

NORTH YORKSHIRE COUNTY COUNCIL SACRE ANNUAL REPORT 2020-2021

****Page numbering to be amended to reflect final version****

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Introduction from the Chair of SACRE

Welcome to the Annual Report for North Yorkshire SACRE, covering the school year 2020/21. It has been my privilege to take the Chair for this year, following the successful lead given by my predecessor, Olivia Seymour.

The school year saw continued disruption, due to the various restrictions necessary to deal with the on-going Covid situation; and I would like to take this opportunity to thank all those involved in education across our county, be they head-teachers, teachers, governors, administrators, classroom assistants or parents, for the dedication and determination they have shown to continue to provide an excellent educational experience for all our children and young people.

Thanks to excellent administrative and technical support from North Yorkshire County Council's Democratic Services, SACRE was able to meet virtually for each of the four agreed meetings throughout the year. Our attendance improved during the year and members became adept at participating in the online meetings, which were broadcast live on the County's YouTube channel.

We have had a number of changes of personnel in SACRE during the year: Katharine Bruce, our Local Authority Officer was replaced by Heather Russell, and Olivia Seymour became our part-time Professional RE Adviser.

In Group A, we said farewell to Barbara Belsham, who had served as Methodist representative for a number of years, and welcomed Sian Henderson as their new representative. Hazel Hornsby, another active member, resigned as the Roman Catholic representative, due to leaving the area, and Christopher Devanny re-joined the Group as their representative. Towards the end of the year the Group welcomed Sarah Leach as our new Buddhist representative.

In Group B, we said farewell to Margaret Gibson and welcomed Philippa Boulding.

Group C saw the greatest number of changes. At the end of the previous school year, we received the resignations of Sarah Beveridge, Hannah Harrison and Hannah Spencer. In September 2020, Tara Askew joined us along with Rosemary Laverack. Unfortunately, due to increasing responsibilities at school, Rosemary was only able to sit for a year and resigned in July 2021. Judy Clark retired from teaching at the end of the school year and Douglas Rice-Bowen also left teaching at that time.

The membership of Group D has remained the same.

During our April meeting we received training on the roles and responsibilities within SACRE and on acting effectively as members of its various groups; this was ably led by Olivia Seymour. Also during the year, a number of members have accessed the online training available through the National Association of SACREs (NASACRE). We have been working through our Development Plan and have been successful in the areas of creating active links between the Local Authority and SACRE and in beginning to increase member participation. However, we still have considerable work to do to operate effectively in our relationship with schools and in increasing and utilising our members' skills.

My sincere thanks go to all our members and officers for the work that has been accomplished during the year.

I commend this Report to all its readers.

Helen Sellers

Chair of North Yorkshire County Council SACRE,

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1.Introduction

SACRE met four times in the academic year 2020/2021.

The attendance, by Committee, is set out below:-

Committee	6 th Oct 2020	26 Jan 2021	20 April 2021	22 June 2021	Possible maximum attendances at each meeting
Committee A	4	6	4	8	12 (includes 4 vacancies)
Committee B	2	2	2	3	4 (includes one vacancy)
Committee C	3	4	3	4	5 (includes one vacancy)
Committee D	3	4	4	3	5
Total members	12	16	13	18	26

Professional RE Adviser	1	1	1	1	1
Local Authority Officers	2	2	2	2	2

Each meeting contains updates from Local Authority Officers and the Professional Religious Education Adviser. Through the latter's reports, the Committee has been apprised of various national updates. The Committee has also received updates on:-

- the Committee's Development Plan;
- Religious Studies A-level; and GCSE National Picture 2020;
- Training for Schools; and
- the position on Ofsted Inspections

In addition, the Committee revised its Constitution.

The Committee has not undertaken a self-evaluation during 2020/2021 but will be doing so in 2021/2022.

Due to Covid-19, all meetings have been held remotely.

2. RE Statutory responsibilities

The Local Agreed Syllabus

The number of schools within North Yorkshire is as follows

	Primary	Secondary	Special	Pupil Referral Service
Academy	95	26	3	1
Community	97	14	7	4
Foundation	1			
Free	1	1		
Voluntary Controlled	87			

There are 23 primary academies, 6 secondary academies, 2 special academies and 1 foundation school who have adopted the North Yorkshire Locally Agreed Syllabus 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 Locally 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.

Standards and monitoring of RE

SACRE has been limited in its ability to actively monitor the agreed syllabus across the schools in North Yorkshire for the academic year 2020-2021. This has been due to the Covid 19 pandemic. However, SACRE has monitored the agreed syllabus and RE in schools through monitoring of: teacher voice at termly professional practice groups, teacher representation of SACRE Group C and a new annual school questionnaire.

The questionnaire was developed by the professional RE adviser in consultation with SACRE Group C and approved by SACRE in January 2021. Responses have been limited due to the added current pressures within school, however, it is the start of a useful new mechanism to support SACRE's responsibilities in monitoring RE in our schools. Responses received have enabled us to direct advice and support as appropriate and identify possible areas for improvement.

In 2020 and 2021 national exams were cancelled and the DFE have not released the pupil or school level dataset. In 2020 exams were cancelled in the light of school and college closures for most students and uncertainty over whether exams could take place safely. In 2021 the government concluded that it would not be fair for exams to go ahead as planned once schools and colleges closed to the majority of students again in January 2021. Therefore, SACRE has not used external data to support its monitoring for 2020-21. In 2020-2021 the new professional RE adviser, in partnership with the LA, set up termly professional practice groups (PPG) for primary and secondary school subject leaders.

This training has included a focus on developing an effective curriculum using the NYCC Agreed Syllabus, subject knowledge and engaging with the recent Ofsted research review in religious education. A leadership course for new subject leaders was held in spring 2021. All these events were delivered through on-line systems.

Resources to support the Religious Education are accessible at <https://secure2.sla-online.co.uk/v3/Resources/Page/14145> once logged into <https://www.nyeducationsservices.co.uk>

North Yorkshire schools also have had access to a range of regional training events coordinated by the NATRE Regional Ambassador for RE. A programme of visits and visitors, particularly in more rural parts of the county, continues to be a challenge. SACRE has therefore continued to signpost schools to local resources and opportunities through the professional practice groups and the newsletter.

In 2020-2021 SACRE introduced a termly newsletter, accessible to all schools, providing resources, local and national updates, and information about the work of SACRE. SACRE has received no formal complaints regarding RE provision or quality this year. The professional RE adviser has supported North Yorkshire schools through communications of advice and support where requested.

3. Collective Worship

SACRE encourages all schools to comply with their legal duty to provide a daily act of Collective Worship for their pupils. This may take place at any time of day and in class, year group, or whole school settings. North Yorkshire SACRE believes that acts of collective worship or spiritual reflection should be meaningful and relevant to all those present. In order for this to be the case, SACRE has identified six principles which schools should apply with regard to daily collective worship. Collective worship should:

1. Promote a sense of community;
2. Be educational;
3. Promote spiritual, moral, social and cultural (SMSC) development;
4. Be a special time;
5. Enable participants to be actively involved;
6. Be of high quality.

Further information on this is available in the document, "Guidance to schools on Collective Worship", which may be accessed by schools via <https://secure2.sla-online.co.uk/v3/Resources/Page/11790> once logged into <https://www.nyeducationsservices.co.uk>

Resources to support the provision of Collective Worship are accessible at <https://secure2.sla-online.co.uk/v3/Resources/Page/11790> once logged into <https://www.nyeducationsservices.co.uk>

Schools may apply to SACRE for a determination in order to provide Collective Worship of a non-Christian or other form. No schools have done so during this academic year. There were no complaints registered with the local authority or SACRE in 2020/2021 in respect of collective worship. As in previous years, no determinations were requested by schools.

Updating guidance on Collective Worship and providing training for schools has been identified as a development point for SACRE.

4. Links with other bodies

North Yorkshire SACRE is a member of the National Association of SACREs (NASACRE). Through the year SACRE members were informed of developments in RE from NASACRE, The National Association of Teachers of RE (NATRE) and The Religious Education Council of England and Wales (REC) through the Professional RE Adviser report to SACRE.

The Chair of SACRE and officers attended the Summer 2021 NASACRE conference and reported back to members.

5. SACRE involvement locally

North Yorkshire SACRE provided advice to the local authority on Ramadan in Schools.

6. SACREs own arrangements

Finance

During the school year 2020-2021 the Local Authority has financially supported SACRE through the allocation of officers and other resources.

Staffing costs have been covered to provide officers from Democratic Services to fulfil the administrative preparation and clerking of SACRE meetings. Additional officer and technology resource has also been allocated to ensure that SACRE meetings could be held via video conference and live streamed.

Staffing costs have also been covered to ensure that two officers from the School Improvement Service have been able to attend SACRE, Core SACRE, other meetings and developmental work.

The costs of the Professional RE Adviser, an external consultant, are met through Local Authority funds.

It is hoped that a breakdown of the costs of SACRE can be tabled in future annual reports.

Officers and support

An officer in the Local Authority's Democratic Services Section acts as Clerk to SACRE; advising on governance matters and acting as a link between the Local Authority and SACRE. The officer facilitates the SACRE Core Group, which comprises the Chair, Vice-Chair, the Professional Religious Education Adviser and officers from the Local Authority. The Core Group discusses the content of the agenda for SACRE and related issues.

In addition, the Democratic Services Team Manager provides professional support and advice to SACRE, principally on matters of governance and matters relating to the work of the Council and its Committees. The Democratic Services Team Manager also attends Core Group meetings.

Membership

Membership of each of the four Groups which constitute the North Yorkshire SACRE in the academic year 2020-2021 was:

Group A – Faith Group Representatives (12)

Professor John Adams, Humanist
Sarah Leach, Buddhist (joined April 2021)
Chris Devanny, Catholic
Sian Henderson, Methodist (joined April 2021)
Bill Kimberling, The Church of Jesus Christ of Latter-Day Saints
Nasr Moussa Emam, Muslim
Helen Sellers (Chair), Baptist
Mohinder Singh Chana, Sikh
Vacancy Hindu
Vacancy Jewish
Vacancy Salvationist
Vacancy Society of Friends

Group B – Church of England Representatives (4 - two each nominated by the Anglican Diocese of Leeds and the Diocese of York)

Reverend Simone Bennett Diocese of Leeds
Gill Simpson Diocese of Leeds
Philippa Boulding Diocese of York (joined February 2021)
Vacancy Diocese of York

Group C - Teachers for Religious Education (5)

Tara Askew
Judy Clarke
Rosemary Laverack
Douglas Rice-Bowen
Vacancy

Group D – Local Authority (5) - elected Members of the County Council

County Councillor Robert Heseltine
County Councillor Janet Jefferson
County Councillor Andrew Lee
County Councillor Patrick Mulligan
County Councillor Annabel Wilkinson

Co-opted Member: Academic Expertise in Religious Education

Vacancy

For most of the period covered by this report, Groups, B, C and D have been close to, or at, full complement. The main area of challenge has been recruiting to vacancies for Group A. Officers have made concerted efforts to increase membership but with limited success so far.

All meetings have been quorate and well attended. Online meetings have resulted in increased attendance.

Training for Members was provided online, by the Professional Adviser for Religious Education in April 2021 and comprised:-

- What is a SACRE and how is it composed?
- What are the Local Authority's responsibilities?
- How do I contribute and fulfil my responsibilities as a Committee Member?
- What is the role of SACRE?

Circulation

This report is circulated to:

- NASACRE
- Department for Education
- North Yorkshire County Council, Children and Young People Overview Scrutiny Committee
- North Yorkshire County Council, Children and Young People's Leadership Team
- North Yorkshire schools
- SACRE members representative bodies

NORTH YORKSHIRE SACRE: DEVELOPMENT PLAN 2020 – 2022

Priority 1: Implementation of the Locally Agreed Syllabus					
Target: RE teachers throughout the LA are confident in their delivery of the syllabus; good RE is taught and learned throughout the LA					
Intended Impact: Schools understand the value of good RE in the personal development of their pupils and their understanding of society					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made June 2021
Support is put in place to ensure full implementation of the Agreed Syllabus throughout the LA	2020 -2021	LA officer Teachers' networks Members of SACRE	Cost of providing training	Schools will have implemented the new syllabus by September 2020; and in 2021 it will be developing within classrooms and good practice will be shared	On-going implementation, Reports to SACRE from schools planned for September 21 (postponed due to COVID disruption to schools)
Monitor the effective teaching of RE throughout the LA and explore ways to model best practice in RE	2020-2022	LA officers Members of SACRE have opportunities to visit examples of best practice	Costs of visits to schools and of providing training	Monitoring of RE is built into LA systems and processes SACRE will have clear and up-to-date information on how RE is taught in schools and academies	New officers are aware of the processes needed and provide the monitoring and information to SACRE in regular reports at meetings. Visits to schools have not yet been possible due to COVID restrictions.
Scrutinise relevant OFSTED reports and data	2020-2022	LA officer Members of SACRE		SACRE members will be more aware of how schools in the LA are improving	This is now a regular agenda item.

Priority 1 Continued					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made June 2021
Receive teacher feedback on areas to improve for the next syllabus update	2021-2022	LA officer Members of SACRE Teachers of RE	Teacher travel expenses for attending SACRE meetings	Teachers to be invited to bring reports to SACRE meetings in person or through electronic means, enabling greater awareness of their views in preparation for the next syllabus	Online networks are active among primary schools. Secondary network meetings have been organised and relationships are being forged with Subject Leaders.
Pupil feedback on RE	2020-2022	SACRE members Teachers and pupils	Travel expenses	SACRE members receive first-hand evidence of pupil response through visits to SACRE meetings, SACRE meetings held in schools, or through electronic means	Virtual reports will be invited for SACRE meetings from Autumn 2021 and on-going.

Priority 2 starts on the next page

Priority 2: To operate effectively as a SACRE					
Target: Clear and positive collaboration between the LA and SACRE, within SACRE, and between SACRE and schools					
Intended Impact: The work of North Yorkshire SACRE is meaningful and valued as it works effectively to fulfil its brief					
Action	Time scale	People involved	Costs	Monitoring and Evaluation	Progress made June 2021
Undertake a skills audit of all SACRE members	2020	Members of SACRE Clerk to SACRE		The relevant skills of SACRE members will be used to good effect	Planned for autumn 2021, having been postponed due to meeting restrictions.
Provide training for SACRE members	2020-2022	LA officer Members of SACRE NASACRE	Costs of training programmes if bought in, costs of bringing speakers to SACRE meetings	Members of SACRE will gain new skills so that all contribute to the effective working of the body	A training session of one hour took place during the April meeting. Training in a number of areas related to working as an effective SACRE is being planned as a regular part of SACRE meetings.
Build capacity within SACRE	2020-2022	LA officer Chair of SACRE NASACRE		Attendance at meetings is regular and vacancies are filled; all committees are well represented	Three vacancies have been filled. New contacts have been made with the Hindu Education Board and the local Society of Friends. Other contacts are being followed up by the Clerk to SACRE. All members have received an e mail reminding them of the commitment necessary to be part of a SACRE. Attendance has improved during the period of virtual meetings.

Priority 2 Continued					
Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made June 2021
Develop our systems and procedures through the LA to ensure we fulfil our duties	2020-2022	LA Adviser Chair of SACRE		Effective communication and regular liaison between SACRE, democratic services and Children's services	SACRE has the full complement of LA officers working with us.
SACRE members regularly have opportunities to experience RE and Collective Worship in schools	2022- on-going	Chair of SACRE LA officers Members of SACRE	Travel expenses?	Schools are aware of, and make use of, the resources of SACRE; monitoring is more effective throughout the LA	Delayed due to COVID restrictions. Virtual presentations will be invited for future meetings from September 2021.
SACRE to respond to recommendations of key partners and identify key priorities for NYCC	2020-2022	Clerk to SACRE Chair of SACRE		SACRE is in step with current recommendations	The Annual Report was presented to the Mid Cycle Briefing of the Council's Overview and Scrutiny Committee on 28th May 2021 by the Chair and Professional RE Advisor.
Revise and improve the format and content of the Annual Report	2020-2021	Chair of SACRE RE adviser Members of SACRE		Partners will receive a fuller picture of the work and scope of SACRE each year and will be able to engage more easily with the work of SACRE	The Annual Report for 2019/20 was approved at the January 2021 meeting and sent to the DfE and to NASACRE. The Professional RE Adviser and the LA Officer attended a workshop on preparing an Annual Report at the NASACRE AGM, 24 th May 2021. The next Report will be as complete as possible under existing school conditions, with time allocated in the SACRE meeting for input from members.

Priority 3: Active links between SACRE and the LA

Target: The LA recognises and supports the work of SACRE

Intended Impact: SACRE is more able to fulfil its brief; the LA provides the means of support for SACRE to do so

Action	Timescale	People involved	Costs	Monitoring and Evaluation	Progress made June 2021
Active and regular LA representation in SACRE meetings	2020-2022	LA officer Other LA representatives as appropriate		Members of SACRE are aware of relevant LA policies, greater evidence of a supportive relationship between the LA and SACRE	LA officers from Children's Services, Democratic Services and the Professional Officer are working with SACRE and attend meetings. Half-termly liaison meetings have been set up between the LA and Professional RE officer, Democratic Services, Chair and Vice-Chair of SACRE to improve communication and action.
Ensure LA support in staffing and funding	2020-2022	LA officer Other LA representatives as appropriate Clerk to SACRE	Staffing costs Funding for wider SACRE work and officers as necessary	SACRE is represented at NASACRE and other relevant conferences; SACRE meetings are clerked; school-based actions are funded; SACRE is appropriately funded as per DFE expectations	SACRE is fully staffed by the LA. Funding has been identified. The Chair attended the NASACRE virtual EGM in November 2021. The Chair, Professional Advisor and LA Officer attended the NASACRE virtual AGM in May 2021.

SCHOOL EVALUATION QUESTIONS – PRIMARY AND SECONDARY

DRAFT

NYCC SACRE - RE School Self-evaluation for primary phase schools

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county and is required to submit an annual report to the Department of Education on the work of SACRE and the quality of Religious Education each year. North Yorkshire SACRE has developed an online questionnaire to support fulfilling this responsibility. Alongside input in to the annual report SACRE can also use this information to make recommendations to North Yorkshire County Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. This includes planning appropriate CPD opportunities for North Yorkshire schools.

We ask that senior leaders working in partnership with the RE subject leader would complete the online questionnaire by 8th October 2021.

1. Name of school

2. Name of subject leader

3. Contact email of subject leader

4. How long has this person been the subject leader in this school/federation?

- Up to 1 year
- Up to 2 years
- Up to 3 years
- Up to 4 years
- Greater than 4 years

5. Do you follow the NYCC Agreed Syllabus?

- Yes
- Partly
- No

6. How does the school make a judgement on the quality and standards of RE in the school?

7. How accurate a picture do you think this gives?

8. What professional development has the subject leader taken part in over the last year and what was its impact?

9. What professional development have other teachers taken part in over the last year and what was its impact?

10. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?

- Yes
- No

11. If yes, please explain how

--

12. How much time on average does each pupil spend on RE related work each week?

EYFS	
KS1	
KS2	

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

Class teacher	
HLTA	
TA	
PPA teacher	
Other	

14. • Does your curriculum and provision meet the requirements of the NYCC Agreed Syllabus?

- Yes
- Partly
- No

15. If your school is an academy and you have not chosen to adopt the NYCC Agreed Syllabus please can you indicate which syllabus you follow

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16. When was the current scheme of work drawn up or revised?

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17. To what extent does it match the requirements of the NYCC Agreed Syllabus?

- Fully
- Mostly
- Not at all

18. How does the scheme of work ensure progression between the key stages?

In respect of subject knowledge?

In the development of skills?

19. Are the resources sufficient to support the RE programme?

- Yes
- No

20. Are there any resources that you would recommend to other schools?

21. Are there any resources that you are lacking?

22. What are the strengths of your current provision and practice?

23. Where are there weaknesses/areas for improvement?

24. Is there something that is so good in your school that it could be shared with other schools? If so, please elaborate.

25. What are your priorities for development in RE?

26. Is there anything related to RE for which you would like external support?

27. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

- Outstanding
- Good
- Requires Improvement
- Inadequate

NYCC SACRE - RE School Self-evaluation for secondary phase schools

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county. SACRE can use this information to make recommendations to North Yorkshire County Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered.

1. Name of school

2. Name of subject leader

3. Contact email of subject leader

4. How long has this person been the subject leader in this school/federation?

- Up to 1 year
- Up to 2 years
- Up to 3 years
- Up to 4 years
- Greater than 4 years

5. Do you follow the NYCC Agreed Syllabus?

- Yes
- Partly
- No

6. How does the school make a judgement on the quality and standards of RE in the school?

7. How accurate a picture do you think this gives?

8. What professional development has the subject leader taken part in over the last year and what was its impact?

9. What professional development have other teachers taken part in over the last year and what was its impact

10. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?

Yes

No

11. If yes, please explain how

12. How much time on average does each pupil spend on RE related work each week?

KS3

KS4

Post 16

13. • Does your curriculum and provision meet the requirements of the NYCC Agreed Syllabus?

- Yes
- Partly
- No

14. If your school is an academy and you have not chosen to adopt the NYCC Agreed Syllabus please can you indicate which syllabus you follow

15. When was the current scheme of work drawn up or revised?

16. To what extent does it match the requirements of the local agreed syllabus?

- Fully
- Mostly
- Not at all

17. How does the scheme of work ensure progression between the key stages?

In respect of
subject
knowledge?

In the
development of
skills?

18. Are the resources sufficient to support the RE programme?

Yes

No

19. Are there any resources that you would recommend to other schools?

20. Are there any resources that you are lacking?

21. What are the strengths of your current provision and practice?

22. Where are there weaknesses/areas for improvement?

23. Is there something that is so good in your school that it could be shared with other schools? If so, please elaborate.

24. What are your priorities for development in RE?

25. Is there anything related to RE for which you would like external support?

26. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

- Outstanding
- Good
- Requires Improvement
- Inadequate