

Public Document Pack

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9 November 2018

Standing Advisory Council for Religious Education

A meeting of the committee will be held at **10.30 am on Monday, 19 November 2018 at County Hall, Chichester.**

Tony Kershaw
Director of Law and Assurance

Agenda

1. **Chairman's Welcome and Introductions**

2. **Members' Interests**

Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such as an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt, contact Democratic Services before the meeting.

3. **Minutes of the last meeting** (Pages 3 - 6)

Members to agree the minutes of the meeting held on 11 June as a correct record.

4. **Progress Statement**

An update on progress made on issues raised at previous meetings will be given.

SACRE is asked to note the update.

5. **Survey of Specialist Teachers**

Rev Chrissie Millwood to update SACRE on the recent survey of specialist teachers.

6. **Review of West Sussex Agreed Syllabus**

The West Sussex Agreed Syllabus for Religious Education was last published in 2015 and is due to be reviewed in 2020.

SACRE to agree: -

- i. whether the syllabus is largely fit for purpose and will only require a light review in 2020 or
- ii. whether a working group needs to be established to carry out a thorough review by 2020

7. **Inspection Reports for West Sussex Schools** (Pages 7 - 12)

Report by the Director of Education and Skills.

The report covers spiritual, moral, social and cultural development and collective worship from inspections between April 2018 and October 2018.

SACRE is asked to note the report.

8. **West Sussex SACRE RE Youth Voice 2018 and planning for 2019**

Verbal update from Angela Smith.

9. **Dates of Future Meetings**

Future meeting date is 25 February 2019.

To all members of the Standing Advisory Council for Religious Education

West Sussex Standing Advisory Council for Religious Education

11 June 2018 – At a meeting of the West Sussex Standing Advisory Council for Religious Education (SACRE) held at 10.30am at County Hall, Chichester.

Present:

Committee A

Mrs Bell	-	Jewish
Rev Dawn Carn	-	Methodist
Jenny Cole	-	Quaker
Mrs Edwards	-	Baptist
Mr Firoozmand	-	Baha'i
Mr Ward	-	Roman Catholic

Committee B

Rev Higgins	-	Church of England
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Committee C

Mrs Macrae	-	Teacher Representative
Rev Millwood	-	Teacher Representative
Mr Turney	-	Teacher Representative

Committee D

Mr Burrett (Chairman)	-	Local Education Authority
Mr Petts	-	Local Education Authority
Mr Quinn	-	Local Education Authority
Mr Simmons	-	Local Education Authority
Mr Smytherman	-	Local Education Authority

Co-opted Member

Mr Smith	-	University of Chichester
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Apologies: Major Warner and Mr Syed (Committee A), Mrs Smith and Mr Simpson (Committee B), Mrs Jones (Committee D)

Absent: Mrs Jagger (Committee C), Mrs Pendleton (Committee D)

Chairman's Welcome

47. The Chairman welcomed the Reverend Dawn Carn representing the Methodists to SACRE and thanked Lt Cdr Noel Atkins from the local authority, who had to step down from due to work commitments, for his time on SACRE.

Declarations of Interest

48. Mr Smytherman declared a personal interest in respect of item 5 (Inspection Results for West Sussex Schools) as a Foundation Governor of St Mary's Catholic Primary School, Worthing (Bosco Catholic Education Trust).

Minutes

49. Resolved – that the minutes of the 11 June 2018 meeting were agreed and that they be signed by the Chairman.

Progress Statement

50. The following actions/updates were recorded: -

- An amount of money had been made available by the Council to cover the expenses of speakers attending the Youth Conference
- There was an improvement plan in place to address issues at Littlegreen school
- The Council did not fund any children in independent mainstream schools, but did fund some places at special schools
- Independent schools had no obligation to teach RE

51. The following comments were made regarding Key Stage 4 and Key Stage 5 results: -

- Nationally, there had been a fall in the numbers of students taking RE exams, possibly due to pressures around subject choices for the English-baccalaureate
- RE exams were compulsory in all faith schools and four or five others
- The number of students taking RE exams varied greatly across the county
- Problems recruiting RE teachers and challenges with the new curriculum might be factors in the low take-up
- 17 schools had 71% or more of its students who took RE at GCSE getting grades A – C
- Changes in the grading system would make it difficult to compare year on year results from 2018
- Best practice was shared between school networks and alliances – some lower performing schools had been identified by the Area Inclusion and Improvement Boards and got help from other schools
- Seven schools did not enter any pupils for RE GCSE, but this did not necessarily mean that RE was not taught in those schools in some form – SACRE queried the number of specialist RE teachers in the county – **ACTION:** Rev Chrissie Millwood offered to carry out a survey of school heads to establish the number of specialist teachers in the county
- Support for RE teachers was available from a range of sources including teaching schools – the local authority no longer has a comprehensive Continuing Professional Development programme
- Under the new exam structure, GCSEs would be harder, which could mean that the transfer to A level would be easier – results after the new system had bedded-in would be interesting
- SACRE suggested that a letter be sent to all schools congratulating them on their RE exam results

52. Resolved – that SACRE notes the update

Inspection Reports for West Sussex Schools

53. SACRE considered a report by the Director of Education and Skills (copy appended to the signed minutes) which was introduced by Victoria Ludlow, who

told SACRE that there had been more inspections this term than last and that some did not include comments on spiritual, moral, social and cultural development

54. The following points were covered in discussion: -

- Inspectors were restricted in the way they reported so might use examples under other headings that showed how spiritual, moral, social and cultural development was covered by schools

55. Resolved – that SACRE notes the report.

56. Youth Conference Update

- SACRE members showed interest in attending the Youth Conference –
ACTION: Rob Castle to send details of the conference to SACRE members

Date of future meetings

10.30 am, 19 November 2018

10.30 am, 25 February 2019

The meeting closed at 11.36.

Chairman

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West Sussex Standing Advisory Council on Religious Education

19 November 2018

Inspection Reports for West Sussex Schools

Report by the Director of Education and Skills

1. Introduction

- 1.1 The 1992 Education (Schools) Act set up a system of school inspections by the Office for Standards in Education (Ofsted).
- 1.2 In January 2018 the Inspection Framework was amended. Schools previously judged introduced which had full inspections for school previously judged requiring improvement (RI) or good or outstanding are reviewed remotely and either receive a short, Section 8 inspection or a full, Section 5 inspection. The outcome of a Section 8 inspection can be:
- the school remains good and will be re-inspected within four years;
 - the school is still judged to be good but needs to make specific improvements and will receive a Section 5 inspection within two years;
 - the school is judged to be good with some outstanding features and will receive a Section 5 inspection within two years.
- 1.3 There are Section 8 monitoring inspections for schools judged RI or inadequate.
- 1.4 Spiritual, moral, social and cultural (SMSC) development continue to be inspected and is reported in the section on the leadership and management of the school.
- 1.5 Below are extracts taken from all the full inspections completed between April 2018 and September 2018 and from any of the short Inspections that include comments on SMSC.

2. Spiritual, moral, social and cultural development

2.1 Short Inspections of schools – No reporting of SMSC

- **Holy Trinity CE Primary School, Cuckfield** – 1 May 2018
- **Langley Green Primary School** - 3 May 2018
- **St John the Baptist CE primary School** – 10 May 2018
- **Arunside Primary School** – 13 May 2018
- **Barnham Primary School** – 17 May 2018
- **Woodlands Meed** – 14 June 2018
- **Hilltop Primary School** – 26 June 2018
- **Thomas Bennett Community College** - 3 July 2018
- **Trafalgar Community Infant School** - 3 July 2018
- **Thakeham Primary School** - 17 July 2018

- **Lindfield Primary Academy** – 11 September 2018
- **The Meads Primary School** – 13 September 2018

2.2 Short Inspections – SMSC reported

2.2.1 Three Bridges Primary School, 19 June 2018

Pupils across the school are warmly welcomed into a bright and attractive learning environment where they learn well and develop positive relationships with adults and each other. Pupils enjoy school and they say they like learning. This is reflected in their attendance which is improving and is broadly in line with the attendance of all pupils nationally. Pupils particularly value and enjoy the rich diversity of cultures within the school population. They say that all pupils are treated equally and fairly, while differences are celebrated. Pupils say that discrimination on any grounds is not tolerated. Particularly impressive is that they know and understand the school's values and how these are represented in the daily life of the classroom. One of the parents wrote: 'The school encourages my child to enjoy learning, discovery and values such as kindness, empathy and honesty. These are values I fully support.'

2.2.2 St Peter's C Primary School, Shoreham, 7 June 2018

Parents, governors and staff value your leadership and understand that you know your school well. They appreciate your honesty about the school and know you uphold its Christian values. One parent said, 'The headteacher has brought community spirit back after a number of years in the wilderness.' Staff are proud to work at the school. They value your leadership and fully support you in your desire to develop the school still further.

2.2.3 Chidham Parochial Primary School, 27 June 2018

Your values underpin the school's vision of a community where 'every learner will have the support and encouragement they need to enjoy their learning'. Staff morale is high. There is a strong sense of teamwork, and all the staff who completed the Ofsted questionnaire said that they were proud to be part of the school community.

2.2.4 Nyewood Junior School, 17 July 2018

The school offers a broad and rich curriculum. The variety of clubs and trips are highly valued by pupils and parents. Spiritual, moral, social and cultural development is promoted particularly well and religious education is a strength of the school. Pupils value the principle of equality and gain a good understanding of different faiths and cultures supporting them to become well prepared for life in modern Britain.

2.3 Full Inspections

2.3.1 St Francis of Assisi C Primary School, 18-19 April 2018

Every pupil is seen as a unique being with his or her own skills, talents and beliefs. The school's caring ethos ensures that fundamental British values and pupils' spiritual, moral, social and cultural development are consistently promoted throughout the school. All pupils are treated equally and fairly and discrimination on any grounds is not tolerated.

The curriculum is very well planned to provide increasing links between subjects so that pupils gain a broader understanding of what they are learning. It often allows pupils to reflect on moral issues and so pupils gain a deeper understanding of the world. To add to pupils' interest and enjoyment, educational visits are very well planned to enhance pupils' learning.

2.3.2 Georgian Gardens Primary School, 1-2 May 2018

Pupils' spiritual, moral, social and cultural development is promoted well through the caring ethos of the school. Almost all pupils who responded to the Ofsted pupil survey felt that the school encourages a high degree of respect and equality. Leaders are sensibly developing plans to further promote British values within the curriculum.

2.3.3 Bramber Primary School, 9-10 May 2018

The school's caring ethos is strong. Parents who spoke to inspectors were very positive about the inclusive culture and high levels of tolerance and respect in the school. Pupils learn about the values of democracy, and the need for rules and laws, in a number of ways, both in and out of the classroom. Additional responsibilities such as class councillors, house captains, playground buddies, leaders of learning and 'lunchtime helpers' encourage pupils to make a bigger contribution to their school.

2.3.4 Goring-By-Sea CE Primary School, 9-10 May 2018

No report on SMSC.

2.3.5 Southway Primary School, 15-16 May 2018

There are strengths in some aspects of the curriculum. For example, pupils carry out various practical activities, such as building and setting fire (in a controlled situation) to 'volcanoes'. They visit the school's woodland area, where they had a visit from an actor depicting Robin Hood as part of their topic on 'Robin's Recruits'. Pupils design and make models linked to their topics and this provides them with memorable experiences that add to their

enjoyment of school. These activities help to promote their spiritual, moral, social and cultural development effectively.

2.3.6 Pound Hill Junior School, 24-25 May 2018

The school prepares pupils well for life in modern Britain. Pupils learn to respect and value cultural diversity. They know about the major festivals of the different world religions. Social and moral development is effective. Parents report how pleased they are with the range of trips and extra-curricular activities. One said, 'The trips and extra-curricular activities add so much value to my child's experiences.'

2.3.7 St Andrew's CE High School for Boys, 5-6 June 2018

Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well throughout the school.

Pupils experience a broad range of spiritual, moral, social and cultural opportunities. Their spiritual needs are catered for well, for example through pupils having access to the prayer room. The school makes appropriate adjustments to meet the needs of pupils from all faiths. For example, helpful support is provided for pupils who are fasting during Ramadan and tutor periods begin with a prayer leading to effective discussions. Pupils are challenged in their thinking to explore complex social and moral issues such as abortion, gun violence and genocide.

2.3.8 St Andrew's CE Primary School, Nuthurst, 13-14 June 2018

Leaders and governors are justly proud of the progress made in developing pupils' awareness of British values since the previous inspection. Pupils demonstrate a perceptive understanding of what it means to be British. For example, during the inspection, pupils in key stage 2 explained democracy as 'having your say when decisions are made', individual liberty as 'having your own opinions and not being forced to believe something' and British values as 'having just the right amount of freedom'.

2.3.9 Heene CE Primary School, 10-11 July 2018

Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are keen to help one another, and strong relationships throughout the school build trust and confidence. Leaders have built a caring community based on Christian values. This inclusive school prepares pupils well for life in modern Britain.

2.3.10 St Margaret's CofE Primary School, Ifield, 19-20 July 2018

Pupils have a good understanding of British values. They learn about the importance of showing tolerance and respect to others. Pupils can talk knowledgeably about the importance of the democratic processes and the rule of law. The school promotes pupils' spiritual, moral, social and cultural development well.

2.3.11 Orchards Junior School, 11-12 September 2018

Spiritual, moral, social and cultural development is thoughtfully woven into the curriculum, and is very effective. Pupils are prepared well for life in modern Britain.

Pupils learn about democracy as junior governors, and about different faiths, for example when studying the origin and beliefs of Hinduism and the importance of pilgrimage in Christianity. The curriculum and assemblies provide routine opportunities for pupils to reflect, listen to the views of others and share their differences. Consequently, the school prepares pupils well for life in modern Britain, and spiritual, moral, social and cultural development is very effective. As one parent commented: 'The children really do sparkle!'

2.3.12 Milton Mount Primary School, 11-12 September 2018

Beyond their formal learning, pupils are prepared well for life in modern Britain. A clear and recognised focus on rights and respect encourages pupils to develop their spiritual, moral, social and cultural understanding. The success of this approach is evident in pupils' considerate interactions and in their thoughtful consideration of topics in assemblies and displays around the school.

2.3.13 Bohunt School Worthing, 19-20 September 2018

Teachers ensure that pupils use information technology very effectively. In most subjects, pupils seamlessly use their electronic devices to complete multi-media tasks. As a result, pupils are enthusiastic in their learning and they make strong progress. For example, in religious education, pupils accessed rich source material online. This allowed them to use examples in their discussions about moral issues.

Spiritual, moral, social and cultural education is thoroughly embedded throughout the curriculum. Pupils appreciate the importance of equality and tolerance. They also have a deep understanding of a range of complex and sensitive topics. For example, pupils in religious education discussed 'when a life becomes a life'. This enabled them to reflect on each other's views and reach their own informed conclusions. Consequently, pupils are very well prepared for life in modern Britain.

2.3.14 Bury CE Primary School, 2-3 October 2018

The curriculum provides well for pupils' spiritual, moral, social and cultural development. Pupils' rich and varied diet includes assemblies and lessons about different faiths. They also learn about and discuss topical news events. The whole community is particularly keen on environmental issues and leaders have taken steps to keep the school free from unnecessary plastic. The school's Christian values support pupils' learning about fundamental British values. Pupils are well prepared for life in modern Britain.

Ofsted Guidance - Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups.