

**Council – 15th January 2007**

**Annual report of Standing Advisory Council for Religious Education  
2006**

**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 2005 to November 2006.

**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:**

A handwritten signature in black ink, consisting of a stylized 'M' followed by a horizontal line.

**Executive Director:**

**Date:** 5th January 2007

**Contact officer**

Glenys Ensor,  
Constitutional Services

☎ 01922 653265

✉ [ensorg@walsall.gov.uk](mailto:ensorg@walsall.gov.uk)

**WALSALL METROPOLITAN BOROUGH COUNCIL REPORT OF THE DIRECTOR OF EDUCATION AND COMMUNITY**  
**SERVICES TO THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**  
**MONDAY 13th November 2006**

**The Annual Report of the standing advisory council on Religious education**

**1. Purpose of the Report**

**1.1** To inform SACRE of the annual Report of the Standing Advisory Council on Religious education

**2. Background**

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

**2.2** 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

**3. Recommendations**

**3.1** SACRE is asked to receive the attached annual report of the Standing advisory Council on Religious Education for November 2005 to November 2006

## **The Annual Report of the Walsall Standing advisory Council on Religious Education 2006**

### **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 2006.

#### **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 the 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
- iii) Such associations representing teachers as in the opinion of the authority, ought to be represented, having regard to the circumstances of the area.
- iv) 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 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 L.A**

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 its discretion.

**d) SACRE**

S.A.C.R.E. is not confined to advising on matters referred to it by the L.E.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

Mrs B.E. Sharrock resigned in 2005. The new chair was appointed in and is Mrs Margaret Gibbon

## 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 the education committee.
- 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 Education Council.
- iv) Christians and other religious denominations – 21 members;
- v) 8 by the Walsall Council of Churches, 2 by the Walsall Independent Evangelicals and 10 by the Muslim, Sikh, Hindu and Orthodox groups.

## **WALSALL STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION : REPRESENTATIVES**

### **Local Authority**

Councillor Ault  
Councillor Bentley  
Councillor Cassidy  
Councillor Turner  
Councillor Phillips  
Councillor Rochelle  
Councillor Yasin

### **Lichfield Diocesan Board of Education**

Reverend P Lister  
Mrs C Hughes  
Ms S Peace  
Reverend Elizabeth Snowden  
Mr. K. Yeates

### **Other Denominations and Faiths**

Father Michael Leadbeater	Roman Catholic
Reverend anthony 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
Mr. L. A. Pathan	Anjuman-E-Isha'at-E-Islam
Imam Saeed-Ur-Rahman	Mosque and Islamic Centre
Mr. K.M. Patel	Hindu Samaj Mandal
Molana Monzour Al-Haque	Bangladesh Islamic Association
Mr Balbir Singh	Guru Nanak Gurdwara
Mr. K. Mavi	Guru Nanak Sikh Temple
Vacancy	Walsall Sikh Community Association
Father John Nankivell	Black Country Orthodox Trust

### **Teachers representatives**

Mrs. Lesley Hassell	National Union of Teachers
Mrs J Boden	Association of Teachers and Lecturers
Mrs J A Smith	National Association of Head teachers
Vacancy	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 1/3 to 1/4 of voting members from the 29<sup>th</sup> April 2003. The current Quorum is 10.

### **1.4 Meetings in Current Year 2006**

There have been 3 meetings held from January 2006 to November 2006

1. 13<sup>th</sup> March
2. 10<sup>th</sup> July
3. 13<sup>th</sup> November

## **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 11<sup>th</sup> July, 1994, it was noted that the Section 258 of the education Act 1993 required meetings of S.A.C.R.E. to be held in public.

## **2.1 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 2005 and 2006 are included in this report, as well commentary about trends.

A web site has been set up to support the teaching of the syllabus, mainly due to the efforts of Janet Bowden, Advanced Skills Teacher for RE. Contributions to extend both the resources and share good teaching practice are now needed from the teachers of religious education and from all religious groups.

## **2.2 Five Year plan/Developments**

A working group – “The Strategy Sub – Group” had been set up to produce a ‘Discussion Document’ that sets out proposals of possible initiatives to support S.A.C.R.E. responsibilities. The document was given the title of the ‘Five Year Plan’.



The five year plan will need to have resources available in order to publicise and communicate to schools advice on matters connected to religious education. Education Walsall have agreed to consider supporting such initiatives (October 2005). It is recommended that SACRE develops an action plan, costed, to enable Education Walsall to support the review of the Agreed Syllabus and any published outcomes for schools.

The outcomes of the self review should inform future action planning.

One aspect of SACRE's role is to give advice on collective worship.

A steering group was set up to produce advice and guidance to schools about collective worship. This was completed and was presented to SACRE for comment and scrutiny.

In addition SACRE members visited a sample of schools to observe collective worship.

Their comments and judgements were positive.

During 2006/7 SACRE members as part of the preparatory work for the review of the agreed syllabus will visit an agreed sample of schools to monitor the use and impact of the current agreed syllabus as well as recording the views of teachers and pupils.

### **OfSTED Reports September 2005 – May 2006**

A summary of the main points from both section 48 and section 5 reports for both primary and secondary schools in Walsall are in **Appendix A.**

Changes to the OfSTED inspection framework came into effect from September 2005.

Schools have fewer days of inspection and the focus is largely upon standards in the core subject, 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 by HMI.

Thematic inspections now take place which can be in part subject focused, these provide judgements and information for national reports.

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

38 OfSTED inspections have taken place between September 2005 and July 2006.

**Religious Studies – Examination results 2006**

**GCE A Level 2004 2006 comparisons**

Religious Studies

GCE **A level** 2004 to 2006 Comparison

Number of entries

Overall pupil achievement %

DfES No	School name	Boys			Girls			Total		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
3355405	Aldridge School	2	2	0	6	10	4	8	12	4
3354017	Alumwell School	1	3	0	10	16	5	11	19	5
3355406	Barr Beacon School	4	9	7	9	16	12	13	25	19
3354602	Blue Coat C.E. School	3	7	7	2	4	8	5	11	15
3354057	Brownhills School	2	3	-	7	14	-	9	17	-
3354007	Joseph Leckie School	1	1	-	3	3	-	4	4	-
3354106	Pool Hayes School	1	2	0	8	11	3	9	13	3
3355404	Queen Mary's Grammar School	5	14	9	1	2	2	6	16	11
3355403	Queen Mary's High School	0	0	1	8	20	7	8	20	8
3355402	Shire Oak School	2	3	2	4	5	0	6	8	2
3354107	Sneyd School	1	2	2	4	10	10	5	12	12
3354606	St. Francis of Assisi R.C. School	0	1	3	6	9	0	6	10	3
3355401	St. Thomas More R.C. School	2	2	5	12	20	6	14	22	11
3355400	Streetly School	2	4	2	6	6	6	8	10	8
3354105	Willenhall School	0	0	-	0	2	-	0	2	-

Total A to C			Total A to E		
2004	2005	2006	2004	2005	2006
50.0	41.7	75.0	100.0	100.0	100.0
72.7	68.4	100.0	100.0	100.0	100.0
30.8	44.0	52.6	100.0	100.0	89.5
40.0	54.5	86.7	100.0	100.0	100.0
33.3	29.4	-	88.9	88.2	-
0.0	25.0	-	100.0	100.0	-
66.7	69.2	66.7	88.9	92.3	100.0
66.7	81.3	100.0	100.0	100.0	100.0
100.0	95.0	100.0	100.0	95.0	100.0
100.0	100.0	50.0	100.0	100.0	100.0
80.0	58.3	41.7	100.0	91.7	100.0
66.7	80.0	66.7	100.0	100.0	100.0
71.4	68.2	63.6	100.0	100.0	100.0
25.0	30.0	25.0	100.0	100.0	100.0
-	50.0	-	-	100.0	-

**LA Average**                      **58.0**    **61.7**    **68.3**                      **98.2**    **97.5**    **98**  
**National Average**            **79.0**    **79.7**    **98.5**    **98.6**

## GCE AS level 2004 – 2006 comparisons

### Religious Studies

#### GCE AS level 2004 to 2006 comparison

DfES No	Centre Name	Number of entries								
		Boys			Girls			Total		
		2004	2005	2006	2004	2005	2006	2004	2005	2006
3355405	Aldridge School	0	0	0	9	8	8	9	8	8

Overall pupil achievement %					
Total A to C			Total A to E		
2004	2005	2006	2004	2005	2006
22.2	50.0	62.5	100.0	100.0	100.0

3354017	Alumwell School	0	1	3	3	4	1	3	5	4	66.7	20.0	50.0		100.0	100.0	100.0
3355406	Barr Beacon School	0	0	0	5	6	13	5	6	13	20.0	0.0	30.8		100.0	66.7	92.3
3354602	Blue Coat C.E. School	0	0	0	1	0	0	1	0	0	100.0	0.0	0.0		100.0	0.0	0.0
3354057	Brownhills School	0	0	0	1	2	0	1	2	0	0.0	0.0	-		100.0	100.0	-
3354016	Frank F Harrison	0	0	1	0	0	6	0	0	7	-	-	14.3	-	-	-	42.9
3354007	Joseph Leckie School	1	3	3	5	4	1	6	7	4	33.3	14.3	50.0		50.0	28.6	75.0
3354106	Pool Hayes School	2	2	0	3	4	3	5	6	3	40.0	50.0	33.3		80.0	83.3	33.3
3355404	Queen Mary's Grammar School	11	12	9	3	4	2	14	16	11	78.6	75.0	90.9		100.0	100.0	100.0
3355403	Queen Mary's High School	0	0	0	0	3	2	0	3	2	-	100.0	100.0	-	-	100.0	100.0
3355402	Shire Oak	0	0	1	0	0	0	0	0	1	-	-	100.0	-	-	-	100.0
3354107	Sneyd School	3	6	6	9	19	1	12	25	7	33.3	16.0	0.0		58.3	44.0	71.4
3354606	St. Francis of Assisi R.C. School	0	0	1	1	5	9	1	5	10	100.0	40.0	30.0		100.0	100.0	90.0
3355401	St. Thomas More R.C. School	1	7	4	3	7	5	4	14	9	50.0	50.0	66.7		100.0	71.4	77.8
3355400	Streetly School	3	3	0	2	2	0	5	5	0	20.0	20.0	-		80.0	80.0	-
3354105	Willenhall School	2	2	0	4	4	1	6	6	1	33.3	16.7	0.0		83.3	83.3	100.0

**LA Average**                      **43.1**    **36.1**    **46.3**                      **84.7**    **74.1**    **83.8**  
**National Average**                      **66.1**    **65.0**    **91.7**    **91.2**

### GCSE Short course 2004-2006 comparisons

GCSE short course	% A*-C									% A*-G								
	Boys			Girls			All pupils			Boys			Girls			All pupils		
Centre Name	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
Aldridge School	100.0	100.0	66.7	100.0	100.0	81.8	100.0	100.0	76.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Barr Beacon School	40.0	36.8	30.2	71.9	58.0	44.6	55.2	46.4	35.8	94.3	91.5	93.8	96.9	95.5	96.4	95.5	93.3	94.8
Blue Coat C.E. School	48.8	12.5	0.0	42.1	14.3	0.0	46.8	13.0	0.0	100.0	87.5	78.9	100.0	85.7	55.6	100.0	87.0	71.4
Frank F. Harrison School	90.0	36.8	13.3	87.5	45.8	2.5	88.2	43.3	5.5	100.0	100.0	73.3	95.8	97.9	85.0	97.1	98.5	81.8
Joseph Leckie School	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	100.0
Queen Mary's Grammar School	97.2	100.0	98.6	0.0	0.0	0.0	97.2	100.0	98.6	100.0	100.0	100.0	0.0	0.0	0.0	100.0	100.0	100.0
Queen Mary's High School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rushall Community College	0.0	7.1	11.1	0.0	27.3	18.5	0.0	16.0	15.6	0.0	100.0	66.7	0.0	100.0	81.5	0.0	100.0	75.6
Shelfield School	75.0	43.4	22.3	66.7	53.8	44.0	69.2	49.2	33.5	100.0	94.3	74.5	94.4	93.8	87.0	96.2	94.1	80.9
Shire Oak School	58.0	55.4	37.9	57.9	57.3	63.6	57.9	56.4	50.2	98.0	96.7	91.4	98.9	97.3	89.7	98.5	97.0	90.6
Sneyd School	0.0	0.0	45.5	0.0	0.0	36.4	0.0	0.0	40.9	0.0	0.0	100.0	0.0	0.0	95.5	0.0	0.0	97.7
St. Francis of Assisi R.C. School	50.0	33.3	33.3	71.4	37.5	50.0	60.0	36.4	40.9	100.0	66.7	91.7	100.0	100.0	90.0	100.0	90.9	90.9
Streetly School	55.7	67.0	29.7	87.6	69.0	46.8	72.1	67.9	37.3	90.6	92.9	91.5	92.0	94.0	100.0	91.3	93.4	95.3
Willenhall School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	50.0	0.0
<b>LA Averages</b>	<b>63.7</b>	<b>56.2</b>	<b>57.5</b>	<b>74.0</b>	<b>57.5</b>	<b>44.0</b>	<b>68.4</b>	<b>56.8</b>	<b>40.2</b>	<b>96.4</b>	<b>94.3</b>	<b>89</b>	<b>96.02</b>	<b>95.8</b>	<b>91.3</b>	<b>96.2</b>	<b>95.1</b>	<b>90</b>

## GCSE Full course 2004 – 2006 comparisons

GCSE full course	Number of entries									% A*-C			% A*-G				
	Boys			Girls			All pupils			Boys	All pupils		Boys	All pupils			
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006		2004	2005	2006
Aldridge School	4	12	24	28	26	39	32	38	63		43.8	42.1	69.8		100.0	89.5	98.4
Alumwell School	28	34	45	41	40	29	69	74	74		49.3	50.0	50.0		95.7	94.6	98.6
Barr Beacon School	1	11	2	25	31	13	26	42	15		84.6	78.6	80.0		100.0	100.0	100.0
Blue Coat C.E. School	30	71	82	47	77	70	77	148	152		89.6	78.4	87.5		100.0	98.6	100.0
Brownhills School	8	5	7	17	21	16	25	26	23		32.0	65.4	39.1		96.0	100.0	95.7
Darlaston School	58	56	64	72	64	55	130	120	119		64.6	49.2	55.5		97.7	95.8	97.5

Frank F. Harrison School	0	8	2	0	12	10	0	20	12		0.0	20.0	16.7		0.0	100.0	100.0
Joseph Leckie School	20	22	16	37	31	32	57	53	48		61.4	50.9	60.4		98.2	96.2	97.9
Pool Hayes School	9	4	0	15	17	0	24	21	0		41.7	23.8	0.0		95.8	100.0	0.0
Queen Mary's Grammar School	22	25	22	0	0	0	22	25	22		100.0	100.0	100.0		100.0	100.0	100.0
Queen Mary's High School	0	0	0	28	53	52	28	53	52		100.0	100.0	100.0		100.0	100.0	100.0
Rushall Community College	10	0	0	15	0	0	25	0	0		8.0	0.0	0.0		96.0	0.0	0.0
Shelfield School	6	0	0	20	0	0	26	0	0		73.1	0.0	0.0		100.0	0.0	0.0
Shire Oak School	0	0	0	0	0	0	0	0	0		0.0	0.0	0.0		0.0	0.0	0.0
Sneyd School	9	29	14	51	58	61	60	87	75		23.3	37.9	42.7		96.7	98.9	100.0
St. Francis of Assisi R.C. School	82	82	51	66	62	86	148	144	137		84.5	83.3	79.6		99.3	99.3	100.0
St. Thomas More R.C. School	95	95	95	117	126	121	212	221	216		53.8	48.4	49.1		94.8	92.8	95.4
Streetly School	1	9	3	8	14	5	9	23	8		77.8	87.0	87.5		100.0	100.0	100.0
Willenhall School	5	6	8	21	14	13	26	20	21		23.1	50.0	47.6		88.5	95.0	95.2
<b>LA Averages</b>	<b>388</b>	<b>469</b>	<b>435</b>	<b>608</b>	<b>646</b>	<b>602</b>	<b>996</b>	<b>1115</b>	<b>1037</b>		<b>61.5</b>	<b>61.2</b>	<b>64.6</b>		<b>97.2</b>	<b>96.7</b>	<b>98.2</b>

## Analysis of trends

### A/AS level

At AS level overall entries for 2006 have fallen by 26% from 2005, but still show an upward trend from 2004

53% more girls than boys take the subject. Both boys and girls entries from 2004 to 2006 have remained at a similar level.

Significantly more students achieved an A grade from 2004 to 2006, 9.7% to 17.5 % and there is an increase of 10% of students achieving A-C as well as A to E.

At A level more girls than boys took the exam in 2006 – 38 boys to 63 girls. The gap has closed since 2004 but is at 56% overall.

There is a significant drop in the number taking the subject, 51%, for 2006.

Students achieving grade A has improved although the gap for all other grades between Walsall and national results is significant

The number of candidates from faith schools has remained similar from 2004 to 2006.

### **GCSE full course**

Boys numbers have increased but still remain significantly below that of girls from 2004-2006. Overall entries remain similar for 2004-2006.

A\*-C results are broadly similar at around 62% FROM 2004-2006. The 2006 results for all pupils is 64.6%.

A\*-G results remain high at 98.2%. Boys achieve as well as girls.

### **GCSE Short Course**

Numbers have increased with boys exceeding girls for 2006. 620 boys to 504 girls

Boys exceed girls at A\*-C for 2006 and have similar results compared with girls at A\*-G

### **Guidelines for Acts of Collective Worship**

### **Courses and support provided on behalf of SACRE**

- Local faith leaders familiarisation with the role and function of SACRE and awareness of the methodology and practice relating to the teaching of RE in state schools activities

- 14-19 strategy group – legal requirements and matching
- RE coordinators in primary schools – Evaluating provision
- Two network meetings for primary schools
- Agreed release time for an AST (RE) to work with and on behalf of Education and SACRE to promote RE teaching and to offer support to schools
- Provided exemplar 6<sup>th</sup> form scheme for schools
- Year 6 to year 7 transition unit available
- Provided guidance on acts of collective worship
- Provided audit tool for Spirituality
- Published the Walsall Religious Schools News letter (WREN)



**Monitoring reports and comments from SACRE members**

SMSC audit tool developed for schools use : see **Appendix B**

**Conclusion: actions and activities to be agreed by SACRE members as part of or amendments to the 5 year plan**

1. Review the Agreed syllabus
2. Adopt and use the OfSTED Self Review framework
3. Use the outcomes of the Self Review to inform future action planning
4. Review the five year plan and cost and action outstanding activities and publications for 2006/7

# **Appendix A**

**OfSTED Reports: September 2005 to May 2006**

**Commentary/ notes about RE and SMSC by date of Inspection**

School	Type	Age range	NOR	In. date	Re comment	Other/ SMSC	Grade
Lindens	Primary	3-11	348	14.09.2006	No specific mention	Assemblies as well as activities outside school contribute to pupils spiritual and moral development	3
Blackwood school	Junior	3-11	584	14.09.2005	No specific mention	SMSC is good	2
St Anne's Catholic Primary	Primary	3-11	226	29.09.2005	No specific mention	Good pupil response to SMSC	2
Joseph Leckie Community Technology college	Comprehensive	11-18	1431	2.11.2005	No specific mention	SMSC is good. Assemblies, tutorial sessions and lessons encourage pupils to develop spiritually	
Joseph Leckie Community Technology college	Comprehensive	11-18	1431	2.11.2005	No specific mention of RE	SMSC is good. Assemblies, tutorial sessions and lessons encourage pupils to develop spiritually	2
Blue Coat CE Aided Infant school	Infant	3-7	295	7.11.2005	School's work firmly based on Christian principles, respects and values other religions and cultures	SMSC is good	2
Queen Mary's Grammar school	Grammar selective	11-18	680	9.11.2005	No specific mention	SMSC is good	3
The Walsall Academy	Acadamey	11-18	766	9.11.2006	No specific mention of RE	SMSC is good	2
Whitehall Nursery and Infant school	Infant	3-7	293	15.11.2005	No specific mention	SMSC is good	2
Beechdale	Primary	3-11	279	16.11.2005	No specific mention	SMSC is satisfactory	3

Little London JMI	Primary	3-11	237	23.11.2005	No specific mention	SMSC is good	2
Pool Hayes Community school	Comprehensive	11-18	1150	23.11.2005	No specific mention	MSC is strong. However spiritual development needs further development	3
Bloxwich CE	Primary	4-11	311	24.11.2005	No specific mention	SMSC is good but more needs to be done with regard to cultural development.	3
St Bernadette's Catholic Primary School	Primary	3-11	192	30.11.2005	The influence of the church is effective	Worthwhile opportunities assist good SMSC development	2
The Ruiz Centre	special	7-14	10	7.12.2005	No specific mention	No specific mention	2
St Francis Catholic primary	Primary	3-11	222	10.01.2006	No specific mention	SMSC is good	2
Sunshine Infant and Nursery school	Infant	4-7	175	24.01.2006	No specific mention	SMSC is good	2
New Leaf Centre	Special, PRU	15-16	48	24.01.2006	No specific mention	SMSC is good	2
Mary Elliot School	Special	14-19	61	31.01.2006	No specific mention of RE	SMSC is outstanding	1
Shepwell Centre	Special	11-16	21	2.02.2006	No specific mention of RE	SMSC is good	2
St Mary's The Mount Catholic Primary school	Primary	3-11	238	22.02.2006	Special prominence is given to RE	SMSC is outstanding	1

Rough Hay Primary School	Primary	3-11	302	22.02.2006	No specific mention of RE	SMSC is good	2
Hillary Primary school	Primary	3-11	415	28.02.2006	No specific mention of RE	PSMSC is good	2
Mary Elliot school	Special	14-19	61	31.01.2006	No specific mention of RE	SMSC is outstanding. Spiritual moments in lessons and assemblies are sensitive to wider issues.	1
Park Hall Junior School	Junior	7-11	408	1.03.2006	No specific mention of RE	A strong pupil moral code mentioned. Spirituality is developed in assemblies as well as prayer and reflection.	1
Shelfield sports and Community College	Comprehensive	11-18	1150	1.03.2006	No specific mention of RE	SMSC is good	2
Watling Street Primary school	Primary	3-11	210	6.03.2006	Cultural development is provided for in RE.	SMSC is outstanding. Spiritual development is good.	2
Castlefort Junior Mixed and Infant school	Primary	4-11	212	13.03.2006	No specific mention of RE	PMSC is good	2
Alumwell Business and Enterprise college	Secondary	11-18	940	15.03.2006	RE identified as a strength for teaching and learning and curriculum content	SMSC judged satisfactory	3
Alumwell Junior school	Junior	7-11	349	15.03.2006	No mention of RE	SMSC is outstanding	1
Palfrey Infant school	Infant	3-7	349	20.03.2006	No mention of RE	SMSC is good	2

Delves Junior school	Junior	7-11	356	22.03.2006	No specific mention of RE	PMSC is good. Moral messages are well received in assemblies.  Pupils spiritual development is satisfactory	2
Valley Nursery School	Nursery	3-4	104	22.05.2006	No specific mention of RE	SMSC is good	2
Palfrey Junior School	Junior	7-11	330	23.05.2006	No specific mention of RE	SMSC development is outstanding	1
St Michael's Church of England Primary School	Primary	3-11	360	24.05.2006	No specific mention of RE	SMSC is good. A distinct spiritual dimension to the school's work.	2

# **Appendix B**

SMSC Checklist/ tool for schools audit purposes



## **SMSC Checklist/ Tool for Audit Purposes**

### **Spiritual Development across the Curriculum:**

This checklist can be used by subject coordinators and heads of department in order to consider ways in which their subject promotes the pupils' spiritual development. Each statement should be considered by staff teaching the subject and, where appropriate examples from the school's scheme of work should be added to each statement as evidence.

The relevant statement, with the supporting examples, can then be imported into the subject documentation.

#### **The curriculum provides ways of promoting the pupils' spiritual development by:**

- encouraging children to consider their own values and attitudes
- encouraging reflection on questions about religion and the meaning of life
- reflecting on human experiences
- exploring their own and other people's beliefs
- encouraging pupils to consider and discuss their beliefs
- developing a sense of awe and wonder
- promoting understanding of ways that beliefs contribute to individual and group identity
- promoting awareness of the value of a non-material dimension to life
- considering ways that people have sought to explain the universe and the purpose of life
- being concerned about the search for truth
- promoting self understanding
- providing opportunities for problem-solving and discovery
- presenting the challenge of belief
- encouraging the enjoyment of learning
- requiring pupils to think for themselves
- developing pupils' capacity to think, reflect and express themselves on spiritual matters
- exploring the convictions that are central to religious traditions
- providing opportunities to see from another person's perspective

- developing ways of demonstrating reflection and creativity

**The curriculum provides ways of promoting the pupils' moral development by:**

- developing pupils' sense of right and wrong
- examining motives for action
- exploring links between beliefs and values
- considering the need for consistency between beliefs and actions
- challenging hypocrisy
- encouraging consideration towards others
- promoting honesty and integrity
- promoting discussion of ethical issues
- challenging pupils to take personal responsibility for their own actions
- exploring issues of evil and suffering
- encouraging pupils to formulate and review their own values
- treating pupils courteously and respectfully, and expecting them to behave similarly
- providing opportunities for pupils to consider equal opportunities

**SMSC Checklist/ Tool for Audit Purposes**

**Cultural Development across the Curriculum:**

This checklist can be used by subject coordinators and heads of department in order to consider ways in which their subject promotes the pupils' cultural development. Each statement should be considered by staff teaching the subject and, where appropriate examples from the school's scheme of work should be added to each statement as evidence.

The relevant statement, with the supporting examples, can then be imported into the subject documentation.

**The curriculum provides ways of promoting the pupils' cultural development by:**

- enabling discussion from different cultural perspectives
- enabling pupils to question from the security of their own cultural traditions and practices
- challenging racism and cultural elitism

- exploring relationships between religion and culture
- using bilingual texts where appropriate
- encouraging pupils to see the worth of themselves, their family, religion and culture
- enabling pupils to encounter people from other cultures
- encouraging openness to learning from other cultures
- providing resources from different cultural perspectives
- recognising the contribution of many cultures to the development of the matter
- developing positive attitudes to other countries and cultures
- providing opportunities to visit museums, theatres, art galleries or other relevant locations
- providing opportunities to work with artists, authors, performers and other visitors
- developing openness towards the literature, music, drama and dance of other cultures
- enabling pupils to appreciate the natural world through literature and the arts

### **SMSC Checklist/ Tool for Audit Purposes**

#### **Social Development across the Curriculum:**

This checklist can be used by subject coordinators and heads of department in order to consider ways in which their subject promotes the pupils' social development. Each statement should be considered by staff teaching the subject and, where appropriate examples from the school's scheme of work should be added to each statement as evidence.

The relevant statement, with the supporting examples, can then be imported into the subject documentation.

#### **The curriculum provides ways of promoting the pupils' social development by:**

- encouraging pupils to see issues from another's perspective
- listening to the views of others
- handling controversial issues
- promoting good relations between individuals and groups
- developing understanding of ways in which communities function and are organised
- developing the capacity to discuss reasonably matters about which they feel strongly
- promoting concern for those with special needs
- promoting equal opportunities

- providing opportunities to work in a range of groups
- exploring aspects of citizenship
- recognising links between beliefs and positive/ negative aspects of society
- respecting the right of others to hold views different from one's own
- recognising the need to live harmoniously in a plural society
- negotiating conflict and coping with differences of opinion on important issues
- writing for a range of purposes and audiences
- providing opportunities to reflect on social issues
- recognising that to be different is not necessarily to be wrong
- providing opportunities for exercising responsibility
- providing opportunities for pupils to contribute to the life of the school and/ or community
- enabling pupils to demonstrate initiative