

Warrington SACRE Report 2018



Also see 2017, 2016, 2015, 2014,



The SACRE (Standing Advisory Council for Religious Education) has several aspects to its role. It:

- Advises the Local Authority on matters relating to collective worship and religious education
- Advises on methods of teaching and resources for religious education
- Decides whether or not to grant determinations to those schools which apply to have daily worship which is other than of a broadly Christian character
- Identifies the need for a revised religious education syllabus

Warrington SACRE is a member of NASACRE (the National Association of SACREs). All meetings of the SACRE are open to the public.

This report sets out a brief summary of the work of the Warrington SACRE over the calendar year 2018. The minutes of the meetings which give more detail can be requested from the Clerk.

For more information about the role and business of the SACRE please contact:

Chair – Mrs K Coleclough

Clerk – Lisa Adams ladams@warrington.gov.uk

Local Authority Officer Professional Adviser – Mr N Hawke (01925 443264)

Meetings of the SACRE during this year were held on the following dates:

Membership of Warrington Standing Advisory Council on Religious Education 2017-18

Representing	Member	Meetings attended
Committee A	Ms A Dhillon	
Committee A	Mr H Kazi	15.01.19
Committee A	Mrs L Hollingsworth	17.10.17, 06.02.18, 08.05.18, 15.01.19
Committee B	Rev M Burgess	17.10.17, 06.02.18, 08.05.18
Committee B	Rev A Raggett	17.10.17, 06.02.18,
Committee C	Mrs K Coleclough	17.10.17, 06.02.18, 08.05.18
Committee C	Mrs C Taylor	17.10.17, 06.02.18, 08.05.18
Committee C	Mrs H Clarke	06.02.18, 08.05.18
Committee D	Cllr S Wright	
Committee D	Cllr M Creaghan	
Committee D	Cllr S Harris	17.10.17, 06.02.18, 08.05.18
Committee D	Cllr D Friend (new appointment)	26.09.18, 15.01.19

Religious Education (RE)

SACRE Annual Return: September 2018

Schools Summary

Annual survey returned from:-

4 High Schools

1 Special School

14 Church Schools – 3 Catholic and 11 CofE

30 LA schools

Approx. 50 % return.

Non Faith schools strengths and achievements [school names omitted here]

- Staff enjoy the planning tools and resources on the Lancashire website
- Like the open ended questions which have prompted in depth discussions with the children
- Feedback from book monitoring positive
- Large uptake at KS4 (2 classes)
- Previous results been above national average (cohort 2016)
- Assessment system enables school to pin point specific areas and groups of children to improve on
- Number of visits/visitors has increased
- Developed links with local community
- Whole school display board in the hall and each class has an RE display board
- Lessons within R.E are well planned and delivered and children are engaged in their topics
- High profile for the teaching of RE
- External and internal visits to enrich curriculum
- Class display books to promote and display work
- Links with local Christian church
- All students complete the full GCSE course
- Good number taking the course at A level
- Deeper learning days – world religions day and holocaust memorial day
- RE co-ordinator is one of the LTRE hub leaders for Warrington
- Regular visits from the reverend – delivers harvest, advent and Easter assemblies
- Good links with more than one local church
- Guest speakers – open the book
- Sustained exam success and outcomes for students
- RE floor books
- Introduced a whole school worship area for all religions
- Regular faith visitors
- Attending services at the local church
- Attending workshops to add depth to learning in RE and collective worship
- Opportunities for reflection
- Introduced new collective worship programme using resource boxes designed to stimulate senses and encourage pupils to engage in exploration of artefacts

Faith schools strengths and achievements [school names omitted here]

- Last SIAMS inspection was outstanding
- New scheme of work introduced in 2018
- School has its own worship planning team
- Each class has reflection areas to give pupils the opportunity to reflect/pray
- Developed an outdoor prayer tent that can be used to deliver small group worship

- Children more engaged with planning and delivery of worship, particularly in family/class worship assemblies
- Increasing number of confirmation candidates each year
- Children noted within and beyond the school community for their courtesy and consideration to others
- Major services if the liturgical year, held in different local churches
- Outdoor and indoor reflection area
- Standards of attainment in RS at GCSE are significantly above national expectations for a number of years
- School is a pilot for 'understanding Christianity'- students experiencing a more coherent curriculum diet
- RE rooms are a testimony to the lively and creative approaches which have been embraced
- Assessment and moderation of RE
- School has two church-school partnership awards, focusing on Christian values
- School has achieved the level two church, school partnership award
- Organisation of a WW1 memorial project to celebrate the life of Mary Westwell, a local inspirational Christian who died in WW1
- Children achieve highly in RE as confirmed by Diocesan Adviser
- GCSE results increased
- Full time chaplain who co-ordinates collective worship
- Head of RE is part of the shrewsbury diocese working party for developing the age related standards into a new assessment model
- Faith in action charity work raises a huge amount of money for local charities through the chaplaincy provision
- Establishment of a live simply student group to promote global awareness
- Pupil led collective worship

Section B

Self-Evaluation Judgements

Quality of RE curriculum provision - 7 Schools evaluated themselves as outstanding, 22 as good and 2 as satisfactory.

Quality of teaching and learning in RE - 2 Schools evaluated themselves as outstanding, 26 as good and 3 as satisfactory.

Standards of attainment and achievement - 2 Schools evaluated themselves as outstanding, 26 as good and 3 as satisfactory.

Quality of collective worship - 7 Schools evaluated themselves as outstanding, 20 as good and 3 as satisfactory.

Overall effectiveness of RE and collective worship - 5 Schools evaluated themselves as outstanding, 23 as good and 2 as satisfactory.

One school evaluated themselves as inadequate in 2 of the areas (quality of collective worship and overall effectiveness)

5 schools didn't record a judgement.

Section C

Additional comments or development needs

- Additional training maybe required for the Lancashire Syllabus
- SACRE to arrange for visitors to come into schools and lead collective worship
- Links with primary schools and secondary schools where the primary classes go there for a lesson or two
- Who are the SACRE members
- Collective worship termly with a local vicar if possible
- List of people who could further supplement collective worship
- Assessment
- CPD and subject knowledge development
- The curriculum support materials and progression grids in Islam, Christianity and Hinduism on the Lancashire website are very useful
- Further progression grids for the other religions would be very much appreciated
- Developing links with other special schools who have outstanding RE provision
- SIAMS 2016 graded us as '1' in all areas; recent changes mean we self-evaluate as '2'
- Annual conference to have more secondary content
- Further information about the provision and resources available for RS e.g. a directory of contents and facilities available

RE events

Warrington adopted the Lancashire Curriculum for RE, the recognised Agreed Syllabus from September 2014. Establishing a new RE curriculum has formed the basis of a number of network meetings:

More than 50 teachers and SACRE members from Warrington attended a number of RE Teachers Network Meetings during 2017/18

RE Teachers Network meetings were held on:

27th Sept 2017

25th Jan 2018

29th Nov 2018

Warrington GCSE Full Course results Summer 2018

Religious Studies 2018 (GCSE Full Course data)

School Name	2016				2017				2018				
	NOR	NOE	% A*-C	% A*-G	NOR	NOE	% A*-C	% A*-G	NOR	NOE	% 9-5	% 9-4	% 9-1
Beamont Collegiate	156	53	62.3	100.0	122	25	80.0	100.0	159	0	-	-	-
Birchwood Community High	199	134	86.6	100.0	199	111	88.3	100.0	169	103	55.3	73.8	98.1
Bridgewater High	308	83	90.4	100.0	284	84	92.9	100.0	297	34	55.9	64.7	100
Cardinal Newman Catholic High	154	141	51.1	97.2	147	143	62.2	100.0	115	109	57.8	74.3	98.2

Culcheth High	208	52	98.1	100.0	202	65	92.3	98.5	215	45	77.8	80.0	97.8
Great Sankey High	293	20	80.0	95.0	291	279	74.6	98.6	294	282	54.3	70.2	98.9
Lymm High	298	295	70.5	98.3	293	288	67.7	99.0	291	12	50.0	50.0	91.7
Penketh High	181	1	100.0	100.0	181	0	-	-	203	0	-	-	-
Sir Thomas Boteler Church of England High	147	74	82.4	100.0	130	94	39.4	96.8	110	51	60.8	74.5	100
St Gregory's Catholic High	173	170	76.5	98.8	173	168	80.4	98.8	184	181	45.3	64.1	97.2
University Academy Warrington	112	21	61.9	95.2	78	0	-	-	80	1	100.0	100.0	100
Kings Leadership Academy	-	-	-	-	43	0	-	-	97	0	-	-	-
UTC Warrington	-	-	-	-		0	-	-	109	0	-	-	-

RE conferences:

Learning outcomes from participants at the Summer 2018 Conference and RE network meetings have been positive and support future planning accordingly.

WARRINGTON and HALTON SACRE CONFERENCE

27 June 2018

Walton Hall and Gardens

COURSE EVALUATION SUMMARY REPORT

30 delegates completed and returned an evaluation form.

The following table was compiled using the first section of the evaluation form, which asked delegates to grade the usefulness of the course to them:

1. How useful was the session to your current role?				
5 Totally	4	3	2	1 Not at all
20%	57%	20%	3%	

2. Was the content stimulating and interesting?				
5 Totally	4	3	2	1 Not at all
16%	69%	9%	6%	

3. How much have you learned about the topic?				
5 A great deal	4	3	2	1 Nothing
23%	51%	23%	3%	

The following information was compiled using comments and views from the second part of the evaluation form:

1. What went well?

- Those areas where we had practical examples
- Joanne Harris's presentation on progression very relevant and useful. Great venue very attentive
- I found Joanne's session very useful and have resources/ideas to take back to school
- Knowing how to assess RE and where to find progression grids
- Suggested KS1 programme of study
- Details of new materials to be added to LANCS RE website soon
- Ideas for teaching
- The theory part was very good in the first half
- Joanne's session was very helpful and informative
- Afternoon assessment ideas and content grids
- Updates on agreed syllabus
- Understanding of assessment processes and analysing answers
- Good overview of curriculum – lots of ideas
- Dillwyn's session on condensing and focus of content
- Ways to teach the topics/subject
- Interesting and useful discussions. Good resources and practices shared
- 1st session re: International Research
- Engaging speakers
- Found the update regarding Lancashire curriculum and assessment very useful
- Good overview of different developments in RE thinking
- I now have greater clarity regarding assessment and ensuring consistency and progression across KS1 & 2
- I was absolutely inspired by Dilwyn and would appreciate learning more from him and seeing his proposals taking further shape
- Insight into syllabuses used in other schools
- I enjoyed the sessions on assessment and especially Joanne's as practical advice was given
- Lots of ideas to take back to school

2. Even better if.....

- More time giving ideas/activities that could be used in class
- This morning could have included more practical activities – in past years Lat Blaylock has given us many interesting ideas
- It was more interactive
- More ideas on how to deliver RE
- We had a list of contacts for other places of worship
- KS2 curriculum objects specifics given to try and help with progression
- More focus on KS3/4
- Focus on the sharing of pupil outcomes from across our schools
- There were more opportunities for practical activities/discussion
- More get up/activities/networking time
- Felt the morning and afternoon were disjointed though Joanne did try to reinforce the messages of the morning
- More secondary shift would be good, it wasn't particularly necessary today but in future I would value it
- More of 'What a good one looks like' for each year group/exemplar
- More time for informal questions/discussion
- More practical examples

3. Any other comments you want to make in relation to this training course:

- The beginning opening session wasn't inspiring and felt very much like we were asked questions that we didn't know the answers too – not a great way to develop rapport.
- I think a whole day on assessment was too much. Balance between ideas for lessons with assessment
- I found the morning session a little confusing as it was 'extra' to Lancashire and not sure how to combine
- Core curriculum sheets for EYFS and KS2 not just KS1
- Communication – not sure I'm in receipt of all info ref any meetings
- This is my 4th RE conference and generally it was not as useful as the previous. It was a shame that Lat Blaylock was not here this year.
- There has been non or little communication received this year regarding Network/cluster meetings which has been a shame as they are very useful
- Usually leave with lots of lesson ideas from Lat Blaylock – missed him this year
- As HLTA I am not involved in planning, just delivering therefore not a lot relevant to my role. RE coordinator unable to attend due to illness
- Informative day
- A useful day and a lovely venue – Thank you
- Thank you for a lovely day
- We missed Lat not presenting this year
- Looking forward to network meetings to move forward/share ideas. Missed Lats humour!
- All presenters were excellent and spoke with genuine authority on their subjects
- Relevant, challenging and hospitable
- Please let me know about future courses/meetings

Collective Worship

No applications for a determination have been received by the SACRE either this year or in previous years. Any school wishing to explore the relevance of a determination (daily collective worship which is other than 'wholly or mainly of a broadly Christian character' in their context should contact the local authority officer who supports SACRE, Nick Hawke. Church schools are not eligible for a determination. For an academy wishing to apply for a determination the correct process is for the Trust to apply through the Education Funding Agency (EFA) to the Secretary of State.

Warrington Guidance on Collective Worship can be found on the Warrington Website under SACRE or by e-mailing the SACRE clerk.

Keeping up to date

Members of the SACRE are able to keep up to date with national initiatives in relation to RE and collective worship through access to NASACRE. The LA lead informs the SACRE of other published papers and articles.

Keeping in touch with schools

- The presence of SACRE members at conferences and at R.E Teacher network meetings has enabled schools to establish and develop links with SACRE.
- The Annual R.E Review 2017 returns demonstrated that a number of schools claimed to be delivering an effective and relevant R.E provision. It is intended that these schools may then have a role in supporting other schools with RE in practice.
- SACRE members use a clear framework for questions: see Appendix 2.
- Schools have welcomed and valued these visits.

Some questions for governing bodies to consider are:

- Is your school aware of the Annual Return to the SACRE? Did they complete it? [60% of schools did] Have you seen it?
- Do you know who is the RE coordinator on your staff?
- How is RE being used as part of your school's SMSC offer?
- What could SACRE do better to support the development of RE in your school?

Appendix 1

Standing
Advisory

Council on
Religious
Education

Annual Survey form

Religious Education in Warrington Schools

ANNUAL FEEDBACK FORM FOR WARRINGTON SACRE 2017/18

Please delete/complete as appropriate

Please return this form to: ladams@warrington.gov.uk by

School
RE Subject Leader

SECTION A – FACTUAL INFORMATION

- 1 Does your school have**
- | | | |
|--|-----|----|
| A policy on the teaching of RE | Yes | No |
| A policy on collective worship | Yes | No |
| A policy on spiritual, moral, social and cultural development? | Yes | No |
- 2 Which syllabus do you use? (You may select more than one)**
- | | | |
|----------------------------|-----|----|
| Lancashire Agreed Syllabus | Yes | No |
| Liverpool Diocese | Yes | No |
| Shrewsbury Diocese | Yes | No |
| Liverpool Archdiocese | Yes | No |
| Chester Diocese | Yes | No |
| Other (please specify) | | |
- 3 Does your school fulfil the minimum recommended RE entitlement, as detailed below (complete as applicable)**
- | | | | |
|-------------------------------------|------------|-----|----|
| Community: 36 hours Aided: 72 hours | KS1 | Yes | No |
| Community: 45 hours Aided: 90 hours | KS2 | Yes | No |
| Community: 45 hours Aided: 90 hours | KS3 | Yes | No |
| Community: 40 hours Aided: 80 hours | KS4 | Yes | No |
- 4 Can you tell us how you are assessing pupil progress in RE in relation to the Agreed Syllabus/national framework levels?**
- 5 Do you have regular monitoring, review and evaluation of RE provision in your school?**
- | | | |
|--|-----|----|
| | Yes | No |
|--|-----|----|
- 6 Is provision made for a daily act of collective worship in line with statutory requirements?**
- | | | |
|--|-----|----|
| | Yes | No |
|--|-----|----|
- 7 Do you have regular monitoring, review and evaluation of collective worship provision in your school?**
- | | | |
|--|-----|----|
| | Yes | No |
|--|-----|----|

All schools are reminded of their statutory duty with regard to parental right to withdraw or partially withdraw pupil(s) from collective worship and/or Religious Education.

As part of the 2016 – 2017 Annual return Warrington SACRE request the following information from all schools in Warrington:

8a The number of pupils withdrawn from all or part of Collective Worship in the school? Number:

8b The number of pupils withdrawn from all or part of Religious Education in the school? Number:

If a parent/carer has exercised their right to withdrawal you will need to complete the attached feedback form (above) and return it to Warrington SACRE

9 Please let us know of any strengths and achievements your school has in RE & collective worship, including the outcomes of any specific professional development that has been undertaken.
Strengths and achievements:

10 Please give any feedback/information on pupil perceptions of RE e.g. pupil surveys in school
Feedback/information:

Q11 and Q12 are for Secondary Education only:

11 Approximately what % of teaching of RE is undertaken by RE specialists, ie teachers with an RE degree or RE teaching qualification? KS3 KS4

12 What accreditation do you use at KS4? Accreditation:

13 What percentage of Y10 and Y11 students studied GCSE RE or equivalent, in 2015/16? Y10 Y11
What percentage of Y11 students were entered for GCSE RE in 2016?
What percentage of students entered achieved A* to C in 2016?

SECTION B – SELF EVALUATION

Please indicate the appropriate judgement grade for the following

(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)

Quality of RE curriculum provision	1	2	3	4
Quality of teaching and learning in RE	1	2	3	4
Standards of attainment and achievement	1	2	3	4
Quality of collective worship	1	2	3	4
Overall effectiveness of RE and collective worship	1	2	3	4

SECTION C – DEVELOPMENT NEEDS AND ADDITIONAL COMMENTS

Please add any additional comments or development needs you would like to raise/report to the SACRE
Comments:

Development needs:

Signed (Headteacher):

Signed (RE Subject Leader):

Date:

Appendix 2

SACRE MEMBER School Visits

Some Generic Questions: written by R. J. Povey, SACRE member January 2016

Below are some suggested areas of enquiry which can be discussed with ALL schools based on responses to questions in the Review.

Factual Information

1. In what way(s) has the Agreed Syllabus assisted you in formulating/developing the school's R.E. and Collective Worship policies?
2. How are R.E. and the daily act of collective worship delivered and what arrangements are in place for their monitoring, review and evaluation?
3. What links are there with SMSC development and the promotion of British values, respect and tolerance?
4. In terms of curriculum models, how is the R.E. entitlement delivered?
5. How is pupil progress in R.E. assessed and recorded?
6. What were the considerations borne in mind when determining the range of faiths other than Christianity?

Strengths, Achievements and Pupil Perceptions

For those schools providing responses to these questions, there is ample scope for fruitful discussion together with an opportunity for individual schools to celebrate achievement. Additionally there may be the possibility of R.E. lead teachers and heads of departments being prepared to share best practice with colleagues at appropriate support group meetings.

1. Please expand on your summary of your school's strengths and achievements in R.E. and Collective Worship.
2. In what ways have these features enhanced the R.E. and Collective Worship provision in your school?
3. What have been the benefits of receiving feedback on pupil perceptions relating to R.E. and Collective Worship?

Secondary Schools only

1. Is there any other form of accreditation at KS4 in addition to GCSE full and half-courses?
2. What percentage of R.E. teaching at KS3 and KS4 is undertaken by R.E. specialists?
3. How would you describe your school's delivery model for R.E.?

NOTE: In Sections B and C discussion will necessarily be school-specific based on responses made on the Survey form. Fruitful benefits may include a closer, professional working relationship between SACRE and a growing number of schools in the LA together with the formulation of an expanding resource of best practice to be shared with colleagues in schools.

Section B – Self Evaluation Judgements

1. On what criteria are your self-evaluation judgements made?
2. How are they helpful in ensuring consistency and continuity in pupils' achievement and progression?

Section C – Additional Comments/Development Needs

1. In what ways do you feel SACRE can work in partnership with the school in helping to address expressed needs?