

# Public Document Pack

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1 June 2018

## **Standing Advisory Council for Religious Education**

A meeting of the committee will be held at **10.30 am on Monday, 11 June 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** (Pages 3 - 6)

Members to agree the minutes of the meeting held on 26 February 2018 as a correct record.

4. **Progress Statement** (Pages 7 - 10)

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

The results by school for RE at Key Stage 4 and Key Stage 5 are appended.

SACRE is asked to note the update.

5. **Inspection Reports for West Sussex Schools** (Pages 11 - 16)

Report by the Director of Education and Skills.

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

SACRE is asked to note the report.

6. **Youth Conference Update** (To Follow)

Update by the RE Youth Voice Steering Group.

SACRE is asked to note the update.

7. **Dates of Future Meetings**

Future meeting dates are: 19 November 2018, 25 February 2019.

**To all members of the Standing Advisory Council for Religious Education**

## **West Sussex Standing Advisory Council for Religious Education**

26 February 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**

Jenny Cole	-	Quaker
Mr Firoozmand	-	Baha'i
Mr Ward	-	Catholic
Maj Warner	-	Salvation Army

#### **Committee B**

Rev Higgins	-	Church of England
Mr Simpson	-	Church of England

#### **Committee C**

Mrs Macrae	-	Teacher Representative
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#### **Committee D**

Mr Burrett (Chairman)	-	Local Education Authority
Mrs Jones	-	Local Education Authority
Mrs Pendleton	-	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:** Mrs Bell, Mrs Edwards and Mr Syed (Committee A), Mrs Cumming and Mrs Smith (Committee B), Rev Millwood and Mr Turney (Committee C)

**Absent:** Lt Cdr Atkins (Committee D)

In the absence of the Vice Chairman, Mr Simmons took the Chair during the item on Inspection Reports for West Sussex Schools as the Chairman had to leave for another meeting.

### **Membership of SACRE**

36. SACRE agreed the co-optation of Dr Graeme Smith (Head of Department, Theology, Philosophy and Religious Studies at the University of Chichester) to SACRE.

37. Unsuccessful attempts had been made to contact UNISON's Joint Consultative Committee for four more teacher representatives and the Methodists for a Methodist representative. Further attempts would be made.

### **Declarations of Interest**

38. Mr Smytherman declared a personal interest in respect of item 6 (Inspection Results for West Sussex Schools) as a Foundation Governor of St Mary's Catholic Primary School, Worthing (Bosco Catholic Education Trust).

### **Minutes**

39. Resolved – that the minutes of both the 12 June 2017 and 20 November 2017 meetings were agreed as accurate records and that they be signed by the Chairman.

### **Progress Statement**

40. The following actions/updates were recorded: -

- Victoria Ludlow to: -
  - Check whether the SACRE Annual Report had been finalised
  - Liaise with the Chairman over best practice as discussed at the regional SACRE meeting in October 2017 before the next regional meeting on 9 April
  - Look into why GCSE grades in RE had gone down whilst the number of pupils taking the exam had increased
- Youth SACRE Conference
  - The Chairman agreed to open the conference
  - Most of the speakers had been booked, although there were a few spaces to fill – Barbara Bell offered the services of Professor Ben MacArthur, Head of Quantitative Biology, University of Southampton. Bob Smytherman and Peter Ward offered to speak to Dave Carter from St Philip Howard Catholic High Academy about him attending the conference. Jacky Pendleton offered to speak about religion in the penal system
  - **ACTION:** Victoria Ludlow to find out which budget was used to pay speakers' travelling expenses last year and see if the same could be done this year
  - **ACTION:** Rob Castle to pass the Youth SACRE Conference updates to Angela Smith.

### **Inspection Reports for West Sussex Schools**

41. 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 academic year than in the last one
- There had been a change in the inspection system whereby schools that were rated 'Good' still had a short inspection (Section 8), but if the inspector decided the rating needed to change, the school would receive a letter telling it that a further, longer inspection would take place within two years. If the inspector had major concerns, a full inspection would take place immediately
- If desktop data raised concerns with OFSTED, a full Section 5 inspection would take place at once.

42. The following points were covered in discussion: -

- Inspections would look thoroughly at safeguarding and radicalisation issues, often questioning members of staff on these matters – if issues were detected there would be tight recommendations for schools to follow to resolve them. School staff were also trained on possible issues specific to their school’s location
- Regarding the problems at Littlegreen Special School, Compton, the Local Authority had removed the Governing Body and replaced it with an Interim Executive Board (IEB) and a safeguarding team had gone in to address concerns – **ACTION:** Victoria Ludlow to update SACRE on the situation at the next meeting
- OFSTED inspections of independent schools would cover spiritual, moral, social and cultural development and collective worship in the same way that they did for other schools – **ACTION:** Victoria Ludlow to find out how many children at independent schools were funded by the Local Authority, where the schools were located and whether they followed the Authority’s Agreed Syllabus for RE.

43. Resolved – that SACRE notes the report.

### **Results in Public Examinations**

44. SACRE considered a report by the Director of Education and Skills (copy appended to the signed minutes).

45. The following points were covered in discussion: -

- The disparity between the number of exams taken at GCSE and grades obtained (although improving) was being investigated as it was expected that West Sussex would be above the national average, not below
- Only 40% of pupils were taking RE at GCSE which begged the question of whether the other 60% are studying RE and if so, to what degree?
- Faith schools enter over 90% of their pupils for the exams, thereby skewing the percentage for schools overall
- Parents might influence pupils’ choice of exam subjects
- Academies should teach RE with the same criteria as the Agreed Syllabus
- A-Level results might be slightly down for several reasons: other subjects having higher profiles, less able students taking the exams, quality of teaching and whether the Agreed Syllabus was being taught/fit for purpose
- It was hard to continue RE in colleges due to the narrow range of subjects available.

46. Resolved – that SACRE:-

- i. Notes the report
- ii. Would like to receive evidence from schools as to how they follow the Agreed Syllabus then visit a number of schools to see how RE (spiritual, moral, social and cultural development and collective worship) is taught as part of its 2018 review of the Agreed Syllabus.

**Date of future meetings**

10.30 am, 11 June 2018

10.30 am, 19 November 2018

10.30 am, 25 February 2019

The meeting closed at 11.45am.

**Chairman**



Subject: Religious Studies (4610) / Exam: GCE AS level (121)

QAN: 60187712

Est. No.	Centre	NOR	NOE	A	B	C	U	A-B	A-E	Avg Pts
-	National (All Schools)	584543	6	33.3	33.3	16.7	16.7	66.7	83.3	7.7
-	National (State Funded)	527856	6	33.3	33.3	16.7	16.7	66.7	83.3	7.7
-	LA (State Funded)	7782	2			50.0	50.0		50.0	3.5
4604	Bishop Luffa School, Chichester	220	2			50.0	50.0		50.0	3.5

- Notes:
- Figures are percentages unless otherwise stated (e.g. Ave pts)
- NOE: Number of Entries
- NOR: Number on roll

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Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	21180	5.8	18.7	30.7	25.5	12.9	4.8	< 0.1	1.6	< 0.1	24.5	55.3	98.4	35.8
4604	Bishop Luffa School, Chichester	22		13.6	40.9	18.2	22.7	4.5				13.6	54.5	100.0	33.6
8004	Chichester College	8			25.0	25.0	37.5	12.5					25.0	100.0	26.3
4001	Chichester High School	5			20.0	60.0		20.0					20.0	100.0	28.0
4606	Holy Trinity CofE Secondary School, Crawley	9	22.2	33.3	22.2	22.2						55.6	77.8	100.0	45.6
4030	Ifield Community College	6		16.7		50.0	33.3					16.7	16.7	100.0	30.0
4106	Imberhorne School	3					100.0							100.0	20.0
6913	Midhurst Rother College	8	12.5	12.5	37.5	12.5	12.5			12.5		25.0	62.5	87.5	35.0
4003	Oriel High School	3		33.3	33.3	33.3						33.3	66.7	100.0	40.0
4107	Sackville School	11		27.3	18.2	27.3	18.2			9.1		27.3	45.5	90.9	32.7
6914	Shoreham Academy	4	50.0				50.0					50.0	50.0	100.0	40.0
4610	St Paul's Catholic College	11	18.2	27.3	36.4	18.2						45.5	81.8	100.0	44.5
4602	St Wilfrid's Catholic Comprehensive School, Crawley	12	8.3		25.0	50.0	16.7					8.3	33.3	100.0	33.3
4501	Steyning Grammar School	13		15.4	38.5	23.1	7.7	7.7		7.7		15.4	53.8	92.3	32.3
6911	The Sir Robert Woodard Academy	6			33.3	33.3		33.3					33.3	100.0	26.7
4800	The St Philip Howard Catholic High School	8	25.0	37.5	25.0	12.5						62.5	87.5	100.0	47.5
4025	Weald School, The	6			33.3	33.3	33.3						33.3	100.0	30.0

Notes:

Figures are percentages unless otherwise stated (e.g. Ave pts)

NOE: Number of Entries

NOR: Number on roll

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## **West Sussex Standing Advisory Council on Religious Education**

**11 June 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 January 2018 and April 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**

- **St Joseph's Catholic Primary School** - 9 January 2018
- **St Wilfrid's Catholic Comprehensive School, Crawley** - 11 January 2018
- **Buckingham Park Primary School** - 23 January 2018
- **St Augustine's Church of England Primary School** - 23 January 2018
- **Boxgrove CofE Primary School** - 31 January 2018
- **Lyndhurst Infant School** - 20 February 2018
- **Handcross Primary School** - 20 February 2018
- **Parklands Community Primary School** - 28 February 2018

- **Chatsmore Catholic High School** - 6 March 2018
- **Hollycombe Primary School** - 12 March 2018
- **Lavant CofE Primary School** - 13 March 2018
- **Arunside School** - 13 March 2018
- **West Sussex Alternative Provision College** - 13 March 2018
- **Blackthorns Community Primary Academy** - 15 March 2018
- **Seal Primary Academy** - 21 March 2018
- **Holy Trinity CofE Secondary School, Crawley** - 21 March 2018
- **Funtington Primary School** - 22 March 2018

## **2.2 Short Inspections – SMSC reported**

### **2.2.1 Fordwater School, 16 January 2018**

There is a strong and highly effective focus on pupils' spiritual, moral, social and cultural development in the curriculum. Leaders are determined that pupils are able to play a full role in the life of the school and the wider community. For example, pupils engage in charity fundraising events, most recently for Syrian refugees. In addition, pupils relish putting on dramatic and musical performances that help build their confidence and which delight their parents. Pupils learn about topical issues, for example putting on an assembly for their peers about the Grenfell Tower fire.

## **2.3 Full Inspections**

### **2.3.1 Wisborough Green Primary School, 9–10 January 2018**

Pupils' spiritual, moral, social and cultural understanding is strong. They have a positive attitude to learning and a clear sense of right and wrong. Leaders work hard to provide the right support for the very small minority of pupils who have challenging behaviours, so that they are well managed and supported. There are rich opportunities to learn about different cultures and religions so that pupils are prepared for life in modern Britain.

### **2.3.2 Holmbush Primary Academy, 16–17 January 2018**

Leaders place great emphasis on promoting British values and have created an environment that encourages a sense of trust and respect. Pupils learn about democracy when they register to take part in the secret vote for the school's head and deputy boy and girl, sports leaders or school council representatives.

### **2.3.3 Stedham Primary School, 17–18 January 2018**

The curriculum is broad and balanced, and parents appreciate the information they receive about what their children are learning. Pupils enjoy the range of activities on offer and particularly enjoy the forest school. The curriculum provides pupils with good opportunities to learn about British values and for their spiritual, moral, social and cultural development. For example, some pupils

talked passionately about the importance of equality while describing their work about disability and discrimination.

**2.3.4 The Sir Robert Woodard Academy, 30–31 January 2018**

Tutor time and assemblies are used well to promote interest in a wide range of issues, stimulated by current affairs. These, together with the religious education programme and a range of opportunities in other subjects, combine to promote an awareness of spiritual, moral and social issues. Pupils value equalities and are respectful of people from different backgrounds and beliefs. However, older pupils are not sufficiently confident or knowledgeable to discuss different faiths and cultures. More needs to be done to prepare pupils better for life in culturally diverse modern Britain.

**2.3.5 Amberley Church of England Primary School, 30–31 January 2018**

Leaders and governors make sure there is very good provision for pupils' spiritual, moral, social and cultural development, particularly through strong links with other schools and the church. At the heart of the school's work is the sharp focus on pupils' well-being. Pupils enjoy many opportunities to make decisions. They learn about modern Britain and understand the importance of playing their part as school, local and global citizens. Pupils learn and play very well together because staff model their high expectations of pupils with each other. Leaders make sure discrimination is tackled and there is equal opportunity for all pupils to flourish.

**2.3.6 The Windmills Junior School, 6–7 February 2018**

Overall, the school's contribution to pupils' spiritual, moral, social and cultural education is one of its strengths. Leaders ensure that the school is inclusive. They also ensure that pupils leave with a good sense of right and wrong and a good understanding of how to treat others with respect.

**2.3.7 Thorney Island Community Primary School, 6–7 February 2018**

The curriculum provides well for pupils' spiritual, moral, cultural and social development.

**2.3.8 Holbrook Primary School, 6–7 February 2018**

The school's values, consistent with British values, are promoted effectively throughout school life. For example, during the inspection, pupils made thoughtful comments in an assembly about the importance of being kind to one other in the playground and about doing their best in school.

**2.3.9 Ifield Community College, 20–21 February 2018**

Leaders promote fundamental British values effectively. Pupils are able to discuss moral and social issues. For example, in history

pupils compared the human rights of children between the late 19th century and the late 20th century. Pupils who are elected to the school council gain a broader experience and strong understanding of the democratic process.

**2.3.10 Compton and Up Marden CofE Primary School, 20–21 February 2018**

Senior leaders ensure that the curriculum provides well for pupils' spiritual, moral, social and cultural development.

**2.3.11 Southbourne Junior School, 21–22 February 2018**

No report on SMSC.

**2.3.12 Nyewood CofE Infant School, Bognor Regis, 6–7 March 2018**

The school's curriculum is broad and balanced. Leaders and teachers work hard to plan learning which interests and enthuses pupils. They teach pupils about British values effectively throughout the curriculum and during events such as assemblies and visits.

**2.3.13 St John's Catholic Primary School, 7–8 March 2018**

The curriculum provides pupils with a range of interesting and engaging learning opportunities. Inspectors particularly admired pupils' work to do with fair trade and the social and cultural issues raised by this topic. Attractive, meticulously presented displays around the school showcase work from across the wider curriculum, including art, history and religious education. The curriculum caters well for pupils' spiritual, moral, social and cultural development.

**2.3.14 Hawthorns Primary School, Durrington, 13–14 March 2018**

No report on SMSC.

**2.3.15 Steyning CofE Primary School, 21–22 March 2018**

The spiritual, moral, social and cultural development of pupils is excellent. Pupils clearly have a sense of enjoyment when learning about themselves and the world around them. The 'playground buddies' system allows pupils to volunteer to help their peers. They have a great sense of responsibility and enjoy their training for this, part of which is how to spot a child who looks sad in the playground so that they can help.

**2.3.16 Southbourne Infant School, 20–21 March 2018**

The school's values, represented by a 'rainbow', are understood by all: governors, staff and pupils. These key values include respect, never giving up, and working together, which reflect British values and thread through the culture of the school. Pupils learn about democracy in school council and made recent decisions about the design of the outdoor activity area. Pupils learn about different faiths, for example the importance of Diwali in Hinduism and the

celebration of Chinese New Year. Assemblies provide good opportunities for pupils to reflect and listen to the views of others. Consequently, the school prepares pupils well for life in modern Britain, and spiritual, moral, social and cultural development is taught effectively.

**2.3.17 Rose Green Infant School, 21–22 March 2018**

The school provides many opportunities to develop pupils' spiritual, moral, social and cultural skills. For example, pupils learn about the celebrations of different world religions. Pupils are given a good understanding of the natural world. Posters help pupils to identify the flowers and trees that grow in the school gardens. Pupils enjoy their pond dipping experiences in the school woodland area.

**2.3.18 St Francis of Assisi Catholic Primary School, Crawley, 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.

**2.3.19 Whytemead Primary School, 24–25 April 2018**

British values are promoted well. Adults are good role models and pupils learn to be kind to each other. Pupils willingly take on responsibilities by becoming 'safety squirrels', 'eco-warriors' or play leaders. Pupils show respect to each other as well as to the environment. Pupils were keen to talk to inspectors about their 'beach clean', when they visited the local coast and then wrote to the local MP about caring for the environment.

**2.3.20 The Littlehampton Academy, 24–25 April 2018**

Pupils' spiritual, moral, social and cultural development is supported well. A carefully planned personal development programme covers a range of appropriate topics, such as self-awareness, well-being, community, enterprise and politics, which are reinforced through assembly time. Pupils value the opportunity to develop their wider understanding of the world, particularly through community events supported by the chaplaincy. Most feel that their school is an inclusive place, where differences are accepted.

**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.