

**CHILDREN, FAMILIES & EDUCATION -
LEARNING AND DEVELOPMENT POLICY OVERVIEW
AND SCRUTINY COMMITTEE**

Tuesday, 23rd February, 2010

9.00 am

Darent Room, Sessions House,
County Hall, Maidstone





AGENDA

CHILDREN, FAMILIES & EDUCATION - LEARNING AND DEVELOPMENT POLICY OVERVIEW AND SCRUTINY COMMITTEE

Tuesday, 23 February 2010 at 9.00 am
Darent Room, Sessions House, County Hall,
Maidstone

Ask for: Christine Singh
Telephone: 01622 694334

Tea/coffee will be available before the meeting

Membership

- Conservative (11): Mr K Smith (Chairman), Mr R B Burgess, Mr N J Collor, Mr J Cubitt, Mr P J Homewood, Mr M J Jarvis, Mr J Ozog, Mr R A Pascoe, Mr W Richardson, Mr J Wedgbury and Mr A Wickham
- Liberal Democrat (1): Mr M J Vye (Vice-Chairman)
- Church Representatives (3): The Reverend N Genders, The Reverend Canon J L Smith and Dr D Wadman
- Parent Governor (2): Mr P Myers
- Teacher Advisers (6): Mr T Desmoyers-Davies, Mrs J Huckstep, Miss S Kemsley, Mr R Straker, Mr S Thompson and Mr J Walder

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

Item No		Timings*
A. COMMITTEE BUSINESS		
A1	Substitutes	9.00 am
A2	Declaration of interests by Members in items on the Agenda for this meeting	
A3	Minutes of the meeting held on 5 November 2009 (Pages 1 - 10)	
B. ITEMS FOR CONSIDERATION		
B1	Director of Learning and Deputy Cabinet Member's Verbal Update	9.10-9.20am
B2	Educational Performance for Children and Young People 2009 (Pages 11 - 22)	9.20-9.35am
B3	SACRE Annual Report (Pages 23 - 76)	9.35-9.50am

B4 The Kent Approach to Literacy and Reading: a strategy to engage the whole community (Pages 77 - 84) 9.50-10.00 am

BREAK

B5 Short film of the Young People interviewed on the visits to the Skills Centre Thamesview, Gravesend and Leigh Academy, Dartford 10.05-10.15 am

B6 Interviews with Kent Employers

10.15 am Mr Paul Carter, Carter Consultancy

10.45 am Doctor Liz Hoult, Canterbury Christchurch University

11.15 am BREAK

11.20 am Mr John Casey, Mainstream Training

11.50 am Mr Martin Atkinson HR Manager, Aylesford Newsprint

12.20 pm Summing up

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

**All timings are approximate*

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Monday, 15 February 2010

Please note that any background documents referred to in the accompanying papers may be inspected by arrangement with the officer responsible for preparing the relevant report.

KENT COUNTY COUNCIL

CHILDREN, FAMILIES & EDUCATION - LEARNING AND DEVELOPMENT POLICY OVERVIEW AND SCRUTINY COMMITTEE

MINUTES of a meeting of the Children, Families & Education - Learning and Development Policy Overview and Scrutiny Committee held in the Darent Room, Sessions House, County Hall, Maidstone Kent on Thursday, 5th November, 2009.

PRESENT: Mr K Smith (Chairman), Mr R B Burgess, Mr N J Collor, Mr J Cubitt, Mr P J Homewood, Mr M J Jarvis, Mr J Ozog, Mr R A Pascoe, Mr W Richardson, Mr J Wedgbury, Mr A Wickham and Mr M J Vye (Vice-Chairman)

CHURCH REPRESENTATIVES: Mr S Parr (Substitute for Dr D Wadman)

TEACHER ADVISERS: Mrs J Huckstep and Mr J Walder

PRESENT: Mrs S V Hohler and Mrs J Whittle

IN ATTENDANCE: Mr M Baker (Interim Director of Learning), Miss K Phillips (Policy Officer), Mr R Silk (Gifted & Talented Adviser), Mr P D Wickenden (Overview, Scrutiny and Localism Manager) and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

10. Declarations of Interests by Members in terms on the Agenda for this meeting
(Item A2)

Mr Wedgebury declared an interest regarding Item B2 as his child had been assessed as gifted and talented and Mr Ozog declared an interest regarding Item B2 as his child attended one of the schools mentioned in the report.

11. Future Meeting Dates 2010
(Item. A3)

(1) Mr Vye suggested that there was a need to have an 'Urgent Items' heading on future agendas of the Policy Overview and Scrutiny Committees to give Members the opportunity to raise urgent committee business if necessary. Mr Wickenden advised that following the decision of the County Council on the new Policy Overview and Scrutiny Committees (POSCs) there was work to be undertaken on how the committees were going to operate. An informal meeting of the Scrutiny Board (formally the Policy Overview Co ordinating Committee) would be held on 18 November 2009, this was one of the issues that would be discussed. The POSCs would be kept informed of progress.

(2) RESOLVED that the comments made in paragraph (1) above and the meeting dates for 2010 as set out below were noted by the Committee.

Friday, 15 January *(Joint meeting of all 3 POSCs)*

Tuesday, 23 February

Thursday, 20 May

Thursday, 16 September at 2.00 pm

(All meetings will commence at 10.00 am unless otherwise stated)

12. Minutes - 18 September 2009

(Item. A4)

RESOLVED that subject to the word 'Moral' being altered to read 'Morale' on page 3, paragraph 8 (1) the Minutes of the meeting held on 18 September 2009 are correctly recorded and that they be signed by the Chairman.

13. Deputy Lead Member's and Learning Director's Update

(Item. B1)

(Mrs J Whittle, Deputy Lead Member and Mr M Baker, Interim Director of Learning were present for this item)

(1) Mr Smith introduced Mr Baker, Interim Director of Learning and invited him and Mrs Whittle to give a verbal update.

(2) Mrs Whittle outlined the work that she had undertaken since the Committee last met, this included visiting Nationally Challenged Schools (those schools that had not reached 30% of students achieving at 5A*-C grades including English and Mathematics); Ashford Computer College, Swan Valley, Wilmington Enterprise College, Dartford, Astor of Hever, Maidstone and Aylesford Sports College, Maidstone. Mrs Whittle explained that there had been problems with the recruitment of and retaining teachers in these schools, which was stabilising.

(3) Mrs Whittle went on to highlight the 8% vacancy rate for School governors and appealed to Members who were not already Governors to apply.

(4) Mrs Whittle advised that during her visits to schools she was aware of the need to look at education as a whole from 4-14 years there was a clear interlink with all schools. The secondary schools could assist with identifying gifted children and those that would need additional help in secondary school.

(5) Members were advised that Mrs Merrill Haeusler had been appointed Director of Learning, Mrs Haeusler previously worked for the London Borough of Bromley. Mr Baker would continue in his role until March 2010.

(6) Mr Baker added that two Advisors had been appointed by the Secretary of State to visit 12 Kent Schools, over two weeks, as part of the "National Challenge". Part of the advisors work would include interviewing Members and school representatives. This work had to be completed and a report written by 16 November. Mr Baker said that at this time it was unclear when KCC would be able to make comments on the findings but he would be strategically involved as the report had to have the Secretary of States approval. Members noted that a report on the findings would be submitted to a future meeting of this Committee.

(7) Mr Baker highlighted that the key activity in schools at the time was focusing on target setting for sitting the Kent Test from 2011. The School improvement Partners would be setting targets.

(8) Members noted that an analysis of GCSE results was in progress and a report was being drafted.

(9) The Committee received an update of the transfer of the Learning Skills Council role to KCC and noted that 16 Members of the LSC staff would be transferring to KCC in March 2010. The 16 Members of staff would be interviewed separately to ascertain their skills and match those skills to the future needs of the service. A programme of work would then be made. The Transition Plan had been agreed. Mr Baker advised that an Executive Group had been set up that would meet on a weekly basis to ensure a smooth transition.

(10) Mr Baker advised that the measures had been taken to ensure school preference forms were submitted by 6 November by parents in light of the problems raised by the postal strike. Parents had been encouraged to apply online, which 50% had already done and submit the forms by hand into the schools. Details on the results of admissions will be submitted to a future meeting

(11) He concluded that Ms Rosalind Turner, Managing Director had met with Headteachers and briefed them on the Children Families and Education Directorate's Restructure and next week the Secondary Headteacher Conference was due to take place with guest speaker Charles Leadbetter; Mrs Hohler, Mr Carter Leader of KCC and the Mr Gilroy, Chief Executive will also attend.

(12) Members were given the opportunity to ask questions and make comments which included the following:

(13) In response to a question by Mr Burgess, Mr Baker agreed to inform Local Members and Committee Members of the 12 school visits to be made by the National Challenge Advisors.

(14) In response to a question by Mr Burgess, Mr Baker said that the Headteachers, Governors and staff in the National Challenge schools that had been visited were significantly aspirational around the outcomes for the children and young people in their school and they were taking a broader view on the National challenge, that it is appropriate for all schools to have 30% of their pupils achieving A*-C in English and Mathematics, therefore responding to the entitlement for all young people on the quality of outcomes at the end of Key Stage 4. They were focusing on the learning and not just focusing on the outcomes. The schools are saying that the young people deserve the best qualifications in order for them to make progress.

(15) In response to a question by Mr Burgess, Mr Baker advised that the national data on variations at Infant, and JMI School in general terms say Infant schools do not out perform the Junior Mixed and Infant schools. There was a need to look at the individual schools. Mrs Whittle felt it started at 3 or 4 years old. In some areas there was a pilot on 2 year olds in the deprived areas. The Key stage 2 results were below the national average that was a key target for Kent.

(16) In reply to questions by Mr Wickham, Mrs Whittle advised that it was difficult to tease out parents that needed help with literacy but schools were working with Adult Education on this. Work was being undertaken by an Executive Headteacher on teacher recruitment especially on recruiting English teachers. There were particular problems with attracting teachers to those schools that had been put on 'special measures' perceptions of those schools could be a problem. Mrs Whittle considered

that the schools' profiles needed to be promoted to overcome those perceptions. Mr Baker added that a lot of schools were being innovative in advertising overseas for teachers. Schools to the North of the County had the additional pressure of being affected by London weighting. Mr Baker explained that the National Challenge Review looked at projects across schools and looked at recruiting across areas not individual schools.

(17) Mr Walder urged Mrs Whittle to speak to managers and staff. He had been asked to investigate the impact of the managers of a school who had broken the terms and conditions of the teachers contracts. The Chairman said that the management of the school was key to the performance of the school. The quality of Head teachers and teachers would be a future agenda item for this Committee.

(18) In response to Mr Jarvis' concerns on the expense attached to recruiting teachers from overseas and his preference to focus on incentives for teachers through award schemes, Mr Baker responded that there were a raft of measures/programmes already in place for teachers and gave an example where a neighbouring challenged school had been linked with a grammar school and raised the challenged schools attainment.

(19) Members requested a list of the schools with School Governors' vacancies. The Committee also agreed to receive information under the portfolio of this Committee between meetings.

(20) RESOLVED that the Members comments and responses to questions and the verbal update be noted.

14. Gifted and Talented Education

(Item. B2)

(Report by Roger Silk, Gifted and Talented Adviser, Advisory Service Kent ASK)

(1) Members of the Committee received a report that highlighted both the national and regional initiatives for gifted and talented young people, in particular a nationally funded pilot for Gifted and Talented pupils of which 5 Nationally Challenged schools in Kent were taking part. The specific aim of the pilot was to support students from disadvantage backgrounds during Key Stage 4 who would have fallen into the Gifted and Talented criteria if it were not for the circumstances that they face.

(2) Members were given the opportunity to make comments and ask questions which included the following:

(3) In answer to the questions on the ethos behind Gifted and Talented education Mr Silk agreed to forward a summary to Members of the Committee as there was already a large bundle of published literature on the topic.

(4) In response to questions by Mr Vye, Mr Silk advised that Gifted was based on academic ability and Talented was based on ability in art, sport, music, drama etc. Mr Silk said that there was a grey area, at the age of 14 years, with the development of diplomas more high academic element. Within the annual census this information went into the same box, this meant a school may achieve 100% with their academic level but it could be only 70%, 30% may be the talented. Each

school identifies its top 10%, by schools identifying their own cohort. The teachers know which pupils had succeeded and who had improved and who would do well. Mr Silk said that it was his role to encourage schools to look at all areas of subjects. He advised that specialist schools were also reaching out in terms of outreach and working with Primary Schools. The links with higher education were supported through the links of the Regional Partnership. There was tremendous support through higher education institutions for Summer schools.

(5) The Chairman suggested there was a definite link with extended schools.

(6) Mr Burgess suggested to the Committee that all Members should check that their schools had the G&T programme and at least one governor was responsible for this. He advised that there was bespoke training for this role.

(7) In response to questions raised by Mr Burgess, Mr Silk advised that, the Gifted and Talented criterion on page 5 was provided by the Department of Children, Schools and Families (DCFS). Chatham House was a different Scheme and was a high achieving school. The school applied for the scheme under their redesignation. Mr Silk explained that the figure of 10% was a guideline, he advised schools to be flexible about this percentage. School Information was transferred with the child and with the transfer arrangement the child's ability was stressed, but their new school may have a higher bar for their 10%, however this did not mean that the child's ability changes, but it may mean the child would not be in the Gifted and Talented programme for that new school.

(8) In response to a question on Higher Education and University places at Oxford in particular for Gifted and Talented young people, Mr Silk advised that this was not an area of his expertise but added that he felt there was a need for effective links with Further Education and help for young people with interviews.

(9) In response to questions by Mr Cubitt, Mr Silk advised that a negative part of the Gifted and Talented programme was that young teachers do the course and then move on. The Rising Tide Lifts All Ships Initiative challenges all children so that they all raise their standard. It was a matter of changing where teachers were looking to challenge.

(10) Mr Silk explained that the monitoring of the Gifted and Talented programme was carried out in the individual schools by the Gifted and Talented Coordinator. They would identify for example 19 children with expertise and then they would be tracked using a data information spread sheet. In the new OFSTED Framework there was significant group looked at the Gifted and Talented. Colleagues are looking at this as a challenge. Mrs Whittle added that there needed to be good collaboration between Primary and Secondary schools. Every child had to be looked at as individuals and their progress tracked not just the Gifted and Talented pupils.

(11) In reply to a question by Mr Ozog, Mr Silk clarified that Gifted and Talented Programme identified children with hidden disadvantages. He gave the example of a Looked after child, Yugoslavian, placed in Kent that spoke Yugoslavian and Italian in year 10, the barriers were obvious but his aptitude to do well shone through and additional support was put in place, 18 months later he achieved the 2nd highest GCSE results in the school.

(12) RESOLVED that:-

- (a) the comments made by Members be noted,
- (b) a progress report be submitted to this Committee in one year; and
- (c) the programme of activities which occur in Kent to support provision for Gifted and Talented pupils be noted.

15. Young People Not in Education, Employment or Training (NEETs) in Kent
(Item. B3)

(Report by Mr M Baker, Interim Director of Learning)

(Ms K Phillips, Policy Officer was present for this item)

(1) The Committee considered a report on the number of people who were Not in Employment Education or Training (NEET) in Kent, and details of strategies in place to address the issues for this cohort of young people.

(2) Ms Phillips introduced the report highlighting the key issues. She advised that there was a move away from using the label NEETs as a noun as young people did not feel it was helpful to their needs and made assumptions about them. Many had qualifications and many had a level 2 qualification or above. There were 5.02% young people who were NEET in September 2009, which was better than September 2008's figure of 5.71%. Dover, Folkestone and Maidstone had the highest decrease. There was a strategy in place and a County Group with representation from the Children, Families and Education and Communities Directorates, the Learning Skills Council and Connexions. There were now effective NEETs groups at local level. The 'September Guarantee' Kent was ahead of the national benchmark. The plan was to look at a selection of key areas to establish why they are doing so well in NEETs or why they were struggling.

(3) Members were given the opportunity to make comments and ask questions which included the following:

(4) Mr Burgess said that he felt the 'September Guarantee' was an excellent initiative as it had been proved that once a person had a job they were reluctant to take up training. He suggested that bespoke training to enhance/complement their work be looked into.

(5) In response to questions and comments by Mr Burgess, Ms Phillips explained that; in Part 1 of the Strategy there was a key focus on early identification. A lot of work was being undertaken with years 10 and 11 to start supporting young people before they reached 16 years old, a key transition stage. There was a need for more communication between schools and colleges in terms of making them aware of young person's particular issues too.

As well as a continued responsibility for reducing the young people who were NEET, from April 2010 the Local Authority would have the opportunity to scrutinize the quality of the post 16 provision, as the completion and succession rate could be improved. It was not enough to engage young people, then say the young people were off the NEETs register, there was a need to know what young people were

progressing 18 months on, how long they stayed in those positive opportunities. Ms Phillips said that she would be speaking to Connexions.

From now Schools would be monitored by OFSTED on Post 16 Progression Measure. The schools would be monitored on what the young people were doing when they leave the school and what qualification they had up to age 19 years. This was still being development by the Department of Children, Schools and Families (DCSF). This was being piloted in other Local Authorities at present. Regarding early intervention, the Department of Children, Schools and Families had published an 'Information Advice and Guidance Strategy' (IAG), which looked at careers advice for primary school pupils, getting employers, local businesses involved and providing a personal tutor for each pupil. The Directorate would be taking this forward in future and how it implemented those. Kent Schools also had, through Connexions, an IAG health check on careers advice in schools, careers advice would be a key activity. There was an expectation that at least one member of the senior management team and a Governor had a lead role in this. Helping parents and families to get involved was key. Programmes to raise aspirations 'HE Compact' which worked with a number of schools mainly in Swale, was a programme where young people could gain UCAS points. Part of the events included the parents of those young people to help them understand the process.

(6) In response to a number of questions by Mr Wedgbury, Ms Phillips said that she would contact Connexions to acquire the specific data on the NEETs for the Committee outside the meeting. She advised that the proportion of long term NEET was low. Kent had a 'churn rate', ie those that were NEET for a few weeks or a few months. Connexions would be able to advise on those NEETs that were 'churn' NEETs that were on a revolving door. Ms Phillips concurred with Mr Wedgbury that a 50% failure rate in terms of completion was correct there was a need to look at the types of provision and the quality, the right providers in the right places needed to be looked at too. KCC would need to have a high level of rigour and scrutiny on the issues. At the age of 20 years they came off the NEETs Register and would transfer to 'Job Centre Plus'. There was work being undertaken on the transition to 'Job Centre Plus'. The Committee would welcome, in its monitoring role key indicators on what was happening.

(7) Mr Baker advised that when Connexions send a detailed report, a copy of the report plus officer commentary could be forwarded to Committee Members.

(8) Mr Vye referred to the work of a Community Youth Tutor, facilitated by the Youth Service in a school in his electoral division who he felt brought a different dimension for children who found the usual form of education difficult. This went a long way to helping disaffected young people. Ms Phillips commented that Canterbury had good examples of Community Youth Tutors of how they are trying to bring together education and curriculum together with Youth Services and integrated Youth service; we would like to extend these examples to other areas that would benefit.

(9) Mr Vye enquired whether the Voluntary Sector helped to provided young people with new skills. Mr Baker advised that the County was keen to increase the level of understanding of the level of engagement of the Voluntary sector to those that were NEET. Shepway Local Planning Forum, with colleagues from the Learning Skill Council, were in the process of mapping the level of involvement of the Voluntary Sector and understand what they were doing and apply this to other areas that may need it.

(10) In response to a question by Mr Ozog, Ms Phillips advised that the school would not have to track the child from 16 to 19 years. They would be judged on what the child was doing when they were 19 years. Connexions undertook in depth tracking of 16 to 19 years olds.

(13) In response to a question by the Chairman, Ms Phillips advised that Connexions were aware of NEETs and those becoming new NEETs. Connexions was tuned into the economic challenges. Connexions carried out a monthly monitoring report as well as a formal quarterly report which highlighted any changes which they would react to.

(14) RESOLVED that the suggestions made by Members and responses to questions and the progress made in reducing the number of Kent's young people who were NEET be noted.

16. Future Agenda Items - Verbal *(Item. B4)*

(Verbal report by Mr K Smith, Chairman of the Learning and Development POSC)

(1) The Chairman summarised the current list of issues identified where the POSC thought it would have impact on the work of the County Council at the last meeting held on 18 September as listed below, and the work that was due to commence on the Select Committee Topics; Extended Schools and Education Attainment of Pupils in Schools in Areas of high Deprived.

- Transition from Primary to Secondary School
- 14 -24 provision
- Universal coverage of Children's Centres.
- Performance at Key Stage 2 and reasons for low attainment.
- Support from KCC staff for early years settings.
- The creative curriculum.
- Safe and Secure learning environment
- Leadership in Schools
- Extended schools

(2) The Committee noted that the Select Committee on Educational Attainment had been agreed and would be lead by this Committee.

(3) The Chairman suggested that the Committee looked at the issue of Parents literacy and numeracy skills. The Committee was advised that the Chairman of Vulnerable Children and Partnerships had requested an in depth report on numeracy and literacy.

(4) Mr Pascoe suggested that the Committee revisited the Autistic Deficit Disorder Syndrome recommendations.

(5) Mr Vye suggested that there needed to be time given at each meeting for short update reports that had been previously considered by the Committee.

(6) It was suggested that there was a need for the Policy Overview Coordinating Committee to decide which POSC should lead on a particular issue to prevent duplication within the three Children, Families and Education POSCs.

(7) Mr Baker confirmed that progress report be submitted to a future meeting on standards and outcomes on 2008 and on the National Challenge.

(8) RESOLVED that the requests and comments made by the Committee Members be noted.

17. Select Committee - Update
(Item. C1)

(Report by Overview Scrutiny and Localism Manager)

(1) Members considered a report that outlined the progress with establishing a Select Committee Topic Review Work Programme 2009/2010.

(2) The Committee noted that the following topics would form part of the work programme for 2009/10

- Extended Schools
- Renewable Energy
- Dementia
- Educational Attainment of Pupils in Schools in Areas of High Deprivation

(3) The two Select Committees which were within the remit of the Children, Families and Education portfolio were Extended Schools (which would be a joint review with Communities POSC) and Education Attainment of Pupils in School in Areas of High Deprivation under the Learning and Development POSC.

(4) RESOLVED that the topics to be included in the Select Committee Topic Review Work Programme for 2009/2010 as set out in paragraph (2) above, be noted.

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By: Rosalind Turner, Managing Director, Children, Families & Education Directorate
 Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: Learning and Development Children, Families & Education Policy Overview Scrutiny Committee

Date: 23rd February 2010

Subject: Educational performance for children and young people 2009

Classification: Unrestricted

Summary: *The report aims to provide headlines, analysis and issues arising from the validated performance and inspection data from early years foundation stage to post-16, including vulnerable groups. More detailed information will be found in the Annual Standards and Achievement Report 2009*

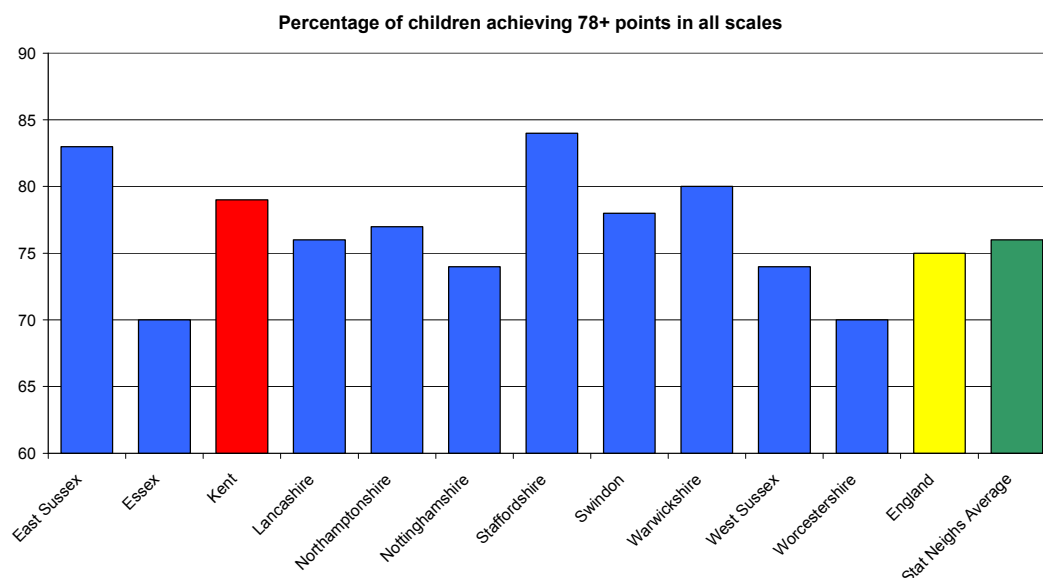
1. EARLY YEARS FOUNDATION STAGE

National Indicator 72

Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy):

Kent performance in the Early Years Foundation Stage Profile has significantly improved and the gap between Kent and national performance continues to reduce year on year. The improvement from 2006 when 36% of children were attaining the expected level has risen to 51% of children in 2009. This 15% increase equates to at least 2,250 children in Kent now working at the expected level. The LA is now only 1 percentage point below national results and the gap has significantly narrowed. When reporting on the percentage of children achieving 78 points on all scales Kent is achieving well above statistical neighbours (table 1).

Table 1



National Indicator 92

Narrowing the gap between the lowest achieving children in the Early Years Foundation Stage Profile and the rest:

From 2006 the gap has reduced from 35.1% to 30.5% which is a 4.6% reduction and the gap in Kent is smaller than the national gap and statistical neighbours. A focused project entitled "Making a Big Difference" has been effectively targeted at 30 schools with the highest level of low achievement in the foundation stage.

Key Priorities:

The Local Authority will focus on increasing the percentage of children achieving: at least six points in all aspects of communication, language and literacy (CLL) **and** at least six points in all aspects of personal, social and emotional (PSE) development **and** also achieving a point score overall of at least seventy-eight **points** in their Foundation Stage Profile.

2. PRIMARY KEY STAGE ONE

Kent seven year olds achieved in line with the national average in reading and mathematics at level 2. Performance in reading and mathematics at Level 2b are also in line with the national average and with statistical neighbours (see table 2). At Level 2 in writing, standards dipped slightly against 2008 level results but as still in line with statistical neighbours (see table 3).

Table 2

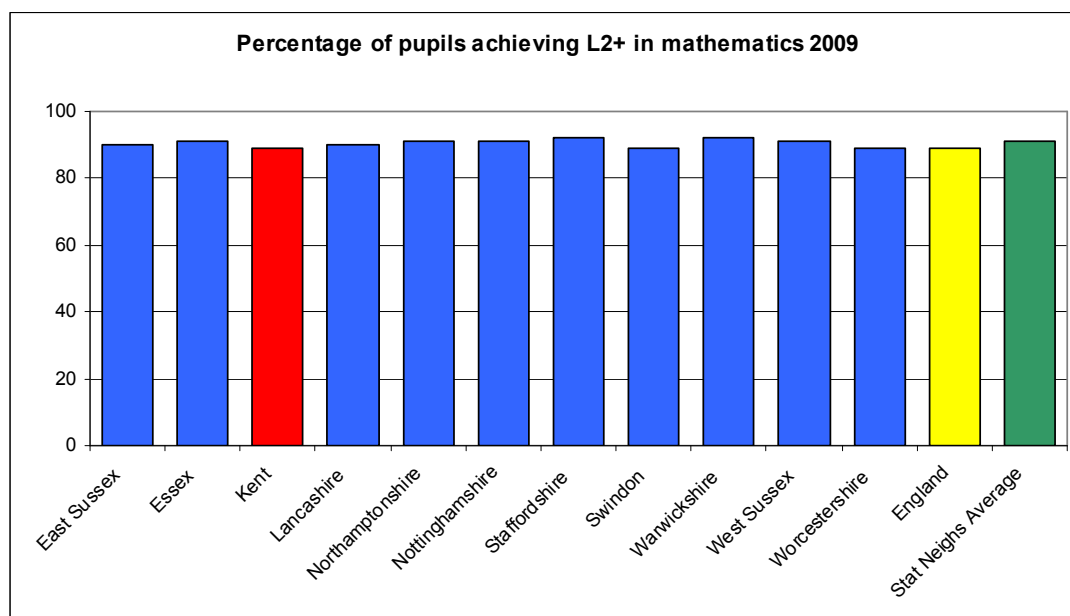
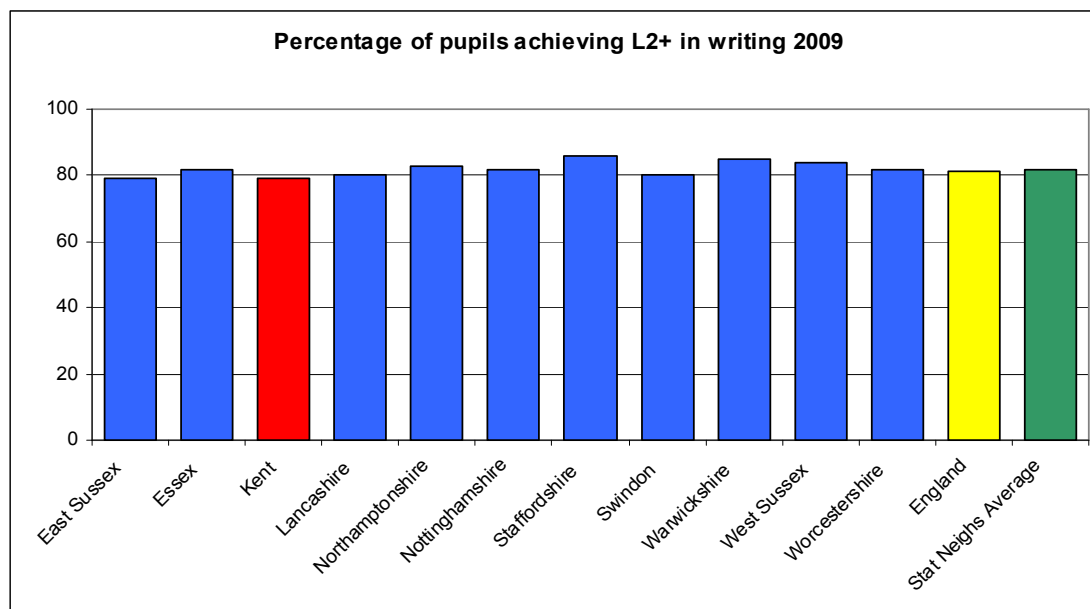


Table 3



At the higher Level 3, reading, writing and mathematics are all well above the national average. The gender differences in performance in Kent mirror the national picture, with girls' performance exceeding that of boys' except for Level 3 in mathematics.

3. PRIMARY KEY STAGE TWO

National Indicator 73

Achievement at level 4 or above in both English and mathematics at Key Stage 2

National Indicator 93

Progression by 2 levels in English between Key Stage 1 and Key Stage 2

National Indicator 94

Progression by 2 levels in mathematics between Key Stage 1 and Key Stage 2

Kent eleven year olds maintained their performance in mathematics, Level 4 (the level that pupils of this age are expected to achieve prior to moving to secondary school) and followed the national trend with a dip in English. Kent schools did achieve their best ever results in writing at Level 4. Pupil progress by two levels between Key Stages 1 to 2 was 81.3% in English and 78.5% in mathematics (National Indicators 92 and 94).

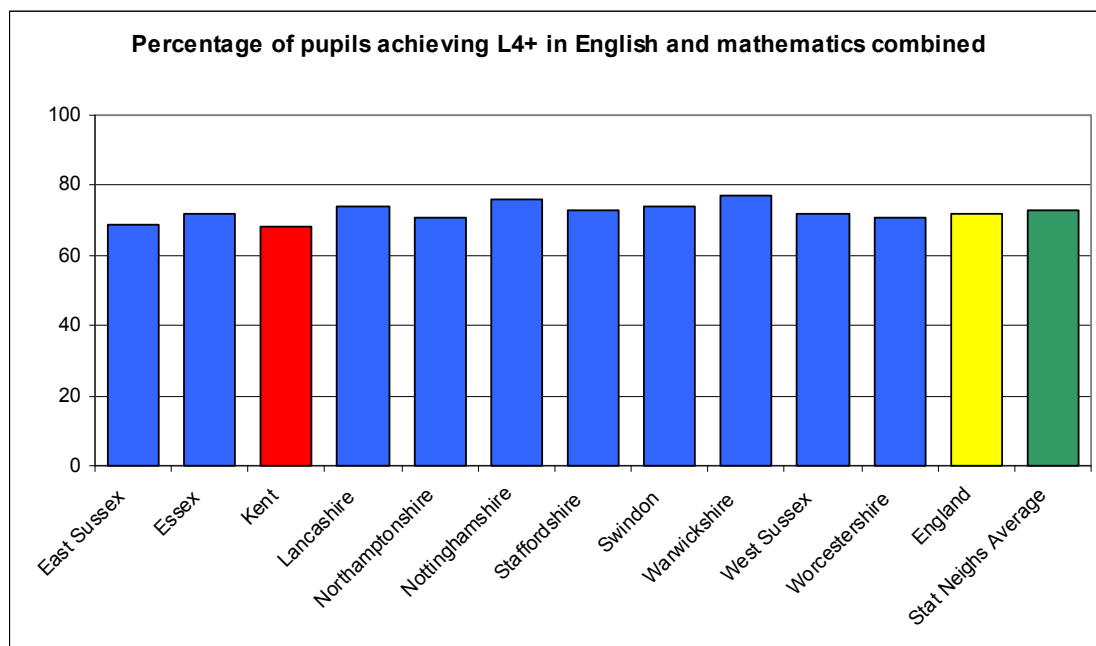
3.1 National Target for Key Stage 2

National Indicator 76

The number of schools where less than 55% of pupils achieve level 4 in both English and mathematics at KS2

All primary schools now work towards a target of 55% in English and mathematics at Level 4 and above. National results have shown that there is significant year on year variability in performance of schools below these targets and this is a cause for concern both nationally and within Kent. Table 4 indicates that Kent is performing below that of statistical neighbours.

Table 4



In English, 68 schools have still to achieve the target compared to 58 schools in 2008 and there was a similar increase nationally. Eight of these schools needed only one more pupil to achieve Level 4 in order to reach the target. In mathematics, 82 schools have still to achieve the target compared to 79 schools in 2008, again in line with a national increase. This target would have been achieved by a further 32 schools if one more child had achieved Level 4.

At Level 4 in English Kent is 2% below the national average, in mathematics 4% below the national average and for English and mathematics combined Kent is 17% below national figure. Kent is below the performance of statistical neighbours at Level 4 combined English and mathematics see table 4. There are 78 Kent primary schools that have not achieved the national target and these 'hard to shift' schools are now prioritised within a Primary school national challenge programme. These schools receive a high level of advisory resources and additional funding, including one to one tuition for individual children who are at risk of underachievement.

Key priorities:

The local authority will ensure that:

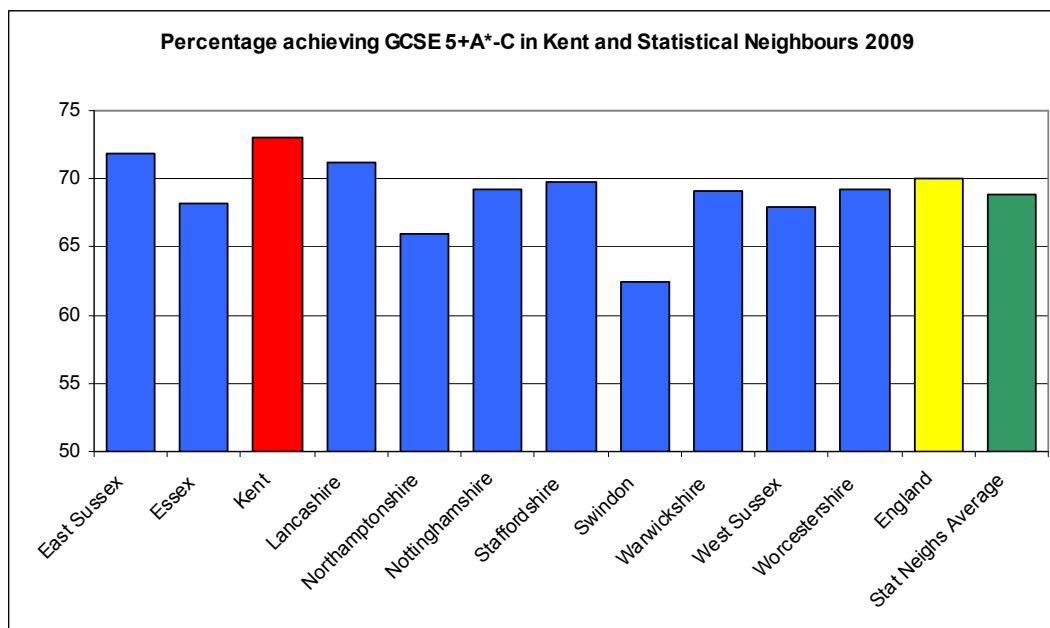
- there is an improvement in the standards in writing of seven year olds
- eleven year olds must make greater improvement in English and mathematics at Level 4

We will implement a range of strategies to ensure that all schools achieve the national target of 55% in English and mathematics by working closely with 31 primary schools that are not expecting to achieve this target in 2010 e.g. all children currently performing close to level 4 in English and/or mathematics will receive additional support and intervention within the World Class Primary Programme.

4. SECONDARY KEY STAGE 4

In 2009, Kent's overall results were 73% of students achieving 5+ A*-C at GCSE or equivalent, a further 5.4% improvement on performance in 2008. This is 3% above the national figure (70%) and Kent is ranked first out of all the statistical neighbours (see table 5).

Table 5

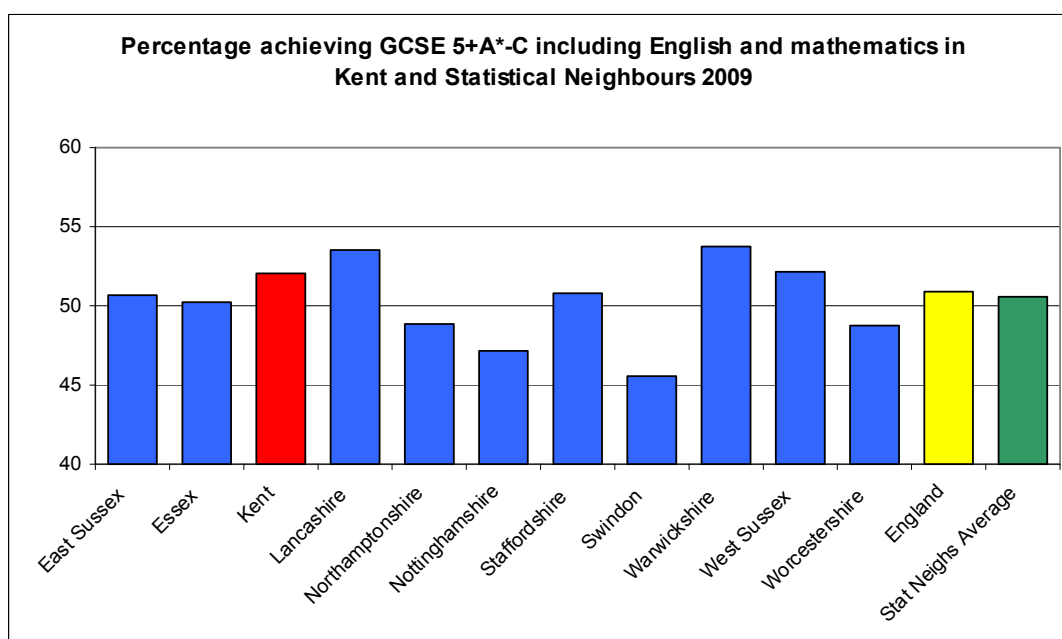


National Indicator 75

Achievement of 5 or more A*-C grades at GCSE or equivalent including English and mathematics

Kent pupils also made good progress at GCSE 5+ A*-C (including English and mathematics) with 52% of students achieving this measure in 2009 (see table 5). This is an increase of 2% from the 2008 results and above national (49.8%) by 2.2%. Sixty schools improved on their 2008 results with 56 schools placed in the top 25% of similar schools nationally. On this measure Kent was ranked third in comparison to statistical neighbours (see table 6).

Table 6



4.1 THE NATIONAL CHALLENGE PROGRAMME

National Indicator 78

Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and mathematics (number of schools not reaching the floor target)

In 2008 Kent had 33 schools in the National Challenge programme. In 2009 the number of Kent schools performing below the 2011 target has now been reduced to 18.

Twenty-two of the 33 schools improved on their 2008 results, fourteen of which improved by 5% or more. King Ethelbert school had a 20% increase rising from 14% to 34%.

Eight schools did not achieve as well as their 2008 performance. Predictions for students who were expected to achieve 5 A*-C including English and mathematics were inaccurate. In most of these schools performance declined in either English or mathematics due to a lack of experienced and specialist teachers and inexperienced heads of English and mathematics departments. Pupil progress tracking was insufficiently robust and intervention programmes not well targeted. These schools have been subject to significant scrutiny through the government Review of the National Challenge Programme in Kent and rigorous plans have been put in place to ensure that there is not a repeat of this downward trend in 2010. (The Kent National Challenge Action Plan has been submitted and we are currently awaiting the response of the Secretary of State.

Key Priority:

In 2010 the local authority will urgently reduce the number of secondary schools below the 30% GCSE 5+ A*-C (including English and mathematics) 2011 target.

5. POST-16

The proportion of Kent students attaining at least 2+ A Levels at grade A to E increased by 1%. The percentage of students attaining this measure increased in 44 schools.

The average point score per student fell from 722.4 in 2008 to 712.8 in 2009. The average point score per student in grammar schools ranged between 706.1 and 1135.1. The range in high schools was from 349.7 to 733.4. Two high schools attained an average point score per student that was higher than the lowest attaining grammar school.

Key Priority:

We will work with school sixth forms to ensure that improvements are made in the average point score per student by ensuring appropriate curriculum pathways are in place for all abilities. (With the transfer of strategic planning and commissioning from the Learning and Skills Council to the local authority in April 2010, we will also have a stronger role in quality assurance of sixth form provision).

6. PERFORMANCE OF VULNERABLE GROUPS

6.1 SPECIAL EDUCATIONAL NEEDS (SEN)

The 2009 results for KS2 level 4+ in English and mathematics for SEN groups compared to national show that at school action plus and SEN with statements Kent results are similar or very close to national (school action plus 26% national, 25% Kent; SEN with statement 13% national, 13% Kent). At school action there is a 4% gap between national (38%) and Kent (34%)

The 2009 results for KS4 5+A*-C including English and mathematics for SEN groups compared to national show that Kent performance is in line with or better than national; school action 21% national, 22% Kent; school action plus 13% national, 16% Kent; SEN with statement 7% national, 8% Kent

Analysis is entirely dependent upon schools accuracy in identifying pupils with special educational needs at school action and school action plus. Since 2005 there has been a positive trend of improvement in the progress of pupils with special educational needs at school action and for those with statements of special educational needs.

6.2 FREE SCHOOL MEALS (FSM)

National Indicator 102

Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4, the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4

In 2009 the performance of children receiving free school meals was significantly lower than the non free school meal children. For eleven years olds the gap in performance at Level 4 was 30% and this is a larger gap than for schools nationally.

The gap was even wider for sixteen year olds with a 32% gap at GCSE 5 A*-C including English and mathematics and this is significantly larger than for schools nationally. Five secondary schools are currently in a national project known as the Extra Mile and we are introducing our own Kent project this year to disseminate the successful strategies more widely in our schools.

6.3 MINORITY ETHNIC GROUPS

Most eleven years olds of minority ethnic background achieving level 4+ in English and mathematics was at least the same as or better than all pupils. 75.6% of Indian children, 71.4% of children of Black African/White and Black African backgrounds achieved Level 4+ in English and mathematics compared to 68.2% for all pupils. In English, the % of children making the expected two levels of progress was consistently higher than all Kent pupils. 85.7% of Bangladeshi, 96.9% of children of Asian background (including Nepalese) made two levels of progress in English compared to 81.3% of all children.

Most sixteen year olds of minority ethnic background achieving 5 GCSE A*-C including English and mathematics achieved at least the same as, or better than, all pupils. 70.8% of Indian children, 66% of children of Black African/White and Black African backgrounds compared to 52% for all Kent cohort. In English, the % of children making the expected three levels of progress was consistently higher than all pupils. 86.8% of Indian Children, 95.2% of children of Asian background (including Nepalese) compared to 66.2% for the all children.

6.4 KENT LOOKED AFTER CHILDREN (LAC)

National Indicator 99

Children in care reaching level 4 in English at Key Stage 2

National Indicator 100

Children in care reaching level 4 in mathematics at Key Stage 2

National Indicator 101

Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)

Kent looked after eleven year olds achieved 31.6% at Level 4 or above in both English and mathematics. Only 6.3% of sixteen years old that are in the care of the local authority achieved 5 A*-C (including English and mathematics) at GCSE in 2009. This is an unacceptable gap in performance and is one of the highest priorities for improvement both nationally and in Kent.

Key Priorities:

The local authority will:

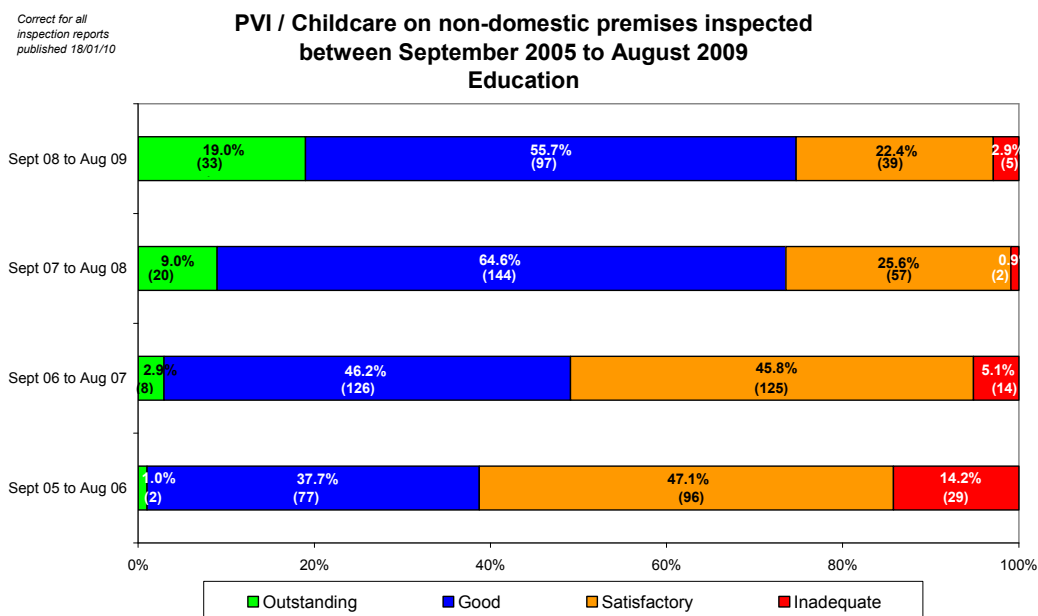
- urgently address the underachievement of children receiving free school meals and reduce the attainment gap for eleven year olds and sixteen year olds by engagement in the Extra Mile Project
- support schools to ensure that there are improvements in the standards and progress of Gypsy Roma Traveller children, European Union Accession State migrants and children of multiple heritage background especially White, Black and Caribbean children
- as one of its highest priorities improve the performance of looked after children and ensure that the gap is narrowed by more effective identification, tracking and intervention strategies such as one to one tuition
- help schools to identify pupils with special educational needs at school action and school action plus more accurately and to improve schools understanding of the local management of schools in relation to SEN funding

7. THE INSPECTION PROGRAMME

7.1 EARLY YEARS SETTINGS

One hundred and seventy six early years settings were inspected between the 1 September 2008 and 31 August 2009. One hundred and thirty three settings were judged to be good or better and 27 were judged as outstanding. A further thirty seven settings were judged to be satisfactory with six settings judged as requiring improvement.

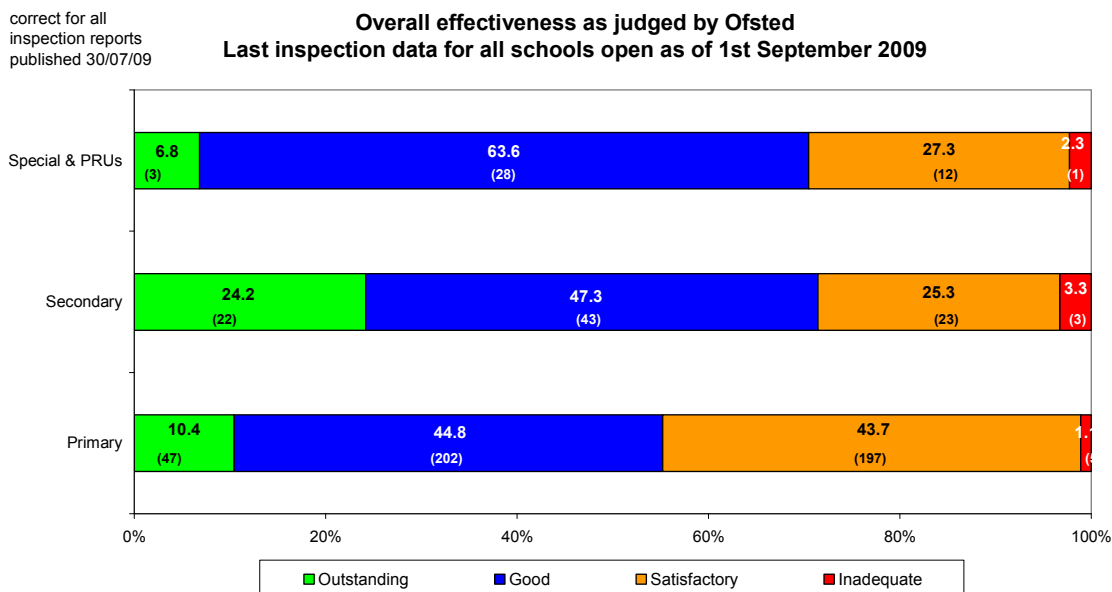
Table 7



7.2 SCHOOLS AND PUPIL REFERRAL UNITS (PRUs)

Between the 1 September 2008 and 31 August 2009, 192 schools were inspected, 27 schools had subject inspections and 15 schools received monitoring visits. 113 schools were judged to be good or better and 21 were judged as outstanding. A further seventy one schools were judged to be satisfactory with eight schools judged to require improvement.

Table 8



7.3 PRIMARY SCHOOLS

Between the 1 September 2008 and 31 August 2009, two Primary schools were removed from Special Measures and two were removed from the category of Notice to Improve. Three Primary schools were given a Notice to Improve and one school was placed in Special Measures.

7.4 SECONDARY SCHOOLS

Between the 1 September 2008 and 31 August 2009, one Secondary school was removed from the OfSTED category of Notice to Improve. Two Secondary schools were given a Notice to Improve and one was placed in Special Measures.

7.5 SPECIAL SCHOOLS AND PUPIL REFERRAL UNITS

Between the 1 September 2008 and 31 August 2009, one Special school was removed from the OfSTED category of Notice to Improve. One Alternative Curriculum PRU was given a Notice to Improve.

Key Priorities:

The local authority will:

- support its Early Years Settings to improve the quality of learning and care
- reduce the number of schools that require significant improvement through earlier challenge and intervention for those schools that are judged as only satisfactory

From September 2009 to the beginning of February 2010 a further 69 schools have been inspected, 11 schools have had a subject or themed inspection and 11 schools have received a monitoring visit.

Twenty eight schools were judged to be good or better and three were judged as outstanding. A further 33 schools were judged to be satisfactory.

The new Ofsted Framework introduced in September 2009 with its 'limiting judgements' on achievement and safeguarding has been very challenging and has resulted in eight schools that require significant improvement, including five requiring special measures.

Three schools have been removed from Ofsted category.

8. Recommendations:

Members of the Learning & Development Policy Overview and Scrutiny Committee are asked to:

- Comment on the information provided and the overall standards highlighted
- Note the key priorities for improvement emerging from the scrutiny of standards
- Comment on any additional information required at this stage for the reporting cycle to the Learning and Development POSC.

Merril Haeusler

Director of Learning

01622 69 4171

Merril.haeusler@kent.gov.uk

Related Documents: None

Other Useful Information: None

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By: Merrill Hauesler, Director – Learning Group
Rosalind Turner, Managing Director, Children, Families & Education Directorate
Sarah Hohler, Cabinet Member for Children, Families & Education Directorate

To: Learning and Development - Children, Families & Education Policy Overview and Scrutiny Committee

Date: 23 February 2010

Subject: Kent SACRE Annual Report 2008-09

Classification: Unrestricted

Summary: This paper presents the Annual Report (2008-2009) on the work of Kent's Standing Advisory Council for Religious Education. It also highlights particular developments and of the need to commence the review of the locally agreed syllabus for RE in September 2010.

1. Introduction

Each Local Authority (LA) is required to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE) to advise the Local Authority on matters concerned with the provision of religious education (RE) and collective worship in schools. This body is required to submit, and publish, an annual report on its work to the Qualifications and Curriculum Development Agency (QCDA) at the end of each calendar year. The report is based on work taking place in the proceeding academic year.

2. The Annual Report for 2008-09 on the work of Kent SACRE

The annual report on the work of Kent SACRE is appended to this report (at appendix A). The format of the report conforms with the report framework required by the QCDA. The report covers:

- Standards and quality of RE provision in schools
- Managing the SACRE and partnership with the LA & stakeholders
- Effectiveness of the locally agreed syllabus for RE
- Collective worship
- Contribution to the community cohesion agenda.

3. The Kent SACRE Development Plan

(1) For a number of years the Kent SACRE has used a Development Plan as a tool to guide the work of the SACRE. The Development Plan is an evolving document which is under constant review and updated regularly to reflect current areas of work to focus on. The Development Plan can be found at appendix five of the Annual Report.

(2) The Development Plan highlights two key pieces of guidance to schools which it has worked in partnership with the LA to produce. These are:

- Shaping the Spirit (February 2009)
- Gathering Together: Policy and Practice for Collective Worship (March 2008)

This guidance can be found at:

http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_issues.cfm

(3) The LA has also worked in partnership with the Kent SACRE in order to gather information to inform the SACRE Development Plan and the work of the Advisory Service Kent. This includes:

- The on-line survey to pupils on RE (autumn 2008)
- An on-line survey to teachers on RE (autumn 2008)
- The focus group with headteachers on collective worship (June 2009).

4. Conclusions and Next Steps

(1) The Kent SACRE is committed to working in partnership with the LA to improve the quality of RE in Kent schools and collective worship. The annual report is a useful vehicle for demonstrating the effective working of the SACRE.

(2) It is a requirement for LAs to prepare and bring into operation a locally agreed syllabus (LAS) for RE. The current LAS was approved by the LA in December 2006. The LA must also undertake a review of the LAS not more than five years from the completion of its last review. The Kent SACRE has indicated that a review of the LAS should commence in September 2010, with a view to having a revised syllabus ready to go out schools by January 2012. This suggested timeframe would reflect curriculum developments as a result of the revised Primary Curriculum (planned for implementation in September 2011) and also to take account of the forthcoming revised DCSF guidance on Religious Education.

5. Recommendations

Recommendations:

Members of the Learning and Development Policy Overview and Scrutiny Committee are asked to:

- (i) Note the Kent SACRE's annual report 2008-09.
- (ii) Endorse the work of the Kent SACRE.

Allan Foster
Lead Curriculum Adviser
01622 203800
allan.foster@kent.gov.uk

Lynne Miller
Policy Officer
01622 694995
lynne.miller@kent.gov.uk

Background Documents: None

Other Useful Information: None

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**To: All SACRE Members
Qualifications and Curriculum Development Agency
Department for Children, Schools and Families**

**STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**

ANNUAL REPORT

2008 – 2009



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Kent Standing Advisory Council on Religious Education (SACRE)

Opening remarks from the Chair of SACRE

Kent SACRE has had a successful year. Key to that success has been the ongoing popularity of our new RE Syllabus, REact, which schools have taken to very positively. It has been very well supported by our RE Adviser, Pamela Draycott who has not only run a series of over-subscribed training courses aimed at RE leaders in primary and secondary schools, but has also enhanced training by arranging visits to Mosques in Margate and Tunbridge Wells, the Synagogue in Ramsgate and the Neasden Mandir. This has done much to raise the profile of RE in our schools. We have also received very positive feedback from schools for “Gathering Together” and “Shaping the Spirit”, SACRE’s guidance on Collective Worship and Spiritual Development which were published during the year.

SACRE operates through a Steering Group, which is a way that helps us to respond quickly to initiatives and concerns. The steering group, does, as the name suggests, provide direction to the work of SACRE and helps to join up the various constituencies effectively. Meeting in places of worship as well as at County Hall has enhanced the experience of being a SACRE member and we look back fondly to our meeting at the amazing new Sikh Gurdwara under construction in Gravesend when we were addressed by the highly regarded Indarjit Singh who reminded us how easy it is to become ‘them and us’ but that we are united in our humanity.

During the year the LA conducted a survey of students’ responses and attitudes to RE. The results, which have still to go out to schools, were fascinating and a reminder that our children are often more spiritual than we expect. The survey triggered some good coverage – and useful publicity – of SACRE on local radio.

Regretfully, our RE Adviser, Pamela Draycott resigned from the authority at the end of the academic year in order to return to real teaching, involving students. She is now responsible for teaching and learning in a Secondary federation in the Diocese of Southwark. Her departure coincided with further reorganisation of the local authority advisory service and no successor has yet been appointed, although the Lead Curriculum Adviser, Allan Foster, has once again stepped in to support SACRE, ably supported by Liz Pope, one of our ASTs, seconded to pick up the urgent and important support work with schools.

I am grateful to Kent County Council for their continued support of SACRE, both financially and in the excellent officer support provided by Carol Wade, our Clerk, whose quiet efficiency sustains the work of SACRE. In addition to Carol, SACRE benefits from the additional support of Policy Officer, Lynne Miller, who both ensures that the financial arrangements work and gives excellent policy advice.

SACRE continues to benefit from its partnership with the different faith groups and with Canterbury Christ Church University. These partnerships are a strength that we continue to build on.

This has been my first year as Chair and I am delighted that it has been such a successful one for Kent SACRE. I wish to thank Nicky Younosi, my Vice Chair, who has served SACRE for many years as the Muslim representative and hardly ever misses a meeting!

John Viner

Chair, Kent SACRE

October 2009

Annual Report 2008-09

1. Standards and quality of RE provision

Overview

Introduction

- 1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census just over 3% of people classified themselves as 'non-white'. 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus provides a good balance of opportunities for pupils/students to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity. This unit has been received well by our primary schools and from September 2009 secondary schools are now beginning to work with the transition unit.

Key area 1a: Compliance and time allocation for RE

- 1.a.1 'REact: a creative vision for religious education' is the Kent Agreed Syllabus (KAS) for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. This is happening in the majority of our schools. Some choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. The Curriculum Adviser for RE has liaised with colleagues supporting schools in project based learning and has produced an appendix to some of their material focusing on RE in line with the Kent Agreed Syllabus (see Appendix 1).

SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the new secondary curriculum and the new primary curriculum as it develops. We will continue to provide advice to the Authority about this and the Curriculum Adviser for RE will continue to provide support on developing the RE curriculum in the light of other developments across the school.

- 1.a.2 There have been no formal complaints about RE over the past year.

Key area 1b: Public examination entries in RE

- 1.b.1 A summary of the GCSE full and short course and of the AS/A2 results for 2009 (with comparisons with previous years is in Appendix 2. The number of entries has remained static and A* - C grades have been maintained.

Key area 1c: Standards and achievement

- 1.c.1 Primary school standards. There have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTs, SACRE has been informed that standards in RE across the primary schools in Kent in the schools they have visited has been at least satisfactory and often good. The implementation of the Kent Agreed Syllabus has led schools to reassess their provision and practice in RE and this has impacted on the quality of what pupils have been receiving as their entitlement to RE.
- 1.c.2 Key Stage 3 standards. There have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Through the work of the Curriculum Adviser for RE and Citizenship and the school based ASTs, SACRE has been informed that where RE is being taught by specialist teachers or where teachers with other specialisms are being adequately supported then attainment is at least satisfactory and often good. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.
- 1.c.3 standards public examinations – link with 1b1

Key area 1d: Quality of teaching

- 1.d.1 The continuing professional development courses over this year have focused very much on improving teaching and learning in RE based on the requirements of the KAS. Primary school subject leaders support the KAS and say that its implementation year has enabled them to focus colleagues' attention on raising expectations of what pupils should know, understand and be able to do in RE based on the statutory level descriptors. This has improved the quality of task setting many of our schools.
- 1.d.2 Raising teacher knowledge and confidence in RE is also something that the implementation of the KAS has focused on. We have, for example, provided a number of twilight visits to two of the mosques and other places of worship in Kent. 150 teachers and teaching assistants have attended and for many of them it was their first visit to a place of worship of a faith group other than Christianity.
- 1.d.3 There is anecdotal evidence that a number of primary schools are using teaching assistants (TAs) and higher level teaching assistants (HLTAs) to cover RE lessons as part of planning preparation and assessment (PPA) time. In some schools this appears to be working well with the teacher directing the work but in some the teacher has little direction in terms of the learning and teaching taking place.
- 1.d.4 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.
- 1.d.5 SACRE has little evidence of how RE teaching is experienced and evaluated by pupils/students. To rectify this during the autumn terms 2008 there was an on-line survey about RE the responses to which will be analysed and fed into the SACRE development plan. (see Appendix 4)

Key area 1e: Quality of leadership and management

- 1.e.1 There were at least 32 new RE subject leaders in the primary schools over the academic year 2008-09. Many of these had contact with the RE curriculum adviser, either through the course programme or through commissioned support to schools. The main areas for development were to do with understanding the requirements of the KAS and its impact on school planning and schemes of work, assessment issues and subject knowledge, particularly of Hinduism for Key Stage One teachers and Islam and Sikhism in Key Stage 2. Subject leaders were generally more confident in their subject knowledge of Christianity (KS1 and 2) and of Judaism (KS1 and 2).
- 1.e.2 Subject leadership in the secondary school was stable over the academic year 2008-09. The areas they requested support in were assessment and the implications of project based learning for RE. A number of RE subject leaders in the secondary school also needed more help in understanding and applying the requirements of the KAS.

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

- 1.f.1 Primary – very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.
- 1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders. This is an area that we need to explore further.

Key area 1g: Resources

- 1.g.1 SACRE does not have this information.
(See Appendix 4 for a summary of a survey asking about implementing the Kent Agreed Syllabus)

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

2.a.1 The full SACRE has met on three occasions over the academic year:

6 November 2008 – Guru Nanak Education Centre, Gravesend.

Members toured the new Gurdwara prior to its opening and were able to appreciate the tremendous amount of work the local Sikh community had put into the project. Dr Inderjit Singh, guest speaker, gave a lively presentation about the role of religion in a multi-cultural Britain and provided a précis of his lecture which was later circulated to members. It was reported that the Biennial RE schools award ceremony had taken place in September and funds had been secured to hold the first annual twilight event, a lecture from Anne Krisman entitled setting the Angel Free.

3 March 2009 – County Hall, Maidstone

Members appraised a visual presentation giving an overview of the process for planning the promotion of community cohesion. They received a report on the review of the primary curriculum and noted the Chairman had broadcast on radio Kent. The meeting concluded with an excellent lecture, enthusiastically delivered by the Hindu representative, summarising her living faith.

6 May 2009 – Tunbridge Wells Mosque

The Inman gave a brief history/overview of his life and work, and was congratulated on knowing the entire Koran by heart. Members debated the latest version of the Development Plan presented by the Steering group, and noted developments in collective worship, community cohesion and the review of the primary curriculum. Two members had represented Kent at the NASACRE AGM.

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

- 2.a.2 Nearly one third of members attend 2 out of 3 meetings. Over one third attend 2 meetings across the year. Nearly one third of members attended 1 meeting during the year. Only a small minority have not attended a meeting. All meetings were quorate.
- 2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, there was a SACRE working party dealing with the SACRE award that was offered to schools during the year which met 3 times and a working party of SACRE members which met 3 times to help the Curriculum Adviser for RE and Citizenship to review the SACRE guidance on Spiritual development which was published in March 2009.

Key area 2b: Membership and training

- 2.b.1 SACRE has a wide ranging membership (see Appendix 3) in line with legal requirements.
- 2.b.2 In addition to the membership the Curriculum Adviser for RE and Citizenship and 2 other officers from KCC are also in attendance.
- 2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.
- 2.b.4 On-going - in at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Curriculum Adviser updates members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about the particular community in Kent.

Key area 2c: SACRE development

- 2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. See Appendix 4. During the next academic year the plan is to refocus the development plan in line with the new suggested reporting outline.
- 2.c.2 SACRE has updated its guidance on spiritual development: Shaping the Spirit: policy and practice for spiritual development.

- 2.c.3 SACRE has close links with Christ Church Canterbury University – the head of primary education is a member of SACRE and also a member of the steering group.

Key area 2d: Financial support

- 2.d.1 The Local Authority provides support in the following ways:
- a dedicated clerk to support the Committee.
 - dedicated support and advise from the Curriculum Adviser for RE and Citizenship
 - an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions.
 - during the academic year 2008-09 additional funding to pay for the development of the Shaping the Spirit guidance.

Key area 2e: Information and advice

- 2.e.1 SACRE receives advice from the Curriculum Adviser for RE and Citizenship at each meeting and in the steering group. SACRE is considering ways in which it can sample schools within the local authority on matters pertaining to RE and worship to gather more statistical information.
- 2.e.2 SACRE has also had other officers working for the local authority coming to speak to it about developments in Local Children Services Partnerships for example.

Key area 2f: Partnerships with other key stakeholders

- 2.f.1 SACRE has an annual lecture for its members to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a place of worship locally annually.

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

- 3.a.1 Cycle of Agreed Syllabus implementation:
- | | |
|------------------------|---|
| January 2007-July 2007 | Introduction of new KAS – syllabus into schools and series of half day sessions held around the county for headteachers and governors (Introducing the KAS) and for subject leaders (Implementing the KAS) |
| Sept 2007-July 2008 | Implementation year of new KAS – over the year schools to ensure meeting requirements in full. CPD programme to help subject leaders and production of Learning about... Learning from... Sikhism a county resource to support the Sikhism Transition Unit. |
| Sept 2008-July 2010 | Embedding phase of KAS – two year programme of CPD, monitoring and evaluation based on KAS requirements. |

Sept 2010-July 2012

Sustaining phase of KAS – two year programme of CPD, monitoring an devaluation based on KAS requirements to ensure continued use of KAS in run up to the new syllabus.

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

- 3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example, the levels of the non-statutory framework were adopted into the statutory part of the KAS and much of the wording of the aims and balance of religions owes its origin to the non-statutory national framework. The RE section of the new secondary curriculum has been used by the Curriculum Adviser who has considered how this impacts on the KAS and has made reference to the new section as applicable on secondary training. It is known that one school in Kent was using this instead of the KAS through a misunderstanding of its statutory nature – this has now been rectified.

Key area 3c: Developing the revised agreed syllabus

- 3.c.1 The revision of the KAS will begin in Sept 2010 with the aim of having the revised syllabus ready to go into schools in January 2012 in order to being the cycle again. The review will take into account developments in curriculum design and delivery in the light of the introduction of the new secondary curriculum and also the implications of the primary curriculum review taking place currently. It will look at models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and will consider how it supports their well-being. Consideration will also be given as to how RE in line with the syllabus does and can more effectively support school's in their statutory duty to promote community cohesion.
- 3.c.2 The Curriculum Adviser leads the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus. A questionnaire is used to ask teachers across the county their views on the strengths and areas for development of the syllabus and these are taken into account in the review.

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

- 3.d.1 Programme as outlined in 3.a.1
- 3.d.2 The Curriculum Adviser reports annually to the Policy Overview Committee of the local authority which includes reference to the implementation of the KAS.

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

- 3.e.1 The Curriculum Adviser has produced some additional material to help schools deliver the statutory transition unit on Sikhism. SACRE is aware of the need to gather more detailed information from schools on how they are implementing the Agreed Syllabus. A similar support for teaching Hinduism across Key Stage One is currently under development for imminent publication.
- 3.e.2 A small sample of subject leaders completed a questionnaire about how they have implemented the KAS and this will be reported on to the SACRE during the early part of the coming academic year.

4. Collective worship

Key area 4a: Practice and provision for collective worship

- 4.a.1 The main focus for support for the provision of collective worship over the academic year has been the production of the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was drawn up by the Curriculum Adviser for RE and Citizenship in collaboration with a working party from SACRE and went free into all Kent schools in April 2008. Since its introduction, which was supported by the Curriculum Adviser for RE and Citizenship attending headteacher briefing sessions to talk about the guidance, two full day courses were run with another two planned for the next academic year.

Key area 4b: Monitoring the provision of collective worship

- 4.b.1 Anecdotal evidence from the Curriculum Adviser for RE and Citizenship, the school based ASTs and SACRE members indicates that the pattern of strengths and areas for further development as far as collective worship is concerned tends to mirror national trends. There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is believed that a small number of secondary schools do not, particularly in relation to the daily requirement – the quality of what they do may be good but they do not have a gathering daily for all students (especially for those in the sixth form). SACRE is aware of the need to ascertain more hard data with regards to collective worship – both provision and quality.
- 4.b.2 There have been no applications for determinations for collective worship over the past year.
- 4.b.3 There have been no formal complaints about collective worship over the past year.

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

- 5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group (there is one vacancy for a Salvation Army representative). The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds.

The majority of Kent SACRE is ethnically White British.

- 5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent SACRE vigorously pursues vacancies as they arise and tries to ensure that as any member is coming up to the end of their term if they are not going to stand again then they suggest someone from their community who might be willing to take their place. As a result of this we have only one vacancy at the moment.

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

- 5.b.1 Many SACRE members (particularly in the Church of England and the Christian and other religious denominations groups) are also members of local interfaith

groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as necessary. The Vice Chair of SACRE is employed in the Minority Communities Achievement Service (MCAS) of Kent County Council and brings her insights to the meetings. The Curriculum Adviser for RE and Citizenship has worked closely over the years with this service, and other Curriculum Advisers, to produce some guidance for schools in Kent around community cohesions.

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

- 5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through for example ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst taking into account national trends also. The Curriculum Adviser for RE and Citizenship is building further links between the faith groups represented in Kent through for example arranging visits to places of worship for SACRE members and for teachers. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools which schools are reminded of annually prior to Ramadan beginning when it is made available on the RE pages of the Kent website.

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

- 5.d.1 SACRE works closely with the Minority Communities Achievement Service and has also had some conversation about the Local Children's Services Partnerships and been invited to be involved in supporting them through ensuring that the religious diversity of Kent is taken fully into account in plans etc.

Summary

1 Good practice – distinctive features

- The way our steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings.
- Positive working relationship between the Authority and the SACRE – provision of officer time, reporting to the Policy Overview Committee, links with the Cabinet member for Education.

2 Sense of community - ethos

- Meetings are well attended and purposeful.
- Usually one meeting per year at a place of worship.
- Member presentations on their faith – well received by other members.
- Annual lecture for SACRE members to which other SACREs in the area are invited to send representatives.

3 Advice on RE and CW to DCSF

- Local determination of RE through the Agreed Syllabus is a major and driving force of the work of SACRE and provides a real focus for enhancing community cohesion as well as providing a relevant and helpful Syllabus which reflects local needs within the national and indeed international context.

- SACRE is a real example of 'community cohesion in action' and the DCSF should highlight its role and work as such.
- Since the changes to Ofsted inspection processes and the move towards self-evaluation SACREs have faced more of a challenge in monitoring the quality of RE and collective worship in their Authority. Each SACRE should receive more support at a national level in order to support the monitoring and evaluation work they engage in. This could be done on a proportional basis (based on the number of schools) so that a SACRE could for example be funded to conduct a survey of its schools, or commission monitoring visits to a proportion of schools each year.
- Collective worship remains an area for development in many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DCSF should be proactive in supporting collective worship and its importance for schools in promoting the spiritual, moral, social and cultural development, enhancing community cohesion, contributing to personal development and well-being.

4. Other

- DCSF should be proactive in highlighting to all partners (e.g. Ofsted, QCDA, TDA etc) that relevant consultations include adequate reference to spiritual, moral, social and cultural development. For example, the recent consultation on the Primary Curriculum Review raised some concerns in this regard.

Appendix 1

RE and Project Based Learning

Religious Education (RE) is an entitlement for all pupils/students from Reception through to the end of the Sixth Form. In community and voluntary controlled schools it is delivered in line with the Locally Agreed Syllabus. In voluntary aided schools it is delivered in line with the school's trust deeds (articles of government). Academies need to develop a broad and balanced curriculum that includes RE but they do not have to follow the requirements of the Locally Agreed Syllabus through many choose to do so.

Kent's Locally Agreed Syllabus for Religious Education

'REact! A creative vision for Religious Education' is Kent's Agreed Syllabus (KAS). It provides the educational and statutory entitlement for schools to develop their RE curriculum. Each school has been sent a copy (January 2007 for implementation during the academic year 2008-09) and further copies are available for purchase from ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800. It is drawn up on the expectation that school's will allocate approximately 5% of curriculum time to RE. A school needs to decide how best to meet this expectation. For example RE could always be taught as a discrete lesson or it could be incorporated into project-based learning or some of it could be taught as a discrete lesson and some as part of project-based learning.

The KAS lays out the range of content that needs to be covered but allows schools to decide on how best to do that to meet the needs of their pupils/students.

Key Stage 3: Christianity throughout the key stage and two other principal religions – Sikhism (as part of the transition unit) and Buddhism. In addition to revisit either Islam or Hinduism studied in the primary school. If there is another religious community with a significant presence locally then that also may form part of the scheme of work as may a secular world view, where appropriate.

Key Stage 4: Pupils should follow an externally accredited course focusing on Christianity and at least one other principal religion. For the majority of schools this means following either a GCSE Short or Full course specification.

Post 16: All students have an entitlement to a minimum of 15 hours study or religious, ethical and philosophical topics. Many schools choose to address this through day conferences.

There are essentially three approaches to structuring the RE scheme of work – a systematic approach (religion by religion), a thematic approach (which emphasizes concepts/themes across religions and can be incorporated into cross-curricular approaches) and an issues-based approach (emphasis on fundamental/key questions e.g. Is there a God?). A scheme of work may take just one of these approaches or may incorporate two or all of them in the planning across a key stage.

There are two attainment targets for RE – '*learning about religion*' (knowledge and understanding) and '*learning from religion*' (application and reflection). The RE experiences and opportunities that pupils/students have need to address both dimensions appropriately. The KAS puts emphasis on skill development (e.g. investigation, interpretation, questioning, reflection) throughout the RE curriculum.

Sikhism Transition Unit

The KAS has a statutory transition unit with a focus on Sikhism. Work on the transition unit should begin in Year 6 (the equivalent of two terms) and be completed in Key Stage 3 (the equivalent of three terms). Secondary schools are free to choose when they complete the work on Sikhism but it is recommended that at least some of the work takes place early during Year 7. A copy of '*Sikhism Transition Unit*' produced by the Advisory

Service Kent was sent to all Kent schools (September 2007) and further copies are available for purchase from *ASK, Oxford Road, Maidstone, ME15 8AW, 01622 203800.*

Key Issues for RE and project-based learning

- ◆ If a school decides to incorporate RE into project-based learning it needs to be able to ensure that the requirements of the KAS are met – in terms of both content and concepts as well as through skill development.
- ◆ The school needs to ensure that clear RE learning objectives/outcomes are planned for. These need to be at an appropriate level for those involved – to provide sufficient support and challenge. The statutory level descriptors (page 58-9 of the KAS) can help teachers here. Appropriate tasks that enthuse and engage pupils in their learning need to be set in order to allow for the learning objectives/outcomes to be met.
- ◆ Progress in RE delivered through project-based learning needs to be assessed, monitored and tracked.
- ◆ Some themes used in project-based learning will be more appropriate to develop high quality RE than others. For this reason planning needs to ensure that over the key stage the requirements of the KAS will be met. This may well mean that there are some themes where RE takes a lead, others where RE contributes and others where it is not appropriate to include RE.

Allan Foster

Lead Curriculum Adviser

Allan.foster@kent.gov.uk

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Appendix 2

Year	Subject name	Exam Type	Boys Entries	Girls entries	Total entries	Kent % A*-C	National % A*-C
2005	Religious Studies	GCSE Full Course	1296	1818	3114	74.4	65.7
2006	Religious Studies	GCSE Full Course	1381	1923	3304	70.6	67.3
2007	Religious Studies	GCSE Full Course	1392	1991	3383	80.3	71.1
2008	Religious Studies	GCSE Full Course	1355	1863	3218	81.8	76.6
2009	Religious Studies	GCSE Full Course	1632	2023	3655	78.1	73.4
2005	Religious Studies	GCSE Short Course	3527	4001	7528	55.2	49.6
2006	Religious Studies	GCSE Short Course	3328	3553	6881	53.3	49.9
2007	Religious Studies	GCSE Short Course	2358	3452	6765	55.6	52.9
2008	Religious Studies	GCSE Short Course	3189	3512	6701	53.5	53.9
2009	Religious Studies	GCSE Short Course	3266	3642	6912	51.2	54.3
						Kent % A-B	National % A-B
2005	Religious Studies	GCE AS	188	330	518	41.5	37.3
2006	Religious Studies	GCE AS	222	360	582	40.4	39.8
2007	Religious Studies	GCE AS	210	367	577	41.4	40.1
2008	Religious Studies	GCE AS	210	471	681	70.2	69.1
2009	Religious Studies	GCE AS	168	280	448	51.8	46.8
2005	Religious Studies	GCE A (A2)	158	292	450	56.1	52.0
2006	Religious Studies	GCE A (A2)	161	312	473	53.5	52.0
2007	Religious Studies	GCE A (A2)	156	301	457	53.9	53.4
2008	Religious	GCE A (A2)	195	297	561	81.8	64.4

Kent SACRE Annual Report to QCDA and other stakeholders

FINAL VERSION 10.12.09

	Studies						
2009	Religious Studies	GCE A (A2)	206	344	550	57.6	57.4

Appendix 3

Membership breakdown of Kent SACRE

Group 1 Christian and other religious denominations

Sikh Community	1 place
Buddhist Community	1 place
Muslim Community	1 place
Jewish Community	1 place
Hindu Community	1 place
Greek Orthodox	1 place
Roman Catholic	3 places
Free Churches	4 places

(Baptist, Methodist, United Reformed Church & Salvation Army)

Plus Co-opted

Baha'i

Group 2 Church of England

3 members from Rochester Diocesan Board of Education

3 members from Canterbury Diocesan Board of Education

Plus Co-opted

1 member

Group 3 Teachers' representatives

Group 4 Council

MEMBERSHIP OF SACRE

GROUP 1 : CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING
THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

1.1 Free Church (4)

Miss J Webb – (Baptist) – serves until 31 August 2010

Mr T Setchell (Methodist) – serves until 31 August 2010

Mrs S Clark – (United Reformed Church) – serves until 31 August 2011

Vacancy – (Salvation Army)

1.2 Roman Catholic (3)

Father Gus Kinnane – serves until 31 August 2011

Vacancy - serves until 31 August 2009

Miss S Malone - serves until 31 August 2010

1.3 Buddhism (1)

Mrs C Elapatha - serves until 31 August 2010

1.4 The Greek Orthodox Church (1)

Mr M Papadopoulos - serves until 31 August 2011

1.5 Hinduism (1)

Mrs U Williams – serves until 31 August 2010

1.6 Islam (1)

Mrs N Younosi (*Group Convenor/SACRE Vice-Chair*) - serves until 31 August 2009

1.7 Judaism (1)

Rabbi C Cohen - serves until 31 August 2010

1.8 Sikhism (1)

Mr G Rajvinder Singh - serves until 31 August 2010

1.9 Co-opted Members

Mr A M Weinberg (Baha'i)

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

Mr J Viner (SACRE Chair) - serves until 31 August 2011

Mrs J Watts – serves until 31 August 2010

Rev Canon J L Smith - serves until 31 August 2009

2.2 Canterbury Diocesan Board of Education (3)

Rev. N. Genders - serves until 31 August 2011

Ms S Kendall-Seatter – (Group convenor) serves until 31 August 2011

Mrs V Corbyn - serves until 31 August 2009

2.3 Co-opted Members

Miss S Shaw

GROUP 3 : TEACHER ASSOCIATIONS (6)

(Having regard to local circumstances)

3.1 National Union of Teachers (1)

Mr S Platnauer - serves until 31 August 2010

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

Ms K Burke (Group Convenor) - serves until 31 August 2010

3.3 Association of Teachers and Lecturers (1)

Mrs P Fairchild - serves until 31 August 2010

3.4 Professional Association of Teachers (1)

Vacancy

3.5 Association of School and College Lecturers (1)

Vacancy

3.6 National Association of Head Teachers Kent Branch (1)

Miss S Lacon

3.7 Co-opted Members

Miss T Kelvie

Miss E Pope

Mrs V Thornewell

GROUP 4 : LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

Mr S Manion (*Group Convenor*)

Mr G A Horne - serves until 31 August 2009

Mr M J Northey - serves until 31 August 2009

4.2 Nominee of the Liberal Democrat Group (1)

Mr M J Vye

At this point in time, efforts are being made to fill vacancies through contact with national and local bodies to seek suitable representatives.

Appendix 4

On-line survey to Kent pupils on Religious Education

Key Findings - Primary

Introduction by John Viner

As Chair of Kent SACRE I welcome this important report on students' attitudes to RE. Kent is at the forefront of local authorities in carrying out this survey of students' attitudes to RE and I hope that this may be repeated in years to come. Religious Education and Collective Worship are statutory requirements for all maintained schools, whether or not they are of a religious character. It is the role of SACRE to oversee RE and worship provision in the county and to monitor schools' compliance with their statutory responsibilities in this regard. More importantly, however, this survey gives us an insight into the way that our children and young people think about faith, religion and beliefs. Their responses show that Kent schools are places where students can explore the spiritual as well as the material and that we must take their views seriously.

Analysis base

1,541 primary school pupils took part in the survey with an almost equal split between boys and girls. Most of the pupils taking part were from years 3 – 6. 72 schools responded to the primary survey, 2 of which were special schools.

In terms of the geographical spread of primary schools taking part there were two local partnership areas where no schools took part. There were six partnership areas where extremely low numbers of pupils took part. Maidstone 2 and Swale Urban had the highest number of pupils taking part.

In the main the majority of pupils taking part were Christian or had no religion. Very few pupils were from the world faiths.

Finally given the size of the sample it may not be representative of the whole cohort.

Timeframe

This on-line survey was held in autumn 2008 and analysis undertaken in 2009.

Primary

Question 1: what do you think and believe about God?

Pupils who believe in God	52.5%
Pupils who don't believe in God	17.5%
Pupils who are not sure	28.6%
Pupils who have not answered the question	1.5%

Reasons given by pupils for their views included:

- Family reasons
- Personal beliefs
- They want to go to heaven.
- They believe God is powerful.
- There is no proof.

Question 2: What three questions would you ask God?

Did you really make the world?	46.3%
What happens to someone when they die?	39.8%
Do animals go to heaven?	47%
Why do some people go hungry and others have too much to eat?	16.9%
Why are there wars?	32.9%
Is there life on other planets?	37.3%
Do you know everything?	17.1%
Do you exist?	27.1%
Does praying make a difference?	22.1%

Pupils gave a range of reasons for why they chose their questions. They can be grouped into two key areas:

1. Personal interest – because the children would like an answer to it, find it interesting, want more information about etc.
2. Others' interest – because the children think that others would be interested in finding out about, because they have talked about it in RE (or sometimes circle time).

Question 3: Is praying important to you and why?

Saying prayers is important to me.	97.1%
Those who haven't said whether praying is important	2.9%
It helps me feel close to God	34.8%
It helps the people and things prayed for	14.7%
I don't think praying makes any difference	22.5%
I don't believe in God so who is there to pray to?	14.5%
Other reason	7.2%

Reasons that pupils gave for their answers included:

- For forgiveness
- To feel close to God, feel good, feel safe and feel better.
- To feel close to someone who has died.
- Time to think.
- To give thanks and to say sorry.
- It is boring.
- God doesn't exist.

Question 4:

Pupils thought that Jesus is important to Christians because of the events in his life and his beliefs.

Other important religious leaders that pupils named included:

Mohammed, Guru Nanak and Krishna, Moses, Noah and Abraham, Mary and Paul

Thomas A Becket, the Pope and the Queen - there was some confusion in a few cases between religious leaders and historical figures.

Question 5: Do you think that finding out about other religions is important?

Finding out about other religions is VERY important	27.2%
Finding out about other religions is IMPORTANT	48.1%
Finding out about other religions is NOT important	24.6%

The reasons that pupils gave for their answers included:

- They were able to make an informed choice.
- It increased their knowledge.
- They had an understanding of others and themselves.
- It is boring.
- They do not believe.

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

Question 6: What three activities in your RE lessons do you enjoy the most?

Speaking and listening	16.1%
Writing stories and/or accounts	16.3%
Visits to places of worship	15.4%
Using computers and IT	42.9%
Drama/role play	49.5%
Playing games	53.7%
Listening to talks by visitors	8.6%
Painting/drawing	49%
Other activity (this was mainly around being engaged and active)	2.7%

Question 7: Is learning about RE more difficult, easier or the same as learning in other subjects?

Easier than learning in other subjects	21.6%
About the same as learning other subjects	48.8% ⁽¹⁾
Harder than learning in other subjects	29.6%

(1) This is a good picture to have.

Question 8

The comments from the pupils on 'The best thing about RE is ...' indicate they respond well to a good range of activities that engage them in their learning – being active rather than passive, working in groups, artwork and discussion, drama and role play.

Question 9

The findings from the pupils 'on the one thing I would change about RE....' is that they would like less listening and more activity, and more choice in activities. This confirms the comments found in Question 8.

Secondary

Analysis base

550 secondary pupils took part in the survey and almost four fifths of those taking part were boys. Most were from years 7 – 10 with very few pupils taking part from years 11, 12 and 13. 12 schools responded to the secondary survey, 2 of which were PRUs (Pupil Referral Units) and 1 was a special school.

In terms of geographical area, pupils from nine partnership areas took part although there were extremely low numbers of pupils in four of the areas. Shepway 1 had the highest number of pupils taking part.

In the main the majority of pupils taking part were Christian or had no religion. Very few pupils were from the world faiths.

Finally given the size of the sample it may not be representative of the whole cohort.

Timeframe

This on-line survey was held in autumn 2008 and analysis undertaken in 2009.

Secondary

Question 1: what do you think and believe about God?

Pupils who believe in God	22.7%
Pupils who don't believe in God	32.2% ⁽²⁾
Pupils who are not sure	44%
Pupils who have not answered the question	1.1%

(2) In comparison to other available data nationally this figure is higher than average.

This may be because of the large proportion of boys completing the survey – overall there is a gender bias towards females in religious belief and practice.

Reasons given by pupils for their views included:

- Personal beliefs
- Not being sure.
- There is no proof/evidence.
- Scientific knowledge.

Question 2: What three questions would you ask God?

Did you really make the world?	37.3%
What happens to someone when they die?	69.3%
Do animals go to heaven?	15.5%
Why do some people go hungry and others have too much to eat?	19.6%
Why are there wars?	16.4%
Is there life on other planets?	46.7%
Do you know everything?	15.1%
Do you exist?	28%
Does praying make a difference?	29.3%

Like with the primary responses, students gave a range of reasons for why they chose their questions. These could be grouped into two key areas:

3. Personal interest – because they wanted to find out more about it, because it was interesting, because it made them think/reflect about it.
4. Others’ interest – because its an interesting question, because its challenging, because it needs to be answered.

Question 3: Is saying prayers important to you?

Saying prayers is important to me.	72.5% ⁽³⁾
Those who are not sure	26.5%
Those who haven’t said whether praying is important	0.9%

(3) This does not seem to correlate with question 1 (why pray if you don’t believe in God?) but perhaps reflects spiritual rather than religious practice?

Reasons that pupils gave for their answers included:

- To feel better.
- Not being sure.

Question 4

Reasons why pupils thought that religious leaders are important included:

- Impact on the founding of religion.
- Continuing impact for believers today.
- They are sent from God and inspire others.
- They explain teachings and how to live.
- They help people to live their lives.
- They are not real, they are made up.
- They are conning people into following them.

Question 5

Reasons pupils gave on why religious beliefs and practices are important included:

- It helps them to live and it gives them something to believe in.
- For comfort and to rely on.
- To blame.
- Because they want to go to heaven and not hell.
- Their lifestyle is based on religion.
- They are bought up in the faith.

Question 6: Some people believe that when you die it is the end, others that you live on. What do you think?

I believe in life after death and that your soul/spirit/atman lives on.	36%
I'm not sure what I believe about life after death	47.3%
I don't believe in life after death and that your soul/spirit/atman doesn't live on.	16.7%

Reasons that pupils gave for their answers included:

- Not being sure.
- They would like to believe but are not sure they can.
- Their parents tell them there is life after death.
- They have seen a ghost.
- It is promised by their faith.

Question 7: Do you think that finding out about other religions is important?

Finding out about other religions is VERY important	16.2% ⁽⁴⁾
Finding out about other religions is IMPORTANT	49.2% ⁽⁴⁾
Finding out about other religions is NOT important	34.5%

(4) These figures seem lower than you would expect and may reflect that Community Cohesion is an area of development.

Reasons pupils gave for their answers included:

- For a better understanding of other people.
- Not being afraid of other people.
- It develops empathy.
- We should only study Christianity.
- It is pointless studying religion.
- It enables respect and tolerance.
- It changes people and history.

Question 8: What three activities in your RE lessons do you enjoy the most?

Discussion	39.8% ⁽⁵⁾
Writing stories and/or accounts	6.5%
Visits to places of worship	22.5%
Using computers and IT	48.4% ⁽⁵⁾
Drama/role play	34.2% ⁽⁵⁾
Playing games	46.2% ⁽⁵⁾

Listening to talks by visitors	10.4%
Painting/drawing	29.6% ⁽⁵⁾
Other activity (including films)	12%

(5) The findings for question 8 suggest that pupils prefer active forms of teaching of learning – mirroring primary findings.

Question 9: Is learning about RE more difficult, easier or the same as learning in other subjects?

Easier than learning in other subjects	24%
About the same as learning other subjects	51.4% ⁽⁶⁾
Harder than learning in other subjects	24.6%

(6) This is a good picture to have – they are not finding RE too easy.

Question 10

The comments from the students on ‘The best thing about RE is ...’ indicate:

- The importance of morals and ethics, spirituality and deeper meaning.
- Good teaching and learning.
- A range of activities is taking place: discussion, videos, films, ICT, engaging tasks and expressing ideas in different ways.

Question 11

The findings on what pupils say about ‘The one thing I would change about RE...’ indicate:

- They want to do less writing and more active things.
- They want more focus on their own religion rather than others.
- There is too much content and not enough depth.

Appendix 5

Kent SACRE Development Plan

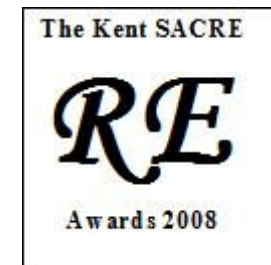
Kent SACRE Development Plan



Year: 2009-10

Version: 6.1

Last update: October 2009



Kent SACRE Development Plan 2008-9

1. Standards and Quality of Provision of R.E.	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Compliance	To provide effective guidance to ensure that all Kent schools meet statutory requirements for RE. ECM3, 4	<ul style="list-style-type: none"> All Kent schools comply with statutory requirements for RE High quality guidance is available 	Identify non compliance through SIP monitoring Write to non compliant schools to offer support Write to Lead Curriculum Adviser <u>ITEM PUT IN GOVERNOR BRIEFING NOTE TO REMIND GOVERNORS OF THEIR RESPONSIBILITIES FOR RE AND COLLECTIVE WORSHIP</u>	Lead Curriculum Adviser in consultation with SIP Mgr	Ongoing <u>JAN 2010</u>	Developing (STALLED) Adviser has produced questions for SIPs to ask. <u>DEVELOPING. WILL BE GOING INTO SIP BRIEFING & HANDBOOK</u>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

2. Standards and achievement	To ensure that all Kent pupils are achieving appropriately in line with standards laid out in LAS. ECM 3,4	Pupils achieving AA levels	Linked to implementation of LAS, providing a support programme focused on standards and achievement	RE Adviser working with Dioceses and CCCU	Ongoing	Developing LAS cycle – introduction (now); implementation (2 years); embedding (2 years); sustaining (1 year linked to review of LAS)
3. Quality of teaching / leadership & management	To ensure that quality of teaching, leadership and management of RE Kent schools is high ECM3, 4	RE established as recognised subject, not an add-on; Planning of RE takes into account requirements of LAS and national development	Supported subject leaders in primary and secondary schools through training & development	RE Adviser, working with ASK consultants and ASTs for RE. Diocesan Officers CCCU	Ongoing	Developing Much RE training has taken place including Headteachers, Governors and Coordinators.
4. Recruitment & retention of teachers	To encourage the appointment and retention of specialist teachers for RE in Kent schools ECM 3,4	Most recently appointed new RE teachers are willing and able to remain within the county The profile of RE is raised in Kent	Provide CPD programme for new and recently appointed RE teachers in Partnership with CCCU Liaison with CCCU and other providers of RE teachers	Officers RE Adviser	Ongoing	Emerging Dioceses, CCCU and ASK RE Adviser beginning to work in partnership with other providers

**Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09**

5. Resources	.1 To publish, as appropriate, resource material to enable effective implementation of LAS and spiritual development ECM 1,3, 4	<u>KS1 HINDUISM RESOURCE COMPLETED</u>	<u>KS1 HINDUISM RESOURCE</u>	<u>RE ADVISER</u>	<u>OCT 09</u>	<u>DEVELOPING - VERY NEAR COMPLETION</u>
	.2 The Kent SACRE Biennial Awards 2010-11 – Creative Ways Of Implementing The Kas Ecm 1, 3, 4	The quality and quantity of nominations are high. Awards made.	Award Brief prepared; Working Group to finalise arrangements. Schools have received information	Chairman RE Adviser SACRE Working Group	Planning Grp meet T 1; Invitation T 2; Deadline T4; Judging T5;	<u>Emerging</u> <u>NO RESOURCES TO PROVIDE MONETARY PRIZE</u>

Kent SACRE Annual Report to QCDA and other stakeholders

FINAL VERSION 10.12.09

2. Management of SACRE & partnership with L.A. & other key stakeholders	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. SACRE Meetings	<u>TO CLARIFY & REDXEFINE MEMBERSHIP OF SACRE & ASSOCIATED ROLES</u>	<u>TOC APPROVED</u>	<u>REVIEW & RECOMMEND</u>	<u>STEERING GROUP; OFFICERS</u>	<u>EMBEDDED GOOD PRACTICE BY END 2009-10</u>	<u>EMERGING</u>
Membership & training	.1 Membership strongly reflects the diversity of Kent's religious and professional communities ECM 4	All groups are fully represented and members attend and actively participate in SACRE meetings	All groups fully represented A broad representation reflects membership from all phases of education, <u>IN LINE WITH NASACRE'S NATIONAL INITIATIVE FOR RECRUITMENT & TRAINING OF GROUP MEMBERS</u>	Development Plan Steering Group <u>NASACRE TRAINING OFFICER</u>	Will take three years to become embedded as good practice	<u>ESTABLISHED - REMAINS UNDER CONSTANT REVIEW</u>
	.2 Training for Group Conveners ECM 4	Group Conveners are clear about their role .	Training <u>BRIEFING NOTE</u> to be devised and delivered	Chair to deliver	By end AY 2010	<u>ESTABLISHED</u>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

Page 62 Professional & financial support		.3 Training Opportunities for all SACRE members ECM 4	Training opportunities are available for SACRE members	NATRE videos + member presentation + Annual speaker <u>+ ACCESS FOR MEMBERS</u> <u>TO ASK EVENTS</u>	Chair	4 mtgs from Spring 2010	Established - <u>RUCR</u>
	3. Improvement / development plan	To showcase Kent SACRE good practice in wider contexts ECM3, 4	Kent SACRE is recognised nationally	Opportunities taken to promote and share Kent good practice NASACRE trainees have attended our meetings Our RE survey went into AREIAC Journal	SACRE members RE Adviser	Ongoing as opportunities arise	Established - <u>RUCR</u>
		.1 Sustainability of SACRE <u>.2 MAINTAIN HIGH QUALITY PROFESSIONAL ADVICE TO SACRE</u>	SACRE is active and effective. <u>DEDICATED ADVISER POST FOR RE</u>	Ongoing training; Involvement of SACRE members in working parties. <u>REPRESENTATION MADE TO CFE SMT & MEMBERS</u>	Clerk; RE Adviser CFE support officers <u>LEAD CURRICULUM ADVISER & CHAIR</u>	Ongoing <u>ONGOING</u>	Advanced <u>KCC</u> fully and strongly supports SACRE and its work in line with its statutory responsibilities. <u>EMERGING</u>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

5. Information & Advice (See also Resources above)	Advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 1, 4	Clear advice is available to schools	Shaping the advice regarding Community Cohesion and RE	RE Adviser SACRE Working Party	Before the end of AY 2009-10	Established - <u>RUCR</u>
6. Partnership with other key stakeholders	.1 Sustain and improve existing partnerships and make new partnerships as they are identified ECM 4 .2 Raise awareness of SACRE among partner departments in KCC	SACRE is seen as a partner with its own identity SACRE is consulted as a matter of course by KCC bodies	Ongoing identification and development of partnerships to secure support for RE Persistent proactive recommendations from SACRE to KCC	SACRE membership <u>RE ADVISER</u>	Ongoing <u>BY END 2009-10</u>	Developing Currently effective partnerships with CCCU, Anglican Dioceses, some faith groups Emerging - <u>ON AGENDA FOR NEXT RE ADVISER</u>

3. Effectiveness of Locally Agreed Syllabus	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Construction of Agreed Syllabus	Review and publication of Agreed Syllabus 2012 completed ECM 3	Syllabus 2012 well received by SACRE and teachers in schools and implemented within agreed time scale.	RE Adviser to convene <u>AS CONFERENCE</u>	LAS Working Group RE Adviser	Review 9/9 to consider viability of Publication 5/11 for launch 9/11	Emerging <u>PRELIMINARY DISCUSSION + ANALYSIS UNDER WAY</u>
2. Using National Guidance	To draw on other LAS and the non-statutory national framework 2004 to support the development of the LAS 2006 ECM 3	non-statutory national guidance adapted to meet the requirements of the Kent context.	Discussion through LAS Conference Working Party <u>FURTHER LETTER TO GO TO KENT MP'S</u>	LAS working party RE Adviser Steering Group	Ongoing June 2009	Developing (<u>STALLED</u>) See above <u>ADVANCED AWAITING OUTCOMES OF CONSULTATION</u>
3. Additional Guidance / monitoring / evaluation of Agreed Syllabus	.1 Additional guidance to be produced ECM 3	Additional guidance is published electronically	RE Adviser produces guidance.	RE Adviser	Linked to national and local priorities	<u>ADVANCED</u> ASK has issued guidance for the Transition Unit and plans are in place for KS1 Hinduism guidance

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

	.2 Develop creative approaches to teaching RE through the LAS	Cross curriculum approaches to RE are identified and supported	RE Adviser and ASTs to plan and shape advice	RE Adviser SACRE WG	From Spring 2008	Emerging <u>(STALLED)</u>
	.3 Give pupils a voice to explore attitudes to RE and act on the information	Mechanism for sampling student and pupil views	Online survey available. e-Government team will pass data to SACRE Data to be analysed	RE Adviser e-Government team	Autumn 2009	<i>Advanced</i> E-Government actively pursuing the initiative.

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

4. Collective Worship	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
1. Practice & provision of Collective Worship	To ensure that quality of leadership and management of CAW in Kent schools is. high ECM 1,2,3,4	Kent schools provide CAW which meet pupil needs for spiritual development and legal requirements	Supported CAW leaders in primary and secondary schools through training & development;	RE Adviser, working with ASK consultants and ASTs for RE.	ongoing	<i>Established</i> Training now available <u>FOCUS GROUP CONDUCTED</u> <u>RUCR</u>
2. Monitoring provision and addressing non-compliance	To ensure that all Kent schools are able to meet statutory requirements for CAW ECM 1,2,3,4	All Kent schools able to comply with statutory requirements for CAW	Identify non compliance through Ofsted reports / SIP monitoring Write to non compliant schools to offer support Identify further ways to identify levels of compliance	<u>SIPS</u> <u>RE ADVISER</u> <u>TO INFORM SACRE</u>	System established during academic year 2006-7 And developed 2007-10	Emerging <u>(STALLED)</u> <u>DEVELOPING. WILL BE GOING INTO SIP BRIEFING & HANDBOOK</u>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

5. Contribution of SACRE to social and racial harmony agenda (including Community Cohesion)	Objective	Success Criteria	Action	Responsibility	Timeframe	Status
<p>1.1 Representative nature of SACRE</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 67</p> <p>1.2 Attendance</p> <p>1.3 Co-option</p>	<p>To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education ECM 4</p> <p>Members attend at least 2 out of 3 meetings</p>	<p>SACRE membership meets representative needs for faith communities and education phases more effectively</p> <p>All meetings well-attended</p>	<p>Complete a full review of the constitution and membership of SACRE</p> <p>Include attendance in the review</p> <p>Review criteria & current co-optees.</p>	<p>Chairman RE Adviser</p> <p>Chairman Convenors</p>	<p>In response to the 1/94 consultation – from 6/5/09</p>	<p><i>Established</i></p> <p>No vacancies in faith group, only in Teachers' Union</p> <p><u>RUCR</u></p> <p>Emerging – <u>TO BE TAKEN TO NEXT SACRE, LINKED TO CONSTITUTION</u></p>

**Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09**

<p>2. Knowledge and understanding of local communities</p>	<p>Establish and further develop links with local community groups</p> <p>ECM 4</p>	<p>SACRE link with KCC Race Equality Forum.</p> <p>Teachers feel more comfortable about linking with local faith communities</p>	<p>Establish initial links to Faith Forums and inter-faith networks.</p> <p>Hosting meetings at different faith venues offers mutual learning experiences</p>	<p>Officers Steering Group Chairman RE Adviser</p>	<p>Ongoing</p>	<p><u>ESTABLISHED - RUCR</u></p> <p>SACRE meeting in local places of worship and having input from faith members on aspects of their faith.</p>
<p>3. Contribution RE can make to Social Harmony agenda <i>(Community Cohesion)</i></p>	<p>Community cohesion advice to schools regarding similarities and differences between religion, ethnicity and culture. ECM 4</p>	<p>Clear advice is available to schools</p>	<p>Shaping the advice Preparation of appendix to (revised) Shaping the Spirit.</p>	<p>RE Adviser SACRE members MCAS</p>	<p>Before the end of AY 2008-9</p>	<p><u>ADVANCED – ADVICE ON WEBSITE & TAKEN UP NATIONALLY - RUCR</u></p>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

4. Links to LA initiatives to promote community cohesion	.1 To ensure that SACRE is aware of, and participates in KCC activities that promote social and racial harmony across the county (eg working with MCAS to produce guidance). ECM 1, 2, 3, 4, 5	SACRE plays a full and active part in linking to LA initiatives to promote racial harmony	Regular updates to SACRE of LA activities in this area SACRE members take part in regular links with BME communities; RE Adviser to develop links with public service units	RE Adviser SACRE members Faith community representatives	Ongoing	Established As a statutory body SACRE implements all general and statutory duties placed upon it. RUCR
	SACRE members engage at relevant levels with LA meetings ECM 1, 2, 3, 4, 5	Members develop what links they can (eg RE Advise with MCAS project, Chair with Thanet Diversity Forum)	Some Members to carry out this work	RE Adviser also working with QCA	Ongoing	Developing
	.2 SACRE to be pro-active in advising LCSPs	Advice from SACRE given to LCSPs	SACRE representation at LCSP's to highlight role of SACRE	Steering Group LA Policy officer	Ongoing	Emerging

Completed Actions – the successes of the Kent SACRE Development Plan

Area of Focus	Target	What was achieved	When?
7. <u>INFORMATION & ADVICE</u>	<u>ADVICE TO SCHOOLS REGARDING SIMILARITIES AND DIFFERENCES BETWEEN RELIGION, ETHNICITY AND CULTURE. ECM 1,4</u>	<u>CLEAR ADVICE IS AVAILABLE TO SCHOOLS AS REVISED "SHAPING THE SPIRIT"</u>	<u>2007-8</u>
8. <u>SACRE MEETINGS</u>	<u>TO MOVE BEYOND ROUTINE MATTERS, TO CONSIDER WIDER ISSUES ABOUT THE QUALITY OF RE AND COLLECTIVE WORSHIP ECM 1,4</u>	<u>WIDE RANGING DISCUSSIONS ARE A FEATURE OF REGULAR SACRE MEETINGS, BEING LED BY GROUP MEMBERS</u>	<u>EMBEDDED GOOD PRACTICE BY END 2007-8</u>
<u>RESOURCES</u>	<u>.1 PROVIDE EFFECTIVE ADVICE FOR SCHOOLS TO RESOURCE THE NEW LAS ECM3,4</u> <u>.2 TO PUBLISH, AS APPROPRIATE, RESOURCE MATERIAL TO ENABLE EFFECTIVE IMPLEMENTATION OF LAS AND SPIRITUAL DEVELOPMENT ECM 1,3, 4</u>	<u>SCHOOLS HAVE RECEIVED APPROPRIATE ADVICE AND THE LAS</u> <u>PUBLICATION OF ADDITIONAL RESOURCES.</u>	<u>2008-2009</u> <u>2008-2009</u>

Kent SACRE Annual Report to QCDA and other stakeholders
FINAL VERSION 10.12.09

	Promote the development of “mobile places of worship” for Judaism, Hinduism, Sikhism and Islam ECM 2, 3, 4, 5	West Kent pilot is in operation and is being loaned to schools in the area. There is available guidance on setting up similar resources elsewhere.	During AY 2006-7
Management of SACRE	Maintain an effective development plan to address issues raised through SACRE self-evaluation process. ECM 4	SACRE Development Plan is now in use as a strategic and operational planning tool	Developed over 2005-2008
LAS	Governor training to be provided ECM 4	RE Adviser has delivered training to Governors	During 2007-8
Page 71	Schemes of Work available to support LAS ECM 3	Resource is published and available	During 2007-8
Collective Worship	To provide guidance for headteachers and governors on developing effective CAW ECM 1,2,3,4	Guidance on Collective Worship has been prepared and published RE Adviser is providing ongoing training to support CW (HTs, Teachers, Governors)	Term 5 2007/8

Community Cohesion	<p>To ensure that SACRE represents established faith communities within Kent, and is representative of all phases of education</p> <p>ECM 4</p>	<p>SACRE is now more completely constituted than at any previous time</p>	<p>By 2008 but the work continues</p>
	<p>Establish and further develop links with local community groups</p> <p>ECM 4</p>	<p>Well-attended twilight sessions for teachers at the Margate and T Wells Mosques have established good relationships with Imams</p>	<p>During 2007-8</p>
1.5 Resources	<p>Young Inter-faith projects – the NASACRE Westhill awards</p>	<p>SACRE is able to present appropriate project for award</p>	<p>2008-2009</p>
3.3 Consultation / Launch/ Implementation of Agreed Syllabus	<p>Established cycle for the sustained implementation and review of the KAS</p> <p>ECM3</p>	<p>Review cycle established:</p> <ul style="list-style-type: none"> ➤ Introducing ➤ Implementing ➤ Embedding ➤ Sustaining <p>Review</p>	<p>Implement 9/2007</p> <p>Develop 2007-9</p> <p>Sustain 09-11</p> <p>Review 2012</p>

Glossary

AA	Above average (student)	NASUWT	National Assoc of Schoolmasters, Union of Women Teachers
AREIAC	Association of RE Inspectors & Consultants	NATRE	National Association of Teachers of Religious Education
ASCL	Association of School and College Leaders	NUT	National Association of Teachers
ASK	Advisory Service Kent	PAT	Professional Association of Teachers
AST	Advanced Skills Teacher	QCDA	Qualification and Curriculum Development Agency
ATL	Association of Teachers & Lecturers	RC	Roman Catholic
AY	Academic Year	RE	Religious Education
BME	Black minority ethnic	REF	(KCC) Race Equality Forum
CAW	Collective Act of Worship	<u>RUCR</u>	<u>REMAINS UNDER CONSTANT REVIEW</u>
		SACRE	Standing Advisory Council for Religious Education
CCCU	Canterbury Christ Church University	SIP	School Improvement Partner
CE	Church of England	<u>SMT</u>	<u>SENIOR MANAGEMENT TEAM</u>
		SoW	Scheme of Work
CFE	Children Families and Education (Directorate)	StS	Shaping the Spirit
CPD	Continuing Professional Development	T	Term (number...)
DCSF	Department for Children, Schools and Families	WG	Working Group
ECM	Every Child Matters		
ECM2	Staying Safe		
ECM3	Enjoying and achieving		
ECM4	Making a positive contribution to society		
ECM5	Developing economic wellbeing		

KAS Kent Agreed Syllabus

KCC Kent County Council

LA Local Authority

LAS Locally Agreed Syllabus

LCPB Local Children's Services Partnership

MCAS Minority Communities Achievement Service

NAHT National Association of Headteachers

NASACRE National Association of SACREs

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By: Marisa White, Head of Extended Services and Gill Bromley, Strategic Manager/ Project Manager Libraries and Archives

To: Learning and Development Policy Overview and Scrutiny Committee

Date: 23 February 2010

Subject: The Kent Approach to Literacy and Reading: a strategy to engage the whole community

Classification: Unrestricted

Summary

This report notes progress on the development of a Community Strategy for Reading and Literacy in Kent – known as the “Kent Approach” – and identifies next steps.

FOR INFORMATION AND COMMENT

1. INTRODUCTION AND BACKGROUND

Purpose

1.1. The need for a strategy, known as the “Kent Approach to Literacy and Reading”, has been endorsed by Cabinet on the 30th March 2009, Chief Officers and the Kent Partnership. The strategy aims to engage the whole community and will help underpin the work schools, Kent’s Regeneration Framework and the Children and Young People’s Plan and it also supports Kent’s Strategy for Later Life, Supporting People, the Strategy for Public Health in Kent, Supporting Independence, the Cultural Strategy and other priorities.

1.2. The Kent Approach recognises that there is much good practice but that there is a need for a more strategic and joined-up approach. It will seek to engage communities across Kent to enhance the teaching of functional literacy skills in schools and adult education centres through the development of new partnerships and initiatives. It recognises that everyone has a stake in this agenda and that we can only achieve our aim of 100% literacy if we work together and takes a community approach to literacy and reading. All Directorates are actively involved.

1.3 The Kent Approach also recognises that reading benefits health and wellbeing. It will seek to promote a love of stories from the earliest age to stimulate a desire to learn to read. It will also promote the enjoyment of reading to people who suffer ill health including mental illness, to adults and children who have learning disabilities, and to people who are isolated or lonely. KASS and the health service are key partners.

Drivers

1.4 *Literacy Changes Lives: a summary of the impact of reading on individuals, communities and the nation* www.literacytrust.org.uk/research/Literacy_changes_lives.pdf provides evidence that places reading firmly on the agenda of those who lead work to improve people's lives and the wellbeing of local communities. In relation to learning and employment Literacy changes Lives highlights the fact that:

- 70% of pupils permanently excluded from school have difficulties in basic English
- currently one in six adults cannot read at the level expected of an eleven year old
- over 95% of all employment in the U.K. requires employees to be able to read

1.5 Research into attitudes towards reading commissioned by DCSF has highlighted that only 24% of C2DE parents see the link between reading and success in life. See [www.yearofreading.org.uk/wikireadia/index.php?title=Attitudes to Reading in England](http://www.yearofreading.org.uk/wikireadia/index.php?title=Attitudes_to_Reading_in_England)

1.6 Literacy and reading support all 5 aims of Every Child Matters and are vital to the 3 main pillars of the new CFE structure:

- primary health care
- educational provision and attainment
- safeguarding and child protection, health and child development

1.7 Given that this is a long-term aspiration it is vital that we target those who are most in need as a first priority. Priorities for CFE include Early Years, Key Stage 2, National Challenge Schools and their communities - including feeder primary schools, children and young people in care and those on free school meals and engaging with families and communities where literacy is an issue and where reading is not valued – utilising different approaches to adult literacy and family learning to engage people who do not currently engage. We will work with Children's Centres, schools, Social Care teams, the voluntary and community sector and the Leaving Care service.

Aims

1.8 The aim is to develop and embed a culture where everyone in Kent, regardless of first language, ability or age, aspires to read and where there is excellent access and signposting to skills development opportunities and support. The Kent Approach to Literacy and Reading recognises that:

- functional literacy skills i.e. the ability to read are the key to a fulfilling life
- that reading and success go hand in hand
- reading can be anything, not just books, anytime, anywhere
- it is never too early or too late
- a love of reading can enable us to escape from or cope with the challenges of modern society including ill-health, loneliness and depression
- we must foster a climate where reading is valued and enjoyed in every home and every community

1.9 The Kent Approach to Literacy and Reading is to provide a sustainable model that eventually can become mainstreamed recognising that our aspiration for 100% literacy is long-term. The approach being taken in the first 18 months is to engage a wide range of organisations, staff and individuals in championing reading and literacy; to strongly encourage experimentation and creativity (as is demonstrated in section three below); to put in place mechanisms for joint planning, commissioning and delivery of support programmes; to obtain feedback and evidence around what works, and to continue with

robust information gathering in order to target activity. This will create the conditions for activity to be planned and sustained beyond March 2011.

1.10 The work to develop the Kent Approach to Literacy and Reading is led by Libraries and Archives working closely with CFE, Adult Education, KASS and a wide range of other partners beyond KCC including Health and the Voluntary Sector. This recognises the role of libraries in promoting an enjoyment of reading as well as providing opportunities for learning. This role includes signposting, for example, to adult education programmes and facilities, and in helping to stimulate the love of reading which is essential if children and adults are to aspire to learn to read or improve their reading skills.

1.11 The Project Manager (based in the Communities Directorate) is working closely with many CFE teams. In the past 6 months she has worked closely with the Extended Services Team and has met the Early Years Team, LCSP Managers, Reading Recovery, Educational Psychologists and has given a presentation to National Challenge Schools at their request.

2. THE PRINCIPLES OF THE “KENT APPROACH”

2.1. The Kent Approach aims to provide a continuous cycle of interventions, to enable Kent to reach its aspiration of 100% literacy, through three broad areas of action:- **Conversation, Charter and Challenge.**

2.2. **Conversation** aims to reach the widest possible range of partners and communities in order to get everyone talking about literacy and sharing responsibility to help find new approaches. Key questions will include:

- How can we raise standards of literacy?
- How can we introduce more people to the benefits of reading?
- What are the barriers to success and how can we overcome them?
- What can your organisation contribute?

2.3 A **Charter**, Pledge or Reading Entitlement for the people of Kent will promote existing services alongside new offers and opportunities. It will aim to raise awareness of the range of facilities and activities that exist at local and county level.

2.4 Continuous **Challenge** aims to maintain commitment to seek new approaches until the goal of 100% literacy has been achieved. This will ensure that the Kent Approach is sustainable recognising that this is a medium to long-term aim. The role of KCC's Members will be crucial including championing the Kent Approach at local level and ensuring that literacy is at the heart of Kent's strategic priorities.

3. PROGRESS

Project structure

3.1. A Strategic Manager in Libraries and Archives, Gill Bromley, is managing this project. She reports to a KCC Project Board chaired by the Director for Communities Cultural Services. Board Members include the Executive Director of the Kent Economic Board, the Head of Extended Services (CFE), Head of Partnership and Operations (Kent

Adult Education Service), Head of Libraries and Archives, and the Social Care Commissioner For Mental Health (East Kent Adult Services).

3.2 An Implementation Group actions, supports and advises on the development and delivery of the Kent Approach. This Group includes managers from Communities (Youth Service, Adult Education and Libraries and Archives), CFE (Early Years, Local Children's Services Partnerships, Primary Strategy, Minority Ethnic and Bilingual Service, Supporting Parents, and Study Support), KASS (Adults with Learning Disabilities) and CED (Innovations, Business Solutions and Policy) as well as Aim Higher (a partnership of Kent's universities and the Open University, 7 FE colleges and around 60 schools), Connexions, District Councils, the Employment and Skills Board, the Health Service, the Housing sector, Jobcentre Plus, the Probation Service, and Volunteer Reading Help. It is envisaged that the Implementation Group will become a standing forum for the promotion of literacy and reading in Kent, based on a well established model in Rochdale. It will ensure that the Kent Approach is championed and sustained in the longer term.

National recognition and involvement

3.3 National recognition of Kent's work during National Year of Reading has continued. *'Kent County Council is a valued partner in the National Literacy Trust's project Partners in Literacy. We continue to be impressed by the combination of strategic activity and sustainable solutions developed We have been particularly impressed by the strategic work....(to) thread literacy into Thanet Works and regeneration activity led by Housing in Swale. This work has the potential to massively extend the reach of literacy support to the families who will benefit most from it. Kent is a shining example of an authority dedicated to making literacy a basic right for all of its communities.* (Manager: Partners in Literacy, National Literacy Trust)

3.4 Kent is actively involved with the DCSF-sponsored Partners in Literacy (PiL) initiative delivered by the National Literacy Trust (NLT). We will be a pilot for PiL in 2010-11 having recently been awarded £40k funding for the appointment of a Coordinator. The coordinator will be based in the Learning group in CFE and will concentrate on engaging families with young children (0-5) and those families from disadvantaged backgrounds in literacy and reading programmes and activities –working closely with Children's centres and schools. The NLT is working with local authorities to develop a strategic and coordinated approach to literacy, with a focus on literacy in the home. The long term goal is for more families to access local provision and actively support speaking, listening, reading and writing in the home.

3.5 Kent was also involved in a survey conducted by the NLT during the summer of 2009 which sought to:-

- baseline support for literacy in the home
- identify partners who work with families (particularly disadvantaged families)
- map support for families across the community
- identify signposting routes
- provide an opportunity for local partners to contribute ideas
- identify opportunities, good practice and barriers to the approach
- raise awareness of the Partners in Literacy initiative

3.6 In Kent, the survey was disseminated by the Kent Partnership and Children's Trust and attracted 253 responses. The results, at national and local level, highlighted some of the barriers to success which will help target future action. These barriers include:

- lack of confidence of parents and practitioners around knowing what steps they could take to access help and support for literacy
- attitudes of staff in some sectors which come into contact with adults with low literacy skills, including 'not my responsibility'
- a lack of effective signposting and referral

Partnership approach

3.7 The "Kent Approach" is also a catalyst for new and innovative partnerships in which Children's Centres, Schools, Kent Adult Education Service and a wide range of partners are playing a central role. Some will pilot new approaches in 2010 to test models which could be rolled out more widely. These include:

- evaluation and expansion of the Doorstep Library programme which is managed by Bookworkers at Seashells Children's Centre in Sheerness and Millmead Children's Centre in Margate. Adapted from a model used in Southwark, the Doorstep Library provides highly skilled volunteers to read stories to children in some of our most deprived streets. It targets families who are registered with, but do not engage with, the Children's Centre.
- work to raise literacy skills of up to 7000 housing tenants in Swale in partnership with Amicus Horizon Housing Association, the LCSPs, Libraries and Adult Education and supported by DCSF Child Poverty Innovation funding. Amicus will celebrate a Year of Reading in 2010 with events and activities linked to Adult Learners Week, National Children's Book Week etc. Partners will also develop an approach using challenge and reward to encourage more people to read and develop their literacy skills. Challenges will include joining a library, visiting a Skills Plus Centre, using a website, reading 6 Quick Read books, becoming a Time2Give library volunteer etc. .
- Thanet Works and Thanet LCSPs' work to raise standards in schools and get people into work which has identified literacy as the top priority. Literacy will be embedded into all Thanet Works initiatives. A wide and innovative range of partners, including Turner Contemporary, will also develop an offer and a Route Map to literacy recognising the need to remove the barriers which prevent people accessing skills development opportunities and support. Many people are also unaware that the support provided by adult education and libraries is free. Working Neighbourhoods Fund and Child Poverty Innovation funding will support this work.
- a partnership led by Connexions in Kent Thameside which will target young people not in education, employment or training (NEETs). Key partners include the Youth Service and Y.M.C.A. as well as the LCSPs, the Youth Service, Libraries and Adult Education.

- support for the national Homelessness trailblazer initiative in Ashford where the District Council has recognised that literacy skills are the biggest single factor when it comes to a person's ability to retain a job which will enable them to retain their family home. The scheme has raised housing officers' awareness of Adult Education and Library services so that they in turn can advise their tenants and other people faced with homelessness.
- giving new momentum to existing programmes. Our adult education service provides a wide range of free programmes and initiatives to support literacy including Skills Plus Centres and Family Language, Literacy and Numeracy programmes. KCC is committed to achieving the Go Award which has been developed to enable local authorities to demonstrate their commitment to the Government's basic skills strategy, Skills for Life by working with their employees at all levels to address skills needs including literacy.

3.8 We continue to explore new opportunities to progress our aims and to test new approaches. We will see to:

- establish a forum for literacy and reading in every District bringing together key partners around local priorities. This will also demonstrate that literacy is key to all strategic priorities including economic success, health and wellbeing, stronger and safer communities and enjoying life.
- Expand the number of '*Reading Buddies*' schemes in schools where young people and adults listen to children read, including KCC Staff Volunteers, and a new employee volunteering scheme at Maidstone District Council which is being established for this purpose.
- Pilot a R.E.A.D. (Reading Education Assistance Dogs) scheme, linked to Volunterr Reading Help and Reading Recovery, in schools and libraries where reluctant readers, in particular boys, are given the opportunity to read aloud to a therapy dog. The scheme operates in the U.S.A. and will link to existing use of therapy dogs in Kent schools.

4. NEXT STEPS AND RESOURCING

4.1 As well as keeping momentum on the practical action described above, the priorities now are to:

- complete mapping to provide baseline
- map current provision
- confirm priorities and target audiences
- identify further pilot projects
- develop an evaluation framework
- develop a Communications Strategy including effective use of internet and new technologies to reach target audiences. A virtual Partnership Network will enable effective 2-way communications as well provide as access to expertise and connections with target audiences. This network is expected to include 200 or more organizations.
- Initiate the Kent Conversation, Charter and Challenge

4.2 The Kent Approach to Literacy and Reading recognises that many of the services, facilities and activities that are needed to achieve the goal already exist. These include adult learning provision and library services as well, of course, as schools and extended services, children's centres, ESOL provision and many others. Maximising access to and synergy between these resources will be a critical success factor, especially during an economic downturn.

4.3 As demonstrated above, the Kent Approach is already attracting investment and CFE Extended Services has recently confirmed funding to enable Libraries and Archives to sustain the Bookstart and Booktime schemes for babies and early years children in 2010-11. Bookstart enabled us to reach 47,944 pre-school children in 2008-09 including 100% of babies at registration, 83% of children aged 18-30 months via health visitors, and 100% of children aged 36-48 months via Children's Centres and other partners. CFE will work with Communities to find ways to sustain the Bookstart beyond 2010-11. We will continue to pursue investment opportunities including seedcorn funding to test new approaches which will engage new audiences and new partners. This might provide opportunities for KCC Member grants to support local initiatives.

5. RECOMMENDATIONS

5.1 Members are asked to:

- (i) NOTE the activity that has taken place and the continuing momentum of this work
- (ii) ADVISE on ways in which KCC elected Members might act as ambassadors for literacy and reading in their local communities

Marisa White
Head of Extended Services
01622 696583

Gill Bromley
Strategic Manager/ Project Manager Libraries and Archives
01622 696480

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