

Standing Advisory Council for Religious Education **AGENDA**

DATE: Tuesday 14 June 2011

TIME: 7.30 pm

VENUE: Committee Room 5

**MEMBERSHIP (Quorum: 1 member from each of 4 groups:
Representatives of the Local Authority, Representatives of Christian and
other religious denominations and faiths, Representatives of Church of
England, Representatives of Teachers)**

Chairman: Mrs A Stowe

Vice-Chairman: Mrs M Besser

Councillors:

Nana Asante
Nizam Ismail

Mrs Camilla Bath

Contact: Mark Doherty, Acting Democratic Services Officer
Tel: 020 8416 8050 E-mail: mark.doherty@harrow.gov.uk

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Harrow SACRE Meeting



Wednesday 14th June 2011 at 7.30p.m.

To be held in Room 5, Canons High School
Shaldon road, Edgware HA8 6AN

Enquiries & apologies to:
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Clerk to SACRE
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or
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HARROW STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

AGENDA

1. **ELECTION OF CHAIR AND VICE CHAIR**
2. **WELCOME & INTRODUCTIONS**
3. **APOLOGIES FOR ABSENCE**
4. **MEMBERSHIP**
 - a) **Welcome to new members**
 - b) **Reserve members**
5. **CELEBRATING RE**

On 24th March 2011, four Harrow schools presented what they had learnt about the Zoroastrian community and its beliefs at a national celebration of RE hosted by the Zoroastrian Centre. Teachers from two of these schools have kindly offered to reprise these presentations so that all SACRE members can enjoy and learn from them:

 - a) Stag Lane Juniors – Y6 & Alexis Sobell, RE subject leader
 - b) Canons High School – Y7 & Bhavita Pandya, RE AST
 - c) Feedback on the Celebrating RE festival and its contribution to enhancing the status of RE – Bhavita Pandya and Revd. Matthew Stone
6. **MINUTES OF THE MEETING HELD ON 2ND MARCH 2011** (*Pages 1 - 7*)
7. **MATTERS ARISING FROM THE MINUTES**

Letter to Michael Gove, Secretary of State for Education regarding the status of RE and SACREs in the new educational climate (*To be sent separately*)
8. **SACRE CHAIRS' GROUP MEETING**

Minutes of the meeting on 4.05.11 (*Pages 8 - 10*)

Business items: Improving standards in religious education and collective worship

9. **SACRE GUIDANCE FOR IMPROVING PROVISION IN RE**

Launch of Principals and Protocols for visits and visitors

The SACRE Chairs' Group will present draft materials to guide schools on principles to ensure that visitors to RE lesson and visits to places of worship, make effective contributions to RE teaching and learning and to community cohesion. The agreed guidance will be launched through training for RE subject leaders on Thursday 7th July 2011. (*To be sent separately*)

10. IMPACT OF THE ENGLISH BACCALAUREATE ON RELIGIOUS EDUCATION

Whilst RE continues to be a statutory entitlement in the secondary curriculum, the proposed English Baccalaureate is not expected to include RE. Members are invited to discuss the impact of this curriculum change on the status of RE and whether SACRE should urge leaders of RE in Harrow secondary schools to respond to the NATRE survey (*Pages 11 - 14*). For background information about the EBac members are recommended to visit the NASACRE website

http://www.nasacre.org.uk/ebac_faq.html

A photocopied article from the TES Magazine provides an additional perspective (*Attached*).

11. SACRE ADVICE ON AUTHORISED ABSENCE FOR RELIGIOUS FESTIVALS

Members of Group A are asked to consult the communities they represent in order to agree a list of those important days of religious obligation between September 2011 and July 2012 that fall during weekdays in the school term and on which schools might authorise absence for religious observance.

Information items: improving SACRE's effectiveness

12. REPORTS FROM SACRE PARTNERS

- a) Harrow Inter Faith Council
- b) Faith communities

13. DATES OF FUTURE SACRE MEETINGS

Autumn Term 2011: 19th September & 29th November 2011

To agree a date for the next meeting of the SACRE Chairs Group.

If members wish to propose items for the next SACRE Agenda, please contact your Group Chair.

HARROW SACRE
(STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION)
MINUTES OF THE MEETING ON 2 MARCH 2011

Attendance:

Group A: (Religious traditions and Christian Churches)

* Mr Zia Baig (<i>left 8.35pm</i>)	<i>A Councillor Asad Omar</i>
* Mrs Martha Besser	<i>~ Miss Fatema Rahemani</i>
<i>A Mr Mike Bishop</i>	* Mr Neville Ransley
* Dr Julie Crow	* Mrs Gill Ross
<i>A Mrs Niru Desai</i>	* Mrs Doreen Samuels
<i>A Mrs Phiroza Gan-Kotwal</i>	<i>~ Mr Paramjit Singh-Kohli</i>
<i>A Mr Vijay Hirani</i>	<i>A Ven Sumana Sramaner</i>
<i>~ Dr Vinod Kapashi</i>	* Ms Beverley Wilson

Group B: (Church of England)

* Mrs Mary Abbott	<i>A Rev'd. Matthew Stone</i>
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Group C: (Teachers' Associations)

* Ms Bhavita Pandya	* Mrs Manju Radia
<i>A Ms Nancy Parsons</i>	* Mrs Alison Stowe (Chair)

Group D: (Local Authority)

Councillors:

<i>A Nana Asante (arrived 7.50)</i>	<i>A Camilla Bath (Vice Chair)</i>
<i>A Lurline Champagne</i>	<i>A Nizam Ismail</i>
<i>A Bill Philips (Reserve)</i>	

Co-opted Members

Seconded from the Harrow Student Advisory Board: vacancies

Also attending:

* Ms Rachel Bowerman (Senior School Improvement Professional & Adviser to SACRE, nominated by the Director of Education)
* Vivian Wright (Clerk to SACRE)

From Marlborough Primary School

Suzie Rook RE Coordinator

From Newton Farm Primary School

Srishruthi Thirumalai Yr 3 pupil
Gargi Dawle Yr 3 pupil
Rekha Bhakoo Head Teacher

** denotes presence*

A denotes absence with apologies

~ denotes absence without apologies

1. Welcome and Introductions

The Chair welcomed everyone to the meeting especially Srishruthi Thirumalai and Gargi Dawle, year 3 pupils from Newton Farm Primary School who had come with their Head Teacher, Rekha Bhakoo to give a presentation. She also welcomed Suzie Rook, RE coordinator from Marlborough Primary School.

2. Apologies for Absence:

RESOLVED: To note apologies for absence from Mr Mike Bishop, Mrs Niru Desai, Mrs Phiroza Gan-Gotwal, Mr Vijay Hirani, Cllr Asad Omar, Ven Sumana Sramaner, Rev'd Matthew Stone, Ms Nancy Parsons, Cllr Nana Asante, Cllr Bill Philips, Cllr Camilla Bath, Cllr Nizam Ismail.

The following members were absent without apologies: Miss Fatema Rahemani, Mr Paramjit Singh-Kohli and Dr Vinod Kapashi.

There were no councillor members present, so the meeting was not quorate.

3. Minutes of the Meeting held on 23 November 2010: *(previously circulated)*

The clerk drew members attention to a correction made in the latest version of the minutes, circulated with the agenda:

Minute 10 b bullet point 2:

- Mr Mike Bishop informed members that progress has been made towards setting up street pastors - an initiative discussed at previous meetings . A visit has been made to look at an existing scheme and meetings are in progress to start the scheme in Harrow and Wealdstone town centres in the very near future.

RESOLVED: That the minutes of the meeting held on 23 November 2010, having been circulated and taken as read, were signed as a correct record

RESOLVED: Minutes should be posted on the council website when they were circulated with the agenda for the next meeting.

4. Matters arising from the minutes not included elsewhere on the agenda:

There were no matters arising from the minutes

Business Items: Improving standards in religious education and collective worship

5. SACRE Monitoring Standards and Quality of Provision for RE in Harrow Schools

a) Cedars Manor School Self-Evaluation

Mary Abbott, who as well as being a member of SACRE, is also Subject Leader for RE at Cedars Manor School, reported her evaluation of the school's provision for RE and the outcomes for learners. She tabled the draft SEF (familiar to members from Alexis Sobell's presentation last year) which she has completed for Cedars Manor. She took the committee through this document drawing attention to the following:

Context for RE in the school

At KS2 RE is taught by a HLTA (Higher Level Teaching Assistant). Members expressed some concern at this. It is not clear what subject expertise she has, although her enthusiasm and commitment for the subject are not in doubt. A member of Group C (Teachers' Associations) raised concerns about TAs teaching RE. It was suggested that where RE is taught by TAs, often as part of the school's arrangements to cover teachers' PPA entitlement, this reduces the status of RE and the RE Curriculum. It was thought unlikely that any school would use HLTAs to teach other subjects. Teacher representatives also raised the issue of exploitation and accountability, as the HLTA is doing a teaching job but not being paid teacher's rates of pay. As far as Cedars Manor is concerned, the arrangement appears to work well but Rachel Bowerman advised SACRE that two of the key

questions to ask are what RE-specific training the HLTA has received - for example in the implementation of the Harrow Agreed Syllabus – and whether school leaders have listened to pupils about the impact of an HLTA teaching RE across the school . Mary Abbott has only recently taken over as RE coordinator, so she has not yet monitored progress in any depth, but she has plans to monitor children’s work and teachers’ lesson plans.

Pupils’ Achievement

The school has introduced level descriptors at KS2, although it was noted that they have adopted the national ones, intended as guidelines, rather than using those in the Harrow Agreed Syllabus. On the basis of interim assessments, it is predicted that most children will attain a level 4 at the end of KS2. Rachel asked how this compared to outcomes in the core subjects. At the Foundation Stage, pupils’ profiles are used for assessment. Mary Abbott regretted that SEN pupils are often withdrawn from RE in order to catch up on Maths and Literacy and SACRE members registered their own concern.

RE Related outcomes for children in the Early Years Foundation Stage

Children often come in at a low level but they settle and achieve well. They are very enthusiastic.

Pupils’ behaviour in RE

Their behaviour is good

Every Child Matters and RE

Children are happy and confident and willing to share with others.

Quality of teaching in RE

The SEF reported that when RE lessons had been observed, teaching had been judged as good. However, this was a small evidence base, as only two lessons had been observed. Assessments of learning and progress include taking into account pupils’ contributions to class discussions as well as the levelling of a piece of work. Rachel Bowerman advised the school to decide a level based on a sequence of work rather than just one piece. Mary Abbott passed round examples of the children’s RE work from Foundation Stage.

Rachel Bowerman thanked Mary Abbott for her presentation. There were then questions about provision for children from non religious families and about how the teaching of RE supports and extends the curriculum.

Mary Abbott explained that discussions in RE are structured to ensure that all pupils can contribute because they are learning *about* religion. RE encourages respect for the beliefs and values of others. At the same time, children learn *from* religion because they are encouraged to reflect on their own beliefs and values in the light of what they have learnt about others’. They learn to recognise shared values. In this way, RE contributes to community cohesion.

There was discussion about the values promoted in single faith schools. Gill Ross explained that in her school, although they do not teach about other faiths, they can and do encourage children to respect other religions and learn about different cultures. She recommended that SACRE should encourage links between faith schools and community schools.

6. Celebrating RE: March 2011

a) A report from Newton Farm School on its presentation for the London celebration of this national festival for RE, at the Zoroastrian Centre on 24 March 2011

Srishruthi Thirumalai and Gargi Dawle gave a very well researched and immaculately prepared PowerPoint presentation on the Zoroastrian religion, covering the following aspects:

- History
- Zoroastrianism around the world
- Present day Zoroastrians

Zoroastrian view of the world
Role of fire
The seven elements
A class trip to the Zoroastrian Centre in Rayners Lane.

The Chair thanked them for their excellent presentation, clearly spoken and excellently researched.

Srishruthi and Gargi then answered questions:

There are no members of the Zoroastrian community at their school. A year 3 class visited the Zoroastrian centre. When she saw the fire burning, Srishruthi felt excited. She enjoyed learning about its symbolism. Gargi had enjoyed the part where they rang the bell to ward off evil spirits. They had both been struck by certain similarities of ritual and symbolism with their own religion, for instance the plate full of fruits and the use of incense. They knew that frankincense also crops up in the Christian tradition in the nativity story. This also features in Zoroastrian traditions where it is held that the wise men came from Persia in the East and it is to the east, the source of light, that Zoroastrians pray.

In answer to a question about why RE is different from other subjects, Srishruthi and Gargi explained that they found it interesting to learn about the differences and similarities and how the different religions link together.

In answer to a question about how learning about religion helps us as individuals and links us as a community, the girls replied that learning about religions helps us to respect each other's religions. Rachel Bowerman explained RE is highly relevant to a new award sponsored by Unicef called "The Rights Respecting Schools' Award. Newton Farm have been pioneers in gaining this award, being the first in the borough and among the first nationally to achieve the top level within a year – a significant achievement.

The committee were very impressed with the girls' presentation and answers. Rachel Bowerman was confident that their presentation at the Zoroastrian Centre would be received with similar admiration. She thanked both the children and their Head Teacher and Deputy Head Teacher and asked if she might have a copy of their talk to send to members who were not present this evening. The presentation will also be videoed and can be viewed on the school website.

RE Month at Newton Farm

Rekha Bhakoo also added some information about RE month at Newton Farm. She explained that the school will be promoting pupil voice led activities. Speakers from different religions will give presentations and bring artifacts. Parents will also be invited and the children will work in mixed age groups. She invited members of SACRE to attend: members should contact the school directly if they wished to do so. Manju Radia was looking for some representatives of the Muslim faith to come into school and other members of the committee were able to provide some names and contacts.

b) A report from Suzie Rook, RE subject leader, describing how Marlborough Primary is planning to join in celebrating RE and the intended outcomes of activities and visits.

Suzie Rook explained that she had taken over as subject leader for RE in September 2010. She tabled a booklet which sets out how Marlborough Primary School will be celebrating RE on 16 March. Class teachers in each year group have planned for RE-led activities for the day and the RE subject leader and the Deputy Head Teacher had supported their planning. There will be assemblies on the theme of festivals and guest speakers representing different faiths. Ideas have been developed from the Harrow Scheme of Work and the creative activities have been framed around three objectives from the Harrow Agreed Syllabus.

Suzie Rook is also the Enterprise Coordinator for her school, so she has taken the opportunity to combine some RE activities with business related ideas: for example, to create a construction

company for the junk modelling/to be a TV studio developing a programme on prayer in different faith traditions.

Members of the committee were impressed by the wealth and inspiration of the ideas put forward. Suzie Rook then answered questions:

In response to a question from Rachel Bowerman about the preparation given to guest speakers, Suzie Rook explained that she would be meeting with them before the event in order to provide a focus on religious stories.

Rachel Bowerman also asked how parents had been involved and informed about the event. Suzie Rook replied that newsletters and parents' evenings have been used to keep parents informed. Posters and bookmarks will also be distributed before the event.

The Chair asked how many different faiths were represented in the school. Suzie Rook did not know exactly, but explained that many different faiths were represented, but that there is no predominant group.

Rachel Bowerman pointed out that the Marlborough 'RE Activity Day' booklet tabled earlier also gives a high status to the event. She drew members attention to the Year 5 lesson planning. Children would be learning about Ahimsa and how this was the motivation for Gandhi's policy of passive resistance and then reflecting on the motivation which underpins current principles relating to FairTrade and ecological pressure groups. Rachel commended the school on planning which was challenging and fully embodied the balance of learning about and learning from religion.

Rachel Bowerman thanked Suzie Rook on behalf of the committee and asked her if she would report back to SACRE after the event, via Gill Ross.

A member commented on how beneficial it is for SACRE to have this regular programme of reports and presentations by schools. It helps members to develop an overview of what RE teaching looks like in Harrow schools. Manju Radia added that the children had been very enthusiastic and couldn't wait to come to the meeting!

7. SACRE Leadership and Management

SACRE Chair's Group Meeting

Report of Chairs' Group Meeting held on 26 January 2011 (*minutes circulated previously*)

Rachel Bowerman took membersthrough the minutes drawing attention to the following:

1. National event at the Zoroastrian centre: Rachel Bowerman thanked Bhavita Pandya who has been liaising with the four schools involved. The schools have been very enthusiastic and responsive. Rachel Bowerman will try and secure invitations for SACRE members for the event which is on the 24 March from 5.30 to 9.30pm.

2. Harrow SACRE's planned contribution to 'Celebrating RE': the Chairs' group has agreed to produce a protocol for visiting speakers and this will come to the full committee for approval.

3. Collective Worship: in response to a question about the current status of determinations, Rachel Bowerman confirmed that while schools are not currently being encouraged to apply for determinations, SACRE has a duty to receive and make decisions about any application for a determination that is submitted. It is a planned action of SACRE that it will develop new guidelines for school submissions for determinations, particularly in relation to the data required about the profile of its faith communities.

In response to a question as to whether members found the formation of the Chairs' group a helpful development, a member expressed the view that it was helpful for getting through business and bringing matters to the full committee in a well-formulated way.

In response to a question about communication between members and their chairs, Rachel Bowerman confirmed that the Chairs of groups were a conduit to their members both circulating documents for consultation and receiving suggestions for future agendas and that it would be helpful if Chairs did this by email.

8. **Sacre Development Plan 2011-2014**

Rachel Bowerman tabled a slightly updated version of the Development Plan which incorporated revisions made at the Chairs' Group meeting. One change is the date on the cover which has been extended to 2014, as members felt that the plan should run for three years.

Rachel Bowerman outlined some of the significant changes taking place in the educational world at the moment: the dissolution of the QCDA which had previously had an RE Officer to promote RE within the curriculum, the changing relationship between LAs and schools and the expansion of academies – which will not be required to deliver the locally agreed syllabus. SACREs had never had the authority to intervene directly in schools but had been able to make recommendations to the LA regarding action required to improve RE locally or in individual; as LA teams shrank to a core with responsibility only for schools causing concern, there would be no capacity to implement SACRE's recommendations.

Gill Ross expressed the view that SACRE should urge NASACRE to lobby the government to increase the remit of SACREs to include the monitoring of RE in faith schools, free schools and academies.

Rachel Bowerman referred again to "Celebrating RE." She expressed a concern that if schools and LAs 'put on a good show' it might create the impression that RE is flourishing and well supported. She warned that as advisory support, which sought to keep RE high profile, disappeared, RE expertise in schools could suffer and RE be reduced to one-off events rather than a well-resourced subject of the basic curriculum.

It was agreed to keep this issue on the agenda and to put it forward for the NASACRE AGM which takes place in May or June. The Chairs' group will prepare a letter to send to NASACRE.

Action: Chairs' group

Rachel Bowerman explained that the five dimensions of the development plan are taken from the QCDA's guidance for effective SACREs and their self-evaluation. She took members through the plan. The plan will enable the committee to monitor SACRE's progress it also matches key expenditure to priorities. It was agreed that monitoring progress against the plan should be a standard item on future agendas.

The Chair thanked Rachel Bowerman for a very clear and useful document.

Information items: improving SACRE's effectiveness

9. **Reports from SACRE Partners**

- a) **Harrow Inter Faith Council:** Martha Besser reported that she has appealed for young people who might want to help to develop a website. She will draft a paragraph for Rachel Bowerman to place in the Gold Bulletin as it might make a good GCSE or A level project.

Action: Martha Besser and Rachel Bowerman

- c) **Faith Communities**

Mrs Doreen Samuels informed the Committee that the Limmud Day mentioned at the last meeting has now completely sold out. She will report back at the next meeting.

10. **Dates of Future SACRE Meetings:**

Date for the next meeting confirmed:

14 June 2011 at 7.30pm at the Civic Centre

Mark Doherty at the Civic Centre has identified the following dates which are not scheduled for council meetings:

Autumn Term: 2011: 19 September
29 November

Spring Term 2012: 7 March

Could members please note these dates in their diaries. Action: all members

The Meeting closed at 9. 30pm

Signed: (Chair) (Date)

Documents tabled at the meeting:

5a. Cedar's Manor RE SEF

6.b. Marlborough RE Activity Day 16 March 2011

8. Revised SACRE development plan

If members who were not present at the meeting would like copies of these documents, please contact the clerk who will bring copies to the next meeting.

SACRE Chairs' Group

Wednesday 4 May 2011

Teachers' Centre 4.00pm

Present: Alison Stowe (Chair; Teachers' group); Mike Bishop (Religious traditions and Christian Churches); Rachel Bowerman (Senior School Improvement Professional), Matthew Stone (Church of England), Bhavita Pandya (Teachers' Associations)

Clerk: Vivian Wright

1. Welcome and apologies: the Chair welcomed everyone to the meeting. Apologies: Nana Asante (LA), Gill Ross (Religious Traditions) and Camilla Bath (LA). It was noted that Gill Ross is leaving the Borough. The Board of Deputies will be responsible for finding a replacement. Subsequent to the meeting, Rachel Bowerman noted that she is a representative on Group A, not on the Teachers Group C. Therefore, if she continues to be considered by her faith community as representative of their faith in Harrow, then there is no reason why she should need to leave SACRE.

2. Agenda: the following items were agreed as items for the agenda:

- Venue for next meeting**
- Name labels**
- Guidance for Visits and visitors**
- CPD**
- Website**
- Letter to NASACRE**
- Agenda for next SACRE meeting**

3. Venue for next meeting: Bhavita Pandya has offered to host the next SACRE meeting at Canons High School. Some of her pupils will give their presentation on Zoroastrianism. Rachel Bowerman updated members on Cllr Asante's earlier email pointing out that there had been objections, in the past, to holding a meeting away from the Civic Centre. Rachel Bowerman has advised against holding SACRE meetings in places of worship because this can exclude members of religious traditions from attending and can exclude religious communities from hosting the meetings. There was agreement with this principle. Visits to places of worship, for training and development, are, of course, a very valuable addition to the programme of SACRE meetings, particularly when members join with teachers on these visits. However, it transpired that the previous objections were not because the meetings were held in a place of worship or because they were away from the Civic Centre, but because they were out of the Borough.

The Chairs group felt that hosting SACRE meetings in schools, as long as the venue was accessible to those with disabilities, would continue to reflect SACRE's emphasis upon inclusion. **It was agreed to hold the next meeting at Canons High School.**

4. Name labels: The Chairs group agreed that members of each group had a duty to be easily identified as representatives of the faith tradition or group they were nominated to represent. Therefore it was confirmed that name labels for members of group A should identify the faith/belief community which they had been appointed to represent (see attached list). The Clerk will order these to be made. **Action: Clerk**

5. Guidance for Visits and visitors: Rachel Bowerman tabled a first draft based on the previous guidance document "Religious Believers visiting schools". The revised document covers teachers' responsibilities to prepare speakers properly, giving examples and case studies.

It also covers the visitors' responsibilities based on the Code of Conduct on page 4 of "Religious Believers visiting schools"

Members agreed that planning was key to a successful visit and thought that the examples given made this clear.

The following suggestions were made:

To include specific sections on Conferences and Collective Worship

To give some guidance on how a teacher might guide a session if the speaker goes off the subject or pitches their talk at too high a level.

The committee agreed that rapport with the students was a crucial factor in a successful talk, and that this could be built up over time. It was important to prepare questions in advance and use parents appropriately. Senior staff need to be involved. Teachers need to be clear about learning outcomes. Feedback from both visitors and children should be encouraged. It was agreed that further emphasis should be given to the advice that children should not be allowed or encouraged to copy the actions of prayer or worship demonstrated for them by visitors or their peers because this is disrespectful and undermines the status of RE as an academic subject.

It was recommended that the use of DVDs should be included in this guidance on visitors because when TV educational broadcasts have been well-researched and faith communities consulted, they provide an authentic and high quality resource that can be the next best thing to having a visitor in the classroom.

6. CPD: SACRE has a budget of £7500. One of the priorities of the development plan is to offer teachers a minimum entitlement to training. It was agreed that the termly meetings could be reinstated and although SACRE could not afford to pay teachers' cover costs, it could commission an AST or Rachel Bowerman or another appropriate person to deliver a training session. It was agreed to arrange a session for this term and combine it with the launch of the "Guidance for Visits and Visitors". It was agreed to invite both primary and secondary teachers to this particular meeting.

Rachel Bowerman volunteered to do this session and the date was agreed for Thursday 7 July at 1.30pm (1pm for refreshments) at the Teacher's Centre

7. Website: the Chair recommended a colleague, Marilyn Wilson, who could design a simple website with URL. The Chair will check costs but thought that the annual cost for the domain would be about £50. Marie Wilson would also need to be paid for her time which was estimated at about two days. She would teach Rachel Bowerman, Alison Stowe and Vivian Wright how to upload and update the website. It was agreed that the website should be simple but it would be useful to have agendas and minutes, any publications and the agreed syllabus to start with.

The Chair will take this forward.

8. Letter to NASACRE: this item related to section 8 in the minutes of the last SACRE meeting when Gill Ross expressed the view that SACRE should urge NASACRE to lobby the government to increase the remit of SACREs to include the monitoring of RE in faith schools, free schools and academies. It was now too late for a letter to be considered at NASACRE's AGM so it was agreed that it would be more productive to write to Michael Gove with a copy to NASACRE. The letter could be linked in with a recent White paper on "The importance of Teaching: the Schools White Paper 2010". Relevant points to include in the letter were outlined as the relationship of SACREs to LAs, the role of SACREs to monitor RE now that some schools were inspected less frequently and the status of the agreed syllabus. **Rachel Bowerman and the Chair undertook to draft the letter after further consultation on the White Paper.**

9. Agenda for next SACRE meeting on 14 June:

Presentation by Canons students on Zoroastrianism

Presentation of "Guidance for Visits and Visitors"

Monitoring RE: Rachel Bowerman has asked the RE coordinator of Kingsbury School, Pauline Atkins, if she might be prepared to make a report. She has not yet received a reply.

Report on the "Celebrating RE" event (Bhavita Pandya and Reverend Matthew Stone)

The possibility of a short presentation by Year 6 pupils from Stag Lane Junior School was also discussed. Bhavita Pandya agreed to ask their RE coordinator, Alexis Sobell, if she was willing to do this. If she is, then Reverend Matthew Stone would approach the Head Teacher, Pauline Jamieson.

Bhavita Pandya will liaise with the Clerk over arrangements for the meeting.

10. Date of next meeting. After June 14th, the next SACRE meeting is scheduled for 19 September and it was felt that this was too early in the term to fit in another Chairs' Group meeting before this. The Chair mentioned that she has an offer of a talk on the RRS (Rights Respecting Schools) Award for the meeting of 19 September.

The meeting closed at 5.40pm

Extract from NATRE EBACC Survey

By legal requirements we mean your locally Agreed Syllabus, Diocesan or other statutory guidelines.

7. In the current school year [2010/2011] are legal requirements with regard to RE provision for all in Key Stage 4 being met?
8. In the current school year [2010/2011] are legal requirements with regard to RE provision for all in Key Stage 3 being met?
9. In the next school year [2011/2012] will legal requirements with regard to RE for all in Key Stage 4 be met?
10. In the next school year [2011/2012] will legal requirements with regard to RE provision for all in Key Stage 3 be met?

11. Has there been an increase or decrease in RE subject specialist staff for 2011/2012?
12. If there has been a decrease, what are the reasons?
 - Impact of EBACC
 - Teacher left (eg new job, retirement) and no replacement planned
 - Moved to teach in another department
 - Redundancy
 - Other
 - No decrease

The following sequence of questions is about the number of students your school entered for GCSE RS (Full and Short Courses) in 2010, 2011 and 2012. This data will be crucial in helping us identify changes in school provision since the introduction of the EBacc.

13. In the current school year [2010/2011] how many Year 10 students did your school enter for the GCSE Full Course GCSE?
 - No entries
 - No entries – students followed the course expecting to sit the exam but the school withdrew them
 - Less than 20
 - 21 – 50
 - 51 – 100
 - 101 – 150
 - 151 – 200
 - 201 – 250
 - 251+

14. In the current school year [2010/2011] how many Year 10 students did your school enter for the GCSE Short Course GCSE?
 - No entries
 - No entries – students followed the course expecting to sit the exam but the school withdrew them
 - Less than 20
 - 21 – 50
 - 51 – 100
 - 101 – 150
 - 151 – 200
 - 201 – 250
 - 251+

15. In the current school year [2010/2011] how many Year 11 students did your school enter for the GCSE Full Course GCSE?

- No entries
- No entries – students followed the course expecting to sit the exam but the school withdrew them
- Less than 20
- 21 – 50
- 51 – 100
- 101 – 150
- 151 – 200
- 201 – 250
- 251+

16. In the current school year [2010/2011] how many Year 11 students did your school enter for the GCSE Short Course GCSE?

- No entries
- No entries – students followed the course expecting to sit the exam but the school withdrew them
- Less than 20
- 21 – 50
- 51 – 100
- 101 – 150
- 151 – 200
- 201 – 250
- 251+

17. In the next school year [2011/2012] how many Year 10 students will your school enter for the GCSE Full Course GCSE?

18. In the next school year [2011/2012] how many Year 10 students will your school enter for the GCSE Short Course GCSE?

19. In the next school year [2011/2012] how many Year 11 students will your school enter for the GCSE Full Course GCSE?

20. In the next school year [2011/ 2012] how many Year 11 students will your school enter for the GCSE Short Course GCSE?

21. Where there has been a drop in GCSE Full Course entries in 2011, what is the main reason?

- Impact of the EBAcc
- Other
- No drop in entries

22. Where there has been a drop in GCSE Short Course entries in 2011, what is the main reason for this?

- Impact of the EBAcc
- Other
- No drop in entries

23. Year 7. For September 2011 has the content of the Year 7 curriculum been enhanced or reduced?

- Enhanced (eg more time; more flexibility)
- Reduced (eg less time; fewer resources)
- No change to 2010

24. Year 8. For September 2011 has the content of the Year 8 curriculum been enhanced or reduced?

25. Year 9. For September 2011 has the content of the Year 9 curriculum been enhanced or reduced?

26. Year 10. For September 2011 has the content of the Year 10 curriculum been enhanced or reduced?

27. Year 11. For September 2011 has the content of the Year 11 curriculum been enhanced or reduced?

28. Year 7. For September 2011 has the way in which RE is timetabled been enhanced or reduced?

- Enhanced (eg more time, more flexibility)
- Reduced (eg less time, combined with other subjects such as PSHE or Citizenship)
- No change

29. Year 8. For September 2011 has the way in which RE is timetabled been enhanced or reduced?

30. Year 9. For September 2011 has the way in which RE is timetabled been enhanced or reduced?

31. Year 10. For September 2011 has the way in which RE is timetabled been enhanced or reduced?

32. Year 11. For September 2011 has the way in which RE is timetabled been enhanced or reduced?

33. students studying GCSE RS Full Course in 2010/2011 how much time will have been allocated to them over the whole period of their course?

- Less than 140 hours
- About 140 hours
- More than 140 hours
- Didn't offer GCSE Full course

34. For students studying GCSE RS Short Course in 2010/2011 how much time will have been allocated to them over the whole period of their course?

- About 70 hours
- Less than 70 hours
- Aren't offering GCSE Short Course

35. For students studying GCSE RS Full Course in 2011/2012 how much time will have been allocated to them over the whole period of their course?

36. For students studying GCSE RS Short Course in 2011/2012 how much time will have been allocated to them over the whole period of their course?

37. How was GCSE Full Course offered to students in 2010/2011?

- Not offered
- Offered to all
- In a Humanities box alongside History/Geography etc
- In an option box with other subjects
- Other

38. How was GCSE Full Course offered to students for 2011/2012?

- Not offered
- Offered to all
- In a Humanities box alongside History/Geography etc
- In an option box with other subjects
- Other

39. How was GCSE Short Course offered to students in 2010/2011?

40. How was GCSE Short Course offered to students for 2011/2012?