



Cambridgeshire SACRE



Annual Report
2007 – 2008

Chairman's introduction to the 2008 Annual SACRE report

The past year has been busy for SACRE as it seeks to promote good standards in RE and to advise the Local Authority about matters connected with collective worship and religious education in accordance with the local Agreed Syllabus.

The SACRE brings together faith representatives, teachers and councillors who work constructively together. One of the major issues confronting the Council has been the ability to collect accurate information about the quality of religious education, the provision of Collective Worship and its impact on pupils' spiritual and personal development. In past years such information was available through Ofsted reports, but with changes in the last few years, information specifically relating to religious education in individual schools has no longer been made available. This year the Cambridgeshire SACRE has itself collected helpful information from local schools and would like to thank the schools involved for their help.

The issues of community well being and community cohesion have been given a higher profile nationally in recent years. Religious education can make a useful contribution to such issues through helping our young people understand and respect the various faith traditions, and the Cambridgeshire SACRE is promoting work in this area. It has also made useful contacts with the East of England Faiths Council, contacts which I am sure will be developed further in the future.

In conclusion, I would like to place on record the fact that the Cambridgeshire SACRE owes a great debt of gratitude to Sue Ward, the RE Adviser for Cambridgeshire, for all her advice, support and guidance over the past year and to Julie Gillies for her invaluable administrative support throughout the year.

I am pleased to commend this report to you.

Councillor Tony Orgee
Chair, SACRE

1. Standards and quality of RE provision

Overview

Introduction	Suggested data source(s)
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Minutes, reports, evaluations
<p>The SACRE has been active in thinking of ways in which to secure information about the standards and provision of RE and Collective worship. A survey was conducted to ascertain the provision of Religious Education and Collective Worship in primary, secondary and special schools. The results can be found on www.re.ccceducation.net under the heading 'SACRE'. Links were established with the primary and secondary Assigned Inspectors (AIs) and School Improvement Partners (SIPs) to aid SACRE's responsibility to monitor standards. The Learning Directorate agreed to SACRE requesting information from secondary schools about KS3 levels in RE. Ofsted reports of 86 schools, which related to Spiritual, Moral, Social and Cultural (SMSC) provision were used to make judgements about RE and Collective Worship. Having gathered the information the issue is how to proceed with schools that are clearly not following the law or where the provision of RE or collective worship is poor. It also raises questions about how often should SACRE gather information from schools. Further development is needed.</p>	

Key area 1a: Compliance and time allocation for RE

Question	Suggested data source(s)
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	School self-evaluation forms (SEFs) where appropriate, LA adviser(s), professional experience of RE teachers
<p>Outcomes of the primary school survey: 73% return to the survey 83% at KS1 fulfilling the legal entitlement and at KS2 89% are providing sufficient time to deliver the curriculum.</p> <p>Outcomes from the secondary school survey: 72% returned the survey Only 38% of schools are meeting the legal entitlement or offering sufficient time to deliver the KS3 curriculum. 66% are fulfilling the legal requirement for RE at KS4 and 50% at KS5. Returns from the KS3 teachers showed that one school is not providing any RE in some year groups e.g. year 9.</p>	

Outcomes from the special schools: 71% returned the survey

All are meeting the requirement for the Foundation stage. 60% at KS1,2, 3 and 4 provide sufficient time and provision for RE.

Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.

SACRE correspondence and minutes

There were no formal complaints about RE received this year.

Key area 1b: Public examination entries in RE

Question	Suggested data source(s)
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	LA data
<p>Refer appendix 1</p> <p>The number of centres entering A level candidates has remained the same (39 girls and 13 boys). Numbers of candidates entered for AS level has risen by 13% because 2 new centres have entered candidates this year (15 girls and 6 boys). 7 out of 13 schools with sixth forms enter students for AS/A level Religious Studies. However, the numbers are relatively low compared to other AS/A level subjects and do not reflect the national trend of increasing uptake of AS/A level Religious Studies.</p> <p>There are two sixth form colleges that have large numbers of students following AS/A level Religious Studies. They are post sixteen providers and currently under the jurisdiction of LSE, not the LA, and so their data does not form part of this report.</p> <p>22 out of 29 secondary schools enter students for either full or short course Religious Studies. There was an increase in centres entering candidates for both courses. The rise in entry levels for Full and Short Course RS is in line with national trends. 16% rise in Full Course entries and 6% increase in Short Course entries. Many schools enter the candidates to fulfil the legal entitlement for RE at KS4.</p>	

Key area 1c: Standards and achievement

Question	Suggested data source(s)
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	Common transfer file submissions to LA; evaluations by adviser(s), advanced skills teacher(s) (ASTs)
<p>At KS1 & 2 many schools sent teachers to courses on assessment in RE, raising the profile of planned assessment, progression and continuity in RE. The course had to be repeated 5 times such was the response. It is hoped that AfL and AoL (Assessment for and of Learning) will become embedded in planning, teaching and learning, thus raising standards.</p> <p>Another factor that may affect the standards in RE, raised by the survey results, is that many schools appear to be using out of date schemes of work. Also, some allow pupils to have peripatetic music lessons in place of RE.</p> <p>There continues to be little evidence about standards and achievement from the Ofsted reports. Grades for the schools' ability to promote the pupils' spiritual, moral, social and cultural development are recorded. There is no link between the quality of RE and the grading for this aspect of pupils' development, but a school would be unlikely to obtain a high grade for this where RE is poor. Of 65 primary schools inspected during September 2007-July 2008, 26 obtained grade 1 (outstanding), 33 grade 2 (good), 6 grade 3 (satisfactory) and 0 grade 4 (inadequate). Of the 10 secondary schools inspected, 3 obtained grade 1, 4 obtained grade 2, 3 obtained grade 3 and 0 obtained grade 4. One middle school obtained grade 2 and of the 5 special schools inspected 5 obtained grade 2.</p> <p>KS3: This is the first year that schools were invited to supply to SACRE QCA levels of achievement at the end of the key stage. Only 2 schools out of 30 failed to respond. 3 schools did not have levels to report for a variety of reasons. One school did not teach RE in year 9, another school only adopted the levels this year to be reported in 08/09 and another school did not use the levels. There was a noticeable difference in the % of pupils achieving each level between the schools of similar socio-economic background. This raises questions about the accurate use of level descriptors by teachers. Most schools demonstrated an even distribution amongst the levels. Compared to their attainment in English, it would appear that many cohorts achieve less well in RE than in English. No schools reported any students working at Level 1 or below or at level 8*. Some schools are not stretching their gifted and talented pupils sufficiently.</p>	

Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	LA data
<p>For details see appendix 1. Standards were maintained generally at both A and AS level. The pass rate was 100% at A level, 85% achieving A, B or C grades (72% girls and 86% boys). The pass rate at AS level was 96% though there was a slight decrease from 71% to 69% achieving the top A-C grades in AS RS (50% boys and 40% girls).</p> <p>At GCSE 83% achieved A*-C grades in full course, an increase of 5% from last year. There was 96% pass rate with 75% boys achieving A*-C and 87% girls achieving A*-C. In short course the pass rate was 96% pass rate, 48% achieved A*-C in the short course, an increase of 7% from last year , with 55% girl achieving A*-C and 41% boys achieving A*-C.</p>	

Key area 1d: Quality of teaching

Question	Suggested data source(s)
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).	School SEF, adviser(s), network meetings, oral reports of CPD opportunities, professional experience of teachers
<p>Only one secondary school submitted their SEF though there was no objection to the request from SACRE. Issues related to the teaching of RE were raised at secondary network meetings and CPD courses. These included lack of time on the timetable for RE, a lack of qualified RE teachers or committed non–specialists teaching RE, a lack of commitment for the subject from the senior management, changes in the 14-19 curriculum, all of which impact upon the quality of teaching.</p> <p>The SACRE has raised the question whether the lack of qualified teachers may have contributed to the poor numbers taking up the subject at AS/A Level in some school sixth forms.</p> <p>It is very difficult to comment upon issues accurately and objectively related to the quality of teaching when there is so little information provided by schools or from Ofsted reports.</p> <p>On the positive side, some secondary teachers attended CPD courses on assessment for/of learning and there was a good response to the new Key Stage 3 training offered by CfBT and the Regional Advisers. Close working relationships between the LA Adviser and the Eastern Regional Adviser have been developed to target support to schools to improve the quality of teaching and learning in RE.</p> <p>In the primary sector there has been an increased number of teachers attending the termly</p>	

network meetings. The focus has been on looking at pupils' work and assessing it according to the QCA levels to ensure parity between teachers in different schools. However, it is difficult to give accurate comments that reflect the quality of teaching due to lack of concrete evidence.

Money for a case study in two secondary schools on 'Valuing Diversity' from The Society of Interfaith Dialogue and Action at Cambridge University was secured. This curriculum project links RE, Citizenship and PHSE and will be piloted and reported upon in the next academic year.

A joint bid to NASACRE from Cambridgeshire and Peterborough SACRE for work to link small rural schools and large inner city primary schools to explore interfaith dialogue was successful. It is hoped this will impact upon the quality of teaching in RE in all schools and support schools.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.

Student council, youth SACRE or youth interfaith forum minutes, oral data, pupil surveys, anecdotal

There is nothing to report about student evaluations about the quality of RE teaching.

Key area 1e: Quality of leadership and management

Question	Suggested data source(s)
<p>Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.</p>	<p>Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers</p>
<p>In secondary schools the majority do have a specialist RE teacher as Head of Department though 23% of schools do not have a specialist teacher.</p> <p>Some schools combine subjects in faculties and do not have an RE specialist but have a joint RE/PHSE or RE/Citizenship specialist heading the team.</p> <p>66% of secondary schools provide access for CPD for RE teachers but significantly 34% do not provide access for CPD.</p> <p>In the primary sector 95% had an RE subject coordinator. However, a common feature is to give the leadership of the subject to an NQT. This creates difficulties due to inexperience of handling staff when NQTs have to deal with issues such as non compliance, withdrawal from the subject, apathy from colleagues and so on.</p> <p>Another issue was that, in some primary schools, RE is 'tagged' onto the timetable at the end of the week and quite often is left off if other events/subjects are deemed more important.</p>	

Regarding CPD for primary teachers 84% support provision for CPD for subject leaders. However, because many subject leaders have more than one subject they are responsible for, many cannot take up the offer of CPD by the LA or other providers.

In special schools all had a subject leader and all had access to CPD

Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	Suggested data source(s)
Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.	Adviser(s), AST(s)
<p>In the returns from the secondary survey a total of 97 teachers taught RE of whom 32 were specialists. This reinforces the view that there is a lack of specialists teaching the subject.</p> <p>In the primary sector, 85% have the class teacher delivering RE but other people teaching the subject included supply teachers during PPA time, HLTAs, Church representatives or the Head teacher.</p> <p>At KS5 where A/AS level Religious Studies is offered there are specialist teachers but 29% reported in the survey not having enough time or specialists to deliver any RE at KS5.</p>	

Key area 1g: Resources

Question	Suggested data source(s)
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.	Possible annual questionnaire response from schools, budget information from LA
<p>In the secondary survey the question about resources demonstrated an extensive range of resources are used. These included various textbooks, visits outside the classroom, ICT activities, DVDs, Internet, speakers, drama groups. The most popular resource being used is the internet for research purposes.</p> <p>In the primary/special schools sector 92% take school groups to places of worship and 95% invite speakers from various faiths to the schools. Many schools have multi-cultural days or weeks and/or teach in a cross curricular manner. Most schools have good artefact boxes and library resources. Several teachers have commented upon the lack of high quality interactive whiteboard materials that encourage key question or key thinking skills. There are plenty of</p>	

ICT resources teaching about knowledge of faiths.

There is no evidence from the post-16 providers.

A **key issue** for all schools is finding reliable speakers from faith groups to come and talk to the pupils. SACRE has begun to respond to this issue and it is part of the development plan.

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

Question	Suggested data source(s)
On what dates has the SACRE met in the last year, and at what venue(s)?	Minutes
The SACRE met 5 times in the year, Nov 26 th 2007, January 9 th 2008, 13 th March 2008, 29 th April 2008 and 11 th July 2008. The venues included Shire Hall, Ely Diocesan Office and a local primary school.	
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	Minutes
There was a decline in the number of faith representatives, other than Christianity, attending the meetings. There have been no problems maintaining a quorum. Attendance by SACRE members significantly decreased when the location of the meetings was beyond Cambridge city. See appendix 2 for details of numbers attending the meeting.	

Key area 2b: Membership and training

Question	Suggested data source(s)
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	Membership list

All major faith groups have nominally been represented though some faith groups have not had representation at the meetings as they have not attended any of the meetings. Membership has been discussed; alternative representations have been sought, though there is still no Jewish representative.

There has been increased representation with committee C (Teachers Associations). Co-opted members include representatives from the Baha'i Community, a Muslim from the Society for Interfaith Dialogue and Action and a Humanist representative. During the year, two LA Assigned Inspectors have supported the work of SACRE.

For details of membership please see **appendix 3**.

What training/induction is offered both to new members and to the SACRE as a whole?

Minutes

New members are supported by materials produced by NASACRE, or a visit by the RE Adviser to talk through the work of SACRE. An induction pack is provided to new members.

Key area 2c: SACRE development

Question	Suggested data source(s)
<p>What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	<p>Minutes, publications</p>
<p>The SACRE has produced a leaflet and is working on a poster, about the work of SACRE, to make known to a wider audience the existence of SACRE. The leaflet was sent to all school head teachers, NQTs, county councillors, faith groups and is included in packs to new employees to the county. (The leaflet can be found on www.re.ccceducation.net under the heading 'SACRE'.)</p> <p>A survey went to all schools in the county questioning the provision of Religious Education and Collective Worship. The outcomes were presented to the primary and secondary teams for Standards and Effectiveness in the LA resulting in actions to be implemented in the following academic year.</p> <p>Cambridgeshire and Peterborough City Council SACREs initiated a joint bid to YOUNG INTER-FAITH PROJECTS/The NASACRE/WESTHILL AWARDS 2008/9 and were successful.</p> <p>Members of SACRE are supporting the training of PGCE RE students at the sixth from colleges.</p>	

Does your SACRE have a development action plan? If so, please attach it as an appendix.	
The SACRE created a new a development plan. See appendix 4 . It resulted in the creation of sub groups to support the plan and more active participation by members.	
Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?	Minutes, publications
<p>Advice and guidance was sought for teachers of faith, who may want time off work for celebrating festivals.</p> <p>Links were established with Cambridgeshire Racial Equality and Diversity Service (CREDS) and the County PHSE Service to consider how SACRE could support schools' duty to promote Community Cohesion. Guidance about the duty to promote Community Cohesions has been reviewed.</p>	
Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?	Publications, reports
The LA RE Adviser supports CPD training for NQTs at their annual conference and courses throughout the year. GTPs are supported by the LA RE Adviser through specific training events, making links to the Agreed Syllabus.	

Key area 2d: Financial support

Question	Suggested data source(s)
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	Budget
<p>A budgetary allocation of £10,232 per annum is available for the work of SACRE through Cambridgeshire Advisory Service, with the support and advice from the LA RE Adviser. The Adviser offers training for all teachers across the phases to meet their needs. SACRE also supports interfaith projects, resources for schools and training materials. It supports NASACRE and members attend the NASACRE AGM.</p> <p>The budgetary allocation has remained the same for some time</p>	

Key area 2e: Information and advice

Question	Suggested data source(s)
<p>Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.</p>	<p>Minutes, reports</p>
<p>A spreadsheet collating Ofsted outcomes of Cambridgeshire schools has been established. This records the grade for SMSC and any specific comment made about RE or Collective worship. This is reported to SACRE once a term.</p> <p>The survey conducted to all schools has provided a baseline for some information about the provision of RE/Collective Worship but it did not provide any information about quality of RE. Links have been established between the LA Advisory Service, the School Improvement Partners and the Standards and Effectiveness teams to agree ways in which more reliable information can be gathered about the quality of RE and Collective Worship.</p> <p>Agreed to follow up, by the LA RE Adviser, schools that did not respond to the survey or indicated that they were not complying with the law to offer support and/or advice.</p> <p>Teacher representatives on SACRE provide anecdotal evidence about the quality of RE and collective worship, as well as primary and secondary teachers of RE attending termly network meetings.</p> <p>There is no regular information being given by the LA or from schools about the quality of RE and Collective Worship. It remains a problem area as to how SACRE carries out its duty to monitor the quality, as well as the provision of RE and collective worship.</p>	
<p>What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.</p>	<p>Budget, constitution, membership list</p>
<p>The SACRE receives advice on RE and collective worship from the LA RE Adviser and support from the Assigned Inspectors to SACRE. 5% of LA Adviser time is for SACRE work. SACREs are members of NASACRE and receive up to date information. Some members of SACRE are members of AREIAC, which also provides updates on RE and collective worship.</p>	

<p>Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.</p>	<p>Minutes</p>
<p>Gathering evidence for the purposes of monitoring standards has been discussed with the LA. The LA agreed to the survey to find out what provision happening in RE and collective worship. It also agreed to ask secondary schools to submit their KS3 levels to SACRE at the end of July 2008. The response to the survey has already been referred to and further support is being offered by the RE Adviser to schools.</p>	
<p>Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.</p>	<p>Minutes</p>
<p>No advice was given to the LA but a report was presented to the Primary and Secondary teams responsible for standards and effectiveness to raise the issue about the provision and quality of standards. SACRE was asked to come up with a plan as to how to move forward which the Learning Directorate would consider.</p>	

Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
<p>Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.</p>	<p>Minutes, publications, evaluations</p>
<p>The SACRE is supporting the Interfaith Project for pupils and teachers in a small rural cluster group of primary schools in Cambridgeshire with large inner city primary schools in Peterborough. This is an on-going project until May 2009.</p> <p>The Buddhist representative on SACRE has been invited to a school and delivered a talk and assembly.</p>	

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Question	Suggested data source(s)
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	Minutes, action plan
<p>This year is the first year of implementing the revised Agreed Syllabus. There has been an excellent response to courses offered by the RE Adviser, particularly to assessment of AT2. Both primary and secondary schools have responded very well to the use of QCA level descriptors to inform planning and progression in AT1 and AT2. Moderation of assessed work occurs at network meetings and teachers are building up expertise in using levels.</p> <p>Teachers have responded very positively to the change in the syllabus to using the focus of AT2 questions to lead into AT1 questions. It is stimulating good RE having an equal weighting for AT2 and AT1. Some non specialists have reported feeling vulnerable about teaching AT2 and it has resulted in more whole school staff training from the Adviser.</p>	

Key area 3b: Using the non-statutory national framework

Question	Suggested data source(s)
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	Adviser(s), AST(s), consultant(s)
<p>The non-statutory national framework for RE has been taken into account with the revised Agreed Syllabus.</p> <p>Secondary schools are being encouraged to use the new KS3 curriculum using skills, concepts and processes in planning. Many schools attended the training offered to launch the new KS3 RE curriculum by Dave Francis in March 2008. The LA RE Adviser and one of the Eastern Regional Subject Advisers (RSA) are working very closely to target advice and support to schools in Cambridgeshire. Training courses have been offered and support at secondary network meetings has been given.</p> <p>The response to the new KS3 curriculum has been mixed. Some are embracing change radically, whilst some are being reticent to the changes. It is too early to assess the impact upon RE but anecdotal evidence from colleagues suggests that some RE departments are</p>	

benefiting from the new curriculum and for others it is having a significant detrimental impact on time allocation and resources. It appears that some schools think they do not have to teach RE now.

Key area 3c: Developing the revised agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	Adviser(s), AST(s), consultant(s)
<p>When last reviewed, schools were asked to submit their comments about the Agreed Syllabus and its effectiveness. Working parties were set up, to include teachers, in writing elements of the syllabus alongside with faith representatives helped in the review process. The RE Adviser gathered evidence from schools to inform SACRE.</p> <p>The next review will have to take into account the significant changes in the curriculum from primary phase to 14-19 diplomas. More guidance on how to use the syllabus will need to be given, along with a revision of the content and approach to teaching RE in the light of developments in the curriculum and in teaching and learning.</p>	

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	Publications, reports, evaluations
<p>The LA RE Adviser supports the implementation of the Agreed Syllabus through revised schemes of work, advice in newsletters, at network meetings and CPD courses. The local LA web site has details of the syllabus and publicises exemplification materials and resources that support the Agreed Syllabus.</p> <p>The SACRE reviews national advice and documents and provides guidelines for teachers on the web site.</p>	

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	Suggested data source(s)
<p>How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)</p>	<p>Action plan, budget, reports</p>
<p>The main source of evidence is from the LA RE Adviser, the school inspectors, OFSTED reports, RSA and teachers at network meetings.</p>	

4. Collective worship

Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
<p>How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)</p>	<p>Minutes, publications</p>
<p>The SACRE carried out a survey of all schools to find out what provision was being made for all pupils to attend a daily act of collective worship. The reports can be found on www.re.ccceducation.net under the heading 'SACRE'</p> <p>In special schools 60% said that every child attended daily worship. In the primary schools 95% attended daily worship (100% Church of England school) and in secondary schools only 4% offered an opportunity for pupils to attend a daily act of collective worship. There was nothing in the survey that indicated about the quality of collective worship.</p> <p>In secondary schools the most common reasons given for lack of collective worship was space, lack of staff to deliver and other pressures.</p> <p>The RE Adviser has provided courses to head teachers and governors on how to engage all students in collective worship and the legal requirements for collective worship.</p> <p>Model collective worship policies have been provided, via the web site, to support schools.</p>	

Key area 4b: Monitoring the provision of collective worship

Question	Suggested data source(s)
<p>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.</p>	<p>Adviser(s), AST(s), consultant(s)</p>
<p>In primary schools, the strength of collective worship is where pupils are involved in the planning and delivery of collective worship and it aids SMSC development amongst all in the school, staff included. In VA and VC schools this is particularly good. Collective worship helps creates a feeling of community. It provides a time and space for all to reflect and respond to spiritual and ethical questions. It is valued in the primary phase though many primary schools have assemblies rather than collective worship.</p> <p>In the secondary sector there is very little collective worship or seldom offered. There is usually a weekly or twice weekly gathering but secondary schools mainly use the time for notices, assemblies and celebrating success rather than have acts of collective worship.</p> <p>In special schools 66% said that there is a daily act of collective worship either in small groups or whole school. Where there is a high degree of personal care required for students attending a daily act of workshop was not always possible.</p>	
<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:</p> <ul style="list-style-type: none"> the number of applications how many were new applications, and how many were renewals approximately how many pupils were affected in each case the SACRE's decision in each case, and a brief reason. 	<p>Minutes</p>
<p>There have been no applications for determinations in collective worship in the past year</p>	
<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	<p>Minutes, correspondence</p>
<p>There have been no complaints about collective worship in the past year.</p>	

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

Question	Suggested data source(s)
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership
Cambridgeshire has a mixed diverse population in the city, largely due to the connections to the universities. Beyond the city the county is largely monocultural i.e. white British. SACRE membership reflects nearly all the major faiths, including a co-opted member from the Baha'i Faith. There is a good representation from the academic community and different faiths.	
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Action plan, minutes
Through links with CREDS and the LA RE Adviser, SACRE tries to ensure that all faith groups are represented.	

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	Suggested data source(s)
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	SACRE news/updates, reports on public lectures, exhibitions, consultations
Details of some faith forums, conferences and celebration events are sent to the Clerk or the RE Adviser but not all details are made known to the relevant people. Different services within the Authority do not appear aware of the existence of SACRE or the RE Adviser.	

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Question	Suggested data source(s)
<p>Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.</p>	<p>Discussion</p>
<p>The SACRE, along with Peterborough SACRE, submitted a joint bid from NASACRE for money to support an Interfaith Project. The successful bid is now supporting primary schools from rural Cambridgeshire with two large inner city, multi-ethnic schools.</p> <p>The SACRE invited Dr Amineh Hoti to be a representative for the Muslim community on SACRE and to use her expertise on promoting dialogue and action between the Abrahamic Faiths.</p> <p>Through funding received from The Society for Interfaith Dialogue and Action, there are two secondary schools piloting material on Valuing Diversity, including the student voice, to gauge how much this resource can contribute towards community cohesion.</p> <p>The SACRE reviewed guidance on community cohesion from David Hampshire, Cornwall RE Adviser and executive member of AREIAC to be used to support and offer guidance for Cambridgeshire schools.</p> <p>RE Adviser has delivered training to governors and head teachers about the importance of community cohesion.</p>	

Key area 5d: Links to local authority initiatives promoting diversity

Question	Suggested data source(s)
<p>In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?</p>	<p>Minutes</p>
<p>Working relationships established between CREDS, RE Adviser and PHSE Service to support schools with duty to promote community cohesion.</p> <p>The SACRE supports the work of the LA RE Adviser and the adviser supports the work of SACRE.</p>	

Summary

Question	Suggested data source(s)
<p>What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?</p>	<p>Minutes, reports, evaluations</p>
<ul style="list-style-type: none"> • Creation of a leaflet to sum up to the wider community what SACRE is. • Developing a more proactive approach in their duty to monitor the provision and quality of RE and collective worship in schools through questionnaires and analysis. • Develop a spreadsheet recording the OFSTED comments about school related to SMSC and any individual comments about RE or Collective worship. Reported termly to SACRE. • Increased meetings to have more quality time on agenda items and develop sub groups which take a more active role in the duties of SACRE. • Detailed development plan with all members engaged in the making of the plan. 	
<p>How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?</p>	<p>Reports, evaluations, personal perceptions of members</p>
<p>Members of SACRE are mutually supportive, friendly, helpful, professional and all make valuable contributions to the running of SACRE.</p> <p>At meetings there is always a sense of humour present and good relationships are evident. Decisions are arrived at by consensus, rather than by votes. There is a desire to know one another better and a Celebration Event for RE is being planned for next year to encourage more working together. Many volunteer to take on extra responsibilities in sub- groups.</p>	
<p>If the DCSF were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?</p>	<p>Discussion</p>

<ul style="list-style-type: none"> • The local SACRE would want a debate on the future issue of Collective Worship and any changes to the law. • RE is an academic subject in its own right and should be on the curriculum. They would like some discussion about whether RE should be part of the National Curriculum or not. 	
<p>Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCA (such as national innovations)?</p>	<p>Minutes, reports</p>
<ul style="list-style-type: none"> • SACRE would like the DCSF to think about the role and duties of SACRE because of the tensions between the role of SACRE and its lack of authority to carry out the role in the light of little information being provided to SACRE.. • SACRE feel that it is important to maintain high quality RE. • SACRE want better links with Sixth Form Colleges. • Questions about the constitution of SACRE with its 4 committee were raised. Is this the right time to review its structure since the face of Britain has changed so much in the last 50 years. 	

Appendix I - Table of GCSE RE, RS and GCE AS and A level results

Summer 2008

(Figures in brackets indicate numbers for summer 2007)

1. A level Religious Studies

Grade	A	B	C	D	E	U
Number of candidates	7 (18)	23 (19)	26 (19)	11 (9)	5 (1)	0 (0)

Number of candidate entries: 66 (68)

Number of centres entering candidates: 8 (8)

2. AS level Religious Studies

Grade	A	B	C	D	E	U
Number of candidates	37 (21)	15 (11)	16 (20)	10 (13)	3 (6)	3 (2)

Number of candidate entries: 84 (73)

Number of centres entering candidates: 8 (6)

(NB: A and AS level results include those from the sixth form colleges as well as LA schools)

3. GCSE Religious Studies

Grade	A*	A	B	C	D	E	F	G	U
Number of candidates	201 (153)	204 (172)	228 (164)	146 (116)	79 (80)	39 (54)	25 (38)	8 (9)	7 (4)

Number of candidate entries: 937 (790)

Number of grades A* - C: 779 (609)

Number of centres entering candidates: 23 (21)

4. GCSE Religious Education/Religious Studies (short course)

Grade	A*	A	B	C	D	E	F	G	U
Number of candidates	42 (37)	188 (156)	387 (276)	408 (365)	352 (390)	283 (321)	215 (219)	155 (137)	98 (96)

Number of candidate entries: 2125 (1997)

Number of grades A* - C: 1025 (834)

Number of centres entering candidates: 16 (14)

Appendix 2 - SACRE meetings, attendance and matters discussed

26th November 2007

11 attended; 5 apologies; 3 absent

Matters discussed:

- Membership of SACRE
- SACRE Leaflet
- SACRE questionnaire to all schools: update
- Report of the proposal for a national strategy for RE
- Revised GCSE and A level criteria for RE
- SACRE Development Plan 2007-8

9th January 2008

7 attended; 9 apologies; 3 absent

Matters discussed:

- National strategy for R.E. – SACRE response
- Collective Worship
- SACRE Annual Report 2006-2007
- SACRE Development Plan 2007-8
- SACRE leaflet
- Mapping names and sources of faith community groups to support SACRE
- Faith, festivals and time off school
- Directory of Visits and Visitors of school RE
- Members Attendance

13th March 2008

12 attended; 7 apologies; 3 absent

Matters discussed:

- Faith, festivals and time off school
- SACRE development plan 2007-8
- SACRE questionnaire to schools / Collective worship
- Report from the Annual QCA SACRE Conference – 17th January 2008
- SACRE leaflet: update
- Eastern Regional SACRE Conference – 14th April 2008
- NASACRE Annual General Meeting – 8th May 2008
- Interfaith Grant Application Bid
- SACRE Development Plan

29th April 2008

14 attended; 5 apologies; 5 absent

Matters discussed:

- SACRE leaflet: update
- Community Cohesion in Cambridgeshire Schools
- Interfaith Bid Project
- Teachers' request for time off to observe religious festival
- SACRE Development Plan
- SACRE Annual Reports: withdrawal of publicising by QCA
- A level Examinations in RS/RE
- Teacher Request for Support
- Ofsted Reports

11th July 2008

14 attended; 7 apologies; 4 absent

Matters discussed:

- SACRE Annual Reports – Response to the QCA
- SACRE Development Plan
- Follow up to SACRE questionnaire to schools
- Report from NASACRE AGM (8th May 2008)
- Interfaith Bid Project: update
- Community Cohesion
- SACRE Leaflet: update

Cambridgeshire SACRE Membership 2008

Committee A

Mother Joanna Burton	Orthodox
Mrs Tajinder Chadda	Sikh (Cams Multicultural Education Service)
Mrs Christine Curtis	United Reformed
Mrs Annette Guttridge	Roman Catholic
Vacancy	Jewish
Dr Shaikh Abdul Mabud	Muslim
Mrs Cathy Michell	Methodist
Ms Moira Middleton	Baptist (The Netherhall School)
Mr Suresh Patel	Hindu
Richard Potter	Buddhist
Ms Janet Scott	Society of Friends (R.S. Dept, Homerton College)

Committee B (Church of England)

The Rev Nigel Cooper	Anglian Ruskin University
Rev Tim Elbourne	
Dr Shirley Hall	
Mrs Anthea Kenna	St Anne's CofE Primary School

Committee C (Teachers)

Mr Andrew Daw	Association of School and College Leaders
Mr Matt Stanford	The National Association of Schoolmasters / Union of Women Teachers
Mr Raymond Mitchell	Association of Teachers and Lecturers
Mr Anthony Reynolds	Professional Association of Teachers
Vacancy	National Union of Teachers
Vacancy	National Association of Headteachers

Committee D (Local Authority)

Cllr Judy Broadway	(Lib Dem)
Cllr Shona Johnstone	
Cllr Tony Orgee	(Conservative)

Co-opted

Mrs Virginia Barnes	Bahaii
Dr Amineh Hoti	The Centre for the study of Muslim /Jewish Relations