

**Swindon SACRE Annual report to QCDA
and other Stakeholders
2008/09**

Comments from the Chair

Swindon SACRE has had another active and successful year in 2008/9

In 2009 GCSE full course entrants gained the best results ever with 80.9% of the 257 students gaining A*-C grades. The National Average for Religious Studies Full Course was 73.4% A*-C, so this represents a significant success for students in Swindon Schools.

Another highlight of the year was the showcase of the culmination of the successful bid for the NASACRE Youth Interfaith Project grant award. The Swindon Face to Faith project funded by the award involved faith clubs being held in four Secondary Schools. With the help of Mobile Media the clubs created films about faith which were shown at the Arts Centre in July 2009. A schools resource pack and a guide of suggestions of how to use the materials to enliven the agreed syllabus was also developed. Those schools who were involved in the project were incredibly enthusiastic about the impact it had on their students. This project was managed by Paula Harrison and the key worker was Kati Wood and we remain grateful for their engagement in this partnership.

Key Stage 1 and Key Stage 2 teachers have continued to use the schemes of work developed to support the agreed syllabus and are most positive about some of the lesson ideas and activities. Primary teachers have been supported through termly network meetings where further creative ideas to enhance effective creative teaching of RE have been explored. Training to explore Community Cohesion and RE has also been offered; this was very positively evaluated. Secondary teachers have been able to attend network meetings too to gain support and fresh ideas to help deliver the agreed syllabus. These network meetings have also provided excellent ways in which colleagues keep abreast of national developments in RE.

During the year, Swindon SACRE commissioned a survey of all schools, asking about the provision of RE and Collective worship. We are now better informed about the picture of RE and Collective Worship in schools in Swindon and this will inform our next development plan and help us to target our support more effectively.

There have been changes of the membership of Swindon SACRE the Venerable Alan Hawker stepped down from Group B (Church of England) and the Reverend Arthur Woo has filled that vacancy. Janet French joined the Teacher's Group (C). It was agreed that Mr Arun Bedi can deputise as the Sikh representative on the Other Faiths Committee when Mr Virk is unable to attend. Reverend Paul Knight (Baptist) stepped down from the other faiths committee and has yet to be replaced. It was agreed that Mr Mark Cawte be appointed as deputy representative for the United Reformed and Methodist Church when either Mrs Helen Hancox (United Reformed Church) or Mrs Wendy Tucker (Methodist Church) are unable to attend.

Councillor Doreen Dart

Chair of SACRE



Qualifications and
Curriculum Authority

SACRE annual report to QCDA and other stakeholders

Introduction

The Qualifications and Curriculum Development Agency (QCDA) is committed to working in partnership with Standing Advisory Councils on Religious Education (SACREs) to bring about the best possible standards in RE and collective worship. The annual reports from SACREs help to develop this partnership by forming a major channel of information and interaction, and are therefore greatly valued by QCDA. Moreover, they make a substantial contribution to QCDA's evidence base about the curriculum, informing resource and policy judgments, and influencing the development of work in progress and in prospect.

DfES Circular 1/94 (para 99) also encourages LAs to send copies of the SACRE annual report to schools and local teacher training providers, as well as making a copy available for public inspection. In addition, LAs could consider sending the report to other stakeholders, such as professional associations, local faith communities, and interfaith or community centres.

The function of a SACRE

A SACRE's main function, as set out in the 1996 Education Act, is:

To advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or the council may see fit (s.391(1)(a)).

A SACRE also:

- can require the local authority to review its current agreed syllabus for RE (s.391(3))
- must consider applications made by a headteacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

SACRE annual reports

The content of a SACRE's annual report should, as a minimum, indicate how each of the functions has been discharged during the reporting year. The local SACRE report has the potential to be a valuable source of wider information about the provision of RE and the standards that pupils are achieving, the provision of collective worship, and the SACRE's own activity. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement.

1. Standards and Quality of RE provision

Overview

Introduction	Suggested data source(s)
<i>Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.</i>	<i>Questionnaire sent to all schools, exam data and observations by adviser to SACRE</i>
<p>The greatest achievement for RE within Swindon this year was the "Face to Faith" Project which was funded by Swindon Borough Council from a grant made available by the Government Office for the South West for community cohesion work and a grant from the National Association of SACREs. This saw students from four secondary schools engaging in the creation of short films. These were the end product of workshops which encouraged young people to engage in spiritual exploration and dialogue about difference, respect and belief. A DVD was produced for other schools and community groups to use about the project. It is hoped that these films may act as a stimulus for other children and young people within Swindon to engage with dialogue surrounding religious diversity. A letter was sent to schools to encourage teachers to use this resource to enhance teaching of the agreed syllabus (see Annex A).</p> <p>The standards as indicated by exams data in Swindon Secondary schools rose for GCSE in 2008/9 (as indicated by exam data); 80.9 % of students taking full course Religious Studies gained an A*-C grade this is an increase of 17.1 % from 2008. 3 more students were entered for full course RE than in 2008, but 92 less students were entered for short course than in 2008.</p> <p>In one school there were no entrants for any public examination at KS4 after having submitted a large cohort of students in previous years for short course RE.</p>	

In 2 schools only a small cohort (less than 20%) were entered for any public examination.

Secondary RE teachers' engagement with RE network meetings offered by the LA has had inconsistent take-up, with numbers varying from 3-6 people from 11 schools. However 9 teachers from Swindon schools attended the annual Secondary RE Day conference (held jointly with Wiltshire). This has meant the collection of anecdotal evidence from RE teachers about standards and quality has been patchy.

In the survey conducted and sent to all schools (36% of schools returned the questionnaire). 50% of teachers who made returns said they felt that standards and the quality of teaching of RE in their school was rising.

At key stage 1 and 2 in Swindon Primary Schools, RE is being increasingly integrated into a creative curriculum for part of the year. 71% of the schools that returned their questionnaire (34% returns) reported increasing integration of RE. In 57% of schools it is taught mainly in PPA time and is therefore a discrete subject. In 85% of returns teachers stated that for the majority of the time it is taught discretely.

There is no external data to monitor standards in RE for Primary Schools. However of the schools surveyed 47% said the standards were staying the same, 33% said standards were rising and the remainder said they did not know. The evidence base for this was cited as being from work surveys, pupil conferencing and staff moderation of pupil work.

The engagement with CPD for Primary Schools through network meetings and a course training about Community Cohesion and RE has been most positive. Between 5 – 12 teachers have attended the twilight cluster meetings whose topics have been How to be an RE co-ordinator (using the toolkit), using Philosophy for Children strategies in RE to raise questioning and Models for RE within a Creative Curriculum.

Key area 1a: Compliance and time allocation for RE

Question	Suggested data source(s)
<i>To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?</i>	<i>Questionnaires sent to schools SACRE adviser and AST visits to schools and engagement with RE teachers through CPD</i>
<p>The extent to which RE provision in schools is compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation is hard to ascertain. Within schools that engage with CPD either through network meetings , training days or personal contact it would seem that although it is difficult to fight for RE in a crowded curriculum , that an approximation of the 5% of recommended time is being maintained. In those schools that did not return the questionnaire or have never attended any network meetings SACRE has no way of discovering whether they are effectively delivering the locally agreed syllabus. Swindon Academy is not legally obliged to teach the locally agreed syllabus and have to teach according to an agreement made between the Academy and the DCSF, although they have entered students into RE examinations during 2009.</p>	
<i>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.</i>	
<p>There have been no formal complaints about RE in Swindon Schools made in the last year to SACRE</p>	

Key area 1b: Public Examination Entries in RE

Question	Suggested data source(s)
<p>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.</p>	<p>Local Authority data</p>
<p>The number of entrants for short course Religious Studies totalled 1051, a fall of 92 and the numbers for full course rose by 3 to 257.</p> <p>6 schools entered students for full course GCSE this year. Only one school (a Roman Catholic Church School) entered a large cohort of over 150, the majority of their students. The other schools entered cohorts of 3 - 35. One school entered no pupils for RE short or long course, choosing instead to enter pupils into a general Humanities GCSE.</p> <p>8 schools entered students for short course RE, 6 of those schools entered a large cohort (over 100). 2 schools entered a smaller cohort of 2- 40. Overall schools either enter a small cohort for Full course and a large cohort for Short course or vice-versa. Although some schools only entered for one exam. One school entered students for public exams for the first time in 2009, they entered a small cohort for full course (12) and a large cohort for short course (120).</p> <p>6 schools entered students for Religious Studies full GCSE and the average A*-C was 80.9% this is 7% higher than 2000 (2.4 % higher than in 2005) and is the highest average score for RE in 6 years in the borough. It is also 7.5% higher than the National Average for Full Course GCSE.</p> <p>8 schools entered students for Religious Studies short course GCSE, and the</p>	

average of A*- C was 54%, this is 4 % higher than in 2005, and is only 0.3% lower than the the National Average for Short Course RE in 2009.

50.8 % (534) of entrants for short course RE were boys and 47% (517) were girls, compared to 53 % (631) and 47 % respectively last year. 46% (245 of 534) of the boys entered for short course gained A*-C grades, 62% (323 of 517) of girls entered for short course gained A*-C grades.

40% (103) of entrants for full course RE were boys and 60% (154) were boys, compared to 37% (95) and 63% (165) respectively last year. 83 % (86 or 103) of the boys entered for GCSE full course gained A*-C grades, 79% (122 of 154) girls entered for GCSE full course gained A*-C grades.

Two schools entered 4 students for an ELQ Band C exam (compared to 16 in 2008, and 36 in 2007).

Key Stage 5

4 centres entered students for GCE AS level: a total of 14 students who gained an average of 71 % A-C grades, this is a drop of 2 entrants from last year and is 29% drop in A-C grades since 2008. However, last year was unusual in 100% of students achieving A-C grades. The average achievement of A-C grades over the last five years is 74.2%. 86% (12) of those entered for AS Level were girls, 14% (2) boys, compared to 80% (28) and 20% (7) respectively last year. Of the 10 students out of 14 who gained A-C grades, all 10 were girls.

4 centres entered students for GCE A' Level: a total of 29 students who gained an average of 75.9% A-C grades, this is a drop of 3 entrants from last year and is a 6% increase in standards since 2008. 66% (19) of those entered for A Level were girls, 34% (10) boys, compared to 72% (23) and 28% (9) respectively last year.

60 % (6 of 10) of the boys entered for A Level gained A-C grades, 84% (16 of 19)

girls entered for A Level gained A-C grades.

A summary of the examination results are set out in Annexes B1 – B4 to this Report *(these are also available in A3 copies on request)*.

Key area 1c: Standards and achievement

Question	Suggested data source(s)
<i>Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.</i>	<i>Teacher evaluation submitted on questionnaires, evaluations by SACRE adviser, advanced skills teacher(s) (ASTs)</i>
<p>We have very little hard data to analyse the standards of RE in Key Stages 1, 2 and 3. Except to say that many schools report an increasing move to integrate RE at KS1 and KS2 within a creative curriculum, so in termly themes such as “Our Local Area”, “Understanding our Community” or “Heroes and Heroines” and “Light and Darkness” “I am special” “Growing”. RE will be taught with other subjects whilst maintaining its key concepts and learning outcomes. Mapping of pupil’s progression and levelling remains a concern in this style of delivery. Some teachers comment that they believe that standards are rising at Key Stage 1 and 2 as they have greater engagement from staff and students and they have pupil conferenced and book scrutinized to gain their evidence. As many schools did not return their questionnaires, or have not accessed support through network meetings or LA CPD it is hard to comment on standards throughout Swindon Schools.</p> <p>At Key Stage 3 (KS3) the impact of the New KS3 curriculum has been more extensive in some schools than others. Of the schools surveyed, the new KS3 curriculum has mainly been delivered through drop-down collapsed time-table themed compelling learning days on topics such as “Celebrations” or “Our</p>	

Community". Religious Education has in the main continued to be delivered as a discrete subject.

Key area 1d: Quality of teaching

Question	Suggested data source(s)
<p><i>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).</i></p>	<p><i>Adviser(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>Teachers at foundation stage, often seek further guidance as to how to include RE in the Early years curriculum , this appears to be an area where more support is needed to ensure a high quality of teaching of RE for the foundation stage. At key stage 1– 4 there are few reported issues impacting on the quality of teaching with the exception of a lack of specialist RE teachers. This is possibly a most marked absence in the Secondary sector where one school reports no RE specialist and RE being taught by a team of 7 people with little real commitment or expertise on the part of some. At post-16 there is little reported compliance with the law for the entitlement of all students. Special schools request materials and ideas more fitting to the needs of their pupils and this too is an area in need of further support.</p>	
<p><i>Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.</i></p>	<p><i>Discussions during CPD, observations by SACRE adviser.</i></p>
<p>We have no current available system for collecting material to give an insight into the quality of RE teaching in Swindon. However the few lesson observations and discussions that have been undertaken by the SACRE adviser give a picture of very engaging and demanding learning with a rich variety of varied activities in</p>	

some contexts. In pupil conferencing ; asking pupils about their experiences in RE, comments are frequently positive and insightful about the contribution RE makes to personal development. In lesson observations some outstanding lessons have been seen, others whilst in others pace and variety of activity have been lacking and the clarity of learning objective has been lacking. The best lessons seen are where the students understand the clear aims of the lesson and are engaged in exciting learning activities.

Key area 1e: Quality of leadership and management

Question	Suggested data source(s)
<i>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.</i>	<i>Adviser, oral reports of CPD opportunities, professional experience of teachers , surveys sent to schools</i>
<p>When questioning primary RE subject leaders they report that one management issue was a lack of funding. 9% of teachers who returned the survey reported that they were unhappy with their current budget for RE. 33% stated they were only just surviving on their current levels of funding</p> <p>Others comment that getting other colleagues to take the subject seriously and not letting RE slip off the end of their “to do” list was very hard. Time is an issue, fitting it in, monitoring assessment and “getting colleagues to level” were also mentioned as problems for subject co-ordinators in KS1 and 2. Others were struggling with how to integrate RE into a more creative curriculum model and one worried that as RE was taught in PPA that it was never backed up by the class teacher.</p> <p>Successes reported by teachers include: accessing support through "Community - Cohesion and RE" course and regular attendance at cluster meetings. Everyone in school being taught some RE, having visiting speakers, enthusiastic children</p>	

engaged with RE, visits to places of worship. Other teaching staff are positive, levelling happening across the board. Evidence of real progression in RE learning across the school. Dedicated subject manager time, RE being taught in a creative way.

Secondary Teachers in some contexts report that the lack of specialist teachers (50%) is their biggest management problem. Trying to get non-specialists to teach RE with commitment, rigour and engagement is difficult, often planning is minimal and they do not contribute to the educational debate around the subject or help to devise new schemes of work or materials. Curriculum time allocation was an issue in one school context there is no RE currently taught at GCSE. In another school year 9 pupils had the equivalent of ½ an hour a week. Another problem reported in lack of SLT support for the subject, having to split classes between teachers and lack of pupil motivation is another issue. The disparity of curriculum time compared with Geography and History was also highlighted and in the school that reported no RE being taught at KS4 this was reported as having a negative impact on student's attitude to the subject at KS3.

Successes reported in secondary schools include the positive impact on learning and enthusiasm in RE generated by themed integrated cross-curricular days. Pupils opting to do a second RE GCSE to gain a full course qualification, enthusiastic year 8 students, schemes of work updated and positive responses from pupils. Raised standards at GCSE.

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

Question	Suggested data source(s)
<i>Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.</i>	<i>Adviser, Surveys</i>
<p>The level of specialist provision in Primary schools of those who returned our survey is 9/21 (42%) of schools had one teacher who was an RE specialist, two schools had more than 1 (14%), the rest had no specialists (44%).</p> <p>Of the four secondary schools who returned the survey one school 100% of RE was taught by specialists through to one school where only 0% of RE lessons were taught by specialists.</p> <p>We received no returns from post-16 institutions.</p> <p>Of the 2/7 (28%) of special schools who returned the survey all (100%) of the schools had an RE specialist, in one context the specialist taught RE to all students in the other context it was managed by the specialist but taught by the class teachers.</p>	

Key area 1g: Resources

Question	Suggested data source(s)
<i>Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.</i>	<i>Annual questionnaire response from schools.</i>
<p>9% of Primary Schools who returned the survey reported that they were unhappy with their budget 33% stated they were surviving or only just surviving on current levels.</p> <p>52% stated they were satisfied with current levels</p> <p>Schools were not asked about their access to ICT in RE on the questionnaire , however anecdotally and on observation of pupils work that teachers have displayed or shared at network meetings there is adequate access to ICT</p> <p>In Secondary Schools in Swindon ,of the 4 schools who returned the survey 100% reported that they were "surviving just".</p> <p>Again no question was asked about ICT in RE in the questionnaire, however anecdotally many teachers increasing use web based IT resources – mainly sourced for free – such as Truetube, Teachers TV and NATRE to enliven their teaching. Teachers are also incorporating tasks in their lessons that encourage students to develop their IT skills – in more experimental contexts, this may include film making – on the whole it is mainly word processing publishing skills and powerpoint presentation activities that are written into schemes of work.</p>	

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

Key area 2a: SACRE meetings

Question	Suggested data source(s)
<i>On what dates has the SACRE met in the last year, and at what venue(s)?</i>	<i>Minutes</i>
<p>In 2008/9 Swindon SACRE met four times:</p> <ul style="list-style-type: none"> • Monday 29th September 2008 at the Civic Offices • Monday 8th December 2008 at the Civic Offices • Monday 9th March 2009 at Bridlewood Primary School • Tuesday 23rd June 2009 at the Civic Offices 	
<i>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.</i>	<i>Minutes</i>
<p>SACRE members have been present from all groups at all meetings, and all meetings have been quorate (having at least two members from any three groups present).</p> <p>On 29th September 2008, from the Councillors Group there were 5 attendees, from the Church of England Group were 3 members, from the Teachers' Organisations Group there were 2 people and from the Other Faiths' Group there were 3 attendees.</p> <p>On 8th December 2008, from the Councillors group there were 2 attendees, from</p>	

the Church of England Group there were 2 members, from the Teachers' Organisations Group there were 5 people and from the Other Faiths Group there were 3 attendees.

On 9th March 2009, from the Councillors Group there were 3 attendees, from the Church of England Group there was 1 member, from the Teachers' Organisations Group there were 3 people and from the Other Faiths Group there were 3 attendees.

On 23rd June 2009, from the Councillors Group there were 3 attendees, from the Church of England group there were 2 members, from the Teachers' Organisations group there were 4 people and from the other faiths group there were 7 attendees.

Key area 2b: Membership and training

Question	Suggested data source(s)
<i>What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?</i>	<i>Membership list</i>
Swindon SACRE has a good range of representatives from most faith groups nominated to sit on SACRE, and attendance by many of those members is regular and engaged. We do not have nominated attendees from Jewish or Buddhist communities.	
<i>What training/induction is offered both to new members and to the SACRE as a whole?</i>	<i>Minutes</i>

Due to a lack of funding, nobody from Swindon SACRE was able to attend an excellent conference organised by the South West SACREs at Dillington House on 24th March 2009. (The adviser to Swindon SACRE was leading a workshop and so she was unable to access the other key seminars about How to lead an effective SACRE etc)

More training opportunities are on offer from NASACRE in 2009/10, which is very welcome and members from Group A are attending one training opportunity and new members are accessing another. Marjorie Crombie from NASACRE has been most diligent at supporting us to find new members, where vacancies arise.

Key area 2c: SACRE development

Question	Suggested data source(s)
<p><i>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.</i></p>	<p><i>Minutes, publications, experience of events</i></p>
<p>As part of a collaborative initiative with Swindon Borough Council Community Support Team and Swindon's Create Studios, using monies gained from a successful bid to NASACRE a visual arts , film and dance project took place. The outcome of which was the production of a DVD and resources pack which has been made available to all schools and community groups in the Swindon area. The DVD and its films were showcased to the participants and members of the public in July 2009, at Swindon Art Centre, these were shown to members of SACRE at the September meeting. SACRE praised the outcome of the project and agreed it had been most successful , the SACRE then commissioned a letter to be sent to schools guiding colleagues as to how these materials could be used in conjunction with the agreed syllabus to enhance learning (see Annex A)</p> <p>The information about the Face to Faith project is available on the internet at www.swindon.gov.uk .</p>	

<i>Does your SACRE have a development action plan? If so, please attach it as an appendix. .</i>	
The 2009/10 Swindon SACRE development plan can be found at Annex C.	
<i>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</i>	<i>Minutes, publications, adviser reports</i>
Through CPD advice on teaching approaches for ensuring good Community Cohesion in RE have been offered. Philosophy for children strategies for encouraging questioning and higher order thinking skills have been modelled. Exciting class ideas for incorporating RE into the creative curriculum have also been offered through network meetings.	
<i>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?</i>	<i>Publications, reports</i>
Individual members of SACRE may have ongoing relationships with local providers of ITT, but as a body there are no official links.	

Key area 2d: Financial support

Question	Suggested data source(s)
<i>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.</i>	<i>Budget</i>
<p>The level of funding to SACRE is £5,000 pa. (<i>Annex to follow showing a breakdown in the budget</i>).</p> <p>It allows us to merely function, to run SACRE meetings, recruit and train new members and support teachers in schools with basic network meetings. It does not afford members to attend any conferences that require payment. It does not afford us to organise any events for pupils/students or any training for teachers beyond twilight cluster meetings. It does not afford the adviser time to support staff in schools or the time to administer correspondence to certain schools to enquire about current provision which may seem inadequate. (The Face to Faith project was only possible because of the successful bid for monies from NASACRE and the use of a grant from the Government Office for the South West to support community cohesion activities).</p>	

Key area 2e: Information and advice

Question	Suggested data source(s)
<i>Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and</i>	<i>Minutes, reports</i>

<i>collective worship? Please describe the main methods by which this information and advice reaches your SACRE.</i>	
<p>SACRE receives information about the quality of RE and collective worship from the adviser, this is offered to SACRE through items for discussion and reports at SACRE meetings.</p> <p>The Local Authority provides SACRE with exam data which allows us to evaluate the standards and achievements of RE at Key Stage 4 and 5.</p>	
<i>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.</i>	<i>Budget</i>
<p>The professional advice on offer to Swindon SACRE is offered through the adviser. The adviser is employed for approximately 17 days a year @ £250 per day.</p>	
<i>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.</i>	
<p>There have been none this year.</p>	
<i>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.</i>	
<p>We have offered none this year.</p>	

Key area 2f: Partnerships with key stakeholders

Question	Suggested data source(s)
<p><i>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.</i></p>	<p><i>Minutes, publications, evaluations</i></p>
<p>In the academic year 2008/9 SACRE has offered 3 twilight training opportunities for colleagues: 3 for primary and 3 for secondary teachers. They were evaluated well by colleagues who seemed to appreciate new classroom activities and the chance to exchange experiences and gain new insights.</p> <p>The adviser also offered Community Cohesion and RE CPD which was cross phase: this was self funding and was not supported financially by SACRE.</p> <p>Secondary School RE colleagues were able to attend a one day conference organised jointly by Wiltshire and Swindon LA/ Borough Council held at Melksham. This course looked at the new Key Stage 3 curriculum and RE, PPA and RE and the new GCSE courses. The course was attended by 8 teachers from Swindon Schools. The SACRE adviser led the session about the new GCSE specifications. This day course was well evaluated.</p>	

3. The Effectiveness of the Locally Agreed Syllabus

Key area 3a: Review of the agreed syllabus

Question	Suggested data source(s)
<i>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.</i>	
<p>Swindon Agreed syllabus should be reviewed in 2010. The current agreed syllabus was written in conjunction with Wiltshire Local Authority. However, the new Primary Curriculum is on the horizon and there is the likelihood of changes in the National Picture for Religious Education. With this in mind and following the advice given by NASACRE, Swindon SACRE has decided to await developments before embarking on calling an agreed syllabus conference.</p>	

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

Question	Suggested data source(s)
<i>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?</i>	<i>Adviser</i>
<p>Swindon Agreed syllabus has as its base the non-statutory national framework and most training offered gives teachers a clear understanding of this. The new</p>	

secondary curriculum is having a large impact in some schools with cross curricular themes being covered through drop down days in some contexts or a more integrated whole curriculum in others. In others little impact can be found.

Key area 3c: Developing the revised agreed syllabus

Question	Suggested data source(s)
<i>Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.</i>	
This is a debate we have yet to engage with as a SACRE.	

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

Question	Suggested data source(s)
<i>Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.</i>	<i>Publications, reports, evaluations</i>
SACRE and the LA has arranged for all schools to have a folder containing the agreed syllabus. This is also available on a regularly updated disk which has been produced in conjunction with Wiltshire SACRE and is downloadable from the saled.org website. Very detailed schemes of work have been written to support KS1 and KS2. The adviser handles individual enquiries from schools to help support the effective delivery of RE.	

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

Question	Suggested data source(s)
<p><i>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.)</i></p>	
<p>This has not been done in any systematic way in 2008/9. However, surveys carried out with schools have given a picture of the provision.</p>	

4. Collective Worship

Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
<i>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.)</i>	<i>Minutes, publications</i>
This has not been a priority for SACRE in the last year. However, surveys carried out with schools have given a picture of the provision.	

Key area 4b: Monitoring the provision of collective worship

Question	Suggested data source(s)
<i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.</i>	<i>Adviser(s), AST(s), consultant(s)</i>
<p>The secondary schools that returned their surveys (only 27%) about collective worship reported that each child is engaged with one act of large group collective worship a week – in their house assembly or year assembly. Other assemblies are held in tutor bases with their tutor group.</p> <p>All of the secondary schools reported that their assemblies were held in the morning. "Assembly" was the term used by schools rather than "Collective Worship".</p> <p>In one context it was planned by the curriculum co-ordinator, in others it was planned by the senior leadership team. It was reported that collective worship is</p>	

led by members of the senior management team and by tutors.

In one context the system of monitoring the impact of collective worship was through the ethos and pupil behaviour and attitudes gathered through student conferencing. In the other school the impact of worship is not monitored.

We received only 15/62 (24%) returned surveys about collective worship in primary schools. All schools reported a daily act of collective worship with most schools starting the week with a whole school worship and ending the week with a celebration of achievement assembly. Other assemblies in the week were reported as being key stage assembly, singing assembly, or class worship. 7 schools reported having their act of collective worship in the morning and 3 in the afternoon. 6 schools reported regularly having a youth worker, minister or vicar who helped to lead worship from time to time. 53% of the schools who returned the survey reported that they had no system for evaluating the impact of collective worship. Systems of evaluation include questionnaires, pupil conferencing and monitoring the attitudes and behaviour of children.

Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify: the number of applications,

There have been no applications for determinations.

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.

There have been no complaints about collective worship made to SACRE.

5. Contribution of the SACRE to the Community Cohesion Agenda

Key area 5a: Representative Nature of the SACRE

Question	Suggested data source(s)
<i>Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.</i>	<i>Membership</i>
<p>The SACRE's membership does reflect the religious and cultural diversity of Swindon, there is regular attendance by members of Christian, Hindu, Muslim and Sikh faiths and the quality of engagement and debate is excellent. The SACRE reviewed its membership of the other Faiths Group in March 2008 and agreed that the membership should not be increased at that time, as it was considered to be representative of the relative strengths of faiths as understood from the last census data and anecdotally, while not increasing the number of places on the SACRE.</p>	
<i>Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.</i>	<i>Minutes (2009/10)</i>
<p>Through the efforts of Marjorie Crombie who is the National recruitment officer for NASACRE new members have been contacted. Through our existing active and engaged members we hope to maintain and encourage the excellent levels of questioning and debate.</p>	

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

Question	Suggested data source(s)
<p><i>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).</i></p>	<p><i>SACRE news/updates, reports on public lectures, exhibitions, consultations</i></p>
<p>Members of the Swindon Interfaith group regularly attend SACRE meetings as observers. SACRE are kept well informed of cultural and religious events happening in Swindon both by communication with the Interfaith Group and through members of various faiths represented on SACRE. For example all members were invited to a celebration of Navaratri at the link centre in Swindon on September 26th by Mr Dinesh Patel and Mr Arun Bedi informed us of the interfaith celebrations that were held on 28th October 2009 in the Pilgrim Centre. As a result members of SACRE did attend those gatherings.</p>	

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)
<i>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.</i>	<i>Discussion</i>
<p>Swindon SACRE has engaged with issues to contribute to Community Cohesion through supporting and writing materials for the "Face to Faith" project and through providing CPD for Swindon teachers to explore "Community Cohesion and RE".</p>	

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

Question	Suggested data source(s)
<i>In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?</i>	<i>Minutes</i>
<p>Through the "Faith to Face" project Swindon SACRE established a good working relationship with the Community Support team who are working with various groups to support diversity in the Borough. This needs to be maintained in order for and effective cohesive service to be maintained throughout Swindon.</p>	

Summary

Question	Suggested data source(s)
<i>What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?</i>	<i>Minutes, reports, evaluations</i>
The materials devised as a result of the "Face to Faith" project :the DVD, schools resource and guidance for using the DVD in RE lessons is being shared locally, has been shared regionally within the RE community and could be shared Nationally.	
<i>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?</i>	<i>Personal perceptions of members minutes</i>
The SACRE meetings themselves have a collegiate and friendly working atmosphere. Engagement in debate is lively, articulate and centred on the impact of RE on the lives of children and young people living in Swindon. In all our meetings we have a “faith perspective” offered from a member of SACRE and this offers a vehicle for greater mutual understanding. Members have also attended the launch of the "Face to Faith" resource, Navaratri celebrations and the Swindon Interfaith celebration. This indicates the strength of members commitment to appreciating the work happening in schools and sharing in an understanding and celebration of diversity within the borough.	

<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>SACRE has not held such a discussion in 2008/9.</p>	
<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 QCDA (such as national innovations)?</p>	
<p>Again this question has not been posed.</p>	