Seymour)
10. NASACRE Conference (Olivia Seymour)
11. Correspondence
12. Any Other Business
13. Date and time of next meeting - **Tuesday 21st May 2020**

Barry Khan
Assistant Chief Executive (Legal and Democratic Services)
County Hall
Northallerton

**Membership of the
Standing Advisory Council for Religious Education**

<u>Membership</u>	
County Councillor Janel Jefferson	
County Councillor Robert Heseltine	
County Councillor Andrew Lee	
County Councillor Patrick Mulligan	
County Councillor Annabel Wilkinson	
Professor J Adams	Humanist
Mrs B Belsham	Methodist
Revd S Bennett	Church of England
Mrs S Beveridge	Teacher
Mr Bill Kimberling	The Church of Jesus Christ of Latter- day Saints
Mr Mohinder Singh Chana	Sikhism
Mrs Judy Clarke	Teacher
Mr N M Emam	Muslim
Mrs M Gibson	Church of England
Mrs H Harrison	Teacher
Mrs Hazel Hornsby	Catholic
Dr Neville Packter	Judaism
Mr Douglas Rice-Bowen	Teacher
Mrs O Seymour	Church of England
Mrs H Sellers	Baptist
Mrs H Spencer	Teacher
Vacancy	Buddhism
Vacancy	Salvationist
Vacancy	Hindu
Vacancy	Church of England
<u>Co-opted Members</u>	
Vacancy	Academic Expertise in Religious Education
<u>Officers</u>	
Sally Mitchell	Legal and Democratic Services (Clerk)
Katherine Bruce	Children and Young People's Service

North Yorkshire County Council
Children and Young People's Service
Standing Advisory Council for Religious Education

Minutes of a meeting held at Evolution Business Centre, Northallerton on Thursday, 19th September, 2019

PRESENT:

County Councillors: Robert Heseltine and Annabel Wilkinson

Professor John Adams (Humanist), Mr Robert Brownlow (The Church of Jesus Christ of Latter-day Saints), Mrs Judy Clarke (Teacher), Mrs Helen Sellers (Baptist), Mrs Olivia Seymour (Church of England) and Mrs Hannah Spencer (Teacher)

Officers: Mrs Rebecca Swift (Equalities Adviser – Education and Skills – Children and Young People's Service and Mrs Sally Mitchell (Principal Democratic Services Officer)

Action

174.	ELECTION OF CHAIRMAN AND VICE-CHAIRMAN That Mrs Olivia Seymour be elected Chairman and Mrs Helen Sellers be elected Vice-Chairman of the SACRE for 2019-2020.	
175.	APOLOGIES: Apologies were received from County Councillor Janet Jefferson and Mrs Barbara Belsham (Methodist), Reverend Simone Bennett (Church of England), Mr Mohinder Singh Chana (Sikhism), Mr Nasr Emam (Muslim) and Mrs Margaret Gibson (Church of England).	
176.	MINUTES: RESOLVED – That the Minutes of the meeting held on 9 th April, 2019 be agreed and signed by the Chairman, as a correct record, subject to the following amendments – i) Minute 167 7 th and 8 th lines – delete the words “various” and “including those” and replace with the words “some of the”; and ii) Minute 169 16 th line – NHT to read “NAHT”	
177.	MATTERS ARISING: i) Minute 167 RE Agreed Syllabus – Professor John Adams expressed disappointment that the finalised RE Syllabus remained strewn with spelling and grammatical errors and other errors, including incorrect verbs and speech. Professor Adams also expressed concern that despite his submission of detailed comments and suggested	

Action

	<p>amendments to the Syllabus content, only one or two of those suggestions had been incorporated into the final document.</p> <p>The Chairman assured Professor Adams that all his comments had been submitted to RE Today in order for the Syllabus to be amended accordingly, but it appeared that this had, unfortunately, not been done. In mitigation, the Chairman stated that there had been a tight timeframe for finalisation of the Syllabus and its publication to Schools.</p> <p>The Chairman undertook to contact RE Today regarding the matter and it was agreed that a request would also be made for the electronic version of the Syllabus be amended.</p> <p>ii) Membership – Catholic Representative - The Clerk reported that she had received confirmation from the Diocese of Leeds that it had appointed a new Catholic representative member for SACRE. This was Hazel Hornsby, who lived in North Yorkshire and was currently Chaplain to Holy Family Catholic School in Keighley.</p> <p>Buddhist Representative – The Clerk reported that she had received the resignation of Mrs Christina Taylor who had served the last fifteen years as the Buddhist representative on SACRE.</p> <p>Teacher Representative – Rebecca Swift reported that Mrs Sarah Beveridge had asked to take a sabbatical from membership of SACRE for a period of one year, due to pressure of school commitments and this was agreed.</p> <p>Salvationist Representative – Mrs Helen Sellers reported that she had approached the Salvation Army regarding nominating a representative and was awaiting a response.</p> <p>iii) Local Authority Adviser to SACRE – Rebecca Swift – Rebecca Swift advised Members that this was her last meeting as Adviser for SACRE, as following a recent review and re-structure of her service unit within CYPS she had decided to accept voluntary redundancy and would be leaving the Local Authority in December 2019.</p> <p>Members expressed their sadness that they would be losing Rebecca Swift’s valuable expertise and her commitment to SACRE and requested that their gratitude for all her work, particularly over the last eighteen months be noted.</p> <p>Rebecca Swift commented that she was not aware of the person who would be appointed as her replacement as Local Authority Adviser to SACRE and that the Chairman and Clerk would need to approach CYPS for this information, in due course.</p>	<p>OS</p> <p>OS/SAM</p>
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178.	<p>NEW RE AGREED SYLLABUS</p> <p>i) Final Syllabus and supporting resources produced – an overview - Rebecca Swift reported that the new RE Agreed Syllabus had been very well received by schools, highlighted the three key themes for Members and advised that a considerable amount of training had already been undertaken on the contents of the new Syllabus.</p> <p>Rebecca Swift also drew Members’ attention to Page 36 of the Syllabus which was intended as a one page overview which schools could use for lesson planning, but advised that schools could also “buy-in” bespoke teaching units. Page 96 demonstrated what progression in the subject should look like for the end of KS1, KS2 etc. for teachers to be able to check whether a pupil had attained the necessary level.</p> <p>Rebecca Swift referred Members’ to the Additional Resources appendix of what was available to schools.</p> <p>The teacher representatives commented that the new Syllabus was a very useful tool in schools and also assisted teachers in conversations with OFSTED inspectors by giving the correct language.</p> <p>Rebecca Swift asked that her thanks be placed on record to the SACRE Members who had contributed to preparing the Knowledge Organiser on five different Faiths, which had culminated in a one page Summary/Key Facts on that particular Faith.</p> <p>ii) Dissemination Events - Rebecca Swift reported that 150 delegates had attended the Conference/Launch event held on 10th June 2019, with 10 ‘RE Market Place’ stalls present. Rebecca Swift expressed thanks to the SACRE Members who had run the stalls. The feedback from attendees had been very positive with 94% of delegates rating the event as “excellent” and 6% rated it “Good”. Rebecca Swift advised the meeting that she had already delivered 4 half-day training sessions on the new Syllabus to 80 attendees in total, in Northallerton, Harrogate, Selby and Scarborough.</p> <p>Mrs Helen Sellers referred to her report, which had been circulated to Members with the agenda, on an RE Training session on the new Syllabus that she had attended in July, in Harrogate, which had been given by Rebecca Swift. Mrs Sellers assured SACRE that the new RE Agreed Syllabus had been welcomed by those who would be teaching it and greatly appreciated the training opportunities on offer.</p> <p>County Councillor Robert Heseltine queried what real influence North Yorkshire’s SACRE had on what a school chose to do within its curriculum and was reminded by Rebecca Swift that SACRE had sent letters out to certain</p>	
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	<p>schools last year challenging their non-compliance on RE teaching. The Chairman agreed monitoring should be undertaken again and support and advice could be given, whilst appropriately challenging non-compliance, which was part of SACRE's duty.</p> <p>County Councillor Robert Heseltine also enquired what the legal position was regarding monitoring Academy schools and was informed by the Chairman that they do need to comply with the law on teaching RE, but are not bound to follow the North Yorkshire Agreed Syllabus. Rebecca Swift added that NATRE also monitored school results and if a school had not entered any students for GCSE's for 3 years, NATRE does notify OFSTED.</p> <p>The Chairman suggested that she could produce a summary of the new OFSTED Framework for RE and report on whether any of North Yorkshire's schools had been OFSTED inspected under it.</p> <p>iii) NATRE GCSE and A Level Religious Studies Examination Results 2019 – Rebecca Swift reported that there had been a significant drop in the numbers of students taking RS at GCSE Level, the 42.6% reduction in only 8 years. Rebecca Swift further reported the outcomes for North Yorkshire schools' students and commented that North Yorkshire students were performing better than the national average which was a positive message. Members were advised that the new OFSTED Framework would be looking into Religious Studies and the access of students to RE.</p> <p>Rebecca Swift reported very positive A Level RS results, which were close to the national average, but were still above national average.</p> <p>RESOLVED -</p> <p>That the reports be noted.</p>	
179.	<p>TEACHER TRAINING OPPORTUNITIES FOR 2019/20</p> <p>Rebecca Swift advised the meeting that she had several RE Teacher Training Days arranged for 2020 and suggested that any SACRE Member was welcome to attend if they wished to contact her. However, following her departure from the Local Authority at the end of 2019, it was uncertain who would be delivering the training aspect of her role in 2020.</p> <p>Members expressed hope that SACRE would be informed of who would be carrying out the training events in the future. The Chairman stressed that it would be essential to ensure continuation of Rebecca Swift's work with schools and that SACRE needed to consider how SACRE liaises with the Local Authority going forward.</p>	

	<p>RESOLVED –</p> <p>That the position be noted.</p>	
180.	<p>SACRE SELF-EVALUATION AND MEMBERS SKILLS AUDIT – IDENTIFYING PRIORITIES FOR 2019/20</p> <p>Considered –</p> <p>North Yorkshire SACRE RETool – Reporting and Evaluating Toolkit document.</p> <p>The Chairman advised that SACRE needs to regularly review its aims and reported that this was last done formally in 2015 and referred to the 4 main sections of the nationally recognised audit toolkit document circulated at the meeting.</p> <p>As it was felt there was insufficient time to discuss the contents of the document in detail, it was agreed that the Chairman would circulate it to all SACRE Members asking for comments to be returned to her by a certain deadline. The Chairman undertook to collate all the responses into a report she would present to the next meeting of SACRE.</p> <p>RESOLVED –</p> <p>That the SACRE RETool document be circulated to all Members for comments to be returned to the Chairman and a report be presented to the next meeting for consideration.</p>	OS to prepare report SAM to note agenda item
181.	<p>REVIEW OF COLLECTIVE WORSHIP POLICY AND SUPPORTING RESOURCES</p> <p>Considered –</p> <p>SACRE Guidance to Schools on Collective Worship 2015.</p> <p>Rebecca Swift circulated the Guidance document which was last produced in 2015 and advised that its contents needed to be reviewed to check whether it was still 'fit for purpose'.</p> <p>Mrs Helen Sellers shared her experience of reviewing the Bradford Policy via a Power Point presentation at the meeting.</p> <p>In the light of opposing views at the meeting on the relevancy of reviewing the current Guidance and potential contents of any new document, it was agreed that any further discussion on this issue be deferred to a future meeting of SACRE, pending the review of SACRE's overall objectives going forward.</p> <p>RESOLVED –</p> <p>That a review of SACRE's Guidance to Schools on Collective Worship be deferred to a future meeting.</p>	

Action

182.	CORRESPONDENCE: There had been no correspondence received since the last meeting.	
183.	OTHER BUSINESS: SACRE Annual Report 2018-19 Rebecca Swift advised that she did not propose to insert any School Case Studies in the Annual Report for this year because the new RE Syllabus had just been implemented. The Foreword would explain the reason there was no Case Studies and that she intended to have a draft Report for circulation for Members' comments by early November. Consideration of the draft Annual Report would be placed on the agenda for the next meeting.	SAM to note for next Agenda
184.	DATE OF NEXT MEETINGS RESOLVED - That the next meetings be held on Thursday, 30th January, 2020 starting at 2.00 pm to 4.00 pm in Northallerton; and on Thursday, 21st May, 2020 starting at 4.00 pm to 6.00 pm in Harrogate.	All to note SAM to arrange

The meeting concluded at 4.10pm

SAM

ANNUAL REPORT OF THE NORTH YORKSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION FOR THE SCHOOL YEAR 2018/19

CONTENTS

1. Chair's introduction and context
2. Advice to statutory bodies
3. Standards and quality of provision of RE
4. Agreed Syllabus
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7. Contribution of SACRE to the wider Local Authority agenda
8. Summary
9. Membership of SACRE

DRAFT

1: INTRODUCTION AND CONTEXT FROM THE CHAIR OF SACRE

It has been a privilege to chair North Yorkshire SACRE this year. It has been a busy and exciting year with a focus on reviewing and developing our new Agreed Syllabus. The agreed syllabus conference and networks through the year were a great opportunity to meet with teachers, share best practice and listen to the changes we needed and to hear suggestions for improving our support for high quality RE in all of our schools. The new Agreed Syllabus was launched to a room of 150 teachers in the summer term, followed by further support in regional meetings for schools who were unable to attend the launch day. We are delighted with the responses we have received to the syllabus and to the supplementary materials we have provided to support schools in different contexts. We look forward to working with our schools over the coming year to support and monitor the implementation of the syllabus and explore any future training needs.

I would like to take this opportunity to thank the members of SACRE who commit their time to supporting the work of SACRE, I am grateful for their continued support and encouragement. We continue to focus on ensuring our membership reflects our different faith communities within North Yorkshire and on ensuring that teachers are adequately represented.

Particular thanks also go to Rebecca Swift and Sally Mitchell in their key role in supporting the work of SACRE. I am grateful for Rebecca Swift's commitment to ensuring there are ongoing network meetings for teachers and support for delivering the agreed syllabus.

I would like to take this opportunity to thank Mark Cosens, Christopher Devanny, Martin Dickinson, Matt Grassam, Caroline Pratt and Rachael Oates for their valued contribution to the work of SACRE whilst they were members.

I am very pleased to be able to commend this annual report to school governors, head teachers and their staff, and to members and officers of the County Council.

Olivia Seymour, SACRE Chair 2018/19

The SACRE welcomes any comments on, or enquiries relating to, this report, which should be addressed to Mrs Sally Mitchell, Clerk to SACRE, North Yorkshire County Council, Children & Young People's Service, County Hall, Northallerton, DL7 8AE.
Email: sally.mitchell@northyorks.gov.uk

2: ADVICE TO STATUTORY BODIES

Over the last year, SACRE has provided the following resources and guidance documents for schools:

- North Yorkshire SACRE RE Agreed Syllabus 2019-20
- Guidance documents to support the teaching of the Agreed Syllabus
- Knowledge organisers to support learning

In recent years, SACRE has produced:

- Guidance on Collective Worship
- Guidance on organising visits to places of worship
- Case studies of good practice around Collective Worship.

3: STANDARDS AND QUALITY OF PROVISION OF RELIGIOUS EDUCATION¹

Public examinations

Key stage 4

(2018 data in brackets)

In 2019, 2149 (1866) students were entered for the GCSE full course in Religious Studies in North Yorkshire, which was 36% (31%) of the cohort and an increase of 283 entries from the previous year, reversing the recent trend of a fall in entries year on year. 30 (25) centres out of 46 entered pupils for full course GCSE. Some schools entered the whole cohort, whilst for other schools, Religious Studies GCSE was offered as an option.

The national picture:

- The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the third year in a row, down 1.6% against 2018 to 237,862.
- In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 19.7% from last year to 27,384. Religious Studies remains by far the most commonly taken short course GCSE, accounting for 94.4% of all short course GCSEs taken in England and Wales.
- When the entries for the full course and short course GCSE are combined, the picture is of significant decline in the number of pupils taking a qualification in Religious Studies. Entries for GCSE RS (combined short and full courses) in England and Wales peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4.
- The key outcomes for Religious Education in England and Wales at KS4 in 2019 are as follows:
 - There were 237,862 entries for the full course in GCSE RS, a fall of 1.6% from 2018 (241,749)
 - There were 27,384 entries for the short course in GCSE RS, a decline of 19.7% from 2018 (34,087)
 - There were 265,246 entries for GCSE RS (combined short and full courses), a decline of 3.8% from 2018 (275,836). Entries for GCSE RS (combined short and full courses) peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in

¹ Public examinations leading to approved qualifications are entitled Religious Studies.

eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4

- 29.8% of entries for the full course in GCSE RS were awarded at least an A or a 7
- 23.5% of entries for the short course in GCSE RS were awarded an A or an A*.

NATRE, August 2019

National	North Yorkshire		
2019	2019	2018	2017
72.5%	75%	77.0%	72.0%
30.5%	30%	31.0%	30.0%

In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCSE results for the full course at grades Level 4+ are significantly above the national average. The average point score for North Yorkshire pupils was 5.3 points. This is also above the national average of 5.0 points.

Post-16

	North Yorkshire 2019	North Yorkshire 2018	North Yorkshire 2017	National (2019)
Number of entries	140	180	234	17490
A*/A	22%	28%	27%	18%
A*-C	85%	82%	83%	77%
A*-E	100%	98%	100%	98%

A2 Religious Studies was studied in 15 North Yorkshire schools and colleges. This is a reduction in the number of centres by 2, and a fall in entries of 40 candidates. In the absence of nationally validated data at the time of writing, it is estimated on the basis of interim data that North Yorkshire's GCE A level outcomes are significantly above the national average and the average point score of 36, is considered significantly above the national average of 34 points.

The National Picture

The growing number of secondary schools in England and Wales that are failing to provide Religious Education to all pupils until the age of 16 is continuing to impact Religious Studies A-level entries.

While the reduction in the number of students taking an RS A-level examination in Religious Studies in England and Wales slowed this year, the number of entries has declined significantly since its peak in 2016. Figures show a drop of 5.1% in 2019 and 22.8% in 2018. The decline comes in the context of a smaller cohort of 18-year-olds this year and overall a reduced number of A-level entries across all subjects. Nonetheless, the number of schools failing to provide Religious Education at Key Stage 4 has been increasing. The latest data from the Department for Education's School Workforce Census suggest that a third (33.4%)

of all schools are failing in their legal duty to offer the subject, which in turn has consequences for A-level entries.

The figures are an indication that Religious Education remains vulnerable and that the Government should engage further with the recent recommendations for change from the Commission on Religious Education.

The key outcomes of the 2019 A-level results in England and Wales for Religious Education are as follows:

- 17,490 RS A-level entries were recorded, a small decrease of 5.1% on 2018. Much of this decrease is explained by a decrease in the number of 18-year-olds in England, Wales, and Northern Ireland of 2.9%.
- Despite the decrease in entries for RS, there are still 57% more entries than in 2003 (11,132 entries were recorded in 2003).
- The 5.1% decrease in entries for RS is considerably smaller than equivalent figures for many other subjects such as English Language (down 21.8%), English Literature (down 7.8%), Further Maths (down 10.0%), and Drama (down 9.4%).
- The increase of 57% in the number of entries for RS A-level since 2003 is greater than equivalent changes over the same period for such as Geography (down 1%), Law (down 6%), and History (up 23%). Among arts, humanity or social science subjects, only Sociology (up 58%), Economics (up 77%) and Political Studies (up 114%) have seen stronger growth since 2003.
- Entries for RS A-level have declined since a peak of 24,849 in 2016, although this year's decline in entries of 5.1% is considerably less than the equivalent figure of 22.8% last year.
- 21.5% of entries for RS A-level were awarded an A or an A*.
- There were 3,911 entries for RS at AS-level, a decrease of 35% on 2018, this reflects the decline across all subjects where the number of AS entries fell by 49% across England and Wales.

The decline in entries for RS A-level adds further evidence to the case for action to secure the future of Religious Education as a subject for all pupils in all schools. The Commission on Religious Education published its final report in 2018 making recommendations for changes that have so far only been partially taken up by the Government.

NATRE, August 2019

Quality of provision of Religious Education

Foundation stage and key stages 1 and 2

All maintained primary school follow the North Yorkshire syllabus, other than Voluntary Aided Church schools which follow their diocesan syllabus. Most academies follow the North Yorkshire syllabus and have bought in to the new syllabus.

An increasing number of schools teach RE in an enquiry-based way. Some schools have opted for regular RE themed days, whilst others are adopting a cross-curricular approach.

The teaching multi-faith RE in the more mono-cultural, rural parts of the county continues to be a challenge. SACRE continues to build our data-base of recommended places to visit and visitors to schools and this is now linked with the county's Educational Visits website.

Key stages 3, 4 and post-16

At key stage 3, some schools have developed an inspiring and stimulating RE curriculum, often incorporating some of the 5 units of learning developed to support the 2013 Agreed Syllabus. For some schools, however, curriculum time for RE has been reduced or RE has been incorporated into an integrated, skills-based course, combining with other humanities subjects, or with Personal, Social, Health and Citizenship Education. This can work successfully but is a challenge to teachers and to school leaders to ensure that sufficient time is given to deliver a quality RE curriculum, which allows students to make good progress in the discrete subject.

At key stage 4 there is more variation in the quality of teaching and learning in RE. The trend in recent years has been that whilst more pupils have some RE provision at KS4, this is increasingly part of a non-examination course, with limited curriculum time. However, this year has seen a change to that trend, with 5 additional schools offering a GCSE in RS. With the advent of the new syllabus, introduced in summer 2019, many secondary schools are reviewing their KS4 provision to ensure that all pupils follow a course leading to an appropriate qualification. In the public examination courses offered either for all students or as an option, the quality of teaching is largely good, as evidenced by the GCSE results.

Subject leaders in many secondary schools continue to face the challenge of securing the place of RE within the curriculum. The change to the KS4 requirement in the new RE Agreed Syllabus will support subject leaders in addressing this in their schools.

Special schools

Separate regulations covering maintained special schools require them to ensure that as far as practicable a pupil receives opportunities to explore RE. Most Special Schools use the North Yorkshire RE Agreed Syllabus, at least partially, and adapt it to meet the needs of the pupils. Some Special Schools use the 'Equals' curriculum package which is designed specifically for RE in special schools. There are examples of outstanding practice in RE teaching and learning experiences in special schools.

Summary

The provision for RE in most schools is good and often taught discretely. In schools where the quality of provision is not as good, factors include:

- lack of curriculum time
- lack of specialist teachers
- staff who are not confident in teaching the subject
- lack of consistency across classes
- priority is being given to other subject areas
- curriculum needing to be reviewed in the light of the changing diversity of the school's population
- greater integration with other subjects is needed.

SACRE has received no formal complaints regarding RE provision or quality this year.

4: EFFECTIVENESS OF THE NORTH YORKSHIRE AGREED SYLLABUS

North Yorkshire SACRE reviewed the Agreed Syllabus in 2019 and a new syllabus was launched in June 2019, with implementation at the beginning of September 2019.

The Agreed Syllabus is supplemented by a range of guidance documents and supporting materials. They include:

Four guidance documents:

- Good learning in RE: guidance for teachers
- Beginner's guides to the religions and beliefs recommended for learning
- Glossary of terms
- Assessment in RE

Knowledge organisers on the principal religions

Sample long term plans.

The revision of the syllabus began in Autumn 2018. The process has included:

- the establishment of an Agreed Syllabus working party
- an online questionnaire to teachers asking for feedback on what they wished to see in the new syllabus
- consultation with teachers at primary and secondary network meetings on possible syllabus models and content
- pupil voice sessions in two primary schools and a secondary school
- an Agreed syllabus conference, with representatives from the four SACRE groups and a range of teachers.

The decision was made to adopt the model syllabus produced by RE Today. The syllabus was launched through a conference in June 2019, attended by 150 teachers and SACRE representatives. The lively conference was led by Lat Blaylock and Fiona Moss from RE Today and was very well received by delegates. 5 further half day training sessions at locations around the county were offered to RE subject leads who were unable to attend the conference.

Some images from the launch conference are below.

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5: COLLECTIVE WORSHIP

There were no complaints registered with the local authority or SACRE in 2018/19 in respect of collective worship.

As in previous years, no determinations were requested by schools.

6: MANAGEMENT OF SACRE

SACRE Meetings

The SACRE followed a slightly different pattern of meetings as the focus was on the development of a new Agreed Syllabus. One of the meetings followed the Agreed Syllabus Conference. SACRE members were also invited to attend the launch conference or a training session on the new syllabus.

SACRE is professionally clerked by a member of the local authority's Legal & Democratic Services team, for which members and advisers are grateful.

Attendance at SACRE meetings 2018-19

Membership of each of the four Groups which constitute the North Yorkshire SACRE:

Group A: Baptist, Buddhist, Hindu, Humanist, Jewish, Methodist, Muslim, Roman Catholic, Salvationist, Sikh, Society of Friends and The Church of Jesus Christ of Latter-day Saints (a single representative of each)

Group B: Four representatives nominated by the Anglican Diocese of Leeds (2) and the Diocese of York (2)

Group C: Five Teachers for Religious Education representing the teachers associations

Group D: Five elected members of the County Council

Co-opted: There are currently no co-opted members

	8th November 2018	21st Feb 2019	9th April 2019	Possible Maximum Attendances at each meeting
Group A	6	7	3	(8) 3x vacancies = 11
Group B	3	3	3	(3) 1x vacancy = 4
Group C	2	1	3	(5)
Group D	3	2	2	(5)
Co-Opted				(0)
Local Authority Adviser	1	1	1	(1)
Total	14 (14)*	13 (9)*	11 (12)*	22 (26 Total SACRE Membership)

*2017-18 Attendance

Membership, training and wider involvement

Olivia Seymour was elected Chairman of SACRE and Sarah Beveridge was elected as Vice-Chairman, for the school year 2018/19.

Three teacher representatives, Matt Grassam, Caroline Pratt and Rachael Oates had tendered their resignations from SACRE, citing time pressures of school related commitments. Hannah Spencer, Doug Rice-Owen and Judy Clarke have kindly offered to fill these vacancies.

Mark Cosens representing The Church of Jesus Christ of Latter-day Saints tendered his resignation from SACRE, as he was leaving the country, but was being replaced by Robert Brownlow.

Christopher Devanny's term of office on SACRE representing the Catholic Church had come to an end, but the Diocese was seeking another representative to sit on SACRE in his place.

Martin Dickinson's term of office on SACRE representing the Society of Friends had come to an end, but the Yorkshire General meeting was seeking another representative to sit on SACRE.

SACRE was delighted, however, to welcome Helen Sellers, as a new member to fill the vacancy on Group A for a Baptist representative.

There were vacancies from the Church of England, Society of Friends, Hindu faith and Salvationists. SACRE welcomes applications for membership from anyone who has an interest in supporting Religious Education in North Yorkshire.

Through the year SACRE members were informed of developments in RE from the National Associations of SACREs (NASACRE) The national Association of RE Teachers (NATRE) and the Religious Education Council (REC).

The Chair of SACRE, Mrs Olivia Seymour attended the NASACRE AGM and Conference on 22th May 2019 with a theme 'Cohesive Communities and Effective Partnerships; RE near

and far. This was a great opportunity to meet with and learn from other SACRES as we work together to support our schools.

North Yorkshire SACRE continues to be a partner in Learn Teach Lead RE Yorkshire and Humber. In March 2019 Learn Teach Lead RE hosted its second regional conference with a focus on Leading Primary RE. Teachers from across the region, including many North Yorkshire Schools, had the opportunity to hear from national speakers including Mark Evans, HMI for RE and Fiona Moss from RE Today.

Complaints

No complaints have been received by SACRE about Collective Worship or RE.

Information and advice

The SACRE continues to employ the wide range of knowledge, skills and experience represented in its membership to provide information, advice, support and wise counsel to the local authority and its schools on matters relating to RE, Collective Worship and the wider agenda of inclusion, diversity and community cohesion, for which the local authority is grateful.

In turn, professional advice has been provided to the SACRE by the Equalities Adviser in the School Improvement Service.

7: CONTRIBUTION OF SACRE TO THE WIDER LOCAL AUTHORITY AGENDA

Improvement and development planning

In addition to developing a new Agreed Syllabus, the SACRE has continued to contribute to the 'Learn, Teach, Lead RE Programme' in Yorkshire.

Training for schools

The local authority continues to support the leadership and management of RE, and thus teaching and learning in all schools, through facilitating a secondary subject leader network day for RE subject leaders and two network days for primary RE subject leaders.

For teachers new to leading RE in primary schools, there is an annual training day on 'Developing Primary RE'.

In addition, PSHE, Equalities and well-being network days were provided at no additional cost to all schools within the Service Level Agreement. These covered a range of topics such as SMSC, British Values, the Prevent Duty and Equalities Duties.

8: EXECUTIVE SUMMARY

- There were no complaints registered with the local authority and SACRE in 2018/19 in respect of religious education or collective worship.

- No determinations² were requested by schools.
- The number of pupils entered for GCSE full course Religious Studies rose slightly, with 35% of the cohort sitting the examination. Results dipped slightly, but are significantly above national outcomes.
- At GCE A level the number of entries continued to fall, decreasing by a further 22%, which can partly be explained by a smaller cohort size this year. Outcomes were above the national average with 22% achieving grades A*/A (18% national), and 85% at A*-C (77% national).
- Annual subject leader network meetings took place for primary and secondary schools

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² In respect of requests for exemptions from the legal requirement for broadly Christian collective worship.

9: MEMBERSHIP OF THE NORTH YORKSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION 2018-2019

Baptist	Mrs H Sellers
Buddhist	Mrs C Taylor
Hindu	Vacancy
Humanist	Professor J Adams
Jewish	Dr N Packter
Methodist	Mrs B Belsham
Muslim	Mr N Moussa Emam
Roman Catholic	Vacancy
Salvationist	Vacancy
Sikh	Mr M Singh Chana
Society of Friends	Mr M Dickinson
The Church of Jesus Christ of Latter-day Saints	Mr R Brownlow
Church of England	(Anglican Diocese of York) Mrs M Gibson Mrs O Seymour (Chair) (Anglican Diocese of Leeds) Rev'd S Bennett Vacancy
Teachers	Mrs S Beveridge (Vice Chair) Mrs K Hill Mrs R Oates (until July 2019) Mr Doug Rice-Bowen Miss H Spencer
Local Authority	County Councillor Jim Clark (replaced by Janet Jefferson after May elections) County Councillor Robert Heseltine County Councillor Andrew Lee County Councillor Patrick Mulligan County Councillor Annabel Wilkinson
Co-opted Member	Vacancy

Local Authority Adviser

Mrs R Swift

Clerk to SACRE

Mrs S Mitchell

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What are Ofsted inspectors saying about Religious Education? – the first 101 reports that mention RE.

This latest publication from NATRE includes all the Ofsted reports published so far that mention RE that we can find. There are 101 of them! Teachers including middle and senior leaders might find it interesting to discuss some of the points that have emerged so far. These include that:

1. pupils need to learn subjects in sufficient depth so that they remember what they have learnt
2. rushing content, including in secondaries where there is a two-year key stage 3, sometimes leads to gaps in pupils' knowledge and understanding and makes it harder for pupils to comprehend the more advanced GCSE content
3. where RS is an option at key stage 4, those who do not choose GCSE RS must have enough opportunity to study RE
4. all pupils need to follow a broad curriculum which is similar in breadth and ambition to the basic/national curriculum
5. where time for RE and PSHE is contracted into shared provision, this limits pupils' understanding of both areas
6. planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before
7. visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding
8. learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain
9. where the curriculum is well planned, the interaction between subject content and skills, such as across the Humanities is made explicit which strengthens learning
10. well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more
11. effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively
12. RE makes a valuable contribution to pupil's personal development and to their understanding of the wider world

Phase	Overall effectiveness	What does the school do well and what does it need to do better?	What does the school need to do to improve?	Date
1. Primary	Good	Pupils in Year 5 spoke thoughtfully about how the mix of pupils with different ethnic backgrounds in the school enriches their religious education.		1–2 October 2019 Not a Deep Dive
2. Secondary	Requires Improvement	All pupils study religious education. This demonstrates the leaders’ commitment to the school’s values. The teaching of religious education supports pupils’ personal development well. Pupils learn about other faiths and the importance of tolerance and respect.	The curriculum provides pupils with three years to study GCSE courses. Consequently, the time available for younger pupils to study some subjects is limited.	1-2 October 2019 Not a RE Deep Dive
3. Primary	Good	Leaders and governors put pupils’ welfare at the centre of everything they do. They set high standards for all pupils. Pupils learn about different cultures, traditions and religions. In assemblies and lessons, pupils learn about the importance of showing respect to everyone. This is underpinned by the school’s values and ethos.		2-3 October Not a RE Deep Dive
4. Primary	Good	Pupils learn about other religions and cultures and understand the need for tolerance and kindness.		9-10 October Not a RE Deep Dive
5. Primary	Good	Pupils learn history, geography, religious education and other foundation subjects through a combined approach which the school calls its ‘creative curriculum’. The themes of the ‘creative curriculum’ link to books they are studying in English. For example, in Year 6 pupils learn about ‘love and conflict’ using Shakespeare’s ‘Romeo and Juliet’ and		24-25 September Not a RE Deep Dive

		ancient Greek myths. Pupils learn about a good range of religions and their traditions. They show a good understanding of this subject. However, in geography, history and physical education it is not as clear how pupils' learning of specific knowledge and skills is developed over time. Leaders have identified these as weaker areas and have started work on making changes to the way these subjects are delivered.		
6. Primary	Good	The organisation of the curriculum allows pupils to build on what they have learnt before. Pupils are able to make links across the subjects. For example, pupils talk with confidence about history and how this links to the learning in religious education and geography		17-18 September Not a Deep Dive
7. Secondary	Requires Improvement	Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited.	Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum.	7 October 2019 Not a RE Deep Dive

			However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.	
8. Secondary	Requires Improvement	<p>Parents and carers are overwhelmingly positive about the school. They value the balance the curriculum provides between religious and secular studies.</p> <p>Pupils learn about different world religions. This helps them to understand the similarities and differences between faiths. It also helps pupils to become understanding and tolerant of others.</p>		<p>17-18 September</p> <p>Not a RE Deep Dive</p>
9. Primary	Good	<p>Teachers make lessons interesting. Pupils enjoy learning about other cultures, for example when handling Sikh artefacts. They debate arguments, for example 'for and against' having rules, with enthusiasm.</p> <p>Pupils find out about different cultures when listening to visiting speakers such as a rabbi.</p>		<p>1-2 October</p> <p>RE Deep Dive</p>

10. Primary	Good	The curriculum is not limited to academic subjects. Staff ensure that there are many opportunities to learn about different cultures and religions.		23 October Not a RE Deep Dive
11. Primary	Good	Leaders have considered pupils' personal development. Pupils have a good understanding of other cultures and religions.		30-31 October Not a RE Deep Dive
12. Secondary	Good	Most leaders ensure that subjects are planned in a logical sequence. For example, in Year 7 religious studies, pupils learn about how communities develop, through a well-sequenced series of learning activities. However, in some subjects, such as geography and design technology, learning is not yet sequenced as well.		22-23 October Not a RE Deep Dive
13. Primary	Good	Pupils learn well because, linked to the school's agreed policy, teachers plan interesting and creative topics. They develop positive attitudes to learning. Following a visit to the church, for example, Year 2 pupils considered why it is a special place for Christians. They were articulate when asking questions and giving their views. They explained why the artefacts they saw are special to some people, including other pupils in their class, but not to others.		22-23 October RE Deep Dive
14. Primary	Outstanding	Leaders have thought carefully about what pupils should learn in each subject during their time at school. They have sequenced knowledge and skills well so that pupils build on what they already know. This is important because it helps pupils to have a secure understanding of their learning. The school provides an excellent quality of education for its pupils.		29 September 2019 RE Deep Dive

		The development of pupils' personal, social and emotional intelligence is a great strength. Pupils have a range of worthwhile, well-taught activities and experiences.		
15. Primary	Inadequate	Pupils understand British values, such as democracy, fairness and tolerance. However, leaders are not doing enough to help pupils gain a rich understanding of different cultures, backgrounds and religions.	The school's curriculum does not provide enough opportunities for pupils to learn about different faiths, customs and cultures. The school must address this so that pupils have a broader knowledge and appreciation of different customs, cultures and world religions.	10-11 September Not a RE Deep Dive
16. Primary	Requires Improvement	For the other subjects in the curriculum, teachers have broad plans for what pupils must learn. However, there is not always enough detail in these plans to support pupils' learning. For example, in history, pupils in Years 3 and 4 learn about explorers at the time of Francis Drake. However, what is taught in Year 2 does not prepare pupils well to study that. The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.	The plans for most of the foundation subjects need to be more detailed so that they can be delivered in ways that build pupils' secure long-term understanding.	24–25 September 2019 Not a Deep Dive
17. Primary	Outstanding	Pupils gain secure knowledge and skills across a wide range of subjects. They talk confidently about what they know and can do. For example, pupils		1-2 October Not a RE Deep Dive

		spoke at length about coding, the slave trade and religious symbols.		
18. Primary	Good	Pupils are polite, respectful and caring towards each other. They know about different faiths and religions and learn how to be a good citizen.		2/10/19 Not a RE Deep Dive
19. Primary	Good	Pupils' personal qualities are well developed through the subjects they learn. For example, in religious education, pupils learn to respect people with a variety of religious beliefs.		1-2 October Not a RE Deep Dive
20. Primary	Requires Improvement	The older pupils who spoke to us could not remember having any religious education. They could not remember the different faiths or religious beliefs that people may hold. While pupils show respect to each other, the curriculum is not helping pupils learn to respect people who are different from them, including those from other cultures. This is limiting pupils' personal development.		25–26 September 2019 Not a Deep Dive
21. Primary	Good	Where appropriate, content from one subject is linked to content from another subject. For example, when pupils in Year 5 learn about the Tudors in history lessons, they also learn about Catholicism in religious education. Pupils regularly discuss and debate in lessons, especially in religious education and history.		2-3 October Not a RE Deep Dive
22. Primary	Good	Pupils are given many opportunities to develop as caring, thoughtful individuals. For example, pupils visit places of worship to learn about differing religions.		16–17 October 2019 Not a RE Deep Dive
23. Primary	Good	Pupils' work shows that in subjects such as geography, music and religious education (RE) they	Although curriculum planning builds on previous learning,	25–26 September 2019

		are not always given enough opportunities to practise what they have learned before they move on to the next topic. As a result, pupils' knowledge in these subjects is not as strong.	the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.	Not a Deep Dive
24. Secondary	Good	The minimal time allocated to physical education, religious education and personal, social and health education does not encourage healthy lifestyles and limits pupils' wider understanding of different faiths and cultures, and the importance of physical activity	The school does not promote pupils' healthy lifestyles and wider understanding as well as it could through physical education, religious education and personal, social and health education. Leaders should review their provision for these subjects.	18 October 2019 Not a RE Deep Dive
25. Primary	Requires Improvement	Pupils learn about the major religions of the world and about life in modern Britain. They discuss interesting questions, such as whether war is always wrong. They raise money for charity and, through activities like Eco warriors, they work towards making the world a better place.		17–18 September 2019 Not a RE Deep Dive
26. Primary	Good	Teachers know how well pupils are getting on day-to-day. In religious education, mathematics and reading, leaders get just the right amount and type	Teachers assess pupils' learning day-to-day really well. However, leaders do	8-9 October Not a RE Deep Dive

		of information. This tells them about the progress pupils make in these subjects. It also helps teachers to know what they still need to teach. In addition, it means that teachers know whether extra teaching sessions actually help pupils who need to catch up.	not make as good use of this information as they could in some subjects, such as PE. They have already made changes to their assessments in religious education, and these have worked well, allowing teachers to plan more accurately and enabling pupils to know and remember more. Adopting this successful approach in other subjects would help to strengthen the quality of education across the curriculum.	
27. Primary	Good	Pupils enjoy learning about other religions and cultures. Visiting places of worship and museums deepens their learning.		2-3 October 2019 Not a RE Deep Dive
28. Primary	Requires Improvement	Pupils have a good knowledge of world religions. This is because religious education (R.E) is well planned and effectively delivered.		1-2 October 2019 RE Deep Dive
29. Primary	Good	Pupils enjoy a wide range of trips, visitors and extra-curricular activities, which help to bring the curriculum to life. Pupils understand and respect different faiths and cultures and celebrate religious festivals.		9-10 October 2019 Not a RE Deep Dive
30. Primary	Good	Leaders and staff ensure that pupils are well prepared for life in modern Britain. Staff plan visits to places of worship to learn about different religions and cultures. Pupils told the inspector: 'We		15-16 October Not a RE Deep Dive

		treat everyone as an equal. We may look different on the outside, but we are all the same inside.'		
31. Primary	Requires Improvement	Sometimes, important content is left out, such as in geography where older pupils have not learned about human and physical features on maps. Similarly, in history or religious education, teaching does not help pupils to remember important knowledge. This does not help them to be successful. Nor does it ensure that the most able pupils are challenged sufficiently.	Pupils engage with many interesting curricular activities but, outside of PE and sport, these are not sufficiently planned to promote all aspects of pupils' personal development. In particular, leaders should develop meaningful opportunities to support pupils' spiritual and cultural development.	11–12 September 2019 Not a Deep Dive
32. Primary	Good		Leaders have developed teachers' understanding well about how long- and medium-term curriculum plans support pupils' learning. Leaders have supplemented existing plans effectively in nearly all subjects. More work is still to do in computing, music and religious education. Leaders should ensure that the last remaining areas of the curriculum to be enhanced are planned and	17–18 September 2019 Not a Deep Dive

			implemented as well as the rest.	
33. Primary	Good	The *** Trust provides ongoing training from subject specialists. Teachers have good subject knowledge. They use this to help pupils make links and build on what they know. This is improving pupils' understanding. For example, the religious education (RE) leader was clear about what she wanted pupils to learn last year. Pupils recalled learning that Shabbat is the Jewish day of rest. They then linked this to recent learning about creation and God taking the seventh day as a day of rest. Subject leaders receive specific training. They are starting to help other teachers to fine tune what they teach, so pupils achieve the best they can.		12–13 September 2019 RE Deep Dive
34. Primary	Requires Improvement	Pupils like to have their voices heard. They vote for junior leadership team members and class ambassadors and regularly do good deeds. These include raising money for the local hospice and for cancer charities. Pupils have visited various places of worship and learn about different religions.		15–16 October 2019 Not a RE Deep Dive
35. Primary	Requires Improvement	Across the subjects, planning is not effective enough. Leaders have not thought through the main things they want pupils to know and remember. They have not planned learning in a logical order. Consequently, pupils do not build on what they already know. This limits their progress. Additional Info: Inspectors considered, in depth, the curriculum areas of reading, mathematics, religious education		17–18 September 2019 RE Deep Dive

		and art. These 'deep dive' activities included discussions with leaders about how they plan the curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge.		
36. Primary	Requires Improvement	Pupils are respectful of cultures and religions different to their own. They are adamant that everyone is welcome at their school regardless of ability, race or religion.		2-3 October 2019 Not a RE Deep Dive
37. Primary	Good	In mathematics, teachers plan to help pupils know more and to be secure in their basic skills. The 'Daily 5' gives pupils lots of practice at remembering their arithmetic facts. Pupils' learning in history and religious education reflects the same thoughtful precision.		2-3 October Not a RE Deep Dive
38. Secondary	Good	The school's curriculum contributes strongly to pupils' wider personal development. Pupils learn about other cultures and beliefs in religious education (RE) and personal, social and health (PSH) education. Pupils know the similarities and differences between the major faiths. They know why it is important to respect the views of others. Collective worship helps pupils to think about how they should treat others. Pupils are proud that last year they raised over £6,000 for charities that they chose to support.		11-12 September 2019 Not a RE Deep Dive
39. Primary		Pupils appreciate other cultures and religions. Pupils talked about their visits to a synagogue, a mosque and a church. These visits helped them understand more about different faiths.		25-26 October 2019 Not a RE Deep Dive

40. Primary	Requires Improvement	Teaching in science and religious education (RE) does not help all pupils to develop good subject knowledge. Inspectors visited RE lessons where pupils were making presents for a baby. Pupils did not understand that the presents they were making were for the baptism of a baby. They had no knowledge of baptisms that they could share with inspectors.		1-2 October RE Deep Dive
41. Primary	Good	Pupils develop a very good understanding of right and wrong. They take great pride in their own good behaviour. Visitors from the local church help pupils to be reflective. Staff teach pupils to appreciate other cultures and religions. Staff also teach pupils that all are equal. Pupils are keen to help others, for example by organising charitable events.		8-9 October Not a RE Deep Dive
42. Secondary	Requires Improvement	Pupils achieve well in many subjects. These include English, history, geography and religious education.		1-2 October Not a RE Deep Dive
43. Primary	Good	Staff teach pupils about world faiths and different ways of living. Pupils understand the importance of tolerance and respect for each other. Consequently, pupils are well prepared for life in modern Britain. This is a strength of the school.		24-25 October RE Deep Dive
44. Primary	Good	Pupils' wider development is a priority. Pupils have many opportunities to take on positions of responsibility, such as road-safety ambassadors. They also know about a range of religions and cultures. Leaders provide pupils with a range of ways to support their wider education. For example, pupils		22-23 October Not a RE Deep Dive

		visit art galleries and celebrate religious festivals. Assemblies help the pupils understand how to care for others. Pupils learn how to be 'a good person'.		
45. Secondary	Good	In many subjects, teachers know what content to teach and when to teach it. This is helping pupils to build on their previous knowledge and to know and remember more. For example, in English, religious education, music and science, content is demanding and teachers make sure that they give pupils the chance to recall prior learning. In these subjects, pupils said that teachers explain work clearly and help them to fill gaps in their knowledge.		15-16 October Not a RE Deep Dive
46. Primary	Requires Improvement	Pupils have a good understanding about different cultures and religions. They learn about healthy living from an early age. They know what being British means and the importance of rules.		22-23 October Not a RE Deep Dive
47. Primary	Requires Improvement	Pupils share their cultures and religions with others. They treat each other with respect.		15-16 October Not a RE Deep Dive
48. Primary	Requires Improvement	The trust has worked with leaders to improve the curriculum. They have written clear plans for most subjects. These include what they want pupils to learn, revisit and remember. Leaders have provided some training for subject leaders and teachers. However, leaders have not yet put these plans in place in all subjects		15-16 October RE Deep Dive

49. Primary	Good	Teachers are not as highly skilled in teaching other subjects as they are in teaching reading, writing and mathematics. Although there are clear and detailed plans in place for developing all subjects, there is more work to do. The positive impact of leaders' work can be seen in the recent improvements that have been made in the teaching of geography. However, improvements in other subjects need time to settle in. This will help to ensure that pupils' learning across the curriculum builds effectively on what they already know. This includes helping pupils to know and remember more about the world's religions.	The school makes good provision for pupils' personal development. However, more could be done to develop pupils' knowledge and understanding of the different religions that exist within and beyond their community	1-2 October Not a RE Deep Dive
50. Primary	Good	In all subjects, leaders have made sure that there is a sequence of work designed to build on what pupils already know. However, although pupils enjoy religious education (RE), at times they struggle to remember what they have learned from previous lessons.	Although the RE curriculum is well developed, its impact on what pupils know and can remember is limited by the way it has been delivered. Some pupils struggle to recall things they have learned because they have not been taught RE well enough in the past. Leaders should make sure that the planned curriculum is taught in a way that enables pupils to build on prior learning.	24–25 September 2019 RE Deep Dive
51. Primary	Good	Pupils know that Britain is culturally diverse. They respect the beliefs and traditions of different religions and have visited various places of worship.		24-25 September Not a RE Deep Dive

52. Primary	Good	Leaders support teachers to know what to teach and when to teach it across all subjects. This helps pupils to make sense of their learning as they build on what they already know. Teachers are better at sequencing the learning in some subjects. These include reading, writing, science, physical education and religious education.		15-16 October RE Deep Dive
53. Primary	Requires Improvement	Other aspects of the curriculum vary in quality. In subjects such as geography and religious education (RE), learning has not been as strong. Pupils have a limited knowledge of other religions.		2-3 October RE Deep Dive
54. Primary	Good	They enjoy learning about other religions and cultures. They said that it helps them to understand the people who live around them. Pupils appreciate that each person is an individual. They recognise that in some countries, women do not have the same rights as they do in Britain.		5-6 October Not a RE Deep Dive
55. Primary	Good	The school promotes understanding of different faiths and cultures. For example, during the inspection Diwali was being taught in a Year 4 religious education lesson and it was the focus of the key stage 2 assembly.		29-30 October Not a RE Deep Dive
56. Primary	Requires Improvement	However, their plans do not always help pupils to remember what they have learned, including pupils with special educational needs and/or disabilities (SEND). This is the case, for example, in religious education (RE), physical education (PE) and science.		17-18 September RE Deep Dive
57. Primary	Good	Some pupils have not been taught about a range of cultures and religions different from their own. Plans are well under way to help develop pupils' knowledge of this further.	Some pupils' understanding of religions and cultures that are different from their own is underdeveloped. The	9-10 October Not a RE Deep Dive

			revised personal, social, health and economic education curriculum needs to be fully implemented and kept under review by leaders to ensure it is effective.	
58. Primary	Requires Improvement	Work on personal development is a strength of the school. Pupils learn about how their rights and responsibilities link together. They enjoy learning about different religions and cultures. The 'Carry My Story' project has been especially useful in helping pupils to understand the lives of others. Pupils are supported to reflect on their feelings and behaviour		9-10 October Not a RE Deep Dive
59. Secondary	Good	Leaders support pupils' personal development well. The personal, social and health education (PSHE) curriculum is well planned and delivered in religious education (RE) lessons and in tutor time. Leaders need to check that the delivery of the RE subject content is not negatively affected by the quantity of PSHE work during these lessons.	A great proportion of the plans for pupils' personal development is currently delivered in RE lessons. Leaders need to assure themselves that pupils have enough time in RE lessons to learn about different faiths and beliefs as well as the other topics that have been included in these lessons.	24–25 September 2019 Not a Deep Dive
60. Primary	Good	They appreciate differences, including other cultures and religions. Developing pupils' personal development is a clear strength of the school.		15-16 October Not a RE Deep Dive

61. Primary	Requires Improvement	Some children who talked to inspectors had a limited understanding of different religions.	Pupils find it difficult to recall what they have learned. Some teachers do not revisit important content in order that pupils retain it over time. Leaders should ensure that teachers use assessment more effectively to check pupils' understanding and to make sure that pupils remember the most important aspects of their work.	8-9 October Not a RE Deep Dive
62. Primary	Good	Pupils understand the school's values. They are encouraged to express their own points of view and they understand the importance of tolerance. Leaders ensure that pupils learn about different cultures and religions. While pupils are respectful of these differences they do not yet have a deep enough understanding of cultures other than their own.	Pupils' understanding of different cultures is not as well developed as leaders want. Leaders should continue with their plans to further develop this. This is to ensure that pupils are as prepared as possible for their future lives in modern Britain.	9-10 October Not a RE Deep Dive
63. Primary	Good	They develop a strong understanding of different religions and cultures through effective religious education.		22-23 October Not a RE Deep Dive
64. Primary	Good	In science, RE and music, teachers follow a clear sequence of lessons. These build pupils' knowledge and their skills. Teachers introduce and explain new	Their writing is hampered by only having a few opportunities to write at length. This is particularly the	17-18 September 2019 RE Deep Dive

		<p>ideas well. They check on pupils' work and their answers, and they spot any mistakes. Through subjects such as RE, music, history and science, pupils reflect on other cultures and countries in the world. They learn about how to respect other religions and people who are different to themselves. They learn about different families</p> <p>Other Information: Pupils are keen to learn in each subject. Science, reading, religious education (RE) and music are all strong subjects.</p>	<p>case in other subjects, including history, science, geography and RE.</p>	
65. Primary	Requires Improvement	<p>Pupils have a good understanding of the school's core values. They show respect and tolerance for others but are unsure about the beliefs of different religious groups.</p>	<p>Pupils have a good understanding of the school's own values but lack understanding about some British values. Pupils have some knowledge about Muslims and Christians but lack knowledge about the beliefs of other religious groups such as Hindus, Jews, Sikhs and Buddhists.</p>	<p>11–12 September 2019</p> <p>Not a Deep Dive</p>
66. Primary	Good	<p>The curriculum is well organised in English, mathematics, science, history and geography. Thorough planning in these subjects helps teachers to build on pupils' prior knowledge and prepare them for their next steps in learning. The curriculum is not as well developed in other subjects, but leaders are in the process of bringing this about. They have already taken action to plan next year's</p>	<p>The sequencing of learning is not yet developed as effectively in other subjects. Subject leaders should continue to develop the sequencing of learning and identification of the key learning in each year group in art, design and technology,</p>	<p>8-9 October</p>

		curriculum and train staff in those subjects where planning is not so advanced.	religious education, computing and languages. Ofsted's transition statements have been applied in this inspection.	
67. Primary	Good	Leaders have not given equally careful thought to all subjects. For example, the plans for teaching religious education do not help pupils learn all that they should by the time they leave.	Leaders must continue to examine carefully curriculum plans in the foundation subjects. They should identify the key concepts that pupils should have stored in long-term memory at each stage of their journey from the early years to the end of Year 6. They should identify the themes and threads in each subject that make for a well-structured, cohesive curriculum.	1-2 October Not a RE Deep Dive
68. Primary	Good	Pupils at *** school love the opportunity to learn and play together. They particularly enjoy learning about the different religions and nationalities represented in the school.		16-17 October Not a RE Deep Dive
69. Primary	Good	Leaders make sure that pupils' specific needs are met. Pupils told me they enjoy a wide range of subjects, trips and activities, including using the forest school. They value being told about other religions and cultures and have a good understanding of the wider world.		22-23 October Not a RE Deep Dive

70. Primary	Requires Improvement	In subjects such as art, history and religious education, leaders are beginning to develop curriculum plans that set out what they expect pupils to learn.		1-2 October Not a RE Deep Dive
71. Primary	Good	Staff bring the school's curriculum to life by arranging visits and trips. They teach pupils about religions and cultures and help them to appreciate art and music.		2-3 October Not a RE Deep Dive
72. Primary	Good	Pupils debate current affairs during assemblies and in lessons. Teachers help pupils to learn about different faiths and cultures. Despite this, some pupils do not know enough about different lifestyles, religions or places of worship.		8-9 October Not a RE Deep Dive
73. Secondary	Good	Pupils read widely. All pupils carry a reading book with them. The curriculum includes lessons where everybody reads, fiction and non-fiction texts, including the teacher. Pupils read articles about the different subjects they are learning. This helps to deepen their learning. For example, pupils told inspectors that they recently discussed euthanasia in their religious education lesson after reading an article about this subject.		15-16 October Not a RE Deep Dive
74. Primary	Good	Leaders have developed a curriculum that helps pupils appreciate the world around them. In a whole-school topic about Africa, pupils enjoyed finding out about different countries and cultures. Pupils value differences. They learn about different religions, including Islam and Hinduism.		22-23 October Not a RE Deep Dive
75. Primary	Requires Improvement	Many activities support pupils' personal development, both at lunchtime and after school. ...		11-12 October 2019 Not a RE Deep Dive

		They visit places of worship and learn about a variety of religions.		
76. Primary	Good		Pupils study a broad curriculum. However, aspects of this curriculum are planned spontaneously around pupils' interests. This means that for some of the foundation subjects, for example history, geography and religious education, learning is not planned sequentially to develop pupils' knowledge and skills securely. New learning does not link or build on previous learning. Pupils are not easily recalling what they have learned as too often it is covered within a lesson and then forgotten. School leaders need to ensure that the whole curriculum is more carefully planned to improve what pupils learn and remember in the long term.	15-16 October Not a RE Deep Dive
77. Primary	Good		Leaders' plans for curriculum development highlight the order in which subjects will be reviewed, the development of skills within	8-9 October Not a RE Deep Dive

			a subject and a review of the sequence of learning. Where this has already been undertaken, in subjects such as mathematics, religious education, science and physical education, pupils are making strong progress.	
78. Primary	Good	<p>Pupils spoken with in key stage 2 were thoughtful and reflective about their learning. They were keen to share their study of different religions and spoke about how Buddhism taught them that 'you don't need a lot of things to be happy'. They spoke about different cultures and beliefs and said that anyone was welcome at their school.</p> <p>Reading is central to the school's overarching curriculum. In key stage 2, teachers choose class books to help develop aspects of pupils' spiritual, moral, social and cultural understanding. They teach this through carefully planned history topics. For example, pupils learn about the life of Alan Turing, making connections through their learning in computing and history. Pupils learn about the struggles experienced by Jewish children in Poland at the time of the war.</p>		<p>22 October</p> <p>Not a Deep Dive</p>
79. Primary	Good	<p>Leaders also plan opportunities for pupils to learn about different religions and cultures. Pupils develop a strong sense of respect for people's differences, which are celebrated.</p>		<p>8-9 October</p> <p>Not a RE Deep Dive</p>

80. Primary	Inadequate	Pupils learn about different religions and cultures, and the world.		24-25 September Not a RE Deep Dive
81. Primary	Good	Leaders and teachers understand the importance of developing the curriculum, but the school's curriculum is not yet sufficiently well planned and sequenced in some subjects, such as history, science and religious education. However, leaders are already taking the right steps to bring about the improvements needed.	Although the school's curriculum is well developed in reading, writing and mathematics, it is not developed well enough in subjects such as history, religious education and science. This leads to gaps in some pupils' knowledge. Leaders need to ensure that all subjects are well planned to build pupils' knowledge and understanding in readiness for the next stage in their learning.	15-16 October RE Deep Dive
82. Primary	Good	Leaders support pupils' personal development. ... They learn how some religions are similar and how they are different. Pupils do not have a developed understanding of other cultures.	Leaders should ensure that pupils' awareness and knowledge of other cultures is developed in line with the high priority given to other aspects of the curriculum.	8-9 October 2019 Not a RE Deep Dive
83. Primary	Good	Leaders provide time for pupils to be reflective and alone with their thoughts. The pupil 'chaplaincy team' support other pupils in the school. Pupils learn about a broad range of world religions and other cultures. Pupils engage in their local community and support charities or projects from across the globe		22-23 October Not a RE Deep Dive

84. Primary	Good	Teachers develop pupils' wider spiritual, social, moral and cultural understanding well. For example, they learn about religions such as Hinduism, Islam and Buddhism.		23-24 October Not a RE Deep Dive
85. Secondary	Requires Improvement	They know the difference between right and wrong. They learn about different religions and cultures. They are well prepared for life in modern Britain.	Leaders have not ensured that pupils study a broad curriculum in Year 9. Subject content is often rushed in Years 7 and 8. Leaders should ensure that pupils learn a broad curriculum across key stage 3 that at least matches the scope of the national curriculum.	24-25 October 2019 Not a RE Deep Dive
86. Primary	Good	Through a rich curriculum, leaders aim for all pupils to be able to 'learn to manage their lives both now and in the future'. The school helps prepare pupils well for life in modern Britain. For example, pupils enjoy learning about other cultures and exploring different religions.		17-18 October Not a RE Deep Dive
87. Secondary	Requires Improvement	Pupils start too many GCSE courses at the beginning of Year 9. Often, they study their GCSE courses over three years rather than the recommended two. Where this occurs, pupils do not have Year 9 as a preparation year for GCSE. As a result, pupils have gaps in their knowledge and understanding. This makes it harder for pupils to comprehend the more advanced GCSE content. It also limits the connections pupils make to prior learning. Leaders have also stopped the practice of pupils		15-16 October 2019 Not a RE Deep Dive

		unnecessarily sitting GCSE exams a year early in religious education (RE) and citizenship.		
88. Primary	Requires Improvement	Teachers plan together and are clear on what needs to be taught and when. This helps the pupils understand the work before moving on to more challenging work. This needs further development in subjects such as religious education and computing.		3-4 October Not a RE Deep Dive
89. Secondary	Good	There are opportunities for pupils to learn about different religions and cultures. In religious education, pupils learn about Judaism, Islam and Hinduism.		5-6 November Not a RE Deep Dive
90. Primary	Good	Pupils make links between other cultures and British values, for example in religious education. They understand the need to show respect and tolerance towards others. The school has not taken pupils to different places of worship or studied different religious festivals in depth.	Some subjects are not as well planned and developed as others. Subject leaders should ensure consistency in planning across a full range of subjects. v Assessment is effective in the core subjects. Formative and summative assessment of the foundation subjects is not yet in place. Leaders need to implement a consistent approach to assessments across the foundation subjects.	18–19 September 2019 RE Deep Dive

91. Primary	Inadequate	<p>Leaders' ambition for pupils is not high enough, so pupils do not learn enough. Pupils study the full range of subjects, but teachers do not consider deeply what pupils need to learn and when. This means pupils do not gain as much knowledge as they should. This includes learning about, and appreciating, different religions and other cultures.</p> <p>The planned personal, social, health and economic education (PSHE) does not support pupils to be confident, determined and independent in their learning. Neither does the planned curriculum provide pupils with a rich knowledge of religion and other cultures.</p>	<p>v Pupils are not well prepared for life in modern Britain. Leaders should ensure that the curriculum gives pupils sufficient understanding and appreciation of religion and different cultures.</p>	<p>1-2 November</p> <p>Not a RE Deep Dive</p>
92. Primary	Requires Improvement	<p>Pupils and staff speak confidently about the school's values, which include 'respect' and 'kindness'. ... Pupils have a developing knowledge of other cultures and religions.</p>		<p>1-2 October 2019</p> <p>Not a RE Deep Dive</p>
93. Primary	Outstanding	<p>Pupils know how important it is to understand and respect differences and diversity. Leaders use a very well-organised range of activities to help pupils know and remember more about different religions, cultures and types of families. They make things clearer when parents do not immediately understand why some lessons or activities are important.</p>		<p>25-26 September</p> <p>Not a RE Deep Dive</p>
94. Primary	Good	<p>The school's aims of developing 'culture, character and career' are central to the work of staff. Pupils' understanding about world religions is strong. They visit the local church and sing at civic events.</p>		<p>9-10 October 2019</p> <p>Not a RE Deep Dive</p>

95. Secondary	Requires Improvement	<p>In key stage 3, pupils have too few opportunities to learn about some subjects, such as geography, history, and religious education (RE), in detail. Also, the range of subjects offered by the school at key stage 3 is narrow. For example, pupils in Years 7 and 8 do not currently get the chance to study technology. The curriculum at key stage 3 does not stay as broad as possible for as long as possible. It is not as ambitious as the national curriculum.</p> <p>In key stage 4, pupils can choose to study from a wide range of subjects. However, older pupils do not have enough opportunity to study RE. Few pupils choose to continue to study a modern foreign language. Leaders have put plans in place to improve pupils' enjoyment of this subject so that more pupils choose this as an option.</p>	<p>Leaders and governors need to ensure that pupils follow a broad curriculum which is similar in breadth and ambition to the national curriculum. They should further improve the curriculum by increasing the depth of learning for pupils in different subjects in key stage 3. Leaders should also increase the opportunities for key stage 4 pupils to study RE in greater depth.</p>	<p>11 October</p> <p>Not a RE Deep Dive</p>
96. Primary	Good	<p>The curriculum is well planned in physical education (PE), science, mathematics, religious education (RE) and computing. The curriculum planning for these subjects shows exactly what pupils should learn each term and in each year. Teachers use the planning to make sure pupils learn what they need to and develop their learning from one year to the next.</p>		<p>25-26 September</p> <p>Not a RE Deep Dive</p>
97. Primary	Requires Improvement		<p>Pupils are not achieving as well as they should in the foundation subjects. In these subjects, leaders have not carefully considered the content or order of the</p>	<p>24-25 September 2019</p> <p>RE Deep Dive</p>

			curriculum. Curriculum leaders should therefore identify what they want pupils to know and remember and decide the order in which this knowledge will be taught.	
98. Primary	Good	Outside of lessons, pupils develop their spiritual, moral, social and cultural understanding in a range of ways. For example, pupils visit art galleries and celebrate religious festivals. The 'forest school' encourages pupils to keep going when things are difficult.		11–12 September 2019 Not a Deep Dive
99. Secondary	Requires Improvement	Pupils begin their GCSEs in Year 9. Leaders have reduced the teaching of religious education in key stage 4. Some subject content is not taught and pupils have gaps in their knowledge.	Pupils in Year 9 do not cover effectively some subject content. New content is either not provided or taught too superficially. This leads to gaps in pupils' knowledge in some subjects. Some pupils in key stage 4 have limited time to study religious education. Leaders need to rectify any narrowing of or omissions in the curriculum.	15 -16 October Not a RE Deep Dive
100. Primary	Requires Improvement	The pupils' books show their developing understanding of a variety of other religions.		8-9 October Not a RE Deep Dive

101. Primary	Good	<p>In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should.</p>	<p>Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.</p>	<p>16-17 October RE Deep Drive</p>
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