



## **NOTICE OF MEETING**

**Standing Advisory Council on Religious Education  
Wednesday 13 November 2019, 5.00 pm  
Garth Hill College, Bull Lane, Bracknell, RG42 2AD**

**To: The Standing Advisory Council on Religious Education**

Councillor Dr Gareth Barnard, Bracknell Forest Council  
Madeline Diver, Associations Representing Teachers (VOICE)  
Councillor Ankur Shiv Bhandari  
Councillor Alvin Finch  
Councillor Mrs Lizzy Gibson  
Councillor Mrs Isabel Mattick, Bracknell Forest Council  
Father David Clues, Group B: Church of England  
Wayne Erasmus, Free Churches  
Vicki Gibson, Free Churches  
Kathy Hadfield, Co-opted Member  
Jill Hanson, Church of England  
Ruth Jackson, NAHT Headteacher  
Dilip Ladwa  
Adrian Laws, Church of England  
Deborah Windsor, National Union of Teachers (NUT)  
Arfan Rashid, Muslim faith  
Robyn Lynch, Catholic Church

Kevin Gibbs  
Executive Director: Delivery

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Published: 5 November 2019

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**Wednesday 13 November 2019, 5.00 pm**  
**Garth Hill College, Bull Lane, Bracknell, RG42 2AD**

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**AGENDA**

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2. Appointment of Vice-Chairman 2019/20	
3. Minutes of the Previous Meeting	
To approve as a correct record the minutes of the meeting of the Committee held on 4 July 2019.	3 - 6
4. Presentation from Garth Hill College	
5. Membership update	
6. Budget Update	
7. Feedback from Berkshire Hub meeting and Update on Westhill Project	
• Filming update	7 - 8
• Bracknell Forest venue for a film interview session	
8. Feedback for RE network meetings	
9. Initial GCSE/A Level result update	
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12 March 2020	
13 July 2020	

**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
4 JULY 2019  
5.00 - 6.15 PM**



**Present:**

Councillor Dr Gareth Barnard, Bracknell Forest Council (Chairman)  
Madeline Diver, Associations Representing Teachers (VOICE) (Vice-Chairman)  
Councillor Alvin Finch  
Councillor Mrs Isabel Mattick, Bracknell Forest Council  
Ruth Jackson, NAHT Headteacher  
Adrian Laws, Church of England  
Arfan Rashid, Muslim faith  
Robyn Lynch, Catholic Church

**In Attendance:**

Anne Andrews, Oxford Diocese Adviser

**Apologies for absence were received from:**

Councillor Mrs Lizzy Gibson  
Wayne Erasmus, Free Churches  
Vicki Gibson, Free Churches  
Kathy Hadfield, Co-opted Member  
Deborah Windsor, National Union of Teachers (NUT)

**26. Election of Chair for the meeting**

**RESOLVED** that Councillor Dr Barnard be elected Chair for the meeting, which was the last in the academic year.

**27. Minutes of the Previous Meeting**

The minutes of the meeting held on 7 March 2019 were approved as a correct record and signed by the Chairman.

**28. Matters Arising**

There were no matters arising from the minutes of the previous meeting.

**29. Membership Update**

It was noted that there remained a number of vacancies on SACRE membership which would be addressed over the summer holidays. Anne Andrews had contacted several different Church of England contacts to fill the Church of England vacancies and had only had one reply.

Members discussed the impact that SACRE could have on community cohesion more widely, as well as its contribution to the improvement of RE and Collective Worship in the borough. It was thought that a broader focus may give incentive for a wider membership.

SACRE members agreed to send any contacts who were interested in joining SACRE to Lizzie Rich.

30. **Budget Update (including financing of the hub)**

Steve Bogg had agreed to give an update on the SACRE budget to Anne Andrews, but had given his apologies to the meeting.

NASACRE had conducted a survey the last year, which had involved a spreadsheet to calculate the Central Schools Support Budget for each area. Members commented that the spreadsheet had been very difficult to use and interpret. It was noted that the CSSB would impact on what was achievable through the SACRE 3-year plan. Members recognised that any specific commitments made in the 3-year plan would need to be supported by funding.

Lizzie Rich agreed to follow up on the NASACRE payment for the upcoming year.

It was agreed that SACRE would continue to pay their contribution into the Berkshire Hub work.

31. **NASACRE conference feedback**

Anne Andrews reported back from the NASACRE conference which she had attended, representing RBWM and Bracknell Forest.

Anne reported that the workshops had been more effective for SACRE work than the keynote speakers, although the speakers had been on interesting subjects. Anne had attended a workshop on Communication between NASACRE and SACREs, which had been useful and she agreed to share the slides from this when available.

It was noted that a workshop on Monitoring and Evaluation of Collective Worship and RE had been oversubscribed on the day, which showed that this was a matter of concern across the country.

32. **SIAMS and OFSTED inspection updates**

SACRE received reports from the latest SIAMS and OFSTED inspections of Crowthorne CoE and Ranelagh.

It was noted that schools in Bracknell Forest had been receiving Good results from SIAMS where previously they had been rated Outstanding, but that this was not reflective of any dip in standards or performance.

It was noted that once the new OFSTED framework was embedded, there would be a significant crossover between the two frameworks.

Arising from discussion, the following points were noted:

- Bracknell Forest schools had been improving through their OFSTED inspection.
- SACRE proposed that the criteria for Outstanding in SIAMS inspections was too high. Schools graded Good had received supporting narrative that suggested that they had improved, and had previously been rated Outstanding. Anne Andrews agreed to feed this back to SIAMS through her inspector training. **(Action: Anne Andrews)**

- It was clarified that RE was inspected in all schools, however only Voluntary Aided schools got an RE grading through Ofsted. Voluntary Controlled schools were inspected by SIAMS but did not receive an RE grading.
- SACRE requested extracts of any published Ofsted report for Bracknell Forest schools where they related to RE. **(Action: Steve Bogg / Gary Paterson)**

**33. SIAMS report updates**

The SIAMS reports were considered under the previous agenda item.

**34. OFSTED report updates**

OFSTED report outcomes were considered under a previous agenda item

**35. Hub action plan for Westhill project**

Anne Andrews reported that Bracknell Forest SACRE had been granted the Westhill Bid in conjunction with the Berkshire Hub.

An additional Hub meeting was planned for 17 July 2019, and any feedback or comments were to be sent to Madeline.

The Bid consisted of £4k allocated to the Hub of 6 Berkshire SACRES. The fund would be used to take a small group of teachers to 4 places of worship, to ask syllabus questions of people who worship there and video the interviews for use in the classrooms. It was hoped that a secondary school media department might be used to film and edit the interviews.

All SACRE members were asked to send any suggestions of proposed venues to Gareth and Madeline to feed back on 17 July 2019.

**36. Proposal for RE ambassador scheme**

Anne Andrews presented the proposal to expand the RE Ambassador Project which had been started in Ranelagh.

It was proposed to use Ranelagh as the Bracknell Forest training school for other secondary school pupils. Trained ambassadors would be sent out to primary schools to deliver RE lessons.

SACRE commented that they had been very impressed with the Ranelagh ambassadors when they presented to the meeting.

Arising from discussion, the following points were noted:

- Pupils from all faith groups would be encouraged to apply to become ambassadors.
- It was proposed that children could be given the opportunity to interview for the role of ambassador.
- SACRE members discussed how the project could fit into SACRE's goals.
- Ranelagh ambassadors had visited Wildridings, St Michael's Easthampstead and Jennet's Park.
- It was suggested that ambassadors could be brought into schools to deliver collective worship assemblies.
- SACRE members asked what support the schools would need.

It was agreed that a letter would be written to RE lessons from the SACRE meeting in September, to ask what the barriers to the project would be and how SACRE could support the project. SACRE agreed to reconsider the proposal in September when it was further appraised of the issues arising from it.

**37. Locally Agreed Syllabus and Related Training**

Anne Andrews reported that the recent RE Network meeting had been poorly attended, but those who had attended were from faith schools. SACRE considered that the move of the Network meeting to the Open Learning Centre might have discouraged attendance due to parking issues.

It was clarified that enough feedback on the Guidance materials had been received, but the Berkshire Hub had asked for cross referencing between Crossing the Bridges documents and the Guidance. Anne Andrews had agreed to put this together

The need for blended learning with face-to-face and online training was recognised for the future.

SACRE recognised that the SACRE Resources had been transported to the Open Learning Centre following the move from Easthampstead Park Community Centre. The artefacts had been purchased by Berkshire County Council, and as such, SACRE members agreed they were happy for other SACREs to loan the artefacts. SACRE agreed to write a letter to support the loan, to inform the Open Learning Centre. **(Action: Anne Andrews/Gareth Barnard)**

**38. Any Other Business**

**Anne Andrews** reported that the SACRE Hub had been keen to re-establish the SACRE Conference. It had been suggested that this could be hosted at a hotel, with all SACRE committing to sending a certain number of people. SACRE members supported the concept of the conference, but proposed that the venue should be somewhere which could be provided free of charge. It was hoped that this could encourage more teachers to attend in addition to SACRE members.

**Robyn Lynch** asked that the matter of substitutes for SACRE members be revisited.

**39. Dates of Future Meetings**



## Minutes for Pan-Berkshire SACRE Hub

4.00 – 5.15 pm 17<sup>th</sup> July 2019 Shute End, Wokingham

**Attendance:** Angela Hill (Wok); David Rees (W Berks, Reading, Slough); Anne Andrews (BF, & RBWM); Mark Laynesmith (Reading); Gareth Barnard (BF), Beth Rowland (Wok); Stephen Vegh (Wok); Christine Isles (Slough); Sue Elbrow (Slough); Karen Butler (RBWM).

**Apologies:** Julie Siddiqi (Slough)

### Agenda:

- Minutes from meeting on 03 06 2019 and matters arising
- Update on guidance material
  - presentation of the KS3 materials (proof-reading required)
    - Send it to some secondary schools for feedback by start of October half-term.
    - Encourage feedback form secondary networks (if run)
  - Any additional comments, or is the guidance now sufficient? Consensus said 'Yes, leave it for now'. It is a working document designed to be added to and pulled apart – not slavishly followed – teachers need independence to adapt the materials provided to suit their contexts whilst keeping in line with the syllabus.
- Progress on Westhill bid
  - Feedback from individuals on the progress made with contacting schools for filming – several schools; approach the University for filming – discussion about how all this could work – potential problems and solutions
  - Suggestion of twilight visits
  - Stephen Vegh to write a risk assessment that can be used generically.

- Teacher and students to interview together – possibly do a pilot; maybe at the synagogue in Maidenhead.
  - Faith leader to show – do a crib of their place.
  - Suggestions of venues to visit – volunteers needed to initiate contacts;
  - Any additions/alterations/improvements required to the plan
  - More suggestions can be fed back through the chair via emails
- Summer 2020 conference:
  - Discussion and decision about venues, incorporating feedback from Slough and Bracknell Forest – possible venues, but not a hotel.
  - Content should be Teaching and Learning led – follow on from Westhill work
- Budget – SACREs have agreed to pay the £900.
  - process for payment? Payment to be set up with Oxford Diocese – will keep the bid so as to be a central host
- AOB:
  - Westminster Abbey education centre. (ML)
  - RSE – what do we do as SACRE? Probably steer clear; It's really a LA matter; LA should be providing defensible policies.
  - Date of next meeting: 27<sup>th</sup> November 4 – 5.30 at Shute End



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Michael's Easthampstead Church of England Voluntary Aided Primary School					
<b>Address</b>		Crowthorne Road, Easthampstead, Bracknell, Berkshire RG12 7EH			
<b>Date of inspection</b>		17 September 2019	<b>Status of school</b>		Voluntary Aided Primary
<b>Diocese</b>		Oxford	<b>URN</b>	110010	
<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>				<b>Grade</b> <b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>				<b>Grade</b> <b>Good</b>
	<b>The impact of religious education</b>				<b>Grade</b> <b>Good</b>

### School context

St. Michael's Easthampstead is a primary school with 242 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is in line with the national average. Since the last inspection, there has been a large turnover of staff, including the appointment of a new headteacher in January 2018.

### The school's Christian vision

Our Christian vision is linked to 'The Good Samaritan', with a strong emphasis on caring for each other. Through strong Christian faith, partnership with home and community and our core values of Wisdom, Faith, Honesty, Trust and Courage, we are committed to helping every child achieve their full potential.

*'Love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind. And love your neighbour as yourself'. Luke 10:27*

### Key findings

- The school's Christian vision and values are consistently and visibly enforced throughout the school day. This leads to a highly developed sense of care and nurture within the community.
- Governors have a high profile within the school, attending acts of worship, visiting classes and monitoring the RE provision. This practical involvement ensures that they have a clear understanding of the impact of the Christian values that drive St. Michael's to support their Christian vision.
- Collective worship has a significant impact on the spiritual development of all at the school. Pupils are growing in their knowledge of Christian belief and tradition as well as in their confidence to lead worship.
- Teaching and learning in religious education (RE) are good and pupils explore deep questions successfully because of this good teaching. However, a more rigorous system of assessment is required to ensure that there is more clarity regarding progress.
- Pastoral care at the school is extremely supportive of pupils and adults, especially in terms of their mental health and wellbeing. Staff unstintingly support each other, as well as their pupils and families.

### Areas for development

- Enhance pupils' awareness of how they can be global agents for change and make a meaningful difference in the world today, beyond their local context.
- Embed the new RE assessment system in order for pupils and teachers to gauge progress and attainment in the subject.
- Explore contacts with places of worship and facilitate more visitors to the school. This is so pupils may develop knowledge and understanding of a diverse range of religions and their impact on society and culture.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

All pupils, including those who are vulnerable, benefit from attending this safe and happy school in which they develop a love of learning in a spirit of kindness, forgiveness and trust. Following a time of relative instability, the new headteacher, strongly supported by staff and governors, has successfully developed a strong Christian vision. This now permeates every aspect of school life. Governors, staff and pupils all articulate clearly how the biblical teaching in Luke 10 roots the school's vision. They offer numerous examples of how love and care enfold everyone at the school. Parents confirm this and believe that the Christian character 'draws the school community closer', resulting in everyone working well together. The dignity and value of each person are upheld in this small school where everyone is known by name. Parents affirm the headteacher is always there, listening to their children and valuing them for who they are. The supportive and involved governing body have implemented a robust and continuous self-evaluation system. As a result, the school's Christian vision threads together the governors' strategic decisions, shaping policies and ongoing Church school developments. There is a culture of trust and belief in all staff and this empowers them to become confident middle leaders.

The school's creative curriculum is infused by the vision and values, so that the academic and spiritual needs of all pupils are met. Academic standards are above the national expectation in all key stages and leaders analyse the school's performance effectively. Pupils trust their teachers and classroom assistants, who they say give them 'courage to improve and keep going'. Staff quickly identify and support vulnerable pupils, enabling them to flourish and fulfil their potential within a reassuring environment. Behaviour and attitudes are good as a result of the school's caring and nurturing vision. For instance, the Walk and Talk Club allows vulnerable pupils to gain confidence and friendship skills. Pupils are taken to the park to share their thoughts and undertake activities that promote self-esteem. They are praised for showing courage and honesty, demonstrating the caring ethos of aspiring to be the best you can be.

The school community engages in a range of charitable activities that include supporting the local food bank and several national campaigns. These activities, as well as participating in local social action projects, reflect the school's vision. Links with the Bracknell Care Home and taking part in a campaign for a safe new school crossing evidence this. The school does not have any links abroad, so pupils' ability to think globally about life are currently limited. Pupils make positive choices based on the school values of faith, courage and trust. This is exemplified in the way the school participates in schemes such as The Prince William Award. This inspires pupils to be their best by building their character, resilience and confidence. The Reason Room and the outdoor reflection area are used effectively as safe places for pupils to be calm and reflect on their feelings.

There are strong partnerships and relationships at the school, based on the vision of caring for one another. This leads to a positive learning environment. A year 4 boy stated, 'The values make our school a better place'. Leaders ensure that policies for wellbeing reflect the school's Christian vision and all benefit from practical and compassionate care and support. The school invests heavily in professionals such as a play therapist, teaching coach and counsellors in order to meet the needs of everyone. Frequent random acts of kindness ensure that every staff member acknowledges that 'we are always here for each other'. The wider community contributes well to school life and the frequent visits of the rector bring the school and the community closer together. The school organises a Family Learning Opportunities scheme, a Mindfulness Club and undertakes Growth Mindset with pupils. As a result, there is effective support for good mental health that creates a sense of belonging for all, regardless of their differences or backgrounds.

Worship is invitational and offers variety, both in content and through different leaders. The good use of music, stories and reflection enable pupils to appreciate that Christians worship in different ways. Because pupils have frequent opportunities to take part in the Eucharist, they are aware of its central importance to the Christian faith. Collective worship often includes biblical teaching. Through this, pupils are able to make clear links to the school's vision and values of trust, faith, honesty, courage and wisdom. Moreover, it shapes their lives and informs the choices that they make. A Year 6 pupil remarked, 'Worship makes me think about how I can be a Good Samaritan too'. Prayer is an important part of school life, with each classroom housing a prayer box on its reflection table.

Parents run a weekly prayer group and organise the collection of the prayers written by the pupils to be read at the meeting. Pupils and adults are therefore able to articulate the value of prayer in their own lives.

There is effective leadership in RE and the school has a clear understanding of the strengths and areas for development. The syllabus for RE has recently been successfully updated and implemented. This reflects the Church of England Statement of Entitlement well. Good practice is shared with both staff at the school, as well as with other local Church schools. This means that teachers are confident to teach RE and deliver high quality lessons. Reflection is integral to learning in RE, through which the five values are threaded seamlessly as a clear expression of the Christian vision. Pupils have a sound understanding of Christianity as a world faith. However, they do not benefit from contacts with different places of worship and there are few visitors representing diverse faiths and world views. Therefore, pupils' knowledge of major world religions is limited mainly to classroom learning.

The Christian vision and motto of 'Learning to Love, Love to Learn' is apparent at every turn in this happy, nurturing school. This is transforming the lives of pupils and adults, enabling all to flourish.



### **The effectiveness of RE is Good**

The quality of teaching and learning in RE is consistently good and pupils are challenged to consider the 'big questions'. An example being, 'How might beliefs and community shape a person's identity?' Work in books shows progress over time and pupils explore deep questions in their learning. A new 'next step' approach to assessment has just been put in place, but this is not embedded fully across the school. Consequently, some pupils do not understand how to improve. RE is regularly monitored by the subject leader and governors in the school. This shows that standards in RE are in line with other subjects.

Headteacher	Sarah Robinson
Inspector's name and number	Jenny Earp 288

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# Annual SACRE Report 2018-19

The SACRE has several aspects to its role. These include:

- ❖ Advising the local authority on matters relating to collective worship and religious education
- ❖ Advising on methods of teaching and resources for religious education
- ❖ Considering requests for determinations from any schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifying and revising an Agreed Syllabus for religious education

*In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)*

To help with this endeavour the Bracknell Forest Borough SACRE works with NASACRE (the National Association of SACREs), the Diocese of Oxford and the other Berkshire SACREs.

This report sets out a summary of the work of the Bracknell Forest SACRE over the academic year 2017 - 2018.

The minutes of the meetings which give more detail can be found at <http://democratic.bracknell-forest.gov.uk/mgCommitteeDetails.aspx?ID=157>

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

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**The Local Authority Officer:** [gary.paterson@bracknell-forest.gov.uk](mailto:gary.paterson@bracknell-forest.gov.uk)

**Adviser:** [anne.andrews@oxford.anglican.org](mailto:anne.andrews@oxford.anglican.org) 07884 655097

## Introduction

Each year SACRE is required to produce a summary of its activities. The Education Act of 2002 requires that religious education must be provided as part of the basic curriculum in addition to the National Curriculum. This report outlines our work to promote RE and Collective worship in the Borough, to develop the good teaching of Religious Education in our schools and to support community cohesion. This report covers the Academic year 2018-2019 and includes GCSE results from this period and a brief overview of SACRE discussions.

In June 2018, we launched the new revised and agreed syllabus. Members of SACRE worked alongside teaching staff and other SACRE members to produce a curriculum framework that is helpful, flexible and useful for educators. From a teaching perspective, it has provided clear outcomes for each phase that should support teaching and planning in challenging and assessing progress overall. Although there is much evidence to collect with regards to its worth, early indications highlight how useful it has been overall.

The Bracknell Forest SACRE continues to strengthen in terms of working proactively and supportively with its schools and community to ensure that it is representative of the area of Bracknell Forest. Our SACRE has continued to do its best in the last year but like many across the country it faces both internal and external pressures.

There is clearly plenty of valuable work that our SACRE could be doing to impact on the teaching of Education. Discussions have centred around involving pupils to talk to SACRE members to provide purpose to our meetings. This happened early this year as secondary school pupils had been invited to present to members. Holding meetings at local schools and places of worship has also been discussed to bring our focus closer to the action. These are some of the questions that we have spoken about this year and will continue to do so in future meetings.

There continues to be vacancies within SACRE that have been difficult to replace throughout. It has been a challenge to recruit colleagues to represent their faith and to provide a voice. SACRE is working hard to look at different ways to approaching this issue but it is challenging.

SACRE continues to support RE in schools through the SACRE newsletter. RE network meetings and email.

Finally, I would like to thank you Bracknell Forest Council in continuing to provide good specialist advisory support, by funding the services of our RE and SACRE Advisor – Anne Andrews, during 2018-19 academic year.

## Advice Offered

### a) Local Authority:

- Advice continues to be offered to the LA about providing sufficient funding and the letter from NASACRE/NATRE was shared.
- The LA was advised to continue to subscribe to NASACRE and continue to support the Pan-Berkshire SACRE hub.
- The LA was asked to provide copies of Ofsted reports that highlighted RE, collective worship or spiritual development.
  - Response: Although budget information remains hard to pin down, and the NASACRE subscription was overlooked in handover between clerks, the LA has agreed to continue to support the hub and has renewed NASACRE for 19-20.
  - No Ofsted reports were provided, but this was in part due to the LA officer being stuck on the motorway and unable to attend the final meeting of the year.

### b) Schools:

- Advice to schools has been in the form of the SACRE newsletters, covering RE and Collective worship, RE network meetings and the syllabus guidance materials that have been sent to all schools.
  - Feedback from schools has been supportive and positive.

### c) Government:

- SACRE has not offered any advice to the government this year.

## Standards, quality & provision of RE

### a) Public exams:

- GCSE headlines
- A Level headlines

### b) Attainment in RE:

- It continues to be difficult for SACRE to gather information about attainment in RE, outside of public examinations, as standards in RE are not routinely reported on.
- Only two schools in the area, one primary and one secondary, have undergone section 48 SIAMS inspections and the RE in both schools was rated highly. Both of these schools are supporting other schools with RE.

### c) Quality of provision:

- Again little evidence has been collected this year about the quality of provision, but a presentation from one of the secondary schools to SACRE on an RE ambassador scheme, which trains pupils in giving presentations on an aspect of religious education and then sends them into primary schools to present lessons showed that in some schools at least there is quality RE being delivered.
- Primary school teachers that attend training report that they are able to offer between 30 and 60 minutes RE per week. This is below the recommended time allocation in the Locally Agreed syllabus but shows that most schools are serious about offering some RE to all pupils.

- The three network meetings have focused on planning the learning journey and moderating RE work, with a session on spring festivals in Judaism and Hinduism to increase subject knowledge.
  - The hope is to role this scheme out to other secondary schools in the borough, using the experienced staff and pupils as trainers.
- d) Withdrawal: No schools have sought support with issues of withdrawal.
- e) Complaints: No complaints have been received by SACRE about either the quality or provision of RE.

## Agreed Syllabus

- a) Review:
- Having launched the syllabus in July 2018, much of the year 18-19 has been spent producing the supporting guidance materials which have now been distributed to schools.
  - Initial school response to these materials and to the syllabus in general has been positive.
- b) Date of next review
- Under current legislation the next syllabus review will not take place until 2023

## Standard, quality & provision of Collective Worship

- a) Compliance:
- As with RE, verifying compliance in collective worship proves difficult. While schools have responded to the enquiry last year and provided policies for collective worship, verifying compliance has not happened.
- b) Quality:
- As Ofsted reports have not been shown to have commented on collective worship, the quality of what is on offer remains largely unknown.
  - The two schools that were inspected under the new SIAMS schedule were both reported to be delivering high quality collective worship.
- c) Determinations:
- No requests for determinations have been either received or granted, although a process now exists for such an eventuality.
- d) Complaints:
- No complaints have been received about CW

## Management of SACRE

- a) Attendance:
- Attendance at SACRE meetings this year has been below the usual.
  - Two of the three meetings have been inquorate. This has largely been due to Group B (C of E) having only one representative.
  - Repeated emails to C of E churches in the locality has added one new member, but only from the July meeting.



- The survey at the end of 2018 did not provide conclusive evidence for alternative times or venues.
- b) Membership and training:
- SACRE continues to fund a professional adviser for 5 days a year to cover SACRE and RE network meetings, as well as additional duties as required.
  - There continue to be 10 vacancies, and one member who has neither attended nor sent apologies for the entire year 2018-19 has been asked to leave his post. The Board of Jewish deputies has been approached to provide a replacement. In the meantime, this creates an additional vacancy, leaving the Muslim and the co-opted Bahai as the only non-Christian faith representatives on SACRE.
  - Work pressure on teachers continues to make it difficult to recruit them to SACRE.
  - All new members are offered the SACRE members handbook, but no specific training took place this year.
- c) Pan-Berkshire SACRE hub
- Bracknell Forest SACRE has continued to work with the other 5 Berkshire SACREs on the hub. The chair or vice chair attends the hub meetings, as does the adviser to SACRE.
  - The hub is working on a Westhill funded project to produce a range of short filmed interviews in a range of places of worship. Bracknell SACRE is supportive of this project.
- d) Complaints: SACRE has not had to deal with any complaints

## Contribution to Local Authority Wider Agenda

- a) School support:
- School support has been offered through the SACRE newsletter, the RE network meetings and by email.
  - The LA has not requested any specific RE/CW support for any schools.
- b) Links to broader community issues
- The proposed expansion of the RE ambassador scheme will strengthen links between primary and secondary schools and promote the religious diversity of Bracknell Forest.
- c) Community Cohesion
- The decision to apply for a Westhill/NASACRE award for a project called “Real People, Real Faith” that will again see teachers visiting places of worship was a response to the need to create greater links between teachers and faith communities. The award has been granted and will be the focus of much of the work of SACRE during 2019-20.
  - The project will involve a range of teachers, places of worship, faith representatives and hopefully school media departments as well, creating links between groups.
  - The SACRE newsletter now regularly contains invitations to, and information about, the local inter-faith network meetings, especially those taking place in Inter-faith week.

## Summary

This has been a difficult and, in some ways, frustrating year, as the iniquity of the first two meetings has made it hard to achieve anything. The support of the chair and vice-chair for the hub has however meant that the Westhill funded project will be able to go ahead next year.

The chair is determined that attendance and membership issues will be addressed, and this gives me hope that next year will be better.

We are having yet another change of Local authority officer and while the clerk remains the same, SACRE has been informed that individual meetings may not be supported by the same person each time. SACRE is also hoping that by moving some of the meetings to schools or to places of worship, with better parking facilities than the council offices, attendance may improve.

I'd like to thank those members who have been faithful through this year and for all the contributions to the guidance material.

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Anne Andrews (Adviser to SACRE)

## SACRE Membership and Attendance 2018-19

Group Represented	Name	14 November	7 March	4 July
Free Church (A)	Rev Jackie Case		Present	
Free Church (A)	Wayne Erasmus	Present	Apologies	apologies
Free Church (A)	Vicky Gibson		Observer	Apologies
Catholic (A)	VACANCY			
Catholic (A)	Robyn Lynch	Present	Present	Present
Muslim (A)	Arfan Rashid	Present	Present	Present
Sikh (A)	VACANCY			
Hindu (A)	VACANCY			
Buddhist (A)	VACANCY			
Jewish (A)	Zvi Solomons			
C of E (B)	Adrian Laws	Apologies	Apologies	Present
C of E (B)	VACANCY		Gill Hanson	apologies
C of E (B)	VACANCY			
C of E (B)	VACANCY			
Teacher/union (C)	VACANCY			
Teacher/union (C)	Madeline Diver (Vice chair)	Present	Apologies	Present
Teacher/union (C)	Deborah Owen	Present	Present	Apologies
Teacher/union (C)	VACANCY			
Teacher/union (C)	Ruth Jackson	Present	Apologies	Present
Teacher/union (C)	VACANCY			
Councillor (D)	Gareth Barnard (Char)	Present	Present	Present
Councillor (D)	Dorothy Hayes	Apologies	A	
Councillor (D)	Moirra Gaw	Present	Present	Lizzy Gibson
Councillor (D)	Isabel Mattick	Present	Present	Present
Councillor (D)	Ian Leake	Apologies	Present	Alvin Finch – new Present
Co-opted (Bahai)	Kathy Hadfield	Present		Apologies
School Adviser	Steve Bogg	Present	Present	Apologies
Professional Adviser	Anne Andrews	Present	Present	present
Clerk	Elizabeth Rich	Present	Present	Present

Key:

Present	X= no apologies	Apologies given	Vacancy
Left/resigned	Observer	New member	

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# Bracknell Forest SACRE strategic priorities 2019 – 22

Bracknell Forest SACRE and its members need to:

## **1. Understand the local context for schools and communities**

- a. Develop an accurate picture of faith representation in schools and communities
- b. Ensure that SACRE is representative of the local context#
- c. Ensure that meeting times and venues are accessible to all
- d. Understand the wider educational context e.g. vulnerable pupils, standards and outcomes

## **2. Monitor religious education and collective worship**

- a. Evaluate the curriculum impact on pupils, including vulnerable groups
- b. Develop a manageable and effective means for ongoing monitoring and evaluation of RE and collective worship
- c. Gather feedback from teachers and pupils on the effectiveness religious education and collective worship

## **3. Promote the development of good religious education across the local authority area**

- a. Promote and develop the RE network meetings
- b. Create and distribute effectively a vibrant SACRE newsletter
- c. Establish a sustainable RE ambassador programme across Bracknell Forest schools
- d. Sustain constant vigilance on the current syllabus
- e. Keep abreast of national developments e.g. OFSTED and the Commission on RE

Priority 1: Understand the local context for schools and communities

Why is this a priority?	What are the obstacles to achieving this?	What do we need to do?
22		
What will success look like?		

Priority 2: Monitor religious education and collective worship.

Why is this a priority?	What are the obstacles to achieving this?	What do we need to do?
What will success look like?		

Priority 3: Promote the development of good religious education across the local authority area

Why is this a priority?	What are the obstacles to achieving this?	What do we need to do?
What will success look like?		