

Council – 14th January 2008

**Annual report of Standing Advisory Council for Religious Education
2007**

Summary of report

This report informs Council of the details of the Annual Report of Standing Advisory Council for Religious Education (SACRE) and its work undertaken from November 2006 to November 2007.

Recommendations

That the Annual Report of the Standing Advisory Council for Religious Education be received and noted.

Background

In accordance with the Education Act 1996 SACRE is required to publish an Annual Report with respect to the exercise of their functions and any action taken by representative groups on the Council during the last preceding year. The Annual Report is appended.

Signed:



Executive Director: David Brown

Date: 21 December 2007

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**WALSALL METROPOLITAN BOROUGH COUNCIL REPORT OF THE DIRECTOR OF EDUCATION AND COMMUNITY
SERVICES TO THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
NOVEMBER 2007**

The annual report of the Standing Advisory Council on religious Education

Purpose of the Report

To inform SACRE members of the annual Report of the Standing Advisory Council on Religious Education

Background

The Education Act 1996 requires each SACRE to publish an Annual Report

The secretary of state believes that Local Education Authorities should arrange for copies of annual reports to be sent to schools and to the Qualifications and Curriculum authority and local teacher training institutions.

Recommendations

S.A.C.R.E is asked to receive the attached annual report for November 2006 to November 2007.

Summary

The Standing Advisory Council for Religious Education (S.A.C.R.E) for 2006/7 has completed and Ofsted self audit that indicates that the S.A.C.R.E broadly meets the criteria describing established practice. The audit highlighted aspects of monitoring of the agreed syllabus and acts of collective worship as well as advice to schools and teachers of religious Education (RE) that will need further development. The outcomes of the audit will be shared with all SACRE members and will form the basis of the review of the five year plan during 2008.

To support the monitoring of the agreed syllabus the S.A.C.R.E have trained members in the use of a set of procedures and protocols that will guide the monitoring activity. During 2007/8 up to 10% of schools will be monitored as part of the work to inform a revision of the agreed syllabus during 2008/9. Monitoring SACRE members will be accompanied by Education Walsall staff and a member of the Lichfield Diocesan Board of Education. Teacher representatives will be advising S.A.C.R.E about RE content and changes to curriculum for 2007/8.

Students taking AS and A level continue to rise with a significant increase in girls taking A level. The number of boys taking A level remains the same for 2006 and 2007. A significant increase from 2006 in boys taking AS level now brings them in line with the number of girls taking the AS level. Walsall is below the national averages for students achieving A-C grades at A level but is broadly in line with the national averages for students achieving A-E grades. The picture is similar for AS level.

More boys than girls took the GCSE short course in 2007 with more girls than boys achieving *A-C grades. The full course GCSE has seen an increase in boys taking the examination but girls continue to achieve higher.

Attendance at S.A.C.R.E meetings remains an issue and the council are seeking different venues to attract higher participation as well as contacting absent members. SACRE continues to be well supported by councillors and representatives from education. Different faith groups have provided briefings on their faiths to council members that have been highly valued. It is proposed to continue with this activity. During 2007/8 SACRE will review its agreed syllabus review procedures for 2009 and plan to hold a conference in the autumn of 2008.

Standing Advisory Council for Religious Education (SACRE)

Chairman's letter

Dear Colleagues

This year has seen SACRE use the Ofsted format to complete a self audit which we will use to inform the annual action plan. In addition we will be piloting with schools, our first monitoring activity of the delivery of the Walsall Agreed syllabus. In our next report we will share the results of this monitoring which will give us useful information for the forthcoming review of our agreed syllabus.

The number of young people taking an examination in religious education continues to rise with more girls than boys taking the GCSE short and full course.

Although Ofsted no longer inspects Religious Education, as part of its inspection of schools, grades for spiritual, moral, social, cultural development are increasingly good to outstanding, with clear reference to children and young people respecting other faiths and beliefs. This year eight schools achieved an outstanding grade for spiritual, moral, social and cultural development.

The challenges for our SACRE for 2007/8 are:

- to recruit more faiths to attend the S.A.C.R.E meetings
- to develop from being an established SACRE to being a good one
- to promote Religious Education in our schools.

To this end we will be pursuing, with the other Black Country local authorities, a regional conference in the autumn of 2008.

In conclusion I wish to recommend the 2006/7 annual report of the Standing Advisory Agreed Council for Religious Education (S.A.C.R.E)

Signed

Chair of the Walsall Standing Advisory agreed Council for Religious Education (SACRE)

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The Annual Report of the Walsall Standing Advisory Council on Religious education 2007

1. Introduction

The annual report of the Walsall Standing advisory Council on Religious Education (SACRE) attempts to describe the nature and purpose of the body and to outline the main aspects of the work covered during the period up to November 2007.

1.1 Provisions of the education Reform Act 1998 relating to S.A.C.R.E

Under the terms of the 1994 education, Local education authorities had the option to set up a Standing advisory Council on Religious Education (S.A.C.R.E), in the legislation of the 1988 education Reform Act, however, this became obligatory. The principal function of a S.A.C.R.E is;

“To advise the authority upon such matters connected with religious worship in county schools and religious education to be given in accordance with an agreed syllabus as the Authority may refer to the council or as the council may see fit.”

a) Composition

The S.A.C.R.E comprises four groups representing, respectively:

i. Such Christian and other religious denominations as in the opinion of the Authority will appropriately reflect the principal religious traditions in the area.

ii. The Church of England

Such associations representing teachers as in the opinion of the authority, ought to be represented, having regard to the circumstances of the area.

iii. The local Education Authority, seven elected members to be appointed by the council

S.A.C.R.E may include co-opted members

b) Functions

The S.A.C.R.E has two particular functions:

1. It can require the L.E.A. to review its current agreed syllabus
2. It may determine, on application by the Head Teacher, that the requirement for collective worship in County controlled schools to be wholly or broadly of a Christian character, shall not apply to the collective worship provided for some or all of the pupils in a particular school.

c) Advisory role to LA

The L.A. may decide to refer to S.A.C.R.E

- i. Methods of teaching religious Education
- ii. The Choice of teaching materials
- iii. The provision of teacher training and other matters at is discretion

d) SACRE

S.A.C.R.E. is not confined to advising on matters referred to it by the L.A.. It may offer advice on any matters related to its functions as it sees fit.

The advice offered by S.A.C.R.E. contains no statutory force.

1.2 Constitution

Chairmanship

The new chair Mrs Margaret Gibbons was appointed in November 2005 and reappointed in July, 2006 and July 2007

Organisations/Denominations

Walsall S.A.C.R.E. consists of four groups as defined by the 1988 Education Reform Act.

- i) L.A. representation – 7 members to be appointed by WMBC.
- ii) Teacher representation - 6 members to be nominated by the N.U.T., N.A.S/U.W.T., A.T.L., N.A.H.T., S.H.A., and P.A.T.
- iii) Church of England representation – 5 members nominated by the Lichfield Diocesan Board of Education.
- iv) Christians and other religious denominations – 21 members;
8 by the Walsall Council of Churches, 2 by the Walsall Independent Evangelicals and 11 by the Muslim, Sikh, Hindu and Orthodox groups.

WALSALL STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION: REPRESENTATIVES

Local Authority

Councillor Ault
Councillor Cook
Councillor Cassidy
Councillor Turner
Councillor Phillips
Councillor Rochelle
Councillor Yasin

Lichfield Diocesan Board of Education

Mrs Susan Blackmore
Mr Colin Hopkins
Mrs Carol Hughes
Reverend Elizabeth Snowden
Vacancy

Other Denominations and Faiths

Father Michael Leadbetter	Roman Catholic
Reverend A. Bateman	(Archdiocese of Birmingham)
Mrs M. Gibbons	Methodist
Mrs P.M. Davies	
Reverend R Mason	Baptist Churches
Captain T. Stubbings	Salvation Army
Mrs J. Jarvis	United Reform church
Pastor Mason	New Testament Church of God
Pastor B. Powell	Walsall Evangelical Churches
Barbara Groombridge	Religious Society of Friends (or Quakers)
Mr. Mahmood Sacha	Muslim Welfare Society
Mr K.Patel	Shree Ram Mandir (Walsall)
Mr Manzoor Hussain	Pakistan Muslim welfare Association
Ismail Dangor	Anjuman-E-Isha'at-E-Islam
Imam Saeed-UR-Rahman	Mosque and Islamic Centre
Molana Monzour Al-Haque	Bangladesh Islamic association
Mr Balbir Singh	Guru Nanak Gudwara
Mr. K. Mavi	Guru Nanak Sikh Temple
Vacancy	Walsall Sikh Community association
Father John Nankivell	Black Country Orthodox Trust
Vacancy	Hindu Samaj Manadal

Teachers representatives

Mrs. Lesley Hassell	National Union of Teachers
Mrs. J.A. Smith	National Association of Head Teachers
Mr. Ken Yeates	Secondary Heads Association
Mrs. L. Edwards	Professional Association of Teachers
Mrs. A. Powell	National association of School Masters/Union of Women Teachers

1.3 Quorum

It was resolved to reduce quorum from one third to one quarter of voting members from the 29th April 2003. The current Quorum is 10.

1.4 Meetings in Current Year 2007

There have been 3 meetings held from January 2007 to November 2007

1. 27th March 2007
2. 9th July 2007
3. 14th November 2007

1.5 Regulations requiring meetings of S.A.C.R.E. to be held in public

At the meeting of the Standing Advisory council on Religious Education on 11th July, 1994, it was noted that Section 258 of the Education Act 1993 required meetings of S.A.C.R.E. to be held in public.

2. Religious Education

The Education Act (1996) and the School Standards and framework (1998) concerning RE state that the legal requirements are:

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at the request of their parents (S352 (1) (a)).

The law relating to RE for pupils who are not yet in Key Stage One i.e. Foundation Stage is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all students in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all students who wish to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives Religious Education as far as is practicable.

2. Religious Education must be taught in accordance with an Agreed Syllabus in:

- Community schools
- Foundation schools (apart from those with a religious foundation where parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school).
- Voluntary Controlled schools (apart from when parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school).

[1996 Act, Ch 56, S376 (1); 1998 Act, Ch 31 S351 (1)]

3. Religious Education must be taught according to an Agreed Syllabus that reflects the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' [1996 Act, Ch 56 S375 (3)].

4. In schools where the Agreed Syllabus applies, Religious Education must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]

5. The Head Teacher, along with the governing body and the LEA, is responsible for the provision of Religious Education in foundation and community maintained schools and in voluntary controlled schools (See Paragraph 2 above).

Reporting on Pupils' Progress and Attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education, as for other subjects of the curriculum.

Withdrawal from Religious Education

A parent of a pupil may request:

- that the pupil may be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Teachers

- with specific exceptions, may withdraw from teaching religious education and they should not be discriminated against for their religious opinions or practices.

Additional information is provided in Appendix C from the Lichfield Diocesan Board of Education

2.1 Review of the locally Agreed syllabus

The review of the agreed syllabus will begin with informal consultations during 2007/8 and S.A.C.R.E members will be given support and appropriate training to enable them to carry out this function.

2.2 Monitoring

A 10% sample of all schools will take place during 2007/8 of the impact and outcomes of the current agreed syllabus. Schools will be encouraged to contribute to the review process.

2.3 Revised syllabus for Religious Education

After a successful launch in 2004 of the Revised syllabus school Ofsted inspection reports all indicated that the revised syllabus had been well received by all our schools. Visits to places of worship are a positive feature of religious education practice in many of our schools.

Standards

In secondary schools for GCSE and A level examinations in 2006 and 2007 are included in this report (appendix A) as well as commentary about trends.

2.4 Analysis of trends

The number of students taking the full course GCSE and short course GCSE has risen this year with more boys than girls taking the short course. Although the number of boys taking the full course has increased by 13% the difference between girls attainment at *A-C and boys has increased to 18% in 2007. There is a 3% decrease in the number of pupils gaining *A-C from 2006 to 2007, although the number of entries has increased by 16%.

The gap between boys and girls attainment for the short course GCSE is narrowing from 9% in 2006 to 3% in 2007. Overall *A-G results have improved by 1%.

Although numbers taking A level remain low, 2007 has seen an increase of 27% of students taking the subject. A significant gap remains between Walsall results for grades A to C and the national averages. However grades A to E exceed the national averages. The majority of students taking the subject are girls.

At AS level student numbers have increased by 30% with boys participation increasing by 42%. Significant gaps remain at grades A and B between Walsall results and the national average whilst grade C results are broadly in line with national averages. Overall results for Grades A-E have improved by 6% but remain below the national averages.

Although numbers of pupils and student studying RE are increasing standards at the *A-C at GCSE and A-C grades at A level remain well below national averages. A level students are predominantly girls with low numbers for significant A level groups causing concern.

All data is un validated and may vary when final results are published.

2.6 A website has been set up to support the teaching of the syllabus, mainly due to the efforts of Janet Boden, advanced Skills Teacher for RE. contributions to extend both the resources and share good practice are now needed from the teachers of religious education and from all religious groups.

2.7 Five year plan and developments

The five year plan will be reviewed in the light of the outcomes from the self audit and actions will be put in place to secure an established evaluation for 2008/9 and to achieve advanced status by 2012.

3.0 Standards in RE

Standards at *A-C at GCSE and A-C grades at A level remain well below national averages.

3.1 Ofsted Reports and Inspection findings

A summary of the main points from both section 5 and section 13 reports for both primary and secondary schools in Walsall.

Changes to the inspection schedule means that schools have fewer days of inspection and the focus is largely upon standards in the core subjects, the evaluation by the school of its strengths and weaknesses (SEF) and commentary by the Ofsted team based upon the schools data. Individual subjects are inspected separately by HMI. Thematic inspections now take place which can be part subject focused, these provide judgements and information for national reports.

The comments provided reflects the range of judgements about spirituality and where judgements are made by school about provision for RE.

Appendix B gives data and information about the inspections from September 2006 and July 2007

4.0 Teaching, teaching materials and teacher training

It is proposed that the agreed syllabus monitoring will provide opportunities for teachers to share good practice, advise on additional resources and indicate future training needs. An autumn conference in 2008 will provide teachers with the opportunity to review available resources.

4.1 Courses and support provided on behalf of SACRE

Monitoring the agreed syllabus

Evaluating acts of collective worship

5.0 Complaints Concerning RE

None received

6.0 Other (any other aspects of RE)

None

7.0 Collective worship

7.1 Advice on collective worship

It is a legal requirement for all schools to hold a daily act of Collective Worship. Walsall S.A.C.R.E sent out guidance to all schools during autumn 2006.

7.2 Monitoring

Trained S.A.C.R.E members will be monitoring 10% of schools use of the agreed syllabus
Monitoring is connected to RE rather than Collective Worship. Monitoring of Collective Worship took place during 2006 when SACRE members visited schools and reported back to SACRE

7.3 Training

Training provided for monitoring the agreed syllabus
No specific training has been provided for the monitoring of Collective Worship.

7.4 Determinations

None received for 2007

7.5 Complaints concerning collective worship

None received

7.6 Other

None

8.0 Links with other agencies

- Multi faith forum
- NASCRE
- Churches together

- NATRE
- Walsall MBC

8.1 National

8.2 Local

9.0 Other issues

Continued lack of attendance at S.A.C.R.E meetings from non-Christian faith groups

9.1 Governor training

None provided

9.2 SACRE members training

See above 7.3, 4.1

10.0 SACRE arrangements

SACRE meets 3 times a year in open forum. It has appropriate sub groups and committees to carry out the actions approved by SACRE. There is a financial arrangement with Education Walsall to support initiatives that SACRE wants to take on to support RE.

SACRE has agreed arrangements for monitoring the Agreed Syllabus and those taking part have undergone training.

10.1 Professional and administrative support

Education Walsall and representatives from the teaching profession provide appropriate support. Walsall council provides excellent administrative support.

10.2 Financial

Education Walsall provides financial support for agreed projects and publications.

11.0

Appendices

Appendix A: Examination results

Appendix B: Ofsted inspections, findings September 2006 to July 2007

Appendix C: What is RE? a paper provided by the Lichfield Diocesan Board of Education

APPENDIX A

Examination results 2007-06-26

2005- 2007 Religious Studies GCSE Short Course

Taken from NCER EPAS (24-10-07)

Centre Name	Number of entries									% A*-C			% A*-G			
	Boys			Girls			All pupils			All pupils			All pupils			
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	
Aldridge School	11	6	108	13	11	94	24	17	202	100.0	76.5	58.4	100.0	100.0	99.0	
Barr Beacon School	106	128	87	88	80	100	194	208	187	46.4	35.6	24.1	93.3	96.6	92.0	
Blue Coat C.E. School	16	15	14	7	5	9	23	20	23	13.0	0.0	21.7	87.0	100.0	100.0	
Darlaston	-	-	16	-	-	5	-	-	21	-	-	61.9	-	-	100.0	
Frank F. Harrison School	19	13	-	48	35	-	67	48	-	43.3	6.3	-	98.5	93.8	-	
Joseph Leckie School	-	0	0	-	1	1	-	1	1	-	100.0	100.0	-	100.0	100.0	
Queen Mary's Grammar School	70	69	71	0	0	0	70	69	71	100.0	98.6	85.9	100.0	100.0	100.0	
Sheffield School	53	91	96	65	99	135	118	190	231	49.2	34.2	28.1	94.1	82.6	95.7	
Shire Oak School	92	108	120	110	97	101	202	205	221	56.4	54.6	57.5	97.0	98.5	97.3	
Sneyd School	-	22	71	-	21	65	-	43	136	-	41.9	11.8	-	100.0	91.9	
St. Francis of Assisi R.C. School	3	12	6	8	9	0	11	21	6	36.4	42.9	16.7	90.9	95.2	100.0	
Streetly School	112	111	6	100	94	13	212	205	19	67.9	38.5	15.8	93.4	98.5	84.2	
Willenhall School	2	1	1	2	0	0	4	1	1	0.0	0.0	0.0	50.0	0.0	100.0	
	484.0	576.0	596.0	441.0	452.0	523.0	925.0		1119.0							
								1028.0								
										LA						
										Average	56.8	42.2	40.7	95.1	94.7	95.8

2005- 2007 Religious Studies A Level

Taken from NCER EPAS (24-10-07)

DfES No	School name	Number of entries									Overall pupil achievement %					
		Boys			Girls			Total			Total A to C			Total A to E		
		2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3355405	Aldridge School	2	-	-	10	4	4	12	4	4	41.7	75.0	50.0	100.0	100.0	100.0
3354017	Alumwell School	3	-	2	16	5	8	19	5	10	68.4	100.0	70.0	100.0	100.0	100.0
3355406	Barr Beacon School	9	7	7	16	12	5	25	19	12	44.0	52.6	25.0	100.0	89.5	100.0
3354602	Blue Coat C.E. School	7	7	8	4	8	9	11	15	17	54.5	86.7	58.8	100.0	100.0	100.0
3354057	Brownhills School	3	-	-	14	-	4	17	-	4	29.4	-	0.0	88.2	-	75.0
3354016	Frank F Harrison	-	-	-	-	-	3	-	-	3	-	-	0.0	-	-	100.0
3354007	Joseph Leckie School	1	-	2	3	-	-	4	-	2	25.0	-	50.0	100.0	-	100.0
3354106	Pool Hayes School	2	-	-	11	3	-	13	3	-	69.2	66.7	-	92.3	100.0	-
3355404	Queen Mary's Grammar School	14	9	9	2	2	1	16	11	10	81.3	100.0	100.0	100.0	100.0	100.0
3355403	Queen Mary's High School	0	1	-	20	7	16	20	8	16	95.0	100.0	87.5	95.0	100.0	100.0
3355402	Shire Oak School	3	2	1	5	-	2	8	2	3	100.0	50.0	100.0	100.0	100.0	100.0
3354107	Sneyd School	2	2	2	10	10	-	12	12	2	58.3	41.7	0.0	91.7	100.0	100.0
3354606	St. Francis of Assisi R.C. School	1	3	-	9	-	3	10	3	3	80.0	66.7	100.0	100.0	100.0	100.0
3355401	St. Thomas More R.C. School	2	5	4	20	6	16	22	11	20	68.2	63.6	85.0	100.0	100.0	100.0
3355400	Streetly School	4	2	2	6	6	7	10	8	9	30.0	25.0	66.7	100.0	100.0	100.0
3354105	Willenhall School	0	-	2	2	-	6	2	-	8	50.0	-	62.5	100.0	-	100.0
		53	38	39	148	63	84	201	101	123	895.0	827.9	855.5	1467.2	1189.5	1475.0
		LA Average									61.7	68.3	65.9	97.5	98.0	99.2
		National Average									79.7	80.6	81.2	98.6	98.8	98.7

2005- 2007 Religious Studies AS Level

Taken from NCER EPAS (24-10-07)

DfES No	Centre Name	Number of entries									Overall pupil achievement %					
		Boys			Girls			Total			Total A to C			Total A to E		
		2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
3355405	Aldridge School	-	-	6	8	8	13	8	8	19	50.0	62.5	47.4	100.0	100.0	84.2
3354017	Alumwell School	1	3	1	4	1	1	5	4	2	20.0	50.0	50.0	100.0	100.0	100.0
3355406	Barr Beacon School	-	-	-	6	13	3	6	13	3	0.0	30.8	0.0	66.7	92.3	100.0
3354602	Blue Coat C.E School	-	-	-	-	-	2	-	-	2	-	-	50.0	-	-	100.0
3354057	Brownhills School	-	-	-	2	-	-	2	-	-	0.0	-	-	100.0	-	-
3354016	Frank F Harrison	-	1	-	-	6	2	-	7	2	-	14.3	50.0	-	42.9	50.0
3354007	Joseph Leckie School	3	3	6	4	1	1	7	4	7	14.3	50.0	42.9	28.6	75.0	100.0
3354106	Pool Hayes School	2	-	1	4	3	2	6	3	3	50.0	33.3	33.3	83.3	33.3	100.0
3355404	Queen Mary's Grammar School	12	9	12	4	2	5	16	11	17	75.0	90.9	82.4	100.0	100.0	100.0
3355403	Queen Mary's High School	-	-	2	3	2	23	3	2	25	100.0	100.0	88.0	100.0	100.0	100.0
3355402	Shire Oak	-	1	-	-	-	2	-	1	2	-	100.0	100.0	-	100.0	100.0
3354107	Sneyd School	6	6	7	19	1	9	25	7	16	16.0	0.0	25.0	44.0	71.4	56.3
3354606	St. Francis of Assisi R.C. School	-	1	-	5	9	2	5	10	2	40.0	30.0	50.0	100.0	90.0	100.0
3355401	St. Thomas More R.C. School	7	4	2	7	5	3	14	9	5	50.0	66.7	20.0	71.4	77.8	80.0
3355400	Streetly School	3	2	1	2	-	3	5	2	4	20.0	0.0	25.0	80.0	50.0	100.0
3354105	Willenhall School	2	-	4	4	1	4	6	1	8	16.7	0.0	62.5	83.3	100.0	87.5
		36	30	42	72	52	75	108	82	117						
		LA Average									36.1	45.1	56.4	74.1	82.9	88.9
		National Average									65.0	67.1	66.7	91.2	92.4	92.1

APPENDIX B

Ofsted inspections, findings September 2006 to July 2007

School	Type	Age Range	NOR	Inspection date	RE comment	Other / SMSC	Grade
Willenhall School sports College	Community school	11-18	1350	19-20 September 2006	Not mentioned	Satisfactory	3
Brownhills Community Technology College	Community school	11-18	1000	20-21 September 2006	Not mentioned	Strong spiritual /moral dimension in the 6 th form	3
Caldmore Community Primary School	Community school	3-11	225	21-22 September 2006	Not mentioned	Satisfactory	3
King Charles Primary	Community school	3-11	166	4-5 October 2006	Not mentioned	Satisfactory	3
Lindens Primary School	Community school	3-11	301	12-13 October 2006	Not mentioned	Strong, enthusiastic, rich cultural diversity	2
St Patrick's catholic Primary	Voluntary aided school	3-11	259	1-2 November 2006	Not mentioned	Good. Close links with the church aids pupils spiritual development	2
Blue Coat Church of England Comprehensive School A performing Arts Specialists College	Voluntary Aided school	11-18	1024	1-2 November 2006	Not mentioned	Students spiritual development is good as is their understanding of living in a multi-cultural society	2

Sneyd Community School. A Specialist Maths and Computing College	Community school	11-18	1183	8-9 November 2006	Not mentioned	Satisfactory	3
Pinfold Street Junior Mixed and Infant School	Community school	5-11	347	14-15 November 2006	Not mentioned	Good	2
Little Bloxwich C of E (VC) Primary School	Voluntary controlled school	4-11	185	15-16 November 2006	Not mentioned	Good Cultural understanding satisfactory	2
Greenfield Primary School	Community school	3-11	287	21-22 November 2006	Sound awareness of other faiths – RE not mentioned	Satisfactory	3
Frank F Harrison Community School	Community school	11-18	853	28-29 November 2006	Not mentioned	Good, but opportunities for spiritual development are limited	2
St Francis of Assisis catholic Technology College	Voluntary aided school	11-18	903	29-30 November	Not mentioned	Outstanding	1
Shire Oak school (A science College)	Foundation school	11-18	1333	29-30 November 2006	Not mentioned	Good	2
Green Rock Primary School	Community school	3-11	222	5-6 December 2006	Not mentioned	Good	2
Leighswood School	Community school	3-11	547	7-8 December 2006	Not mentioned	Outstanding	1

Holy Trinity church of England Primary School (VC)	Voluntary Controlled school	3-11	238	11-12 December 2006	Not mentioned	Distinctive Christian character. SMSC - good	
Short Heath Junior School	Community school	7-11	233	11-12 December 2006	Not mentioned	Not mentioned SMSC graded	3
The Ruiz Centre	Special Pupil referral unit	7-14	10	7 December 2005- 7 December 2006	Not mentioned	Cultural and spiritual awareness is developed through the curriculum	2
Fullbrook Nursery school	Community school	3-4	80	18 January 2007	Not mentioned	Excellent	1
Whitehall Nursery and Infant School	Community school	3-7	245	23-24 January 2007	Not mentioned	Good	2
New Invention Infant School	Community school	3-7	333	30 January 2007	Not mentioned	Outstanding	1
Salisbury Primary School	Community school	3-11	238	8-9 February 2007	Not mentioned	Not mentioned	2
Barr Beacon Language College	Secondary Foundation	11-18	1201	20-21 February 2007	Not mentioned	Satisfactory	3
Whetstone Field Primary	Community school	3-11	241	27-28 February 2007	Not mentioned	Outstanding	1
Rosedale Infant CE (C) Infant	Voluntary Controlled school	4-7	60	28 February 2007	Strong understanding of the Christian faith	Outstanding	1
Joseph Leckie community Technology College	Community school	11-18	1318	28 February - 1 March 2007	Not mentioned	Good	2
Cooper and Jordan CE VA Primary	Voluntary Aided school	3-11	491	6 March 2007	Not mentioned in section 5 Ofsted report	Outstanding: Care for others	1

Abbey Primary	Community school	3-11	182	14 March 2007	Not mentioned	Good	2
Sandbank Nursery	Community school	2-4	85	8-9 March 2007	Not mentioned	Outstanding: Celebrations of cultural festivals	2
Woodlands Primary	Community school	3-11	405	14-15 March 2007	Not mentioned	Good	2
Croft Community Primary	Community school	3-11	180	14-15 March 2007	Not mentioned	Satisfactory	3
King Charles Primary – HMI visit	Community school	3-11	170	March 2007	Not mentioned	Not mentioned “ special measures monitoring”	NA
Butts Primary	Community school	3-11	251	15-16 March 2007	Not mentioned	Adequate social and moral, spiritual and cultural development good	3
Queen Mary’s High	Voluntary aided school	11-18	703	21-22 March 2007	Not mentioned	Outstanding: school assemblies, tutorials and thought for the day and ‘philosophy and ethics’ days	1
Moorcroft Wood Primary	Community school	3-11	254	20-21 March 2007	Not mentioned	Good: Other cultures focus	2
Edgar Stammers Primary	community school	3-11	357	22-23 March 2007	Not mentioned	Good, Cultural diversity and social awareness	2
Harden Primary	Community school	3-11	267	1-2 May 2007	Not mentioned	Good	2
Christ Church CE (C) JMI	Primary Voluntary Controlled	3-11	235	24 -25 May 2007	Not mentioned	Good	2

Ogley Hay Nursery	Nursery Community	3-4	51	6 June 2007	Not mentioned	Spiritual, moral, social, cultural development good.	2
North Walsall Primary	Community school	3-11	217	6 June 2007	Not mentioned	Spiritual, moral, social, cultural development good.	2
St John's CE Primary	Primary Voluntary controlled	3-11	362	7 June 2007	Not mentioned in the section 5 Ofsted report	Excellent levels of spiritual, moral, social, cultural development	1
Shepwell Centre – specialist visit	Pupil referral unit			11 June 2007	Not mentioned	HMI monitoring visit	NA
Beacon Primary	Community school	3-11	300	11 June 2007	Not mentioned	Pupil's spiritual, moral, social, cultural development is good overall	2
St Thomas of Canterbury Catholic Primary	Voluntary Aided school	3-11	213	20-21 June 2007	Not mentioned in the section 5 Ofsted report.	Good links with the church help pupils develop spiritually. Limited cultural development	3
					Section 48 Archdiocese of Birmingham report	Strong Catholic vision for RE Collective worship is good	2 2
Pool Hayes Primary	Primary	3-11	447	25-26 June 2007		Good moral, social cultural development. Spiritual development satisfactory. Visits to places of worship	2
Chuckery Primary	Community school	3-11	447	27 June 2007		Spiritual, moral, social cultural - satisfactory	3

Barcroft Primary	Community school	3-11	373	28 June 2007	Not mentioned	Spiritual, moral, social cultural development	2
King Charles Primary	Community school	3-11	170	3 July 2007	Not mentioned	HMI monitoring visit	NA
Blue Coat Church of England Aided Junior School	Junior	7-11	330	3-4 July 2007	Not mentioned in section 5 Ofsted report	Positive Christian ethos. Pupils spiritual, moral social and cultural development is a strength of the school. Daily acts of collective worship an important part of the school day.	2

APPENDIX C

What is RE? A paper provided by the Diocesan Board of Education

What is RE?

National Curriculum documents define each particular subject area. RE however is not nationally prescribed, it is locally agreed – each LEA has its own Agreed RE Syllabus – and as such there is no official national statement on what constitutes Religious Education. The Non-Statutory National Framework for RE (QCA 2004) proposed a particular view of RE, given the document’s aim to begin to unify RE provision nationally. A discussion around the rationale of RE is an important exercise to enable teachers to more effectively deliver the RE curriculum. This is particularly so in Church Schools, where RE should be at the heart of the school’s curriculum.

Before the 1960’s, the position was clear. RI (Instruction) or RK (Knowledge) as it was then, was the teaching of “Scripture” in the primary school, and building on that for secondary pupils in what was called “Divinity”. It was the confessional approach. Christianity was assumed as the only faith to be taught. Religious “Knowledge” was non-contentious, Christianity was non-denominational. Religious “Instruction” was based on rebuilding post-war Britain on “positive” ideals, counteracting negative ideals like Nazism.

Times have changed. The 1960’s saw the thematic approach to RE in primary, and its reduction – if not disappearance – from the secondary timetable. The 1970’s saw the changing nature of British society and led to the development of teaching about (knowledge and understanding of) world faiths, a positive attitude to diversity, in what was called the *phenomenological* approach – i.e. from the outside looking in. Christian teachers were fearful of indoctrinating and there was a climate against sharing personal beliefs or values. The term “RE” or Religious Education came into common usage, later enshrined in the 1988 Education Act. The emphasis had moved from the “religion” to the “education”; the focus was on human development with questions like “Who am I?”, “How do I relate to others/the world?”.

Since 1988, and strengthened by subsequent legislation, RE has once again become firmly established on the school curriculum. Since the Model Syllabuses of 1994 pupils have to be taught “about” religion, and also to learn “from”

religion. RE initiatives, and the statutory inspection process, have led to RE being more vigorous and confident than it has been for many years. However there is some concern for the future of RE, as individual subjects are no longer to be inspected under OFSTED regulations. Will RE decline? And in other ways too it is not all plain sailing; there are still those who favour completely humanising RE (citizenship approach) encouraging pupils to learn from religious spirituality and so construct their own spirituality/view of life. Additionally, there is the “smorgasbord” or “mish-mash” view, bits taken from various faiths, and so watering down a faith’s tradition and living vitality.

Religious Education in secular schools is a mixture of human development, knowledge and understanding of religion(s), and a positive attitude to diversity in a plural society. Since 1988 the emphasis has moved away from teaching religions, to teaching religion, and its skills. Perhaps we should move away from a particular emphasis of the past and simply call this curriculum area “religion”. RE in church schools should be different; it should be distinctive. The Roman Catholic Bishops of England and Wales in 2003 stated the educational role of RE, but were equally clear that RE should contribute to the faith development of pupils in Catholic schools. This is pertinent to CE schools. In our Aided church schools in particular we explore faith, and in particular Christianity, from within. This is the faith of the school foundation and community. Individual pupils, and staff, may not share this faith, many will not understand it.

RE has an educational process; there needs to be learning ‘about’ RE, which includes teaching about “other” world faiths as well as key Christian material – events in Jesus’ life for example. But there is also equally the process of reaching for understanding – the learning ‘from’ RE; what is the significance of Good Friday and Easter Day to Christians for example. Also most importantly, ‘learning from’ in RE will contribute to a search for meaning in pupils own lives. In a church school, for some this will be a search for, or a development/enhancement of, an individual personal faith.

The Educational focus of RE in the Church school will therefore be formed and enhanced by the vitality of faith on which that particular church school is currently based, as appropriate to each individual school.