



Standing Advisory Council on Religious Education (SACRE)

Date Thursday 3 November 2011
Time 1.30 pm
Venue Committee Room 1B - County Hall, Durham

Business

Part A

**Items during which the Press and Public are welcome to attend.
Members of the Public can ask questions with the Chairman's
agreement.**

1. Introductions, Welcome and Apologies
2. Minutes of the Meeting held on 9 June 2011 (Pages 1 - 4)
3. Chairs Comments
4. Matters Arising
5. Revision of Agreed Syllabus - Report of Head of Legal and Democratic Services (Pages 5 - 6)
6. Why RE? Showcase of Vodcast
7. SACRE Updates - Report of the Specialist Inspector for Religious Education and Citizenship (Pages 7 - 10)
8. Celebrating RE Competition Report - Report of the Education Development Advisor (Pages 11 - 14)
9. Annual Subject Report - Report of the Specialist Inspector for Religious Education and Citizenship (Pages 15 - 20)
10. Date of the Next Meeting
11. Any Other Business
12. Any resolution relating to the exclusion of the public during the discussion of items containing exempt information

Colette Longbottom
Head of Legal and Democratic Services

County Hall
Durham
26 October 2011

To: **The Members of the Standing Advisory Council on Religious Education**

1. Church of England (5)

Canon L Burton, Revd. J Jewsbury, J Katsambis and D Mowbray-Pape

2. Other Religious Denominations and Faiths

J Bainbridge	- Methodist Church
W Gray	- Buddhism
B Guymer	- Baptist Church
J Kidd	- Methodist Church
I Osborne	- Roman Catholic
J Pallister	- Roman Catholic
S Purba	- Sikhism
Bhakti Rasa Dasa	- Hinduism
D Sadlik	- Judaism
S Brown	- Assemblies of God
C Spencer	- Bahá'í Faith
M Stephenson	- United Reform Church

3. Teachers Associations

C Callaghan	- NUT
A Carter	- R E Curriculum Group
S Baker	- NUT
A Hartley	- NAS/UWT
P Lamb	- SHA
J Pearce	- R E Curriculum Group
P Welch	- NUT

4. County Council Representatives

Councillors J Blakey, M Dixon, S Iveson and M Simmons

Specialist Inspector (Religious Education and Citizenship)

Isobel Short

Educational Development Advisor (Religious Education and Citizenship)

Catherine Robson

Contact: Jo March

Tel: 0191 383 3481

DURHAM COUNTY COUNCIL

At a Meeting of the Standing Advisory Council on Religious Education (SACRE) held at the County Hall, Durham on Thursday 9 June 2011.

Present:

J Bainbridge in the Chair

1. Church of England
Canon L Burton, J Katsambis and D Mowbray-Pape

2. Other Religious Denominations and Faiths

Roman Catholic
I Osborne

Methodist Church
J Bainbridge and J Kidd

Assemblies of God
S Brown

Buddhism
W Gray

Bahá'í Faith
C Spencer

3. Teachers Associations

NUT
S Baker and P Welch

4. County Council Representatives
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Isobel Short

Educational Development Advisor (Religious Education and Citizenship)
Catherine Robson

Voluntary and Community Sector Officer
Ian Hunter Smart

1. Introductions, Welcome and Apologies

Apologies were received from Councillor Iveson, C Callaghan, A Carter, Ijou Derrache-Thompson, A Hartley, J Jewsbury, J Pallister, Bhakti Rasa and D Sadlik.

2. Minutes of the Meeting held on 2 March 2011

The Minutes of the Meeting held on Wednesday 2 March 2011 were agreed as a correct record and signed by the Chair.

3. Matters Arising

Referring to Item 9 of the minutes of the meeting held on 2 March 2011, Isobel attached the training material to the minutes that were requested by members at the last meeting. Members found the information very helpful.

Referring to Item 5 of the minutes of the meeting held on 2 March 2011, Linda Burton asked if the data letters sent to schools will have the paragraph explaining the purpose of the SACRE data letters. Isobel responded that the SACRE Task Group will look at the nature of the letters and make it clear why they are writing so the school have a clearer understanding.

Isobel informed SACRE that Ijou Derrache-Thompson is resigning from SACRE due to time commitments.

4. Chairs Comments

Judith Bainbridge informed members that she had sent letters to Roberta Blackman-Woods MP and Pat Glass MP on behalf of SACRE expressing concerns about the exclusion of RE in the English Baccalaureate. Judith received a general reply saying they would be looking into it. Isobel informed members that any decision will be made by the Government in June/July. Discussions took place regarding legislation and procedures. Councillor Dixon asked if Isobel could find out the next steps.

Discussions continued about the type of evidence that is being gathered about RE provision across the County and Country. Isobel responded that Ofsted visit 30 secondary schools per year to inspect RE. This would include the impact on RE of any curriculum changes at Key Stage 4 e.g. E.Bacc. Isobel has also sent letters to teachers in Durham asking them to provide evidence on what is happening in their schools.

Judith read out a letter from Jonathon Jewsbury which he sent to his Head Teacher and School Governor with his concerns about the reduction of RE in the curriculum plan due to cuts and staffing issues.

Isobel has had conversations with Jonathon, the Deputy and the Head Teacher and has agreed to visit the school to look at the curriculum and RE provision. Councillor Dixon requested a copy of the letter to discuss with Councillor Clare Vasey who is the Portfolio Holder for Children and Young Peoples Service.

It was agreed that Judith would write to the Head Teacher in response to Jonathon's letter.

5. SACRE Updates

Isobel Short presented the SACRE updates (for copy see file of minutes).

Isobel attended the NASACRE Annual General Meeting in Birmingham on the 11 May which she found valuable as it gave the opportunity to discuss national developments and difficulties with other advisors. Isobel expressed how fortunate she feels working for County Durham which is very supportive of RE and SACRE.

Linda Burton asked for clarification about RE in Academies. Isobel responded that the RE Guidance 2010 states that academies should teach RE in accordance to the Agreed Syllabus but there is nothing definite on what the syllabus should contain.

Members discussed the major funding body for academies and if they can determine what is taught in RE. Isobel commented that SACRE has no authority over what is being taught in academies but would make every effort to work in partnership with them. Isobel will monitor and provide feedback.

Catherine Robson presented an update detailing the work carried out in Primary and Secondary schools including the consultation on the Agreed Syllabus (for copy see file of minutes).

6. Celebrating RE

Celebrating RE event was held in March 2011 to raise the profile of RE and showcase the good work in schools.

Durham SACRE in partnership with Carter House and the Cathedral arranged an Art Competition for secondary schools to look at the value of Religious Education in the North East. Catherine invited members to view the winning art work. Winners will visit the Cathedral and the Angel of the North in July.

7. SACRE Briefing

Isobel informed members that an Open SACRE Task Group has been arranged for Tuesday 19 July 2011 to look at Primary RE and the Ofsted Long Report. Jo March will be inviting members to attend in due course.

8. Date of the Next Meeting

Thursday 3 November 2011.

9. Any other business

Ian Hunter Smart circulated details of an event on Celebrating Diversity which is taking place in Durham on the 18 June. Ian also mentioned that he would circulate the 'Faith in Sustainable Communities' brochure at the meeting in November.

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**Standing Advisory Council on Religious
Education (SACRE)**

3 November 2011



Revision of the Agreed Syllabus

Report of Head of Legal and Democratic Services

Purpose of the Report

1. The Council is asked to formally agree to the following **recommendation** in relation to the Revision of the Agreed Syllabus for Religious Education:-

That the Standing Agreed Syllabus Conference for the Review of the Agreed Syllabus which met in June 2011 be further convened to hold meetings in November 2011 and March 2012 after SACRE meetings, and for other meetings to be convened if necessary.

Recommendations

2. In order to expedite the business of the review process SACRE members are asked to stand as Agreed Syllabus Conference members.

Contact: Ros Layfield Tel: 0191 383 4205

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**DURHAM SACRE - NOVEMBER 2011
NATIONAL UPDATES**

RE and English Baccalaureate

You will no doubt be aware that despite a very good national campaign by members of the RE community, it was announced on July 20th that RE would definitely not be included in the English Baccalaureate. This is very disappointing and is having an impact for many of our RE departments across County Durham.

Whilst we do not have the outcome we most wanted, the profile of RE has been raised; the Department for Education are maintaining the position that RE is compulsory and that schools should continue to meet this statutory duty. The Prime Minister has said that the English Baccalaureate will be regularly reviewed and consideration will be given to the inclusion of RE in the future.

Some teachers have heard that the Government may abolish short course which would obviously have an impact for many RE departments who offer GCSE short course RE at Key Stage 4. No announcements have been made to confirm this rumour. There will be a general review of qualifications in 2012.

- ❖ Should SACRE continue to contact MPs and Department for Education to express their ongoing concern about RE at Key Stage 4 and the consequences of E. Bacc for RE?

SACRE and Academies

Several schools in County Durham are now academies and are therefore no longer under Local Authority control. This means that SACRE no longer has a role to monitor RE in these schools or advise the Local Authority about RE in them. These schools will therefore not receive the letter about Key Stage 4 standards that we normally send at the end of the Autumn Term.

- ❖ Should SACRE still maintain contact with these schools and offer their service and support?

Spiritual, Moral, Social, Cultural Development

In the current Ofsted evaluation schedule for schools, inspectors are required to give a judgement on the effectiveness in which students are spiritually, morally, socially and culturally developed through school (classed as one of the outcomes judgements). Whilst this judgement is not exclusively based on RE and collective worship inspectors do consider the contribution they make when considering evidence for reaching their judgement. From January 2012 there will be a new evaluation schedule. SMSC remains part of this although there will no longer be a specific outcomes judgement. I am attending training on the new evaluation schedule in December and will brief SACRE further after this.

LOCAL UPDATES

SACRE Inter-Faith Conference

The SACRE Task Group has discussed the possibility of holding another Inter Faith Conference in Spring 2012, with the possibility of involving more students through the use of skype and video conferencing. No decision has yet been made as to whether this will go ahead.

SACRE Vodcasts

Following on from the success of the vodcast on the importance of RE, we have secured some more funding to produce a small series of films to be used in our Durham schools. Gayle Hackett is willing to work on these again and I will be meeting with her shortly so that we can discuss details. The main idea of these films would be for students to hear the beliefs and views of a variety of faith members on a variety of issues. It is likely that we will be asking again for SACRE volunteers to be interviewed. I will keep you posted but please support this work; this is really helping our students in schools to engage with the reality of faith (and non-faith) perspectives.

Spirituality and the Arts

Sharon Lupton, Head of RE at Sedgefield School (secondary) is working as a Lead Teacher in RE this year (this means that a teacher identified by the subject inspector works on a particular project identified and funded by the Local Authority). Sharon is producing a piece of planning for Key Stage 3 students based on the role of the arts in helping people of faith express their spirituality. This work should be ready for schools and SACRE in the summer term.

Letter to Schools

You will remember that we received a letter from a headteacher last year querying the remit of SACRE (after we had sent a letter expressing some concern at the Key Stage 4 examination results). We agreed that we would clarify the role of RE when we wrote again this year.

I have drafted a letter which SACRE could send to schools to remind them of the presence and work of SACRE and emphasise our role and purpose in supporting and challenging schools and the Local Authority. Please see below.

Proposed SACRE Letter to Schools

Dear (Headteacher name)

As you will be aware SACRE has a statutory duty to advise the Local Authority about matters relating to religious education and collective worship in schools. In order to do this effectively SACRE monitors provision for RE in schools so that it can best offer advice to the Local Authority and support to schools.

SACRE monitors provision of RE in schools, for example, through:

- analysing the summaries of subject specialist RE visits to secondary schools undertaken by the RE Inspector
- sample visits to primary schools
- analysing reports from any Ofsted subject scrutiny visits in Durham schools
- sending and analysing questionnaires sent to schools re time provision, analysis of Agreed Syllabus, identification of areas for support
- analysing Key Stage 4 and post 16 examination data.

Findings are then used to identify key issues and ways in which SACRE and Durham Education Service can offer further support to schools.

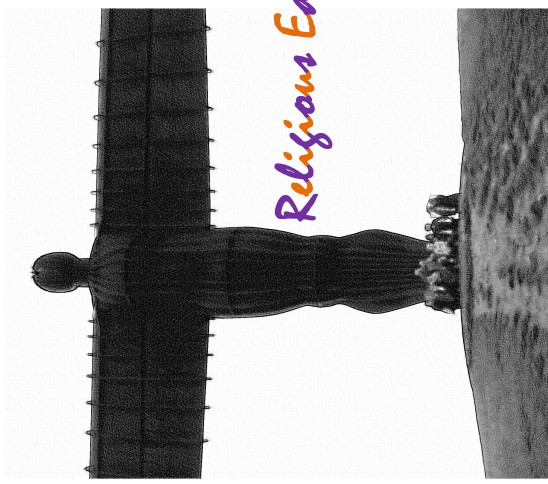
SACRE supports schools, for example, through:

- SACRE Interfaith conferences
- funding and supporting specific projects e.g, production of short film on value of RE, competition for Celebrating RE Month
- development of support materials through the Education Development Service e.g. materials produced on the use of ICT in RE, functional skills in RE
- identifying and supporting continuing professional development for colleagues in schools
- campaigning locally and nationally for quality RE provision e.g. the SACRE Chair and SACRE members wrote to various government ministers and Members of Parliament expressing their concern about the proposed exclusion of RE from the English Baccalaureate
- writing to headteachers to offer congratulations or express concern and offer support after exam performance has been analysed.

Please be assured to Durham SACRE's commitment to supporting your school and RE department in developing and delivering high quality RE and collective worship for all students. *Maybe say more about vodcast here?*

You will be aware that SACRE has notified the Local Authority of the requirement to revise the Durham Agreed Syllabus for RE. The revision process is currently taking place and the new Syllabus will be launched in June 2012. Please do not hesitate to contact me or Isobel Short Inspector for RE if you would like further information, would like to express any views or make any recommendations.

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The winners:

The art work poured in from around the county, the panel of judges (from SACRE, Durham Cathedral and NERLRC) met together and deliberated. After much consideration a shortlist was formed. Each piece was commendable but the judges were able to identify five winning pieces:

- Harriet Wall - religion makes a difference. *One of the most visually striking pieces that used a variety of media.*
- Daniel Lucy, Daniel Skilbeck, Thomas Dunlop - Religion. *A very thought provoking and considered piece addressing both positive and negative impacts of religion.*
- Lauren Pull and Emily Eggett - What is the value of RE in schools and diversity in Durham. *The positive and expressive slogan at the heart of this piece made it stand out.*



Project Brief:

Durham SACRE joined with the North East Religious Learning Resource Centre (NERLRC) and Durham Cathedral to organise and run an art competition as part of the Celebrate RE month. We wanted to offer our students the opportunity to consider the subject of RE by creating a piece of art that would illustrate one of the following:

- Why RE? (the value of RE in schools)
- Religion makes a difference (how religions can have an impact positive/negative/both) on individuals and communities)
- Diversity in Durham and beyond (religious diversity in the North East)

- Jacob Crow, Oliver Littlefaire and Jonathan Hann - Why RE? An interesting piece exploring the child as the centre of religious enquiry.



- Emma Thompson and Anna Lowrie - Why RE and diversity in Durham. A Visually appealing piece around the theme of respect.

Experience Day:

The winners were invited to a day of exploring art in the north east. The first stop was Durham Cathedral, where the focus was on how religion was expressed through art.



Elizabeth Baker the Education Officer for Durham Cathedral directed the winners to different pieces of art in the cathedral. Time was spent reflecting on the Daily Bread Window the Annunciation statue by Joseph Pyrz amongst other pieces. The students were also given time to explore the cathedral and to see which pieces of art they were drawn to.

Following lunch the winners were then taken to the Angel of the North, where the focus changed to how art expresses religion.



Before the experience day, only one of the winning students had had the opportunity to sit at the feet of the angel. Time was spent considering the sculpture by Anthony Gormley. The students then moved around the sculpture and spent time reflecting on the angel from different positions and discovered their interpretation changed depending upon their location. Finally, the students discussed the meaning of N. Tassel's poem about the Angel. The day was completed with an ice-cream.

Catherine Robson EDA July 2011

In addition to the experience day the RE departments of the winning entries were also able to work the Karenza Passmore from NERLRC to select £50 of resources that would support RE in their schools. It was a challenge to meet before the end of term but Karenza has been in contact with both Sharon Lupton from Sedgfield and Clare Dyer from Staindrop to discuss their needs. Sharon requested resources to support Islam and Karenza has supplied copies of the texts that Sharon did not have but which were recommended by the Durham Agreed Syllabus. If any of these prove particularly valuable Karenza will explore purchasing them on Sharon's behalf. Clare requested support with her Buddhism module, particularly artefacts. Artefacts can be expensive to purchase so Karenza has proposed that Clare's prize money be spent on hiring artefacts boxes from the Resources Centre.

In summary:

We were delighted by the responses from our 12 winning students and from the creativity and quality of the art work that was submitted from all of the students that took part in the competition. The competition raised the profile of RE and gave our students time to consider the purpose and value of the subject. Some RE departments now intend to run the competition in-school in future years. The experience day was a great success despite the weather. This can be seen in the following comments:

'A nice relaxed day out that explored RE themes in 'real life'. It gave the opportunity to look at and discuss things we would not have otherwise.'

'It was good to see the angel up close instead of just seeing it on the way to the Metro Centre.'

'I enjoyed comparing the two pieces of art about Mary in the Cathedral.'

'I enjoyed visiting Durham Cathedral for the very first time – I also liked seeing where Harry Potter was filmed.'

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Durham County Council - Children and Young People's Services
Head of Achievement Services: Dave Ford



Annual Subject Report 2010-2011

RELIGIOUS EDUCATION

Isobel Short, Specialist Subject Inspector

Introduction

This annual subject report is based on evidence collected on visits to the Religious Education (RE) department of twelve schools. It includes consideration of 27 observed lessons and discussions with 140 students. It considers Key Stage 3 and Key Stage 4. As it is based on a small sample of schools it does not purport to be a reflection of the quality of provision across the county.

Executive summary and questions for headteachers and subject leaders

All schools visited meet statutory requirements by basing RE on the Durham agreed syllabus. Schools are mainly compliant although in some schools students in Year 7 and Year 11 do not receive their full entitlement to RE. Examination results are variable but generally students attain higher in full course than short course. There are many good elements of teaching including positive relationships and the use of a variety of activities to interest and motivate students. In some cases the progress of students is hampered, for example through the lack of challenge at Key Stage 3 and insufficient time allocation at Key Stage 4. Most students are enthusiastic about RE but would like to meet people from differing faith communities and ask them questions about their beliefs and practices. Leaders are committed to the subject and can articulate the value of RE. They are aware of some of the developments affecting provision including the introduction of the English Baccalaureate in some schools.

Senior and subject leaders should reflect upon the following questions.

- Is the current provision, entry policy and intervention for RE at Key Stage 4 enabling students to attain and make sufficient progress in line with their ability?
- How can leaders ensure that the RE curriculum and planning enables students to be appropriately challenged in lessons?
- How can schools give students opportunities to encounter members of faith communities (and those who hold secular worldviews) and consider the impact of religion and beliefs on people today?

Overall effectiveness

The overall effectiveness is good in five departments and satisfactory in seven departments visited.

Achievement

Achievement is satisfactory.

- Results at Key Stage 4 are broadly average although there is an inconsistent pattern of attainment. Results at full course are generally above or in line with the national average but below average for short course RE. Most schools enter more students for short course.
- Students at Key Stage 4 make satisfactory progress. They generally receive support in understanding how to answer exam questions effectively. They are able to give balanced views on a range of ethical issues. They are less secure in demonstrating a coherent understanding of religious perspectives. Some students at Key Stage 4 do not make as much progress as they should. In some cases this is due to the school's policy of early entry for full or short course RE or non-attendance at lessons due to extra teaching in other curriculum areas.
- Most Year 9 school assessments indicate that attainment is average. However, the use of assessment criteria is inaccurate in the majority of schools visited with higher levels awarded for lower level work. Achievement at Key Stage 3 is satisfactory. Students can use technical vocabulary, describe and show understanding of some religious beliefs and practices. Where students make good progress they are able to use the higher order skills of enquiry, evaluation and analysis.
- Students generally have a positive attitude to RE. They particularly enjoy the subject when they are given opportunities to debate issues, use ICT and meet people from faith communities. They are less enthusiastic when work is too easy; when work is repeated from primary school or there is an over-reliance on text books and worksheets. Key Stage 4 students are appreciative of the guidance given for exam success. They are concerned that some poor student behaviour hampers their progress.
- Students can see the value of RE especially in helping them to appreciate diversity although are generally unable to talk about religious diversity across the region. They like the opportunities given to develop their own views on ethical issues. They are, however, less secure in demonstrating understanding about questions of meaning and truth.

Teaching and assessment

The quality of teaching is good in seven of the twelve departments and satisfactory in five.

- Where teaching is good teachers demonstrate a confident level of subject knowledge and a clear understanding of the value of the subject. They use this expertise well to interest and motivate students. Students respond well and relationships with teachers are strong.
- Lessons are well planned using appropriate objectives which challenge students. Key questions are used to develop the skills of enquiry and reflection. Individual lessons and activities clearly relate to a wider focus of learning and enable students to make links to previous learning.
- A good variety of activities and resources are used to make learning interesting and relevant. For example, the use of discussion techniques are used well to enable students to discuss ideas, ask their own questions, and reflect on their own responses to issues relating to religion and belief. Learning is most effective when tasks are well suited to the differing abilities and teaching ensures that all students participate in the learning.
- Teachers take time to ensure students understand key learning and misconceptions are tackled effectively. For example attention is given to ensuring all students understand exam criteria and can apply knowledge and understanding to exam questions.
- Where teaching is less effective tasks lack challenge and do not enable students to develop appropriate knowledge and understanding. There is too much emphasis on the gathering of information on the externals of religion and belief with little exploration of their significance and impact for people today. Some activities set are more suitable for primary pupils than secondary students. As a result students are not engaged in learning, lose interest and make insufficient progress.
- The use of ICT for compelling learning through ICT in lessons is very limited. Where this was used effectively students had the opportunity to use a variety of sources to examine an issue and present their findings and perspective. This helped to motivate students, particularly boys.
- Assessment is inconsistent. Teachers mark work regularly and give some comments for improvement. At Key Stage 4 these are generally of a high standard and relate to specific exam criteria and grades and enable students to make progress. At Key Stage 3 these comments are often too general and do not give advice that students can respond to. In the majority of schools the use of levels for setting tasks and marking is inaccurate.

Behaviour and safety

Students' behaviour and safety in lessons are good.

- Student behaviour in lessons is generally good. Students respond well to the positive atmosphere created by teachers. There are some instances of disruptive behaviour by a small number of students.
- Students state they feel safe in RE lessons. They appreciate that all beliefs and views are treated with respect.

Curriculum

The curriculum is satisfactory in eleven departments and good in one department visited.

- In the schools represented in this report very few parents withdraw their children from RE. The school informs parents of their right of withdrawal through the school prospectus.
- The statutory requirements of the locally agreed syllabus are generally met. There is some non-compliance in individual schools in either Year 7 or in Year 11 when RE is not taught.
- Ten schools of the twelve visited follow an externally accredited course in accordance with agreed syllabus requirements. A strength of provision is the opportunity for students to be entered for accreditation at full or short course. Several schools regularly review such provision to ensure they best meet the needs of their students. For example, two schools are trialling entry for all students at full course in order to raise the profile and status of RE. In some instances early entry is having a negative impact on student performance. Two schools have not followed accredited courses due to staffing issues. This has now been addressed.
- The statutory core religions at Key Stage 3 are generally taught and several departments have produced coherent schemes of work that include philosophical and ethical questions as well as the beliefs and practices of religions today. However, several departments lack this balance and breadth with too much emphasis given to examining the external features of religion. Work does not build sufficiently on learning from the primary school. As a consequence students do not develop a coherent understanding of the faiths studied.
- The opportunity to enrich learning through engagement with faith members, fieldwork or visitors is very limited. As a result students have little understanding of the diversity of religious beliefs in the local region and the impact of faith on individual believers and communities.

Leadership and management

Leadership and management are good in six schools and satisfactory in six schools.

- Leaders are committed to the subject and are well informed of current developments in RE. Where leadership and management is good provision is regularly reviewed using a broad evidence base. This is used to identify specific actions to bring about improvement. Some departments, however, do not use subject specific criteria, for example Ofsted criteria, to evaluate provision. Development plans do not sufficiently focus on specific actions to bring about improvement within RE but identify only whole school issues.
- Few departments use detailed data analysis to evaluate the performance at Key Stage 4 of individuals and groups of students and identify intervention strategies.
- Most departments are well organised. Detailed schemes of work are produced which indicate appropriate engaging activities. Whole school policies are integrated into schemes of work to help students develop skills and develop as learners. For example, one department has embedded the use of functional skills and SEAL within each unit of work. The majority of departments are not planning effectively for the differing needs of students.
- Some leaders support non-specialist teachers of RE through regular meetings, training sessions and schemes of work. Other leaders give few opportunities for subject training. This is leading to a lack of understanding about good learning in RE amongst some non-specialist teachers.
- Some departments are working hard to raise the profile of RE within the school and with parents. For example, one department regularly contacts parents to outline the RE course and show its value. Multi faith conferences are organised within school so that students can meet people of faith and ask questions.

Strengths

- Students behave well in RE; teachers create a positive atmosphere where all views are treated with respect.
- Leaders and teachers of RE are committed to the subject and understand its value.
- Schools ensure that students have the opportunity to be externally accredited for their learning in RE.
- A variety of activities and resources are used which interest and motivate students.
- Students are given opportunities to debate ideas, listen to the views of others, ask their own questions and reflect on their own responses to issues relating to religion and belief.

Areas for development

- Teachers need to ensure that students can make sufficient progress at Key Stage 4 by regularly reviewing curriculum provision and time allocation, scrutinising exam data in detail and using this to develop specific intervention strategies.
- Teachers need to ensure they use the levels of attainment accurately. They should be used for planning appropriate activities, assessment tasks and differentiating work so that pupils of all abilities are challenged.
- Teachers should plan the curriculum at Key Stage 3 to be coherent, broad and balanced. All curriculum planning should be based on agreed syllabus requirements and should include elements of ethics, philosophy and beliefs and practice.
- Teachers need to develop more opportunities for the use of ICT to enhance learning.
- Teachers need to develop opportunities for all students to meet people from differing faiths and beliefs, especially from the north east region.