

County Offices  
Newland  
Lincoln  
LN1 1YL

12 June 2023

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 20 June 2023** in the **Council Chamber, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely



Debbie Barnes OBE  
Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Group A)**

Chris Burke (Chairman), Roman Catholic Church  
Dr Amanda Grant, Jewish Community  
Andrew Hornsby, Methodist Church  
Atikur Rehman Patel, Islamic Association of Lincoln  
Claire Simons, Salvation Army  
Swathi Sreenivasan, Hindu Community  
Sian Wade, Assemblies of God Pentecostal

**Church of England (Group B)**

Cherry Edwards OBE (Vice-Chairman), Church of England  
Lynsey Norris, Church of England  
Mark Plater, Church of England

**The Teachers Panel (Group C)**

Jennifer King, NAS/UWT  
Elizabeth Moore, NAHT  
Chris Thompson, NEU

**Lincolnshire County Council (Group D)**

Councillors A J Baxter, Mrs J Brockway and M A Whittington



**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 20 JUNE 2023**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
<b>1</b>	<b>Opening Reflections</b> <i>(To receive opening reflections by Jennifer King)</i>	
<b>2</b>	<b>Apologies for Absence/Member Changes</b>	
<b>3</b>	<b>Declarations of Members' Interests</b>	
<b>4</b>	<b>Minutes of the Previous Meeting of SACRE held on 7 March 2023</b>	(Pages 5 - 10)
<b>5</b>	<b>Correspondence received by the Chairman (if any)</b>	
<b>6</b>	<b>Lincolnshire SACRE Annual Report 2021-22</b> <i>(This item invites the Committee to consider the final version of the Lincolnshire SACRE Annual Report 2021-22)</i>	(Pages 11 - 26)
<b>7</b>	<b>NASACRE Self-Assessment Tool</b> <i>(This item invites the Committee to analyse the findings from the NASACRE Self-Assessment Tool to develop an action plan)</i>	(Pages 27 - 38)
<b>8</b>	<b>NASACRE Conference Update</b> <i>(To receive an update by Mark Plater following his attendance at the NASACRE Conference)</i>	(Pages 39 - 40)
<b>9</b>	<b>Agreed Syllabus Update</b> <i>(To receive an update from Wendy Harrison, RE Adviser and Gillian Georgiou, Diocesan RE Adviser, which provides an update on the agreed syllabus for religious education in Lincolnshire)</i>	(Verbal Report)
<b>10</b>	<b>Analysis of SIAMS inspections</b> <i>(To receive a verbal report from Gillian Georgiou, Diocesan RE Adviser, which provides an analysis of recent SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspections)</i>	(Verbal Report)
<b>11</b>	<b>Diocesan Update</b> <i>(To receive a report by Gillian Georgiou Diocesan RE Advisor)</i>	(Pages 41 - 42)
<b>12</b>	<b>Analysis of Ofsted Reports</b> <i>(To receive an update from Wendy Harrison, RE Adviser, which provides an analysis of Ofsted Reports)</i>	(Pages 43 - 54)
<b>13</b>	<b>Update from the Local Authority Adviser</b> <i>(To receive an update from Wendy Harrison, RE Adviser)</i>	(Verbal Report)
<b>14</b>	<b>Reflections at the next meeting</b> <i>(A volunteer is sought to undertake reflections at the next meeting)</i>	

**15 Future Meeting Dates**

*(SACRE are asked to agree future meeting dates which are proposed as follows:*

- 13 February 2024 – 2pm
- 23 July 2024 – 2pm
- 12 November 2024 – 2pm
- 11 March 2025 – 2pm)

**16 Date of Next Meeting**

*(The next meeting is scheduled for 14 November 2023 at 2pm)*

**Democratic Services Officer Contact Details**

Name: **Emily Wilcox**  
Direct Dial **07557 486687**  
E Mail Address [emily.wilcox@lincolnshire.gov.uk](mailto:emily.wilcox@lincolnshire.gov.uk)

**Please Note:** for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements

Contact details set out above.

All papers for council meetings are available on:

<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
7 MARCH 2023**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community), Dr Amanda Grant (Jewish Community) and Claire Simons (Salvation Army)

The Church of England (Committee B)

Cherry Edwards OBE (Vice-Chairman) and Lynsey Norris

Associations Representing Teachers (Committee C)

Jennifer King (NAS/UWT) and Elizabeth Moore (NAHT)

The Local Authority (Committee D)

Councillor Ashley John Baxter and Councillor Mrs Jacqueline Brockway

Officer/Advisers

Gillian Georgiou (Diocesan RE Adviser) and Emily Wilcox (Democratic Services Officer)

18 OPENING REFLECTIONS

Opening reflections were given by Cherry Edwards OBE.

19 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence had been received from Sian Wade, Mark Plater and Councillor Mark Whittington.

20 DECLARATIONS OF MEMBERS' INTERESTS

None were declared.

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21 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 11 NOVEMBER 2022

RESOLVED:

That the minutes of the meeting held on 11 November 2022 be approved as a correct record and signed by the Chairman.

22 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

No correspondence had been received.

23 REQM GOLD AWARD: WILLIAM FARR

The Board were pleased to hear that William Farr Church of England Comprehensive School had been awarded the REQM Gold Award which recognised outstanding learning in religious education.

Jennifer King expressed pride in receiving the award updated SACRE on the rigorous process undertaken within the department and commended the knowledge and efforts of pupils during interviews and thanked SACRE for ensuring a personal approach, and the Diocesan RE Advisor for supporting William Farr to maintain an excellent standard of learning in religious education.

Members congratulated Jennifer King and all those at William Farr for an excellent achievement.

24 MEMBERSHIP UPDATE

The Board noted a vacancy for a Baptist Church Representative on SACRE.

25 NASACRE SELF-ASSESSMENT TOOL

SACRE members had been asked to complete the NASACRE Self-Assessment Tool which would review the work of Lincolnshire SACRE against examples of good practice, helping to identify what works well and areas for improvement.

In considering the feedback received, the following points were noted in relation to the work of SACRE in Lincolnshire:

- The role of Local Authority Representatives on local Education Forums as a means of communicating the needs and the views of SACRE were recognised, this could include being better informed on the wider Lincolnshire County Council education strategy.
- SACRE highlighted the benefits of regular communication with schools to inform and update on the work of SACRE and provide schools with advice and offers of support,

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which could be through regular updates in diocesan newsletters or notifying schools of points of contact for support.

- The Committee noted that the centre for peace and reconciliation had recently released a report on data around religion and diversity and it was suggested that access to the report be requested.
- The diverse nature of Lincolnshire SACRE was acknowledged. Members welcomed more opportunities to use SACRE to represent and celebrate all faiths to enrich the learning opportunity for others, such as regularly inviting keynote speakers and holding meetings at different places of worship.
- A lack of funding and budgetary resource was highlighted; however Members were appreciative of the support and knowledge provided by the RE Adviser and the Diocesan RE Adviser and recognised the positive impact this had on the Committee.
- The need to develop a training programme which would provide training to new members and regular training to existing members was suggested.

Based on the feedback received, an action plan for improvement would be formulated and submitted to the next meeting of the committee.

RESOLVED:

That the update be noted.

26     DIOCESAN UPDATE

The Diocesan Adviser had continued to visit schools to offer training, support and assist with resource writing. She had also contributed to the creation of a recently launched podcast series, the [Empowering Voices project](#). The podcasts sought to help children and young people in their understanding of religious and non-religious world views through examples of lived experiences.

Two podcast episodes had been released so far – the exploration of white British converts to Islam and the experiences of Black Evangelical Christians in the South West. Future podcast episodes on Humanism, Hinduism, Judaism, Sikhism and Christianity were also scheduled to be released.

A link to the podcast would be shared following the meeting.

27     EMERGING PATTERNS IN OFSTED REPORTS - BRITISH VALUES AND MUTUAL RESPECT

The Diocesan RE Adviser expressed concern over an emerging pattern within Ofsted reports - that many schools were receiving critical comments about pupils' understanding of religion and belief.

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More evidence was needed to determine whether there was a need to review and support in the teaching of RE in Lincolnshire Schools. The Diocesan RE Adviser planned to further examine the reasons for the critical comments and would focus on:

- Identifying whether school leaders understood the need to promote respect for and tolerance of different faiths and beliefs within and beyond the RE curriculum.
- Whether some inspectors were of the view that promotion of respect for and tolerance of different faiths and beliefs through the RE curriculum should equate to teaching about six major world religions, which was not supported by the Lincolnshire locally agreed syllabus.

In considering the update, the following points were recorded:

- It was suggested that there was often a lack of depth in learning in schools and the importance of depth of knowledge in promoting critical thinking was emphasised.
- The importance of ensuring that school leaders understood their responsibilities under law for the teaching of religious education was highlighted. The committee identified SACRE as a potential means to communicating with school leaders on this issue.
- It was suggested that research be undertaken to see if the issue had been identified on a national scale.
- A lack of training for Ofsted inspectors was identified as one reason for the comments.
- The importance of working with school leaders and equipping them with the evidence to ensure inspection of RE is in line with the expectations set down in the Ofsted RE Research Review (2021)
- The difficulties faced by children in understanding and managing tensions for British Values was highlighted.

RESOLVED:

That the report be noted.

28 AGREED SYLLABUS UPDATE

At its last meeting, SACRE had recommended to the Local Authority that the review of the agreed syllabus be deferred for a year as it was acknowledged that a more detailed review was needed, which would make it extremely difficult for the new syllabus to be implemented by summer 2023.

NASACRE had been consulted on the matter and were satisfied with the deferral, given the process of review had begun in 2023. The Diocesan RE Adviser advised that the review process was already underway.

RESOLVED:



That the update be noted.

29     UPDATE FROM THE LOCAL AUTHORITY ADVISER

This item was deferred due to the absence of the RE Adviser.

30     REPORT ON RE TIME ALLOCATION IN LINCOLNSHIRE'S SECONDARY SCHOOLS

The Diocesan RE Adviser referred the committee to the information detailed in the report on RE time allocation in Lincolnshire's Secondary Schools given that there was an expectation that every child and young person from reception to end of KS5 receive an hour a week of learning on religious education, which was a national expectation.

In reviewing the report, it was evident that the expectation of learning was not being met in many cases, particularly in KS5. A number of reasons for this were identified, such as recruitment and retention, particularly on the East Coast of Lincolnshire. The Diocesan RE Adviser agreed to circulate the maps identifying stronger and weaker RE provision across the County.

As a priority, the Diocesan RE Adviser was working with secondary schools to help ensure that learning requirements were being met. It was also acknowledged that academies had the freedom to choose their curriculum.

The Committee highlighted the introduction of the 'life curriculum' in many schools as being problematic.

RESOLVED:

That the report be noted.

31     SACRE ANNUAL REPORT

In considering the annual report, it was agreed that reference to Discovery RE would be removed given the submission of the annual report as a public document.

A need to update the photographs in the report and for more regular communication between meetings was also highlighted.

RESOLVED:

That the draft annual report be agreed, subject to the changes suggested.

32     REFLECTIONS AT THE NEXT MEETING

Jennifer King offered to give reflections at the next meeting.

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33      DATE AND TIME OF THE NEXT MEETING

The next meeting was scheduled for Tuesday 20 June 2023.

The meeting closed at 15:16.

**Lincolnshire SACRE Annual Report  
2021-22**



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## Introduction from the Chairman Cllr Chris Burke MBA.



As Covid has reluctantly retreated so we began this year to return to real time meetings but also to start to count the cost of the unprecedented disruption experienced by young people and staff over recent years. There is no question about it, if you confine human beings to their homes for long periods there will be consequences. As usual our colleagues Wendy Harrison (LA RE Adviser) and Gillian Georgiou (Diocesan RE Adviser) have worked hard to reach out once more to schools in new and imaginative ways. Gillian has secured funding to develop a particular series of approaches to the RE curriculum which as Lincolnshire SACRE we have rightly praised her. Members of SACRE too are engaging in their different disciplines to a changed situation as we emerge into a different environment. We were sorry to say good-bye to Peter Crosby and thanked him for his many contributions and wished him well in his future endeavours.

As the report highlights there are many challenges facing us as a society around so many changes. There is a debate about the Christian nature of assemblies with many parts of our communities subscribing to a wide range of other faiths. The most recent census shows an increasing number of people identifying as having no religion. Numbers attending churches, especially the Church of England, appear to be declining, while some groups have seen an increase.

We have learned that the unexpected can occur and before the vaccine was discovered there was great anxiety. As we engage in the next phase of our post-Covid age I feel that our work is needed more than ever and we will strive to meet the challenges ahead of us.

I would like to end by assuring all of you, wherever your work, of our gratitude for the work that you do.

Chris Burke

**Chair of Lincolnshire SACRE**



## 1. Background Information

The Education Reform Act (1988) established compulsory Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five-yearly revision of the locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.<sup>1</sup>

The membership of SACREs comprises four groups, together with nominated Advisers. The groups are:

**Committee A:** Christian denominations and other religions and religious denominations

**Committee B:** The Church of England

**Committee C:** Teachers' Associations

**Committee D:** The Local Authority.

### Also in attendance at Lincolnshire SACRE meetings 2020-21

Steve Blagg: Clerk

Jill Chandar-Nair: LA

Gillian Georgiou (GG): Diocesan RE Adviser

Wendy Harrison (WH): LA RE Adviser

[See Appendix, p., for details of Lincolnshire SACRE membership.]

## 2: Meetings and Membership

During 2021-22 there were three SACRE meetings: in December 2021, March 2022 and June 2022.

During the December meeting it was resolved that Chris Burke be elected Chairman of Lincolnshire SACRE and that Cherry Edwards be elected as Vice Chairman.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf)



During the summer term meeting it was agreed that a letter of thanks be sent to Peter Crosby, Baptist Church Representative, following his resignation from the committee.

### 3. Updates from the Diocese

A key focus for the Diocese in recent months had been the use of the agreed syllabus in secondary schools. While many primary schools were using it effectively, the picture was not as clear in secondary schools. Many secondary schools had acknowledged the need to rethink their RE curriculum to reflect the knowledge and understanding shown by many pupils starting secondary school.

The autumn term was characterised by a return to inspections, both Ofsted and SIAMS. A large proportion of the support offered had been focused on helping RE subject leaders prepare for inspection. A variety of different training sessions were provided to schools and academies across the region, including sessions on subject knowledge, curriculum design, subject leadership and assessing pupils' progress in RE. This term also had a focus on communicating the information contained in the Ofsted RE Research Review<sup>2</sup>, published in May 2021, with emphasis upon the different types of knowledge that might reasonably be expected to be developed in an effective RE curriculum.



During the spring term schools were still being affected by Covid-related disruption. RE training and support continued to be delivered by the Diocesan RE Adviser both in person and virtually, as appropriate. Her work covers three LAs and a significant proportion of her time is currently focused in North and NE Lincolnshire where the Lincolnshire agreed syllabus has recently been implemented. She has also been supervising an RE subject leader who is currently carrying out a Farmington Scholarship and another who is participating in the Stage 1 Culham St Gabriel's leadership programme. A key focus this year is on supporting secondary schools and academies to deliver effective RE; she continues to work with colleagues nationally on RE-related issues including assessment and different types of knowledge in the RE curriculum.

Over the summer period the Diocesan RE Adviser updated the assessment guidance on the Diocese website and updated the teaching and learning

<sup>2</sup> <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-religious-education>

suggestions used by some schools to help them deliver a curriculum based on the Lincolnshire agreed syllabus.

During the summer meeting consideration was given to a report by the Diocesan RE Adviser which provided an analysis of recent SIAMS (Statutory Inspections of Anglican and Methodist Schools) reports. SACRE was advised that SIAMS inspections reported on the religious character of schools, focusing on the effectiveness of the RE curriculum and the impact of collective worship. Inspections in Voluntary Controlled church schools reported on the effectiveness of religious education (RE) in relation to the school's strategic vision but did not report on pupil progress. Inspections in Voluntary Aided church schools also commented on progress and standards in RE. The committee was assured that the SIAMS inspection process was rigorous. Consideration was given to the report and during the discussion the following points were noted:

- The difference between the inspection of religious education within Voluntary Controlled and Voluntary Aided schools was explained. Voluntary Controlled schools had a legal duty to use the locally agreed syllabus for RE but the RE curriculum for RE would be inspected by Ofsted. Voluntary Aided schools could choose whether to adopt the locally agreed syllabus or adopt an alternative syllabus for RE. Ofsted would not report on the quality of education in RE within those voluntary aided schools; instead it was the responsibility of the denominational authority (i.e. SIAMS) to do this.
- There had been significant legal questions raised relating to the current statutory requirements to provide collective worship that was 'wholly or mainly of a broadly Christian nature' in all schools and academies in England. However, the importance of collective worship in celebrating all religious and non-religious worldviews was emphasised.
- It was requested that a breakdown of figures for the total number of faith schools and schools of religious character in comparison the total number of schools in Lincolnshire could be circulated.

Consideration was also given to a report by the Diocesan RE Adviser which provided an update on her work with schools. The committee congratulated her on successfully securing a funding bid from the RE Council of England and Wales which would enable her to lead a team to develop an RE curriculum framework based on the REC's National Statement of Entitlement and associated guidance. The committee considered the update and during a discussion the following points were noted:

- Three groups were involved in the project- one would look at peace and reconciliation across worldviews and another will focus on the development of a curriculum that could be used across the multi- academy trust.
- The framework for the projects would be in line with the RE Council's draft National Statement of Entitlement.



## Interfaith Week 2021: Sutterton Fourfields CE Primary School



Pupils celebrated local faith communities during their interfaith celebration, 'Unity in the Community'. Classes explored a range of different religious and non-religious worldviews, including Christian, Jewish and Humanist, before sharing their learning with members of the local community. Pupils asked challenging questions and used their creativity to respond to their learning.

### Spirited Arts 2021

Pupils at Boston St Thomas CE Primary participated in this year's Spirited Arts competition. A year 6 pupil shared this: 'During our RE lessons in summer term, we looked at how Christians believe that God has given us the world to take care of. No matter what religion or culture, we all agreed on the basic principle that God has made us stewards of the world and everything in it. I was inspired by the way humans and their reckless behaviour are impacting the destruction of our planet – reports, news and statistics are showing us that wildlife is slowly disappearing from the faces of Earth and oceans whilst the rising pollution is increasing globally at an alarming rate. Whilst working on my piece, I was able to express emotion through depicting the beautiful aspects which our planet has to offer – Mother Nature symbolised as a protector, giver of life; her powerful presence overlooking the world in which we live in. As Chief Seattle says, 'The Earth does not belong to man; man belongs to Earth'. I believe everything in the world is connected like skin is to bone. We need to educate the next generation on how to become dutiful stewards; after all, we did not weave the web of life, we are merely a strand of it...' Staff and pupils at the school were incredibly excited to find out that this entry became one of the winning entries in this year's competition—congratulations to the pupil and to her RE teachers!



### Strictly RE 2022: Building Community, 29th-30th January 2022

RE teachers and subject leaders from across the country gathered for the annual NATRE (*National Association of Teachers of RE*) conference, Strictly RE. For the second year running, this event was held virtually, which enabled significant numbers of teachers and leaders to participate. The event included a number of keynote speakers covering a range of topics including teaching GCSE and A Level, Culham St Gabriel's (worldviews), the different types of knowledge in the RE curriculum and dharmic traditions. It also included a significant number of workshops and seminars delivered by primary and secondary teachers from across the country. Several key themes emerged from the event. The first was the different types of

knowledge mentioned in the Ofsted RE research review. Several seminars looked at how to develop pupils' substantive and disciplinary knowledge, as well as considering the impact of personal knowledge on learning in the RE classroom. The second was around better reflecting the diverse lived reality of religious and non-religious worldviews, with several seminars offering case studies that focused on Sikhi, Buddhist, and Muslim worldviews. Thirdly, many seminars focused on using texts and developing writing in both primary and secondary contexts. Initial feedback from the event showed that RE teachers and subject leaders found it incredibly useful professional development, but that its key power was in providing opportunities for teachers to connect with each other.



### **Holocaust Memorial Day 2022: St Thomas CE Primary Academy in Boston Freedom artwork**

This can be a difficult historical event to commemorate in a primary school, simply because of the magnitude of the horrors that occurred. At St Thomas', year six pupils engaged with it by engaging with a very interesting debate: 'Is it right for someone with no Jewish heritage to create artwork to commemorate The Holocaust?' To enable this philosophical debate, interplay was encouraged between RE, History and English. This interplay allowed the children to retrieve and apply their substantive knowledge relating to anti-Semitism in Germany in the 1930s and 40s and their knowledge from writing biographies of Anne Frank's life. Pupils were also supported to draw upon their RE disciplinary knowledge of evaluating sources of authority, as well as questioning the world around them by working as philosophers. The session drew upon art exhibitions and used The Holocaust Memorial Day Trust's resources for the children to decide whether it would be ethically appropriate for them to create artwork. As a group, they drew their own conclusion: it would only be acceptable if the art was created with reverence, respect and a focus on the freedom of Jewish people. The year sixes approached this in a very mature way and they made connections to British Values: they recognised the importance of raising the profile of

the importance of the freedom of all people, whether they hold religious or non-religious world views, by commemorating this day.

#### **Living Faith: Scamblesby CE Primary School**

Charlie Luff, RE subject leader at Scamblesby CE Primary, has been supporting pupils to learn more about the global nature of Christianity. Pupils have been learning about the impact of geography and culture on Christian practice and life, as well as developing their ability to reason about the importance of diversity within religious and non-religious worldviews.

#### **Hermeneutics in RE: Ancaster CE Primary School**

Hannah Parsons, RE subject leader at Ancaster Church of England Primary School, has been working to develop pupils' disciplinary knowledge through the RE curriculum. She has been focusing on building pupils' specialist knowledge and specialist skill through the disciplinary lens of theology. In particular, pupils have been developing their ability to interpret sources of authority, learning more about hermeneutics. They have been thinking carefully about how people interpret their sources of authority and how our own personal knowledge and beliefs can impact the meaning we draw from the texts we read.



#### **4.Updates from LA Adviser**

##### **CPD/Support for schools**

Throughout the year the RE Adviser provided updates on school visits and training. Meetings and training sessions were currently taking place both virtually and in person. Online webinars had been very well attended. Schools had also been invited to receive an RE 'Health Check' free of charge which would involve the RE Adviser looking at schools' policy, planning and preparation for Ofsted, particularly deep dives. The following points were noted:



- The committee emphasised the importance of making training materials very easy to access for teachers who were often under pressure in terms of time. Materials needed to be inter-active and fun so that younger pupils could become more engaged in the learning of RE.
- There was a need for leaders within schools to acknowledge the importance of training in RE and to encourage staff to participate in the training available.
- The RE Adviser was now working with Focus Education, a national provider of materials for schools and training events, to develop training resources for RE.

### **Budget**

The RE Adviser provided an update on the budget for 2022-23 – she was pleased to report that the budget for Religious Education and SACRE had remained the same as for the previous year. This was welcomed by SACRE members who agreed that it reflected the importance placed on RE by the LA.



### **Analysis of Ofsted reports: September 2021- February 2022**

Between September and December 2021 areas for improvement included the need for pupils to develop a) a more detailed knowledge of diversity of faiths and cultures different to their own and b) a better understanding of diversity and difference in British society. Improvements also needed to be made to curriculum coherence and sequencing. The distinction between Section 5 inspections and Section 8 inspections was noted. It was clear from the overall analysis that some schools needed to provide pupils with a better understanding of a range of religions and cultures. Assurance was given that there was a support network of training and information available to teachers. However, it was acknowledged that there was a need for more first-hand experience and that this could prove problematic in certain parts of the county. Members were reassured that schools had access to support from the LA RE Adviser and the Diocesan RE Adviser. SACRE's role in promoting and supporting faith leaders to encourage and support learning within other faiths was highlighted.

### **Discovery RE**

The LA RE Adviser provided members with an update on a commercially produced scheme of work, Discovery RE, which was being widely purchased by academies across the county. This resource is attractive to schools where there are no subject specialists in RE as it provides a structure for learning which includes topics to cover each term, along with lesson plans and assessment. It is distinct from the local syllabus and increasingly, the RE Adviser has received requests from individual schools to help adapt it to meet the requirements of the Lincolnshire syllabus. However, she has experienced challenges in monitoring the quality of the scheme and how well it supports teaching and learning in Lincolnshire. The committee supported the purchase of the Discovery RE resource by the Lincolnshire County Council for the RE Adviser's benefit. It was noted that the cost would not be absorbed by SACRE. The Diocesan RE Adviser expressed concerns that it may be

more difficult for LA maintained schools, which are legally obliged to use the Lincolnshire agreed syllabus as the basis of their RE curriculum, to meet statutory expectations if they are solely using the *Discovery RE* resource to deliver RE. It was clarified that academies did not have to use the Lincolnshire agreed syllabus so were more likely to use resources such as Discovery RE.

### **Religious Education Council Report: Still Standing**

Consideration was given to a presentation by the RE Adviser, which provided an overview of the Religious Education Council's report on SACRE's - Still Standing. This report referred to the recommendations of the findings of the Commission for Religious Education (2018). The findings of the report were outlined, highlighting the need for a review of legislation around RE and for a review of the role of SACREs. The report calls for greater clarity about the nature of high quality RE in the 21<sup>st</sup> century and the current committee structure of SACREs. It also considers the implications of the academisation programme - whether, for example, the creation of a locally agreed syllabus for SACREs operating with only one state school within their area was a good use of public money. The Committee also noted the suggestion that SACREs review their membership to ensure that it represents their local community, including its religions and worldviews. The importance of making and maintaining contact with academies was emphasised and considered a priority.

### **RE Time Allocation**

During the autumn meeting the RE Adviser provided an update on time allocations for RE in secondary schools. Analysis was based on data provided by Deborah Weston, Research Officer for NATRE (National Association of Teachers of Religious Education). The data was based on information given to the DfE as part of the school census in November 2020. 2928 schools were included in the sample which included the majority of state funded secondary schools. The data showed hours taught for years 7 to 13 in RE and philosophy. The committee was provided with the names of those schools that had reported zero hours of RE teaching, had not provided any data on RE and where hours of RE had decreased from 2000-20. It was suggested that as with any data, caution had to be applied regarding analysis, i.e. the data provided raised questions rather than provide answers.

The committee commended the expertise of the RE Adviser and Diocesan RE Adviser in supporting Lincolnshire SACRE.

## **5.Update from SACRE member**

During the spring meeting SACRE received an update from Mark Plater on a number of issues including the LAR-D project (Learning About Religion through Dialogue); survey of secondary RE-ITE students 2020-21; the Farmington Secondary RE teacher support group; Lincolnshire RE Hub and email group, and GCSE and A levels in Lincolnshire. Members were provided with written details. The following points were noted:

- Jennifer King (secondary teacher) reflected on her involvement with the Farmington secondary RE support group and highlighted the positive opportunity it offered to meet other teachers, share resources and connect with colleagues.

- The difficulties faced within the teaching profession in recent times were acknowledged. The Farmington Secondary RE support group offers valuable support and seeks to ensure that teachers feel valued.
- It was confirmed that there were currently only nine places available for this special Farmington Research opportunity being offered to secondary school teachers from schools close to Lincoln City centre.
- Previously under a different examination structure, many A level students would have chosen to study RE at AS level and continued with their studies at A level. The elimination of AS levels has meant that some students needed encouragement to take RE as an A level.

Bishop Grosseteste University had bid for a project which would provide funding for work to produce a syllabus which was based on religion and world views, focusing on 'big ideas'. Unfortunately, the bid was unsuccessful.

## **6. Review of Agreed Syllabus**

The present syllabus runs from 2018-23. Consideration was given to a verbal report by the RE Adviser which provided an update on the review of the agreed syllabus which would need to begin within the next year. When this process begins, officers would consult with teachers to seek their views, as well as taking note of changes to that have taken place since 2018, e.g. a new Ofsted Inspection Framework. Consideration was given to the report and during the discussion the following points were noted:

- It was confirmed that the agreed syllabus would apply to all primary and secondary maintained schools. Academies were able to choose their own syllabus, however at present many chose to adopt the Lincolnshire syllabus.
- It was also noted that two LAs, North Lincolnshire and NE Lincolnshire, had bought into the Lincolnshire syllabus.
- Schools were legally obliged to outline their curriculum on their website.
- Comments received from inspections had indicated that Ofsted inspectors were satisfied with the RE syllabus provided within Lincolnshire.

## **7. Lincolnshire Annual Report 2020-21**

Consideration was given to a report by the RE Adviser, which invited the committee to consider and comment on the draft SACRE Annual Report 2020-21 prior to it being finalised. It was noted that no examinations had taken place within the 2020-21 academic year. Members were happy with the final report.

## **8. NASACRE Annual Conference**

The Committee received an update from Mark Plater on the annual NASACRE Conference which took place virtually on Monday 23rd May 2022. It was confirmed that there had been no detailed discussion on the Education White Paper. Questions were raised on the future role of SACRE's given that all very schools would become academies by 2030, as outlined in the white paper.

## 9. 2022 Examination results (Provisional)

### General comments

There were no summer exams in 2020 or 2021.

### National Averages (brackets Lincs)

Gender	% of 9-4	% of 9-5
Male	70.4% (68%)	58.2% (53%)
Female	82.2% (86%)	72.8% (75%)
All	76.8% (79%)	66.1% (66%)

- Girls out-performed boys at both levels.
- Lincolnshire results were lower than NA for boys, higher for girls.
- Overall, outcomes are close to national standards. More girls than boys were entered for the examination.

### GCE A level

School Area	Gender	Course	Total	No. A*-C	% of A*-C
Lincolnshire	Female	GCE A level	138	125	91%
Lincolnshire	Male	GCE A level	44	38	86%
Lincolnshire		GCE A level	182	163	90%

Girls out-performed boys, with significantly more girls than boys being entered for the examination.

Now that exams are back, the Annual Report will show year on year progression.

### Lincolnshire

#### By gender

Gender	Course	Total	No. 9-4	% of 9-4	No. 9-5	% of 9-5
Female	GCSE (9-1) Full Course	1546	1335	86%	1167	76%
Male	GCSE (9-1) Full Course	1052	715	68%	557	53%

**Full course:** girls out-performed boys at 9-4 (86%/68%) and 9-5 (75%/53%)  
More girls than boys were entered for the examination. Now that exams are back, the Annual Report will show year on year progression.

### Performance of individual schools

This was discussed during the SACRE meeting of summer 2023.



#### **10. Collective worship**

There are no determinations at present.

#### **11. Links with other bodies and organisations**

Lincolnshire SACRE has links with organisations such as the National Association of SACREs (NASACRE), RE Today/National Association of Teachers of Religious Education (NATRE), Association of RE Inspectors, Advisers and Consultants (AREIAC), the Religious Education Council (REC) as well as local faith communities.

#### **12. Training for SACRE**

Members are kept up to date about local and national initiatives through regular training in meetings delivered by the LA and Diocesan advisers.

#### **13. LA Budget**

This continues to support the work of the RE Adviser for approximately four days per month.





**Stamford St Martins**

## Appendix: SACRE Membership

	8 December 2021	22 March 2022	14 June 2022
<b>Committee A: Christian and Other Religious Denominations</b>			
Chris Burke (Chairman), Roman Catholic Church	Present	Present	Present
Peter Crosby, Baptist Church	Present	Apologies Received	Apologies Received
Andrew Hornsby, Methodist Church	Present	Present	Present
Swathi Sreenivasan, Hindu Community	Present	Present	Apologies Received
Atikur Rehman Patel, Islamic Association of Lincoln	Apologies Received	Present	Present
Amanda Grant, Jewish Community	Apologies Received	Present	Apologies Received
Claire Simons, Salvation Army	Apologies Received	Present	Apologies Received
Sian Wade, Assemblies of God Pentecostal	Apologies Received	Apologies Received	Present
<b>Committee B: Church of England</b>			
Cherry Edwards OBE (Vice-Chairman)	Present	Present	Present
Lynsey Norris	Absent	Absent	Present
Mark Plater	Apologies Received	Present	Present
<b>Committee C: Associations Representing Teachers</b>			
Jennifer King, NAS/UWT	Apologies Received	Present	Present
Elizabeth Moore, NAHT	Apologies Received	Present	Apologies Received
Chris Thompson, NEU	Present	Absent	Absent
Jayne Watson, NAHT	Absent	Absent	Present
<b>Committee D: The Local Authority</b>			
Councillor Ashley Baxter	Present	Present	Present
Councillor Mrs J Brockway -	Present	Present	Apologies Received
Councillor - M A Whittington	Present	Apologies Received	Apologies Received
<b>Co-Optee</b>			
Jack Dryden, Humanist	Absent	Absent	Absent

### Officers/Advisers in attendance

Emily Wilcox - Clerk to SACRE

Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)

Gillian Georgiou (Diocesan RE Adviser)

Wendy Harrison (RE Adviser, Local Authority)

<b>Section 1: Management of the SACRE and partnership with the LA and other key stakeholders</b>	
<b>Key Area: 1a – Funding: Professional and financial support</b>	
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>	
<b>Established/Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments.</li> <li>• SACRE's plans are linked to other local work and projects.</li> <li>• The LA is represented at some meetings and can provide a means of communication with the wider LA.</li> <li>• Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.</li> </ul>
<b>Actions Required</b>	<ul style="list-style-type: none"> <li>• Develop closer links between SACRE and the LA.</li> <li>• Develop a strategic, costed development plan.</li> </ul>
<b>Key Area: 1b – SACRE meetings</b>	
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>	
<b>Established/Advanced</b>	<ul style="list-style-type: none"> <li>• Good attendance where all four committees are generally well represented, and meetings are quorate.</li> <li>• Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights.</li> <li>• Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies.</li> <li>• Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Create opportunities for SACRE members to contribute more to the development of the agenda and strategic development plan.</li> <li>• Hold meetings in a variety of venues, including council venues, local places of worship and schools.</li> <li>• Put in place p to enable contact with and between members outside of SACRE meetings.</li> <li>• Ensure that meetings have more of a focus upon the major priorities for improvement in schools.</li> </ul>

<b>Key Area: 1c – Membership and training</b> <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>	
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Membership fulfils the basic statutory obligations.</li> <li>• Some training sessions take place.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Put in place effective procedures to fill vacancies.</li> <li>• Increase induction and training opportunities for SACRE members.</li> </ul>
<b>Key Area: 1d – Improvement/development planning</b> <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>	
<b>Established/Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their work, but this is not linked to a development plan.</li> <li>• SACRE is regularly represented at national events relevant to its work; for example, NASACRE conference.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Produce a costed development plan which is reviewed regularly and updated on an annual basis. This would provide an effective focus for the SACRE's work and link the plan to wider LA priorities.</li> </ul>
<b>Key Area: 1e - Information and advice</b> <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>	
<b>Established/Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE is regularly provided with clear information relevant to the quality and provision for RE in schools and given a context within which any school is working.</li> <li>• <b>To an extent</b>, SACRE uses this information effectively to give advice to the LA. This can include advice related to the review of the AS.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• SACRE needs to receive the information in a way that enables it to act as a critical friend and question the LA's work.</li> <li>• Advice to the LA does not necessarily lead to strategic action and/or partnership work to improve standards.</li> <li>• Provide SACRE with more information about CW in schools.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop a stronger partnership with the LA to play an active role in promoting ideas and initiatives.</li> </ul>
<b>Key Area: 1f - Partnerships with key stakeholders</b> <i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>SACRE is well informed about other key stakeholders supporting RE and has some meaningful contact with the groups involved.</li> <li>SACRE members attend the annual NASACRE conference and other training opportunities.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>Develop links with other bodies, such as local inter-faith groups to support raising standards and developing community cohesion.</li> <li>Develop opportunities from pupils/students as part of the work around high-quality RE and CW.</li> <li>Engage with representatives of key support networks and higher education providers.</li> </ul>
<b>Key Area: 1g – Relations with the Academies sector</b> <i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>SACRE has have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or what is possible between academies in an area.</li> <li>One of SACRE's members is a teacher at an academy – this helps to inform discussions.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>Develop stronger links with academies.</li> </ul>

## Summary

### Strengths

- Fulfilling legal requirements & regular meetings.
- Meetings are well minuted (excellent clerking) and generally well attended.
- The LA has funded SACRE well over the past 15 years or so.
- Members are all invited to take part in the meetings and encouraged to contribute.
- Teachers are encouraged to share any good practise, thoughts ideas etc – but this could be developed further.
- Members are supported in attending various training events and these are advertised during SACRE meetings and shared on the group emails. NASACRE conference is always offered as an event to attend.
- Key educational issues relating to RE are regularly discussed.
- Both the LA and Diocesan RE Advisers are well informed and provide regular updates about the provision of RE.

- Good working relationships between LA and Diocese.

### **Barriers to success**

- Limited time available for the LA Adviser (approx. 5 days per month) limits what can be achieved.
- Limited input from co-opted members.
- Attendance from some groups is low.
- Lack of meaningful links with LA.
- SACRE has not developed an Action Plan, so priorities are unclear.
- Membership: vacancies not always followed up efficiently.
- Inadequate training programme.
- Insufficient input from pupils.
- Limited number of venues for meetings.
- Limited information about CW.

<b>Section 2. Standards and quality of provision of Religious Education</b>	
<i>Key Area: 2a - RE provision across the LA. How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>• SACRE has some knowledge about which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS.</li> <li>• LA Adviser provides information about Ofsted reports, Diocesan RE Adviser about SIAMs.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• SACRE could work more effectively with the LA to support and promote pupil entitlement.</li> </ul>
<i>Key Area: 2b - Standards of achievement and public examination entries How does SACRE use information about standards and examinations to target support and training for schools?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>• SACRE has some knowledge of standards in primary and secondary schools. SACRE is provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.</li> <li>• There are some processes in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA).</li> </ul>

<b>Actions required</b>	<ul style="list-style-type: none"> <li>• More focused follow up of examination results over time.</li> </ul>
<b>Key Area: 2c - Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>• SACRE has some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils - limited analysis of this information is undertaken.</li> <li>• The actions of the LA and Diocesan Advisers have impact on learning and teaching.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Provide SACRE with better information about what constitutes good teaching and learning in RE – this could be backed up by more input from schools in meetings.</li> <li>• SACRE should be more effective in advising the LA on the support that is needed and have access to professional support, linked to schools in need.</li> </ul>
<b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>	
<b>Established/advanced</b>	<ul style="list-style-type: none"> <li>• The LA and Diocesan RE Advisers communicate regularly with schools, sending regular updates and information. They have a constructive relationship with senior leaders and subject managers in schools to develop the subject.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• Based on feedback from Advisers, discuss ways to enhance leadership and management of RE in schools.</li> </ul>
<b>Key Area: 2e - Relations with academies and other non-LA maintained schools.</b> <i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>	
<b>Developing/Established</b>	<ul style="list-style-type: none"> <li>• SACRE gets some information about the RE situation in local academies etc, but little or no established relationships and liaison with all of them - no overall strategy.</li> <li>• By and large, academies co-operate with SACRE when the opportunity is offered.at this level.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• Establish more effective links with academies.</li> </ul>

## Strengths

- Information provided for SACRE, e.g. examination data, Analysis of Ofsted and SIAMs reports.
- Schools receive info about local and national events and CPD.
- Advisers work well with subject leaders to identify strengths and weaknesses in RE.

## Barriers to success

- Funding/ Adviser time – LA RE Adviser has good knowledge of a number of schools but limited hours available to carry out much more than a light touch.
- SACRE does not receive info about schools from the LA.

<b>Section 3: The effectiveness of the locally agreed syllabus</b>	
<b>Key Area: 3a – The review process</b>	
<i>How does the SACRE review the success of the existing agreed syllabus?</i>	
<b>Established/Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE has reviewed the opinions of schools and RE teachers and has a good idea of the strengths/areas of weakness of the current AS.</li> <li>• The review of the AS includes full consultation with schools and other key stakeholders.</li> <li>• There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Ensure that there is a costed action plan (in partnership with the LA), and that a sufficient budget has been allocated for the latest AS review and relaunch.</li> <li>• Ensure that a clear and systematic process for monitoring the effectiveness of the AS is built into this plan.</li> </ul>
<b>Key Area: 3b – The quality of the local Agreed Syllabus</b>	
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>	
<b>Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE, supported by RE Advisers, ensures that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</li> </ul>



	<ul style="list-style-type: none"> <li>• There are clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools.</li> <li>• The AS references latest RE research that is relevant to help pupils make good progress in RE.</li> </ul>
<b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>• SACRE has clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</li> <li>• Advisers provide additional guidance or extended training on using the AS over its life.</li> <li>• Clear guidance is provided about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</li> </ul>
<b>Actions required</b>	<ul style="list-style-type: none"> <li>• Ensure that the launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors, rather than just LA and Diocesan RE Advisers.</li> </ul>
<b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>• SACRE’s membership increasingly that reflects the diversity of the wider religious/worldview and professional community.</li> <li>• Some opportunities for members’ training and the purpose and action plan for the work of the ASC are clear.</li> <li>• All four committees well represented at meetings.</li> <li>• Agendas and papers are distributed well in advance so all members have time to consider them carefully.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• Ensure that the ASC is well represented in terms of diversity.</li> </ul>
<b>Key Area: 3e - Developing the revised agreed syllabus</b> <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>	
<b>Advanced</b>	<ul style="list-style-type: none"> <li>• SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop.</li> <li>• The AS has a clear framework for progression and challenging learning.</li> </ul>

<b>Action required</b>	<ul style="list-style-type: none"> <li>The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</li> </ul>
<b>Key Area: 3f - Making best use of National Guidance</b>	
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation?</i>	
<b>Advanced</b>	<ul style="list-style-type: none"> <li>SACRE takes full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>Ensure that the syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and provides guidance for schools about how to make the best links.</li> </ul>

### Strengths

- Meeting statutory requirements.
- Taking time with the latest rewrite of the AS so that SACRE can take into account national updates, e.g. Ofsted.
- Engaging with schools to help make decisions about the next AS.

### Barriers to success

- Insufficient LA RE Adviser time.
- Ever changing situation, e.g. Ofsted, national RE initiatives, etc.

<b>Section 4. Collective Worship</b>	
<b>Key Area:4a – Supporting pupil entitlement</b>	
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>	
<b>Developing/Established</b>	<ul style="list-style-type: none"> <li>Advisers seek to ensure that schools have some access to, and advice on, appropriate resources for the delivery of CW.</li> </ul>

<b>Action required</b>	<ul style="list-style-type: none"> <li>• Provide training for SACRE so that members are better informed about requirements regarding CW.</li> </ul>
<b>Key Area: 4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>	
<b>Developing/ Established</b>	<ul style="list-style-type: none"> <li>• Support for CW is strong in church schools.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• Provide more training to support SACRE members re. CW in order to increase understanding of the nature and potential of CW and what effective provision in each school might look like.</li> <li>• Look into opportunities for SACRE members to visit schools and observe CW.</li> <li>• Develop ways in which the LA / RE Adviser can promote quality provision of CW within the constraints of limited funding (which means that priority is given to RE).</li> </ul>
<b>Key Area: 4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>	
<b>Requires improvement/struggling</b>	<ul style="list-style-type: none"> <li>• SACRE has a limited understanding of what a determination is due to the fact that no schools have ever applied for determinations.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>• Provide training for SACRE on CW, including determinations.</li> <li>• Draw up documentation for schools to use if they need to make an application for a determination.</li> </ul>

### **Strengths**

- Diocesan RE Adviser provides support for schools re. CW.

### **Barriers to success**

- LA RE Adviser's lack of time - has to concentrate on RE.

<b>Section 5: Contribution of SACRE to promoting cohesion across the community</b>	
<b>Key Area: 5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>Sacre’s membership broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>Review current membership to check for gaps.</li> </ul>
<b>Key Area: 5b SACRE’s understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>SACRE is provided with analysis of the religious and cultural diversity within the LA and is therefore aware of different groups representing the diversity within the local area.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>Ensure that SACRE knows about and has a relationship with local inter-faith groups and the work that they do in the locality.</li> </ul>
<b>Key Area: 5c – SACRE’s engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i>	
<b>Established</b>	<ul style="list-style-type: none"> <li>SACRE has an understanding of what community cohesion means and the duty on schools to promote this.</li> <li>There is a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.</li> </ul>
<b>Action required</b>	<ul style="list-style-type: none"> <li>Ensure that community cohesion is made explicit in the new AS.</li> <li>Provide training so that members are more aware of local diversity and community cohesion.</li> <li>LA to provide data showing ethnic breakdown of pupils in Lincolnshire schools and keep SACRE informed about issues around community cohesion.</li> </ul>

### **Strengths**

- Success in recruiting members from a range of faith communities over the past few years.

### **Barriers to success**

- Many areas of Lincs lack diversity. Provide data showing ethnic breakdown of pupils in schools, Keep SACRE informed about issues around community cohesion.

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# Agenda Item 8

## **NASACRE 30<sup>th</sup> Annual Conference 2023**

Report to Lincolnshire SACRE

### ***Celebrating Thirty Years, held at Fishmongers' Hall, London Bridge.***

This year celebrates the thirtieth year of NASACREs existence, and the Fishmongers Hall was a grand space in which to mark the special occasion, in spite of the rigorous security measures in place at our entry point! This was also the first in-person conference since lockdown, and a good occasion to meet up with key players in the RE world.

Most of the 151 SACREs were represented, with probably 200 people in attendance. Good opportunities were provided for groups to discuss questions about the future of SACREs, and a lovely lunch was provided in the middle of the day.

Linda Rudge, Chairperson of NASACRE had come down with Covid, so the proceedings were led by Paul Smalley, former Chair of NASACRE.

Kathryn Wright, CEO of Culham St Gabriel's Trust gave the first keynote address, outlining her own SACRE journey, followed by what she considered to be key achievements and tasks for the future. She ended by describing RE as a 'treasured pearl' (30<sup>th</sup> anniversary symbol), which needs to be put on display!

NASACREs patron, Rt Hon Charles Clarke was the second keynote speaker, and he provided a critical assessment of the past 'anarchic period' of British politics before summarising strengths and weaknesses of SACREs since the 1988 ERA. His key message was that a 'manifesto for SACREs' was needed and that more needs to be done to promote and advertise their many achievements.

After a very enjoyable lunch break, the Westhill Award winners were announced: Doncaster, for a storytelling project, and Bexley, for a series of children's workshops on understanding diversity.

David Hampshire (former Chair of NASACRE) then gave a detailed statistical outline of research he has carried out on the work of SACREs, based on responses from 69 SACREs. Key messages were that SACREs need to establish good relations with their LA, but also to hold LAs to account for responding to SACRE advice. The results suggest that where such relations are strong, SACREs are able to be effective. Another message: although 92% of SACREs offer training, only 32% actually monitor the effectiveness of this. Finally, the

DfE needs to respond to the fact that 53 SACREs have failed to file any reports in the past three years! The most startling statistic however, was that one SACRE identified that it had 23 vacancies!

Groups discussed and responded to David's report, and then Michael Metcalf, a founding member of NASACRE, provided a summary and reflections on the first thirty years of the organisation, with its many ups and downs.

Following Michael's talk we were all invited to participate in a fun-based multiple choice answer quiz based on factual details about the legal and historical elements of SACREs.

We then moved into the formal business of the NASACRE Annual Business Meeting, confirming a new constitution (essentially affirming developments that were already in place), and confirming David Levine (Salford SACRE) as the new Vice Chairman of NASACRE, being the majority vote winner from the written polling that had taken place at lunchtime.

Paul Smalley again thanked all of the speakers and organisers, and offered especial thanks to the many volunteers, both present and absent, who give time and commitment to the care and support of RE across the country.

Overall, the event was a memorable and enjoyable occasion, and it was great to meet many people for the first time and others whom I had not seen for several years.

Mark Plater 26/05/2023

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# Agenda Item 11

## Diocesan RE Adviser Update

Along with the local Authority RE Adviser, the Diocesan RE Adviser has begun preparations for the review of the Lincolnshire locally agreed syllabus. She has been working with a number of local MATs on curriculum review and this work may be useful in informing the review of the syllabus.

The Diocesan RE Adviser continues to deliver training and support on RE subject leadership, knowledge and assessment across the region. She has also been delivering sessions for a number of SACREs and RE teacher training organisations around the country. She continues her work on the Worldviews Project and the Empowering Voices Project, as well as producing the termly RE News. Her current strategic priority is working with and supporting secondary schools and academies; she is also supporting the Church of England Education Team to produce a resource that will support schools to represent global Christian worldviews in the classroom.

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Lincolnshire SACRE, 20<sup>th</sup> June 2023

Analysis of Ofsted published reports: January 1<sup>st</sup> – April 30<sup>th</sup> 1<sup>st</sup> 2023

SCHOOL	Date/type of inspection	Overall outcome	Deep Dive	RE/SMSC/BVs
<b>Primary</b>				
<b>Ancaster CE Primary School</b>	13-14 December 2022 Section 8	Remains good	No	Pupils have a very clear understanding of difference and equality. Their knowledge of different faiths and beliefs is strong. Pupils have a secure understanding of fundamental British values, such as democracy. They show respect for people who may be different from themselves.
<b>Barkston and Syston CE Primary School</b>	28 <sup>th</sup> February 2023 Section 8	Remains good	No	Leaders provide pupils with opportunities to learn about different faiths through the curriculum and assemblies. Pupils learn about the law and what is meant by right and wrong. <b>However, leaders have not ensured that pupils have opportunities to fully learn about diversity and equality. They are not as well prepared as they need to be for life in modern Britain.</b>
<b>Bourne Elsea Park CE Primary Academy</b>	30 Nov-1 December 2022 Section 8	Remains good	No	Staff foster pupils' deep understanding of diversity, equality and respect. Pupils are very well prepared for life in modern Britain. They learn to appreciate cultural diversity and learn about different religions and faiths. Pupils cherish the links with a partner school in Kenya.
<b>Bucknall Primary School</b>	17 January 2023 Section 8	Remains good	No	Pupils' wider development is supported by the values of 'friendship, trust, compassion, honesty, respect, fairness and forgiveness', which permeate the curriculum and feature in assemblies.
<b>Cliffedale Primary School</b>	22-23 November 2023	Remains good. However, the evidence gathered	No	Leaders ensure that pupils are able to reflect on key issues of a spiritual, moral, social, and cultural nature. The

	Section 8	suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.		assembly programme is wide-ranging. Pupils enjoy hearing from visitors and representatives from the community.
<b>Coleby CE (Controlled) Primary School</b>	28 <sup>th</sup> February 2023 Section 8	Good - but the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.	No	The personal development programme does not prepare pupils well enough for life in modern Britain. Pupils do not have a good enough understanding of families that are different to their own. They learn about different faiths and cultures, and about British values. <b>However, pupils do not understand equality or diversity as well as they should.</b> Leaders have started to deliver weekly 'picture news' to support pupils' understanding of the wider world. This is still in the early stages of development. <b>Overall, Leaders should ensure that pupils have regular opportunities to learn about the spiritual, moral, social and cultural aspects of learning and how to become a responsible citizen in modern Britain.</b>
<b>Colsterworth CE Primary School</b>	17-18 January 2023 Section 5	Overall Effectiveness: Good	Yes	Pupils and staff follow the core values of 'integrity, equality, respect, care and inclusion'. They have a good understanding of Christianity and of different cultures. The vicar from the local church comes into school and debates 'big questions' during assembly time. This helps pupils to understand more difficult concepts. An example of this is the teaching about salvation in religious education. <b>Some pupils' knowledge of different faiths is inconsistent. Although they know to respect difference, they are not as aware as they</b>

				<p>should be of different faiths. Leaders should ensure that pupils have the necessary knowledge and understanding of different faiths to prepare them for life in modern Britain.</p> <p>Most pupils know the British values and demonstrate these through their actions.</p>
<b>Corringham CE VC Primary School</b>	2 February 2023 Section 8	Remains good	No	Pupils are taught to be respectful. They understand that everyone should be treated fairly. They enjoy making a positive contribution to their school and community.
<b>Dunston St Peter's CE Primary School</b>	2 February 2023 Section 8	Remains good.	No	Pupils learn about celebrating difference. They have excellent knowledge of protected characteristics and British values.
<b>Eagle Community Primary School</b>	25 January 2023 Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.	No	Pupils are unwavering in their belief that being different is something to be celebrated and accepted. They recognise that modern Britain is made up of different and diverse communities that may not be like their own. Pupils understand British values, such as tolerance and respect. <b>There are limited opportunities for all pupils to participate in artistic, musical, sporting and cultural opportunities.</b>
<b>Faldingworth Community Primary School</b>	19 January Section 8	Remains good	No	Staff place the school's values at the centre of all that they do. These values include being fair and respecting yourself and others. Teachers help pupils develop their understanding of different cultures. For example, recently all pupils took part in a Chinese New Year lion dance

				workshop. The school is very much part of the local community.
<b>Fiskerton CE Primary School</b>	9-10 November 2022  Section 5	Overall Effectiveness: Good	No	Pupils learn to be active and respectful citizens. They learn how to be respectful of each other and to be understanding and tolerant of difference. Leaders have chosen to partner with a school in Uganda. This has helped pupils to develop their understanding of stereotypes. Pupils are tolerant and respectful of each other.
<b>Fleet Wood Lane School</b>	11-12 January 2023  Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.	No	Teachers use books and plan trips to extend pupils' understanding of diversity. Leaders want pupils to be well prepared to be active in their local community and for life in modern Britain. Pupils understand the importance of tolerance and respect. They understand diversity.
<b>Fulstow Community Primary School</b>	28 <sup>th</sup> February 2023  Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the	No	Pupils learn about world faiths and cultures.

		next inspection to be a graded inspection.		
<b>Hartsholme Academy</b>	7-8 February 2023  Section 5	Requires improvement	No	Pupils talk about difference and diversity with respect. One pupil said, 'If you believe in one faith and someone else doesn't, you can still be friends.' <b>Leaders need to develop a programme of wider curricular activities that support pupils' personal development and help them to develop their interests and cultural experiences.</b>
<b>Hawthorn Tree School</b>	15-16 November 2022  Section 8	Remains good	No	Carefully considered assemblies allow pupils to develop morally. For example, pupils can talk about the devastation caused by the recent floods in Pakistan. They said it was their moral obligation to help people in times like these in any part of the world.
<b>Hemswell Cliff Primary School</b>	15-16 November 2022  Section 5	Overall Effectiveness: Good	No	No specific comments.
<b>Ingoldsby Academy</b>	23 November 2022  Section 8	Remains good.	No	Leaders have ensured that pupils learn about different belief systems. Pupils discuss moral and social issues with the guidance of their teachers. This helps them to gain an understanding of the world. Some pupils are not always able to recall their learning of fundamental British values. However, it is clear that these values are part of the curriculum delivery.
<b>Kelsey Primary School</b>	7 February 2023  Section 8	Remains good.	No	Leaders have created a curriculum that focuses on helping pupils to become 'globally aware', 'culturally aware' and 'self-aware'. Pupils know the school's values of 'responsibility', 'determination' and 'respect' well. Pupils hear from external speakers, including representatives from different religious communities. Pupils develop their cultural

				awareness well. Leaders have established a link that allows pupils to communicate with pupils in a school in Uganda. Pupils have secure knowledge of some of the major world faiths. They are respectful of difference.
<b>Lacey Gardens Junior Academy</b>	21-22 February 2023  Section 8	Remains good.	No	No specific comments.
<b>Louth Kidgate Primary Academy</b>	22-23 February 2023  Section 8	There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.	No	Pupils take part in church services. Assemblies are used wisely to enhance pupils' learning and enjoyment of school.



<b>Mrs Mary King's CE (Controlled) Primary School</b>	8-9 February 2023  Section 5	Good.	No	Pupils understand diversity and equality. They say that everyone should be treated fairly. Teachers make sure that pupils learn about different types of families and how people from different backgrounds live. <b>However, there are inconsistencies in what some pupils can remember about their learning. For example, some pupils are not always clear on what they have learned about British values and different world faiths and beliefs.</b>
<b>Our Lady of Lincoln Catholic Primary School: A Voluntary Academy</b>	15-16 November 2022  Section 8	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.	No	Pupils are prepared well for life in modern Britain. They learn to be respectful and inclusive citizens. They know that everyone should be treated fairly and equally. They do not tolerate any form of discrimination.
<b>Poplar Farm School</b>	24-25 January 2023  Section 5	Good.	No	No specific comments.
<b>Reepham CE Primary School</b>	6-7 December 2022  Section 5	Good, previously Outstanding	No	Pupils have a strong understanding of the fundamental British values. Pupils frequently celebrate the fact that 'everyone is awesome' in their school community.

<b>Ruskington Chestnut Street CE Academy</b>	17-18 January 2023  Section 5	Overall Effectiveness: Good	No	The school values of 'care, believe and grow' shine through at this friendly and inclusive school. Pupils know and understand these values. There are strong links with the local community. These include the care home, church, library and food bank. Such links are encouraging the pupils to be responsible and respectful citizens. They are being well prepared for life in modern Britain.
<b>Shepeau Stow Primary School</b>	15-16 November 2022  Section 5	Overall Effectiveness: Requires Improvement	No	Leaders provide opportunities for pupils to help prepare them for life in modern Britain. They understand right from wrong. <b>There is some inconsistency in some pupils' knowledge of different faiths and beliefs.</b> While most pupils understand British values, including democracy, <b>some pupils are unsure.</b>
<b>Saint Mary's Roman Catholic Primary Academy</b>	21-22 February 2023  Section 8	Remains good		Pupils learn about the importance of love, hope, truth, peace and mercy. They are interested in difference and diversity. Pupils hold welcoming and inclusive attitudes.
<b>Sir Francis Hill Community Primary School</b>	8-9 November 2022	Overall Effectiveness: Requires Improvement	No	Staff and pupils work hard at modelling some of the school values of respect, honesty, resilience and friendship. Pupils learn about the need to respect those who are different from themselves. Through completing writing activities, they learn about different cultures. Pupils know about some of the British values. They have an age- appropriate understanding of different faiths.
<b>Skellingthorpe The Holt Primary School</b>	7-8 February 2023  Section 8	Remains good	No	Leaders have created school values which encourage pupils to develop the skills of reasoning, reflection, resourcefulness, respectfulness, responsibility and resilience. Children learn about Diwali and make Christmas cards and post them. Leaders have planned a personal development curriculum that prepares pupils well for life in

				modern Britain. Pupils are knowledgeable about other faiths and cultures.
<b>Sturton by Stow Primary School</b>	13-14 December 2022  Section 5	Good	No	There is a rich programme to support pupils' personal development and understanding of the world. Pupils learn about different faiths. They have many opportunities to take part in learning about and sharing the core values of different faiths. Leaders arrange for guest speakers to share knowledge that enhances pupils' understanding, for example the recent visit of an Iman. They learn to respect difference.
<b>Swinderby All Saints CE Primary School</b>	31 January 2023	Remains good. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.	No	'Truthfulness, compassion, forgiveness and respect' are the school's core values. Pupils learn about the faiths and cultures of others. They are well informed. They work with the local church. Pupils have opportunities to work in the local community. They are prepared well for life in modern Britain.
<b>The Isaac Newton Primary School</b>	29-30 November 2022  Section 5	Requires Improvement	Yes	Pupils understand and recognise diversity. They know that they must treat each other with respect and tolerance. Assemblies and wider opportunities, including visitors to the school and visits to the local area, enhance the curriculum.
<b>The Lancaster School</b>	12 January 2023  Section 8	Remains good	No	Pupils learn about faiths and cultures that are different from their own. Pupils are taught the British values of, for example, respect, tolerance and the rule of law. Pupils are being prepared well for life in modern Britain.

<b>The Leasingham St Andrew's CE Primary School</b>	25-26 January 2023  Section 8	Remains good	No	This is an inclusive school that prepares pupils for life in modern Britain. Pupils read books to develop their understanding of cultural capital and to celebrate equality. Their knowledge of different faiths and beliefs is strong and they understand the importance of celebrating differences. Pupils know the school's values and model them throughout the school day. Pupils know and understand the British values. One pupil said: 'They are values that we have in Britain that make everyone equal.'
<b>The Lincoln Manor Leas Infants School</b>	6-7 December 2022  Section 5	Good	No	Pupils understand right from wrong. <b>There is some inconsistency in pupils' knowledge of different faiths and beliefs.</b>
<b>The Lincoln Manor Leas Junior School</b>	22-23 November 2022  Section 8	Remains good	No	Pupils regularly consider issues and topics from around the world. For example, recent work on the World Cup led them to reflect on political views and beliefs in Qatar.
<b>The Lincoln St Peter-in- Eastgate CE (Controlled) Infants School</b>	6-7 December 2022  Section 5	Requires Improvement  (Previously Outstanding)	No	Staff and pupils live the school's values of 'friendship, respect, responsibility, courage, trust and forgiveness'. Pupils gain from opportunities to mature spiritually, morally and socially. They delighted in the Christingle collective worship. They cherish links with the local church community. Pupils are active in their charity fundraising to support a South Sudan village. Pupils learn about British values and what these mean for them. Leaders develop pupils' awareness of different religions and cultures.
<b>The Mareham-le-Fen CE Primary School</b>	2 February 2023  Section 8	Remains good	Yes	Pupils know and follow the school values of 'respect, perseverance, friendship, responsibility and forgiveness'. Pupils are aware of differences. They understand the importance of respecting difference. While pupils have an awareness of British values, different cultures and faiths,

				their actual understanding of them is not as good as it should be. Although they know to respect difference, some pupils are not as aware as they should be of the differences associated with other faiths and cultures. Leaders should ensure that pupils have the necessary knowledge and understanding of British values and different cultures and faiths to prepare them for life in modern Britain.
<b>The Meadows Primary School</b>	11-12 January 2023 Section 5	Good	No	Pupils accept difference and say that everyone should be accepted for who they are.
<b>The Metheringham Primary School</b>	6-7 December 2022 Section 5	Good	No	Leaders have ensured that pupils study views and beliefs that are different to their own.
<b>Waddington Redwood Primary Academy</b>	17-18 January 2023 Section 8	Remains good	No	Leaders have developed an ambitious curriculum that prepares all pupils well for life in modern Britain. Leaders plan trips, experiences and additional learning opportunities over the year. These include 'diversity day'. Assemblies are value focused and allow pupils time for reflection. Fundamental British values are weaved throughout the curriculum and pupils demonstrate a strong understanding of them.
<b>Secondary</b>				
<b>John Spendluffe Foundation Technology College</b>	6-7 December 2022 Section 5	Good	No	Most pupils reflect the school's values of 'respect, responsibility and resilience'. The personal development programme prepares pupils well for life outside school. It helps pupils to be respectful and accept differences in others and contributes well to their wider development.

<b>King Edward VI Academy, Spilsby</b>	24-25 January 2023  Section 5	Good	No	Leaders encourage pupils to live out the school values of 'ambition, aspiration, courage, resilience, honesty and respect'. Staff tell pupils to show 'KEVI courage' or 'KEVI resilience'. Leaders have organised educational visits, such as a trip to Lincoln Cathedral for Year 7 pupils linked to what they study in history and religious education. Pupils can talk about the different faiths and cultures they have studied. <b>Pupils do not yet have a secure understanding of British values. Furthermore, they do not have sufficient opportunities to debate and discuss issues in lessons. This means pupils are not as well prepared for life in modern Britain as they could be. Leaders should ensure that pupils have opportunities to debate and discuss issues and to develop their understanding of British values.</b>
<b>The Barnes Wallis Academy</b>	6-7 December 2022  Section 8	Remains good	No	No specific comments.
<b>The King's School, Grantham</b>	13-14 December 2022  Section 5	Good	No	The ethos of the school is inclusive. Pupils contribute widely to the school and local community. Examples of this include charity work and, most recently, a performance by the school choir at the local church.

**Wendy Harrison**  
RE Adviser  
Lincolnshire County Council

**June 2023**