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| ***Education Services***NELCweb |
| **Meeting** | SACRE  |
| **Venue** | Holy Trinity Parish Hall |
| **Date** | Tuesday 28 February 2023 at 4.30pm  |
| **Present** | Cllr Daniel Westcott (DW) Chair, Shereen Alanker (SA), Julia Beckett (JB), Nigel Bishop (NB), Julie Childs (JC),Cllr Sophia Farren (SF), Gillian Georgiou (GG), Inga Greet (IG), Amanda Mellows (AM), Wendy Jackson (WJ), Diane Grimshaw (Clerk) |
| **Apologies** | Katherine Bruning, Pat Barlow |

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| ***Agenda Item*** | ***Attachments/Discussion/Actions*** |
| **1** | **Introductions and Welcome**  | DW opened the meeting and advised that SF would be acting as Chair for the meeting. A round of introductions took place. |
| **2** | **Apologies** | Apologies for absence had been received from Katherine Bruning and Pat Barlow.RESOLVED: That the apologies be accepted.  |
| **3** | **Minutes and any matters arising from previous meeting**  | The Minutes of the previous two meetings held on 20 June 2022 and 26 September 2022 were agreed as a true record.**Matters Arising:**(i) Impact of RE in Schools survey to determine future training needs GG asked if there was any follow up to actions regarding the survey. WJ explained that she had contacted all the Secondary Schools requesting details of their RE curriculum which all schools had responded to with the exception of Beacon Academy. WJ had therefore copied this information from their website. WJ was still pursuing Beacon and as soon as she received an update, would circulate the information. GG stated that the survey which had been drafted covered a wide range of issues including support for schools and training for teachers. She considered there had been value in sending this out. SA stated that much depended on who received the survey in the school. WJ confirmed that it had been directly communicated to the HTs and she would do so again with the request that the survey be forwarded to the RE specialist or Lead. WJ would also collate details of the schools’ RE emails for future use. GG suggested that it would be useful to also send out to the Clerks as well as HTs. JC added that there may be excellent teachers who were not specialists but, with support, delivered a high quality RE curriculum. DW asked if any survey covered the HLTAs. GG confirmed there were many options which included TAs and HLTAs. GG offered to prepare an analysis. WJ agreed to discuss this further with GG outside of the meeting to resolve.**Action: WJ/GG**(ii) Update on ConferenceWJ advised that she had contacted Jeanette Taylor at North Lincs who had kindly agreed to invite North East Lincs to participate in their Conference at Normanby Hall. WJ had paid from the SACRE budget for a representative from all the Maintained Schools to attend the Conference on 28 June 2023 and had also offered to fund one of the key speakers. If anyone from SACRE wished to attend, WJ requested they let her know and she would also pay for this. WJ would circulate the invitation to the Conference to all the academies as well as Maintained Schools in North East Lincs. WJ added that she would be attending.**Action: SACRE/WJ**(iii) Jewish representation on SACRE update – PBPB had tendered her apologies so there was no update. AM stated that she had contacts within the Jewish community if there was any difficulty. She added that although it was a small community, she understood it was still open to school visits and offered to check the contact for this which could be shared. JC added there was a local thriving Hindu community. GG stated that she could apply for funding to support the community with a video of their experiences in schools but would need their support for this before taking any action. DW stated that potentially he also had a contact. JC explained that there was a Sikh and Hindu community and there was a hub in each geographical region. SA advised that she was getting more people involved in school visits. GG stated that there was also Communities Together and asked whether this was still running, as that may be an option for pursuing further contacts, but it was confirmed that it was no longer running. The members then went on to consider the groups involved in the PREVENT duty as this may be another avenue.  |
| **4** | **RE** | References to RE in inspectionsGG explained that there had not been any and she carried out this work across other authorities. Many inspection reports made reference to religion and belief. However, she felt there were two key areas which Ofsted could look at:* RE and the RE curriculum in quality of education
* Personal Development in social, moral, cultural and spiritual development and British Values which included respect for and tolerance of different faiths and beliefs.

GG stated that recent Ofsted reports suggested that children across the region were not being adequately prepared for life in modern Britain because they could not show knowledge and understanding of different faiths and beliefs. It was unclear whether inspectors were primarily gathering their evidence by looking at the quality of education in RE or by considering pupils’ personal development (or both). Based on Ofsted reports and anecdotal evidence, GG considered that there were three possible reasons why this comment was coming up so frequently: 1. Schools and academies were not providing an effective RE curriculum that ensured pupils gained knowledge and understanding of a range of religious and non-religious worldviews;2. School leaders were not considering ways in which pupils’ knowledge and understanding of religion and belief needed to extend beyond the RE curriculum, and3. Some Ofsted inspectors may be looking for a particular model of RE curriculum (an overview of the six major world religions) as an indication that pupils were being prepared effectively for life in modern Britain. The latter option, based solely on anecdotal evidence, was of concern, as the Lincolnshire locally agreed syllabus, on which schools and academies in the region based their RE curriculum, did not facilitate this model of RE. GG noted that a curriculum that sought to cover too many religions in little depth was cited as an example of weak curriculum in the Ofsted RE Research Review (2021), but she also noted that Ofsted inspectors were not required to engage with this document. GG stated her intention to seek out further evidence from schools that have received a comment on pupils’ knowledge of faiths and beliefs in Ofsted reports. She would analyse this information and then share it with SACRE so that next steps could be agreed. WJ stated that there had been some inspections in NEL but the reports had not been published. From reading a Secondary report, she had recently spoken to all the HTs. She requested questions from SACRE members that she could take to HTs to investigate this further. GG offered to assist with this. WJ advised that not all Secondary Schools had been inspected, especially those classed as outstanding. It would be really good learning for HTs to be able to pick out how inspection of British Values should be carried out. GG concluded that if inspectors were stating that schools were poorly preparing pupils for life in modern Britain on the basis of a misinterpretation of what constituted a good RE curriculum, then this was unsatisfactory and would need to be challenged. GG explained that she had written a report and would send this through to WJ. AM stated that the local Catholic community was changing in terms of different ethnic backgrounds as more people from different countries have come to work in the area. GG stated that she needed to know if schools were at fault or if there was some bias on the part of the inspector which could be challenged by the HTs. An approach could also be made to the Ofsted National RE Lead with concerns raised.**Action: GG/SACRE**SF asked if schools still held assemblies. GG responded that in terms of British Values, they were but British Values should be happening everywhere in schools including assemblies.DW considered that Ofsted should be more realistic and have a greater understanding of the areas of the country they were visiting. GG stated that many schools were being picked up and she wanted to know more about why and whether this was an issue in the schools in relation to British Values; whether it was a curriculum issue or whether there was an issue on the part of Ofsted. She therefore needed information to analyse this. GG added that she was giving the same report to both Lincolnshire and North Lincolnshire and asked if Members would like sight of this overview. All present confirmed they would.**Action: GG** |
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| **5** | **LA Test Data** | This information had been circulated. JC explained that some schools delivered LIFE *(RE, PSHE, citizenship and careers)* rather than RE. RE counted towards the Progress 8 score and she considered there was still a place for RE in the Secondary curriculum. Some MATS had decided what they considered they would be judged on. JC added that RE should be 5% of the curriculum time for good practice or the equivalent thereof.WJ stated that in looking at the data, there was inequality of experiences and differences in the provision at Secondary Schools. This showed an inconsistency and there was the need for equality of experiences and quality of teaching for the students. JC asked if this data had been shared with HTs. WJ confirmed that it had been shared with the Secondary HTs who had been asked for a response and their thoughts on this provision. However, the response had been minimal. JC stated that if schools were not legally compliant, Ofsted would pick this up. WJ advised that she would highlight the statutory requirement at the next Secondary HTs meeting. She would also provide some deeper questioning for HTs to consider and highlight what was coming out of recent Ofsted inspections at both Primary Schools and Secondary Schools. NB stated that if this was statutory, the HTs should be advised that they could receive a more negative outcome on an inspection if RE was not taught properly. JC responded that there was guidance on the key aspects which schools could access.**Action: WJ**WJ stated that when she had circulated the information, all the schools offered RE as an option subject or as part of PSHE. JC stated that her concern was if schools were offering this as an option, whether it was then offered to other students who did not study it as a GCSE. If not, could SACRE do anything about this? WD asked if RE would not become compulsory. GG responded that it was in the Education Act. There was no other area in the curriculum which dealt with how children saw the world. JC stated that it was the LA’s duty to take action on this and it was SACRE’s duty to inform the LA. WJ stated that the Assistant Director could write to HTs and CEOs of MATS to outline these concerns. Also, that some MATS were in breach of their Funding Agreement and statutory obligations to deliver RE. JC stated that she was aware that there were some Primary Schools who had not engaged with any RE support from the LA. SACRE were therefore officially informing the LA that this was an issue. She suggested that this was a possible discussion point at Governing Body meetings. JC stated that the LA had been aware of this for some time but there was no RE adviser in NEL. In Lincolnshire, there was a Diocesan Adviser as well as the LA Adviser. WJ responded that NEL was a small LA with now only 7 Maintained Schools and funding was limited. All the Secondary Schools were academies and the majority of Primary Schools were academies. Within a year, the LA would lose all Maintained Schools because they had been prompted by the Government White Paper. However, she had asked Katherine Bruning to conduct an audit of the Maintained Schools’ RE and this would be carried out in April. The LA could not demand to see anything in academies and could only advise what should be happening. Concerns could be raised and the offer of a school improvement option. The LA could broker support but not pay for it. There was a budget for SACRE of £5,000 and if schools requested this, WJ could look at using this budget to support school improvement.WJ stated that the data totally contradicted what the Secondary Schools had advised her and she needed to take this back to them. GG reiterated that if it was in the Funding Agreement and schools did not teach RE, they were in breach of this.**Action: WJ** |
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| **6** | **NASACRE** | (i) Ask your LA about 2021 Census data and consider whether you need to revise SACRE membershipNB stated that the membership must reflect its catchment. GG stated that the Office for National Statistics indicated that 1.2% of the population in NEL were Muslim and queried whether the spread of religious and non-religious worldviews in NEL were appropriately represented.. GG provided details as follows for NEL:No religion 46.5%* Christian 45.3%
* Buddhist 0.3%
* Hindu 0.3%
* Jewish 0.1%
* Sikh 0.1%
* Any Other religion 0.4%
* Did not answer 5.9%

JB stated that when trends were explored, the proportion of people identifying as non-religious was increasing. JC suggested that the demographic trend should be reviewed to determine whether the Constitution needed amending. (ii) Book for NASACRE Conference and webinarsWJ stated that if any Member wished to attend the NASACRE Conference on 22 May 2023, this would be funded together with travel. She suggested that this be fed back to everyone and also any supply teaching costs would be covered. All Members had received an email providing details of the Conference.**Action: SACRE** (iii) Encourage your teacher members to fill out the Google formGG stated that the form was in respect of the timing of the Conference and should be completed by teacher members. The next NASACRE Conference was on 22 May 2023 with the local Conference on 28 June 2023.**Action: JC/IG** |
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| **7** | **Date of next meeting** | It was agreed that the next meeting would take place on 12 July 2023 at 4.30pm at Holy Trinity Parish Hall. AM was thanked for facilitating this. |

 GS/DG