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ROYAL BOROUGH OF WINDSOR & MAIDENHEAD STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Wednesday, 6th June, 2018

at 6.00 pm

www.rbwm.gov.uk



COUNCIL CHAMBER - TOWN HALL,

| Item | Subject | Page No. |
|------|---|----------|
| 1. | Welcome | - |
| 2. | Apologies For Absence | - |
| 3. | Minutes Of Meeting on the 6th March 2018 To agree the minutes of the meeting held on the 6 th March 2018. | 3 - 8 |
| 4. | Membership Update | - |
| 5. | SACRE Budget update To receive an update by Clive Haines. | - |
| 6. | Monitoring of RE & CW | 9 - 16 |
| 7. | Feedback from NASACRE AGM To receive an update by Barbara Meaney and Rev Rosie Webb. | - |
| 8. | Hub management proposal | 17 - 22 |
| 9. | Forward Plan To discuss and consider priorities for the upcoming year. | - |
| 10. | Any Other Business | - |
| 11. | Dates Of Future Meetings The date of the next meeting is as follows: <ul style="list-style-type: none">• 8th November 2018 – Desborough 2 &3, Town Hall, Maidenhead• 5th March 2019- Council Chamber, Town Hall, Maidenhead | - |

Members of the Press and Public are welcome to attend this meeting.

Nabihah Hassan-Farooq Democratic Services 01628796345

Issued: 29/05/18

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Agenda Item 3

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

6 March 2018

PRESENT: Rev Rosie Webb, Michael Gammage (Chairman), Karen Butler (Vice-Chairman), Saghir Ahmed, Louise Ceska, Deborah Firth, Ila Gangotra, Hilary Harris, Rev Sally Lynch, Barbara Meaney, Cllr Natasha Airey, Cllr Mohammed Ilyas and Cllr Richard Kellaway.

Officers in attendance: Clive Haines, Nabihah Hassan-Farooq

1 Welcome then Reflection

The Chair welcomed Reverend Margaret Dudley (Methodist Church representative) and Councillor Ilyas as new members to the SACRE forum. Members of the SACRE forum were delayed due to a traffic accident and the moment of reflection from Hilary Harris would be heard at the conclusion of the meeting.

2 Apologies For Absence

Apologies were received from Chris Sayers, Deborah Firth, Ravinder Zandu, Ceri Neil.

3 Declarations of Interest

There were no declarations of interest.

4 Minutes of Previous meeting held on the 28th November 2017

The minutes of the previous meeting were approved as an accurate record.

It was noted that actions relating to agenda item 8 that this wording should be amended to remove the wording "Information on Brent SACRE to be distributed to members". Also that the minutes be amended to reflect that Reverend Sally Lynch was in attendance at the meeting held on the 28th November 2017.

5 Membership Update

Members were informed that no new teacher representatives had been appointed since the last meeting and that the recruitment process for a new member would continue. Margaret Dudley introduced herself as the Methodist Minister in the Thames Valley, with her main area as Windsor. She currently covers 5 churches, including St Marks Church whilst Gary Homewood's replacement was sought. Margaret had also carried out the 'Crossing Bridges' training and had previously had employment as an RE teacher.

6 Constitution Review

The Chair outlined the item and advised that there had been several circulations of the SACRE Constitution which had taken NASACRE advice into consideration. The Vice Chair and Anne Andrews had created new terms of reference to distinguish changes from the previous Constitutional document.

Discussion points included:-

Membership (Section 2)- Group C, had an ambition to include representative teachers, headteachers, departmental heads and to have a total of 6 representatives for all key stage levels. Changes included two head teachers with clarified terminology of posts required for membership purposes. The ideal configuration would be 2 primary school teachers, 2 secondary school teachers and two Head teachers/Departmental Heads, covering where possible a range of key stage types. Also that the term “associations” be removed and replaced by “representatives” in line with NASACRE guidance.

Terms of Office- NASACRE had advised four year terms of election.

Failure to attend 3 or more meetings without approval of SACRE would result in the termination of Membership for that individual.

No longer representing a denomination- To amend the wording to “cease” to remove any air of doubt and to add “vested interest” after the appointment had ceased.

Action- The Chair to reword section relating to ‘no longer representing a denomination.’

Tied Vote- Previous decision making had been formed upon unanimity and it was agreed that each group would now hold 1 voting right each and the decision of the Chairman would be final. However it was noted that the vast amount of decisions taken by the forum would not require a vote but that this was a statutory measure.

Action- Anne Andrews to research co-optees on SACRE and impact upon public participation.

(Karen Butler and Hillary Harris joined the meeting)

Co-opted Member- It was noted that any co-optee could contribute to the discussion but would not hold a vote. The Chairman informed the group that there was no Humanist representation and whether the group would like to co-opt a Humanist representative. The Chair outlined that humanistic views are referenced through school syllabus. Members felt that humanist representation and non-religious world views would be in direct contradiction with the work around religious education in schools carried out by SACRE. Members felt that there was a low proportionality within the Census and that other religious and world views could be considered in the future with the appropriate data which would show representative needs of the borough.

ACTION- That the new draft be circulated to the group once changes have been made.

ACTION- That the final draft be approved at the next meeting.

7 Crossing the Bridges Report- Development and Sustainability

Karen Butler introduced the item to the group and informed Members of the hub forum meeting held on the 16th January 2018, where 6 Local Authorities (LAs) had attended. The forum thanked Karen for her ongoing contributions and commitments to the SACRE group. It was noted that the debates and discussions within the meeting was very positive and forward looking. There had been a focus on the development and building upon good work that had been carried out.

It was noted that there was no dedicated practitioner as Catherine Jinkerson had been seconded and that there was a need for the directory to be available to all teachers across Berkshire to use as a resource.

ACTION- That the Directory be uploaded to the RBWM SACRE website.

In order to enhance and develop the directory further, more funding was needed. After the launch of the new syllabus more funding may become available for this purpose and the 6 authorities could pool together for the next phase of the project. With this money, an application for the WestHill Awards which promote effective RE and the specific emphasis for the year ahead was education into diversity. This would bring together various religious views and places of worship for young people. There had been a successful grant awarded in 2016. Karen would be making an application on behalf of SACRE for the WestHill award.

ACTION- Karen Butler to update the forum with progress of the application at the next meeting.

Crossing Bridges data had been used by schools but there had been limited feedback received or evidence based data to show how this data had been used in schools. Margaret Dudley informed the forum that the Crossing Bridges training had been useful and informative.

8 NASACRE Briefing

Non- Compliant schools: The Chairman requested clarification surrounding the definition of “non-compliant schools”. Anne Andrews informed the group that the document detailing non-compliance had been compiled by NATRE from the data schools had submitted to a workforce data survey. Schools offering less than 5% of curriculum time to RE were deemed by this data to be non-compliant. Anne Andrews informed the forum that current recommendations for KS3 children was 45 hours per year, years 10 & 11 was 40 hours per year and that there should be some RE taught in years 12-13. It was noted that all schools should have RE as part of their broader curriculums.

Some schools may have given 0% return as they promote RS (religious studies) with ethical and philosophical elements as opposed to RE (Religious education). Members discussed how “non-compliance”, could be seen as an emotive term and whether this could be redefined to another term. It was agreed that this would remain as “non-compliant” due to NASACRE recommendations. Members also discussed ways in which academies could be affected and Members were informed that a letter had been sent to all academies reminding them of their duties (for inclusion of religious studies) and of the assistance available to them.

The Launch of the new syllabus would provide a good opportunity to discuss issues with potentially non-compliant schools and ways in which to review practices. At present schools that had excelled in delivery of RE had provided platforms for lapsing schools to review and learn from them. For example, schools such as Altwood and Churchwood had implemented ambassadors and this was an active and ongoing piece of work.

NASACRE AGM Conference: The Forum were informed that the upcoming conference would be held on the 24th May 2018 and the cost per delegate was £100 each. It was agreed that Barbara and Reverend Rosie Webb would attend subject to budget considerations.

20:20 RE Conference: The forum were informed that the next conference would be held in October in Crewe. At present there was no figure for costings but that an invitation would be sent to all teachers asking for attendance subject to budget. Members agreed that it would be good utilisation of funds to allow two attendees to partake.

ACTION- That Clive Haines would compile and distribute invitations to all relevant invitees.

9 SACRE's Teacher Training and Support

Anne Andrews reminded the forum that the next training dates had been scheduled for the 19th March 2018 at the Royal School and that presently the number of attendees had not been confirmed. It was hoped that this would provide a good opportunity for all individuals to introduce themselves, share best practice and encourage localised discussions.

10 Budget Update 2018/19

Clive Haines, Schools Leadership Development Manager (RBWM) outlined the budget report. The report had been split into two parts due to inclusion of AFC (Achieving for Children). It was noted that at the end of the year there would be a (£33) deficit and that moving forward, the new budget would be announced on the 1st April 2018. Positively a lot had been done with the allocated funding for the year, which included the launch of the curriculum conference. It was confirmed that the cost of the adviser would remain the same. It was estimated that the yearly budget would come in at approximately £4,000, but this was subject to announcement.

ACTION- That Clive Haines will check the budget amounts for both conferences and circulate information to the group at the next meeting.

11 Inspection Reports

It was requested that the Ofsted and SIAM reports be noted by the forum and that in September 2018 a new framework would be issued. This would raise the bar for voluntary controlled schools standards. SIAMs reports were conducted every 5 years and there had been two carried out in RBWM since September 2017.

12 Any Other Business

- Babara Meaney invited Members of the SACRE group to attend an RE lesson being taught.
- Karen Butler to action, lead and pioneer continued visits to schools.
- The Chairman discussed details of the Interfaith dialogue which takes place on Tuesdays and reminded Members of these details through a pamphlet which was handed out.
- WAMCF- Paul Samuels was working with Karnail Pannu to enable conversations to occur, with the ambition to take these into schools.

At the conclusion of the meeting, Hilary Harris led the moment of reflection.

The meeting, which began at 6.07 pm, ended at 7.37 pm

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Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Datchet St. Mary's Church of England Voluntary Aided Primary Academy | |
|---|---|
| The Green Datchet Slough Berkshire SL3 9EJ | |
| Current SIAMS inspection grade | Good |
| Diocese | Oxford |
| Previous SIAMS inspection grade | Outstanding |
| Local authority | Royal Borough of Windsor and Maidenhead |
| Date of inspection | 22 March 2018 |
| Date of last inspection | March 2013 |
| Type of school and unique reference number | Voluntary Aided Primary 137788 |
| Headteacher | Nicola Green |
| Inspector's name and number | Gill Walley 644 |

School context

This is a one form entry primary school with a bulge year in year 3 and nursery class. There are 243 pupils on roll. The school converted to an academy within the Oxford Diocese Schools Trust in January 2017. The school is ethnically diverse with 15% of Traveller pupils. Most children enter with broadly average ability. The proportion of pupils with special educational needs and/or disabilities, or who attract pupil premium funding, are below average. The headteacher was appointed in December 2016 following the tenure of two executive headteachers in the previous five years. The Chair of Governors took up office in September 2017. As a local curate he is maintaining a working partnership with the parish church because there is currently an interregnum. A small number of families attend the parish church.

The distinctiveness and effectiveness of Datchet St. Mary's as a Church of England school are good.

- The new headteacher and the governors have strengthened the Christian distinctiveness because they regard it as the school's fundamental characteristic.
- Pupils and their families can explain the significance of the distinctly Christian values because these are completely embedded in the school's work and are referred to constantly.
- Parents attribute their children's success to the headteacher's Christian vision for every pupil to 'be the best that they can be' by 'living and learning with God'.
- Pupils now make good progress in religious education (RE) because teaching is good and the RE leader supports staff well.

Areas to improve

- Establish a partnership with the new incumbent so that links between the school and the parish are strengthened further.
- Celebrate pupils' achievements in RE by increasing the amount of their work which is displayed around the school.
- Look for ways to enable pupils to use the new garden space for prayer and reflection to broaden/enrich their spiritual development.

The school, through its distinctive Christian character, is good

at meeting the needs of all learners.

Leaders and governors have worked tirelessly to embed six Christian values – compassion and love, resilience, forgiveness, equality, friendship and honesty. These values now underpin the work of the school so that all pupils make good progress and achieve well. Policies such as the way attendance and behaviour are dealt with are based on compassion. Pupils understand the values completely and know the Bible passages which set the values in a Christian context. The values are discussed regularly and they are displayed around the school as a reminder. For example, when a pupil displays challenging behaviour he or she is asked to explain which Christian value has not been followed. Pupils talk about the way the values influence their lives because they talk about how they can live out these values. Parents know which value is in focus and are reminded of the school's Christian vision on the website. They attribute their children's happiness and success at school to the way the values are 'at the heart of everything' and to the fact that the school 'feels like one big family'. Staff feel greatly uplifted by the Christian vision and they feel this has helped them to pull together in times when the Christian distinctiveness was less of a priority for school leaders. It also sustains them when facing difficult times. Staff are well supported in understanding how to promote and strengthen the Christian ethos. Pupils have many opportunities for spiritual, moral, social and cultural development, both in the curriculum and through the many opportunities they have to serve the community. Adults nurture pupils' spirituality well. A display shows the extent to which they 'share compassion internationally'. Relationships between adults and pupils and between pupils are harmonious because of the emphasis on caring for one another. Pupils behave extremely well both in lesson time and during breaks. Older pupils are buddies to younger ones so that they develop their confidence early on in their time at school. They are developing their understanding of Christianity as a world faith, and the features of Christian worship in other places. For example, they learnt about the Congo when the previous incumbent left the parish to work there. Pupils learn about other world faiths and say they enjoy this because it helps them to understand and respect one another. They also identify similarities between different faiths and Christianity. Pupils look forward to RE lessons because they enjoy learning about the Christian faith and other faiths, and because they are able to discuss questions which do not have straightforward answers. For example, 'is Christianity as strong now as it was 2000 years ago?' and 'what is good about Good Friday?' The environment reflects the Christian distinctiveness of the school well but there are missed opportunities for celebrating pupils' achievements in RE. An outdoor reflection area has been designed so that pupils have a space dedicated to personal reflection but its use is not yet fully developed.

The impact of collective worship on the school community is good.

Worship is a very important part of the school day. Pupils look forward to it and enjoy 'praying together' and 'being close to God'. Each half term's worship is planned to reinforce pupils' understanding of one of the values. Pupils are keen to take part and to discuss their ideas. The values are explained well so that pupils can easily understand what it means to show that value in their behaviour. For example, when talking about forgiveness they thought about times when they had made mistakes and how they had been forgiven when they said sorry. This helped them to understand how God forgives us when we say sorry. Pupils understand the Biblical contexts of the values because worship reinforces them well. They learn about the life of Christ, stories in the Old and New Testament and the Christian calendar of festivals. Pupils use Christian prayers such as the Lord's Prayer, and they often write and use their own prayers. A candle is lit at this time to help pupils to reflect and to focus their thoughts. Pupils are invited to pray but not made to join in. Pupils from non-Christian backgrounds feel fully involved and included. Worship is led by different members of staff and visitors from the parish so that pupils experience a range of styles. Until the interregnum the incumbent led worship regularly, both in school and in the parish church. Another Christian group leadshighly interactive Easter and Christmas workshops in school. They also run FAB, theFun After School Bible Club, which is well attended and deepens pupils' understanding of the Christian faith. Pupils are beginning to understand the concept of the Trinity. They learn to care for those less fortunate by raising money for various charities, locally and further afield. Staff are uplifted by worship, and talk about it 'being a source of comfort, reflection and inspiration'. Parents enjoy attending worship which is planned and led by their children. Pupils look forward to times when they can worship in the parish church such as the Harvest Festival, Remembrance Day, Christmas and Easter. The Collective Worship Pupil Council has been set up so that pupils can evaluate worship and suggest ways in which it could be made more meaningful for them. Governors and senior leaders also monitor worship regularly and use this information to plan ways to improve it further because it is important to them that pupils gain the most benefit from worship. A committee of governors reports the outcomes of its monitoring to other governors so that they are all well informed and assured that worship meets statutory requirements.

The effectiveness of the religious education is good.

Pupils enjoy RE lessons and teaching is good. Teachers assess pupils' understanding well and are now providing a range of activities to meet the needs of pupils of all abilities. There is now more challenge for the most able, assessment is more robust and impacting on teachers' planning and there is a more relevant and engaging

curriculum. Pupils make good progress and achieve well. The RE leader supports staff so that they are confident to teach RE and their lessons are well resourced. She attends diocesan training regularly and shares this information with other staff so that they all improve their teaching. She stays up to date with current changes in the curriculum and has high expectations of pupils' attainment. Pupils' progress in RE now matches their progress in other subjects. The school is constantly looking at ways to improve RE further so that it has greater impact on pupils. The profile of RE has risen although this is not always evident in displays around the school. It meets statutory requirements. RE develops pupils' understanding of the Christian faith and Bible stories well. It also reinforces pupils' understanding of the core Christian values and supports pupils' good spiritual, moral, social and cultural development. The RE leader has invited several faith leaders in to talk to pupils. This, together with visits to local places of worship, has had very good impact, increasing pupils' motivation and engagement when learning about world faiths. Pupils enjoy discussing the similarities and contrasts between Christianity and other faiths. They feel that this helps them to be respectful of the beliefs of others in their community. Pupils particularly enjoy discussing opinions with one another and comparing beliefs. They often discuss questions which are difficult to answer and require reflection and creativity. The RE leader, senior leaders and governors monitor RE rigorously so that they are sure it meets the needs of all pupils and enables them to progress well. It also helps them to develop an action plan for further improvements. They know that pupils need to gain more experience of applying their learning in RE to their own lives.

The effectiveness of the leadership and management of the school as a church school is outstanding.

The recommendations of the last inspection report have been met. Bibles are now available for pupils to use in RE lessons. Pupils are involved in planning and leading acts of worship regularly. Parents are now asked for their views of the Christian distinctiveness of the school regularly and this information is used to identify changes to strengthen it further. The headteacher and governors have strengthened the Christian distinctiveness considerably and the school's vision is now firmly rooted in Christian values. This has led to pupils, whether they are more able or whether they find learning more challenging, making more rapid progress and reaching higher levels in all areas of the curriculum. The school's strong Christian ethos is responsible for pupils' extremely good behaviour, their personal and spiritual development and their positive attitudes towards their learning. Prayer Space Day was a new initiative to support pupils' feel comfortable with prayer. Links with the parish church and the local community have strengthened considerably so that pupils feel very much at home in the parish church and are able to contribute to local events. For example, the choir sings at particular celebrations in church and pupils support local charities and vulnerable groups. Arrangements have been made to preserve the links with the parish church and its community despite the interregnum. Various members of the parish contribute fully to the life of the school and the pupils' involvement in the life of the church has increased. They are now more engaged in evaluating the school's distinctiveness. Pupils now have an area of the church set aside for displaying their prayers and reflections, for example, about Mothers' Day. The leadership of worship and RE are strong and have developed considerably in recent years because leaders regard these areas as of great importance. Governors carry out routine monitoring so that they fully understand the areas of the life of the school which contribute to the Christian distinctiveness and they can contribute to self-evaluation. They visit lessons, look at pupils' books and talk to them about their learning. Governors have given thought to succession planning because it is of the utmost importance to them that the school's Christian distinctiveness is maintained and continues to develop. They have developed their roles in preserving the Christian distinctiveness considerably and are highly engaged in strengthening the school's Christian vision. Parents are consulted regularly about the impact RE and worship have on their children and school leaders take account of their views when developing action plans. Staff receive professional development so that they can take on or share leadership roles. Leaders are highly reflective and have made improvements sensitively based on careful and thorough evaluation.

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Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cheapside Church of England Primary School

| | |
|--|---|
| Watersplash Lane, Ascot, SL5 7QJ | |
| Current SIAMS inspection grade | Outstanding |
| Diocese | Oxford |
| Previous SIAMS inspection grade | Good |
| Local authority | Royal Borough of Windsor and Maidenhead |
| Date of inspection | 27 March 2018 |
| Date of last inspection | 8 February 2013 |
| Type of school and unique reference number | Voluntary Aided Primary 110020 |
| Headteacher | Kate Searle |
| Inspector's name and number | Helen Crolla 918 |

School context

The school is a smaller than average sized voluntary aided primary but is admitting increasing numbers of pupils. There are currently 163 pupils on roll. The school has recently expanded to one form entry to enable single cohort teaching. The percentage of pupils in receipt of Pupil Premium and Ever Free School Meals is below the national average and the school supports children with significant special educational needs. Pupils' attendance is in line with the national average. There is a high percentage of pupils from White British backgrounds. The experienced headteacher has been in post for the previous SIAS and Ofsted inspections.

The distinctiveness and effectiveness of Cheapside as a Church of England school are outstanding

- The distinctively caring ethos of the school, based upon inclusive, Christian values has a significant impact on pupils' well-being and their achievement.
- The headteacher, supported by governors and staff, articulates a strong Christian vision which has a positive impact on the community.
- All within the community are dedicated to the deepening of the existing strong and mutually beneficial relationship between the church and school.
- High quality worship, including that led by pupils, provides inclusive opportunities to develop spirituality, gain a knowledge of the Bible and reflect upon the person of Jesus Christ.
- Learners are challenged by high quality Religious Education linked to a creative curriculum.

Areas to improve

- Further develop areas for prayer and reflection outside, to enhance pupils' spiritual experiences.
- Develop opportunities to visit and engage with a range of religious communities, to enrich Religious Education (RE) enabling pupils to form a deeper knowledge of religious practice.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school, through its distinctively Christian ethos enables pupils to thrive and achieve their best. Standards are above average due to pupils experiencing high levels of support and challenge. The school's vision 'Achieving our Best In Thought, In Word, In Deed' is communicated clearly and enfolds all in the experience it offers. All groups are able to articulate the essence of the school with pupils describing themselves as the 'fruit with the school being the tree'. The inclusive values are deeply embedded within the character of Cheapside which has a significant impact on the outcomes and progress of learners. The termly themes make these values memorable for the pupils and link to significant festivals within the church year. These are further supported by the Biblical quotes on the school walls which one pupil feels 'remind us how to think and behave, to make the school a nice place'. The library offers a reminder of the termly theme, supported by Bible stories and a coloured cloth representing the appropriate liturgical season. One pupil comments that this is an area where they can stop and reflect or contribute to the school prayer book.

Individual pupils are cared for to the extent that creative ways are found to maintain attendance and engagement. The school through its provision for vulnerable pupils, demonstrates a deep commitment to the wellbeing of all. The Star Room which offers a space for the nurture of pupils illustrates that the school adapts its curriculum imaginatively. The developed forest school area is used for spiritual activities, whilst enabling all ages to engage with God's creation. Such sessions clearly demonstrate the close relationships between pupils who support each other with tasks or serve each other hot cross buns from the fire.

Through charitable giving by each house team as well as harvest gifts, pupils are encouraged to actively demonstrate their values. Older pupils buddy younger children through their transition into school and sit near them at lunchtime, shaping positive and supportive relationships. Parents comment that there is a strong sense of community, 'like you've come home' which in turn encourages good behaviour and a desire to attend school. There is a caring and listening approach, which is valued by parents because they see the inclusive values impacting on their children's behaviour and understanding of Christianity. One parent commented that her Year One child announced 'I am being compassionate, mummy' illustrating the impact of the values promoted through the termly themes. All within the school community recognise that the expansion of the school has changed the building but that the Christian character continues to have a positive effect on the spiritual, moral and social development (SMSC) of all members of the community. Staff, pupils and parents mentioned the high levels of respect that are consistently encouraged and demonstrated towards one another.

The Christian character of the school affirms an understanding of Christianity within the immediate area and the curriculum is providing a developing knowledge of diversity within all world faiths. The pupils are excited by this and keen to learn more about the church and other faith communities.

The impact of collective worship on the school community is outstanding

The school offers inclusive and inspirational collective worship (CW) which is valued by the whole community. Close links with the parish of St. Michael and All Angels means that the vicar and laity, including governors, deliver Open the Book materials within engaging worship. Strategic and transformational planning of CW which is linked to the termly themes, ensures worship is rich in Biblical content, creative and prayerful. This delights the children who comment that the gatherings are 'fun' whilst teaching them about stories from the life of Jesus. Worship is respectful, offering times for prayer, reflection and enthusiastic singing. The school's vision and values are deeply embedded within CW, which reinforces the harmony cherished by the community. One pupil comments that 'this helps bring the school together.' Members of the staff team and parents feel able to take part in the worship, regardless of their faith.

The Lord's Prayer has a central place within CW and pupils are led to pray before lunchtime. They are encouraged to write prayers to be read out within whole school worship or share private prayers to be taken by Revd Johnson. Pupils express a desire to create further quieter spaces to pray or reflect both inside and outside.

Pupils demonstrate a detailed knowledge of Bible stories, significant Christian festivals and are able to articulate their understanding of the Holy Trinity. 'God is everywhere not just one person, Jesus,' explains a younger child, referring to the Holy Spirit.

Pupils are involved in the planning and delivery of weekly CW. One Year 6 pupil comments that this provides an opportunity to learn about the stories within the Bible whilst another values learning about the emotions of Jesus. Pupils welcome feedback provided by the headteacher and enjoy comments from younger children which feed into their evaluations. Leaders value pupil reflections so they provide a significant contribution to the school worship.

Reflection areas within classrooms are developing but good use is being made of the library to encourage quiet reflection or prayer. Liturgical colours are used to reinforce teaching about the Church's year, enabling a rich understanding of Anglican tradition. The library table communicates the value of Compassion with a purple cloth for Lent and a pair of boots, encouraging pupils to consider what it is like to be in someone else's shoes. Pupils, staff and

parents cherish opportunities to pray together within church for the termly services. The Church youth group thrives as a result of the worship led by the vicar because older pupils are familiar with clergy and adults within the parish community. Some pupils choose to affirm their relationship with God through confirmation whilst others value the fellowship as they transfer to secondary education. Governors pray at the start of meetings proving that prayer is woven into the fabric of school life and shapes decision making.

The effectiveness of the religious education is outstanding

Skilful planning of religious education (RE) prioritises teaching about Christianity alongside learning about a variety of other religious beliefs. The RE leader articulates a clear vision and provides strong support for other teachers. Books provide her with evidence that standards are in line with other subjects. High quality green marking acknowledges pupil achievements or deep thinking whilst pink encourages a further application of skills or correction of religious vocabulary. The RE leader collects evidence from teachers following each unit, demonstrating that highly effective assessment is being embedded within the learning cycle. This ensures RE challenges and encourages pupils to make good progress. Pupils from Reception have their own RE book which reveal that the variety of activities enriches pupil knowledge and opportunities for personal responses. For example, Reception children enjoyed making Easter gardens within a forest school session to reinforce the Easter story. One older pupil comments that RE is enjoyable because of the questions and 'discussions which prompt you to think about your responses' whilst others value the time to 'talk about their emotions and feelings'. High quality displays in all classrooms demonstrate the significance of RE within the curriculum. Progression is carefully planned to ensure pupils of all ages are presented with creative activities to enable a thorough knowledge and understanding of Christian beliefs. An impressive Year 5 lesson allows pupils to reflect upon the person of Jesus and his motives for displaying anger in the temple. Powerful activities not only encourage a deep understanding of the Gospel accounts but allows pupils to support each other and ponder the significance of the Easter message for Christians.

Parents confirm that pupils enthusiastically share their RE learning at home because it is interesting and varied. One parent commented that her child brought home a Diya Lamp following learning about Diwali and a pupil shared that they found new learning about the Jewish Passover fascinating. Pupils are provided with increasing opportunities to deepen their understanding of the links between the faiths studied. For example, a Hindu parent spoke about the celebrations associated with Diwali but further links to a variety of places of worship would enhance RE teaching.

The school values are expertly reinforced through RE teaching and pupils articulate this very well. They recognise their responsibility towards others through activities linked to mental health or Sport Relief. The enhanced SMSC of pupils stems from expert teaching, rich opportunities and sensitive learning.

The effectiveness of the leadership and management of the school as a church school is outstanding

The governors and headteacher, supported by the staff team, express a vision enriched by embedded Christian values. All are deeply committed to creating a harmonious community, dedicated to the whole child. They provide the highest quality teaching and tireless support. There is a strong sense of Christian love and service towards others, which the headteacher refers to as 'the essence of Cheapside'. This extends to parents who meet for a dad's curry club, to raise money and support one another. The continuous evaluation by senior leaders maintains a strong focus on improvement and they are both supported and challenged by governors who know their school well. They actively support the school in a variety of ways, supporting pupils or meeting with parents. The Chair of Governors demonstrates a deep commitment to the school through her weekly visits for worship and membership of the Admissions Panel. Despite a period of expansion, leaders have ensured that the Christian character of the school continues to nurture and sustain the community. Parents value this, commenting that 'the expansion has not diluted the ethos' which is testament to the strategic decision making and inspiring vision of the headteacher. She has sensitively communicated with local residents and invited them for tours of the new building, ensuring continued positive relationships. Strong relationships with the church have sustained the staff team and the Christian ethos.

The support of the Oxford diocese and the local church enhances the monitoring of the Christian character to sustain uncompromising Christian distinctiveness and the highest possible standards. Governor visits to RE lessons or meetings with the RE subject leader ensure continued improvements and evaluation. Local partnerships with other church schools are strong. The professional development of staff is afforded a high priority. The RE Subject leader engages with diocesan training and intends to share her recent Understanding Christianity course with teachers, to enrich RE further. Investment in RE demonstrates that the school is deeply committed to its responsibility to deliver a highly effective curriculum within a distinctly Christian community of love and service. Pupils are ambassadors for their school through a variety of leadership roles, providing tours, supporting younger pupils and leading worship. Highly effective leadership on a variety of levels sustains the Christian vision and upholds the school's values.

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Pan-Berkshire SACRE Hub Meeting

24 April 2018 Shute End, Wokingham

Note and actions for SACREs from the meeting

ACTIONS AND PROMPTS FOR FORTHCOMING SACRE MEETINGS ARE HIGHLIGHTED IN GREEN

Agenda:

1. **Future of the Pan-Berkshire SACRE Hub**
2. **Agreed syllabus review: progress**
3. **Agreed syllabus launch/intro events**

Present: Jan Lever, Michael Freeman, Stephen Vegh, Karen Butler, David Taylor, Alison Harris, Zvi Solomon, David Rees, Brian Crisell, Beth Rowlands, Mark Laynesmith, Anne Andrews, Natasha Airey

Apologies: Mobsshir Mushtaq; Julie Siddiqi; Hardip Singh Sohal; Madeline Diver

The Hub meeting was followed by an open meeting to discuss the syllabus review.

Comments from both meetings have been incorporated into Draft 6 of the syllabus.

1. **Future of the Pan-Berkshire SACRE Hub**

ACTION

Discuss, and send thoughts/decisions to Jan Lever by Friday 22 June

JL outlined the question about the continuation of the hub and reiterated the rationale behind the hub when it was set up: to pool resources, offer consistency across the 6LA areas, to work on a joint project... the Crossing the Bridges Project, all of which would establish the Hub before it became the main conduit for revising the agreed syllabus. Now the syllabus is almost completed, the question was posed as to whether the 6 SACREs wish to continue the Hub. Ongoing work could include moving forward with the Crossing the Bridges Project and building the body of online support and guidance materials to accompany the revised syllabus. Questions of ongoing work e.g. the Crossing the Bridges and the syllabus support and guidance material.

To continue the hub will need finance, unless a volunteer takes it on. SACRES need to decide whether they have the funding and if so, how they wish this to be spent.

There was general consensus that the hub is a good idea, but appreciation that there may not be funding sufficient for it to continue at the moment.

SACREs to discuss their position re continuation of the Hub, whether they can commit funding to it in this financial year, and if so, how much.

£900 contribution from each SACRE would be less than the £1700 from each contributed this year to cover the syllabus review work, but enough to achieve worthwhile work.

If this is manageable, how would SACREs like to spend this money (i.e. the pot of £5400)?

Possibilities:

Hub management

- Hub management/co-ordination done by a consultant would cost £500 a term, to include preparing for each of the 3 termly meetings, following up with notes and action points, advising between meetings
- Hub management done by a SACRE member on a voluntary basis
- Another management arrangement

Project work could be led/managed either by consultants @£500 a day or by a designated project leader who could be a volunteer or maybe a teacher with supply costs covered @ £250 a day paid to their school. A project Lead is a necessity with accountability and project plans monitored by the Hub. Suggested projects:

- Enhance and disseminate Crossing the Bridges Project
- Project work on guidance and online support materials to accompany the new syllabus

2. Agreed syllabus review

ACTION

Discuss Agreed syllabus, Draft 6, and send comments to Jan Lever by 25 May.

As the next round of SACRE meetings (excepting West Berkshire) are scheduled for June, please send Draft 6 to members for comment before those meetings as the deadline for comments to be with Jan Lever is 5pm 25 May.

Notes from the meeting:

JL talked through the summary document explaining the consultation/work so far. See summary chart:

| You said | We did |
|---|---|
| Make it smaller | Succinct statutory syllabus PLUS online guidance |
| Make the statutory aspects clearer | Each age phase on separate page/s |
| Keep the enquiry approach | Yes, more in guidance |
| Keep Believing, Behaving, Belonging | Made more explicit with the key questions |
| Keep the distinction between AT1 and AT2 | Integrated into questions and outcomes. More holistic |
| 2013 non-statutory framework: mixed responses | Syllabus not arranged by the 3 strands of this framework but all 3 are integrated into this syllabus questions and outcomes |
| Align EYFS to most recent EYFS framework | EYFS added and explained. More in guidance |
| More flexibility at Primary Phase | Divide between KS1 and 2 removed: Primary Phase, so more flexibility |

| | |
|--|--|
| Add Islam at Primary Phase | Done |
| Add Humanism at Secondary Phase | Done |
| Strengthen KS4 requirement | Wording to be agreed 24 April |
| Help us with assessment | Added clear outcomes |
| Make the 4-step planning cycle more explicit | More in guidance |
| Keep the Key Question approach but word the questions as OPEN questions | Most questions are framed as open questions. The couple that are not will not affect enquiry pedagogy as this is established already. |
| Re-word some of the questions | Done |
| No need for 'concepts' page | Taken out (Could move to guidance) |
| Give teachers as much guidance as possible | Guidance and support materials to be updated and uploaded as online documents, then added to |

JL explained how the statutory aspects of the syllabus have been brought together into a succinct 12-page document which:

- Incorporates the 3 strands of the 2013 non-statutory national curriculum framework for RE,
- Has new key questions that are mostly framed as open questions and integrate attainment targets 1 and 2, maintain the enquiry approach and address the same content /subject knowledge as the previous syllabus questions, keep 'believing, belonging, behaving'.

This succinct document is designed to make it easy for teachers working in the different Key Stages to see what the expectations are for their particular Key Stage, by providing a 2-page 'pull-out' piece summarising the outcomes, questions etc

The group discussed Draft 5 and useful points were made that have been incorporated into the attached Draft 6.

SV asked a question about the guidance and how soon it could be ready. Some will be ready by the syllabus launch dates and new material would need to be added during the coming year.

SACREs need to work out where the guidance will be hosted e.g. on their LA web pages?

JL asked if each LA wants to design their own syllabus in terms of appearance and logo but it was agreed that JL sources a graphic designer as this will keep consistency in what is, after all, a joint syllabus.

SACREs need to decide how many copies they will print, how it is bound and how they will disseminate it.

ML suggested that SACREs will need to form working groups to maintain, produce and work on the guidance.

DT requested that the requirement for all schools to teach RE is highlighted. (Now done in Draft 6)

SV requested information on withdrawal to make it clear what the expectation is. (Noted to include in guidance)

ML asked a question about the Foreword and the legal situation was clarified.

SV required that the requirement for Y9s who have started GCSE still to receive RS be made much clearer. (Now done in Draft 6)

Lively, informed discussion about the key questions leading to debate about the underpinning purpose of RE and the best approach and pedagogy.

NA raised the question of humanism/non-religious world view/atheist/secularist – group agreed the wording: a non-religious worldview e.g. Humanism (Now done in Draft 6)

Syllabus review actions, next steps and deadlines:

- 1. SACREs and teacher Focus Group to discuss Draft 6 during May and send any last thoughts to JL by email by 5pm, 25th May. No amends/thoughts will be accepted after this date as the syllabus will need to be ratified and printed etc in time for launch events in July;**
- 2. SACRE Hub members to be sent the final copy early June to ratify;**
- 3. Forewords for the revised syllabus. Each SACRE will need to write its own Foreword for the revised syllabus. This will need to be signed off by the Chief Executive Officer/ Director of Education of each Council and be sent to Jan Lever by email by 5pm 15th June 2018;**
- 4. SACREs will also need to make their own decisions as to how they will disseminate the revised syllabus to their schools;**
- 5. Please send JL your current LA logo if it has changed since the printing of the current syllabus in 2012.**

3. Agreed syllabus launch/intro events

ACTION

Each SACRE to send ALL details of their launch event to JL so she can invite all Directory contributors to attend all the events.

JL needs confirmation of:

Date, time, venue, name and contact details of the person they should RSVP to

Send to JL by 5pm on 25 May so invitation can be sent out in time for the July events.

Each SACRE is organising its own launch/introductory event:

West Berkshire: 3 July

Wokingham 9 July

RBWM 9 July

Bracknell Forest 10 July

Slough 12 July

Reading tbc

Deadline dates: 25 May and 22 June

Thank you for all the comments and thought on the syllabus so far.

Jan Lever (Hub manager on behalf of Berkshire SACREs)

jan@janlevergroup.com

Feedback/comments on Draft 6

From: SACRE

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