



Torbay SACRE Annual Report 2018/9

SACRE's role is to provide advice and support, and to monitor the provision and quality of Religious Education and Collective Worship in Torbay schools

Forward by Chair of Torbay SACRE

It has been a pleasure and a privilege to have played a part in the exciting developments in RE this year, with collaborative partnerships and thriving projects developing, but the crowning achievement has been the introduction of a new locally agreed syllabus for RE. It is already making a significant impact on the way RE is viewed in schools and has the potential to do so much more.

The new syllabus represents our vision for excellent RE in schools, regardless of the type or phase of school which it serves. It was chosen after extensive consultation with teachers and has been well received. Notably, it offers extensive support for teachers in the planning, resourcing and delivery of engaging learning activities and support of subject knowledge. At a point where Ofsted is extensively focussing on the intent, implementation and impact of the curriculum, this syllabus provides a clear articulation of curriculum provision that all children are entitled to as part of a broad and balanced curriculum.

The Learn, Teach, Lead RE (LTLRE) programme continues to provide important support for teachers of RE in Torbay, offering termly hub meetings and an annual conference. The networking opportunities this offers enables teachers to connect with and support each other across the area and to build a sustainable community that fosters a culture of ongoing CPD for RE.

RE continues to be a subject that the majority of schools in Torbay take seriously, recognising the important part it plays in helping to prepare young people for life in modern Britain and as global citizens of the world.

The role of Torbay SACRE continues to be vitally important, enabling teachers to be supported in providing high quality Religious Education for young people across the Bay. I look forward to seeing the way in which the new RE syllabus anchors and improves practice, pupil outcomes and teacher confidence in our schools in the coming year.

Corrine Guntrip

Chair of Torbay SACRE 2018/19

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1 SACRE organisation

a) Membership

SACRE would like to say a big thank you to Sylvia Kennedy, Ras Virdee, Rev Ian Blyde, Teresa Langler, Cllr Ms. Jane Barnby, Cllr Ms. Jackie Stockman, Cllr Ms. Di Stubley, Cllr Mr Julian Parrott who all moved on from SACRE duties during the year. We want to express our thanks for their generous commitment and contribution over many years.

SACRE is pleased to welcome new members: Jeremy Roberts (representing secondary headteachers), Shelley Moss (URC) and Cllr Mandy Darling, Cllr Hazel Foster, Cllr Cordelia Law and Cllr Celia Brown.

b) Professional support for RE

During this year SACRE has been well supported by Debbie Horn and Sue Moses on behalf of Torbay Council. Ed Pawson has acted in the role of Adviser to SACRE with Corrine Guntrip as chair.

2 SACRE activity and updates

a) A new RE syllabus for Torbay schools

In collaboration with Devon, Torbay SACRE is pleased to have successfully launched a new RE syllabus¹, suitable for all maintained, academy and Church of England schools across. The new syllabus, which was chosen after extensive consultation with teachers and school leaders, offers valuable support across all phases. It sets out a carefully planned pedagogical approach, accessible resources, clear assessment expectations, structured planning and detailed subject knowledge support. SACRE believes it will make a significant impact on raising the quality of RE in our schools and it is especially timely, given the way it mirrors the new Ofsted approach of intent, implement and impact.

A great majority of the schools and school networks in Torbay were represented at the launch events and feedback has been overwhelmingly positive. A number of schools reported that it was the most significant RE training they had ever received.

Comments included:

- 'A thorough syllabus, well presented and organised'
- 'A vast improvement on the previous syllabus'
- 'Very comprehensive- valuable for teachers'
- 'A lot more teacher/child friendly for staff who are not comfortable teaching RE'
- 'Flexible and will inspire deeper thought'
- 'I feel much more confident'
- 'Excellent and engaging vision for the future of RE'
- 'I cannot wait to introduce this to my school'

Launch events for the Devon and Torbay syllabus took place at three venues across the region with follow-up events planned for the coming year. Many schools signed up for additional training courses to gain a deeper understanding of the supporting units and others have purchased additional resource units to aid their teaching.

During 2019/20 SACRE will be carrying out a survey to discover how well the new syllabus has been received.

¹ To access the new syllabus: <https://www.babcockldp.co.uk/improving-schools-settings/curriculum-additional/religious-education>

For the password, contact efpawson@gmail.com

b) Learn, Teach, Lead RE (LTLRE)²

The Learn, Teach, Lead RE programme is a learning partnership which focuses on creating a community of enquiry and professional development for teachers of RE across the southwest. The project aims to support all teachers of RE irrespective of their experience or qualifications through practical support at termly hub meetings and the opportunity to participate in projects that develop their teaching skills and the learning experiences of those they teach. The programme is built on collaboration and peer-to-peer support, encouraging the sharing of innovative ideas and good practice.

LTLRE hub groups across the SW (including the Torbay hub) have become nationally recognised for the high-quality cross-phase support they offer for teachers of RE through termly twilight meetings and our annual conference. These networks have established themselves as important providers of professional development for teachers of RE, working through hub leaders, who are provided with 2 annual training days.

All hub leaders are teachers themselves who are developing their own practice. Some are Specialist Leaders in Education who work with Teaching Schools or support Initial Teacher Education Programmes, others work nationally supporting the teaching of RE. A key strength of the project is that hub leaders are equipped through specialised training giving them skills and expertise. In addition, the annual conference is a springboard for much work in schools, offering all those who attend the opportunity to hear national figures in Religious Education.

c) Commission on Religious Education

SACRE has taken time to consider some of the recommendations made in the final report of the Commission on RE³ (published in September 2018), set up by the Religious Education Council to create a national plan for RE. Members were pleased to hear that, as a consequence of the report, the DfE has reinstated the bursary payment for trainee secondary RE teachers. However, they expressed some uncertainty about a possible name change to Religion and Worldviews. Concerns were also raised about the proposed changes to the role of SACREs, in particular relating to the removal of the duty for SACREs to advise the local authority with regard to the RE agreed syllabus. Some members agreed with analysis from NASACRE that the proposed changes might undermine the democratic links between SACREs and the local authority.

However, when the Commission report was discussed in the Torbay LTLRE hub, teachers gave an enthusiastic response to the new vision being proposed by the report, embracing the suggestion that the subject should pay more attention to the lived experiences and worldviews of pupils in our classrooms.

d) Training and CPD

The central feature of RE training during 2018/9 was the launch events for the new RE syllabus. These were very well attended, with 63% of Torbay's primary schools attending one of the days. Attendance by Torbay secondary schools was less impressive, indicating a worrying lack of engagement with RE from some secondaries.

Evaluations from the Buckfast launch event showed primary teachers rating the day 92% excellent, 8% good, with secondary teachers rating it 100% excellent.

² <http://www.ltlre.org>

³ <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

SACRE will be offering more training days in 2019/20 to further develop the new syllabus. A number of teachers of RE from Torbay schools attended the annual LTLRE conference in October 2018.

A new System Leader Qualification in RE and School Ethos, in collaboration with MarJon University, was offered for 2018/9. This course was heavily subsidised by St Luke's College Foundation, with a central focus on helping delegates to develop their coaching and mentoring skills. The Torbay teachers who took part said they had gained greatly from their participation.

e) Diversity issues

SACRE is pleased to be continuing to support the work done by Devon and Cornwall Police to tackle Hate Crime, raising awareness about the Zero Tolerance to Hate Crime Pledge⁴ in schools. SACRE also recommends that schools should adopt the use of the new LGBT toolkit⁵

f) South West SACRE conference

Torbay SACRE sent Bill Becher and Maia Miller as delegates to the SW SACRE conference at Dillington House in March 2019. Evaluations showed a very positive appreciation of the addresses made by Rudi Eliot Lockhart, Paul Smalley and Joyce Miller on the implications of the CoRE report for SACREs and RE.

g) Half termly RE newsletter

The half termly RE newsletter continues to give extensive advice about cpd events, conferences and teaching resources for primary and secondary schools. This is emailed out to all schools and can be found on the homepage of the Learn, Teach, Lead RE [website](#).

h) Withdrawal from RE and collective worship

With seemingly more issues about religion and beliefs gaining media attention, schools seem to be coming under increased pressure from a small element of parents who are requesting their children to be withdrawn from RE or collective worship. All schools should have a statement on their websites explaining that this is a legal duty.

While parents have the right to withdraw their children without giving any specific reasons, SACRE always recommends that the first step for schools is to invite the concerned parents in to talk through their concerns. Please contact the SACRE adviser if you need support on this issue.

Guidance for all schools can be found on the NATRE website⁶ or for Church of England schools on the Exeter Diocese website⁷

3 Interfaith work

a) Faith and belief school visitors

Contact details for potential faith and belief visitors are advertised in the half termly RE newsletter and can be found on the LTLRE website.⁸

⁴ <https://www.devon-cornwall.police.uk/advice/threat-assaultabuse/hate-crime/sign-the-pledge/>

⁵ <https://new.devon.gov.uk/equality/lgbttoolkit>

⁶ <https://www.natre.org.uk/membership/guidance-on-withdrawal/>

⁷ <https://exeter.anglican.org/schools/religious-education-worship/>

⁸ <https://www.ltlre.org/resources/>

4 Holocaust Memorial Day

Holocaust Memorial Day 2019 events were a significant success again with 12 schools attending the varied events in Exeter. For the first time the Opening Ceremony took place in Exeter Cathedral, with a school choir singing, and speeches from dignitaries and school students who had visited Auschwitz. The talks and events during the day were very powerful and students found the input very moving. The theme of the day, Torn From Home, was brought into focus by the Syrian couple who talked about having to leave their home in Damascus to flee torture and war, escaping to make a new home in Exeter.

Torbay schools were invited to these events, but none attended. Plans are being developed with Torbay schools to make HMD commemorations more accessible to local schools.

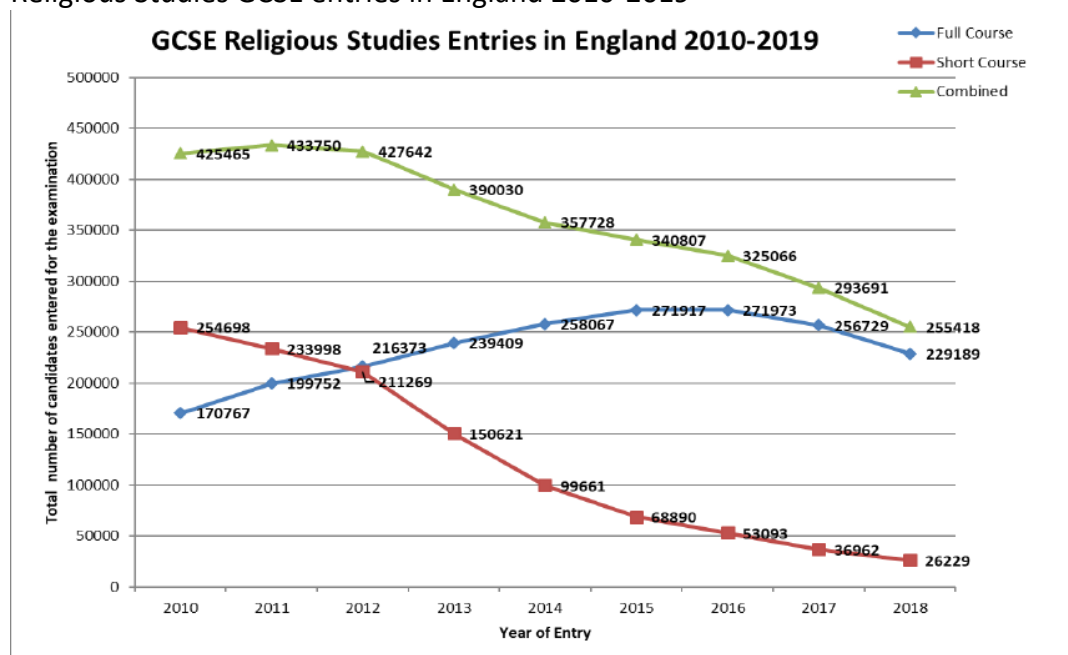
5 Standards in Religious Education

One of the roles of SACRE is to monitor standards and compliance with the law for RE. Data from exam results represents the only consistent external measure available, so this means that we lack coherent understanding of how schools are performing at EYFS-KS3. However, the new Ofsted framework (September 2019) will bring renewed attention to standards in curriculum subjects, and SACRE expects to be able to gain information on RE from some of these reports.

a) GCSE Religious Studies and KS4 RE

Graph A Trends in GCSE entries for Religious Studies

Religious Studies GCSE entries in England 2010-2019



Graph A shows the continued downward trend of Religious Studies exam entries nationally. RE is a statutory subject at KS4 and all students in all schools (maintained and academies) must study RE. The most common way for schools to meet this requirement is by following accredited (GCSE) courses. Some schools do offer meaningful non-examined RE courses at KS4 for those not following a GCSE course, but evidence shows that many do not. The trends on the graph suggest that nationally an increasing number of schools are failing to meet their

statutory duty to make provision for all KS4 students to receive their entitlement to religious education.

Table A Trends in Full Course RS GCSE entry in Torbay schools

GCSE Full Course entries (% of Y11 cohort)	2016	2017	2018	2019
National	45	43	41	Data unavailable
Torbay	59	66	47	40

Table A shows that in Torbay the number of GCSE RS exam entries in 2019 was pretty much in line with national average. So, whereas, over the last 3 years Torbay schools have entered more students, this year that has dropped significantly. This drop in GCSE entries suggests that an increasing number of schools are not providing all students with their entitlement to study RE in Years 10 and 11. SACRE is continuing to engage with secondary schools to remind them that RE is a statutory subject at KS4.

Table B: Torbay secondary schools (anonymised). Full course GCSE results for 2019

	% of cohort entered	9	9-7	9-5	9-4	9-1
National av	39	7.5	30.5	61.1	72.5	98.5
Devon av	57	5.7	24.9	52.9	65.2	98.2
Torbay av						
School A	94	0.7	7.6	29.7	51	95.2
School B	97	0	6.5	23.8	35.5	91.1
School C	0	0	0	0	0	0
School D	11	0	8.7	65.2	73.9	95.7
School E	0	0	0	0	0	0
School F	98	11.0	60.3	93.2	97.9	100
School G	30	42.1	81.6	100	100	100
School H	28	22.5	65.0	87.5	95	100

Table B shows what percentage of Y11 cohort were entered by Torbay schools for the GCSE Religious Studies exam in 2019. It also shows how well these students performed, with 9 being the top grade and 1 being the lowest. It gives a comparison with the average grades for England, Devon and Torbay schools.

As one might expect, there is a big difference between the performance of students at the 3 grammar schools (F-H) in comparison with the other Torbay secondary schools (A-E). It shows that a number of schools enter almost their entire Year 11 cohort, whereas others only enter a smaller number of students (probably in option groups), or in the case of two schools, where no students were entered at all. Important questions arise about what RE is being studied by the students who are not entered for the GCSE exam, because legally all pupils are expected to study RE at Key Stage 4.

Schools A-E have been contacted by Torbay SACRE to offer support.

b) Monitoring RE in secondary schools

Torbay SACRE continues to offer support to secondary schools, especially where there are concerns about compliance, time allocation or low examination entry/grades in Religious Studies GCSE.

Most schools contacted during the year have responded positively, showing an appreciation for the support offered by SACRE, leading to an expectation of further development of the curriculum opportunities for Religious Education. However, as can be seen from the exam data above, some schools continue to struggle to offer a coherent RE curriculum. With a new syllabus and a new subject-specific focus from Ofsted and a possibility of a 'deep dive' into RE, a number of schools are realising the need to review their RE provision.

c) Monitoring standards and compliance in RE in Torbay primary schools

Given the large number of Primary schools in Torbay and the lack of evidential data, it is impossible to fully monitor the provision of RE in all schools. However, SACRE undertakes to conduct an analysis of school websites every year, to check whether the school is publishing details of its RE curriculum. Several schools have been contacted during the year to discuss the place of RE and to make an offer of a partnership visit.

In addition, Ofsted reports are regularly scrutinised, and where there are references to inadequate provision of RE, British values, collective worship or SMSC, SACRE will make contact with the school to offer support.

6 Collective Worship

There have been no formal complaints about Collective worship in schools and no applications for determinations.

SACRE has scheduled a working party, in collaboration with Devon and Torbay SACREs, to review the guidance given to Torbay schools on collective worship. This will report in June 2020.

APPENDIX 1: MEMBERSHIP OF Torbay SACRE 2019

Group A: Christian and other religious denominations, not including Church of England.

6 places:

Shelley Moss	URC
Carly Watson	Pentecostal
Yousif Al-Nassar	Muslim
Penny Rouvas	Sikh
Bill Becher	Quaker

Group B: The Church of England

4 places:

Mr Phillip Mantell	Diocesan Board of Education
Rev Angela Sumner	Diocesan Board of Education
Mrs Charlotte Caluori	Diocesan Board of Education

Group C: Teachers' Associations

12 places:

Claire Bird	NATRE
Corrine Guntrip	NATRE/LTLRE
Jacqui Stephens	NAHT
Jeremy Roberts	SHA

Group D: The Local Authority

4 places:

Cllr Mandy Darling

Cllr Hazel Foster

Cllr Cordelia Law

Cllr Celia Brown

Councillor

Councillor

Councillor

Councillor

Co-opted members

Up to 4 places:

Maia Miller

Pagan