

Buckinghamshire
Standing Advisory Council on
Religious Education



Annual Report 2012-13

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Foreword from the Chair of SACRE

As SACRE members we are privileged in visiting at least 3 schools every year. Each term we hold one of our meetings at a school and receive a presentation from the teacher responsible for RE about the manner in which this subject is delivered. As our Agreed Syllabus 2011-2016 had its launch this year we have been particularly interested in ascertaining how well it is received in schools.



At Wye Valley School on 10.10.12 we received a fascinating presentation during which we learned that all KS4 students followed the short course in RE and others are given the opportunity to continue to a full GCSE. At that time over 50 students in each of the 2 year groups were following the full course and there is a thriving 6th Form course. Two students had gained 100% at GCSE, that summer. One of whom, in responding to my question 'How would you persuade Mr Michael Gove not to marginalise RE as an examination subject?', replied: *'RE challenges you in a way you enjoy. It is about the meaning of life and making sense of it. It makes you more confident, as through debating and discussion you learn to consider the topic from a variety of different viewpoints and RE also underpins a range of other subjects'*.

The Head of RE, a member of the Writing Panel for the Bucks Agreed Syllabus, has adopted the Key Question approach at KS3, with philosophical investigation as central to provision. Buddhism and Sikhism are studied in addition to Christianity which is covered in both KS3 and KS4.

On 28.01.13 at The Disraeli Primary School in High Wycombe we heard that RE is delivered in a variety of cross-curricular and dedicated approaches: as part of the creative curriculum - 'Big Question' - and sometimes as a lead subject. Members of SACRE enjoyed hearing about MESSC Days (which we called 'Messy Days') and sounded great fun. The children take part in vertically grouped home bases and have been given the following themes: 'Working Together', 'Peace and Justice' and 'A Life's Journey'. The 'messy' activities have included: producing a film, a radio programme or a banner, designing a game, creating collage, reading stories, painting, drawing, discussions, drama, creating a song, rap, dance, writing prayers, poems, lists, recipes, cooking food.....all demonstrating what fun RE can become and how it can embrace a broad spread of faith and cultural backgrounds. Disraeli is a richly diverse school religiously, culturally and socially, so this richness of RE is most pleasing!

At The Royal Latin School on 15.05.13 members were given a presentation by the head of Philosophy and Religion who invited 2 pupils to join us so that they could explain what they liked about this subject. They replied that they like practical things – finding it much easier to learn this way, they have made puppets and use story a great deal. In addition they look forward to the lessons and what they are going to learn as everyone is different and relevant and encompass equality. The HoD confirmed that lessons are based around practical work and all units of study are in line with the Agreed Syllabus, which was described as being 'very useful, not too prescriptive, incredibly clear, straightforward and logical'. When asked if the questions were more helpful than units the HoD replied that he likes to start a unit with questions, this doesn't always lead to answers but leads to more questions which suits RE.

The launch of our Agreed Syllabus, 'Learning and Growing through Challenging RE 2011-2016' took place at Green Park on October 15 2012.

At this stage in our development as a SACRE it is of added benefit as discussion is currently underway for some collaboration with the Oxford SACRE and the Oxford Diocese.

We are extremely grateful to Jo Fageant for preparing an 'An Example of a Collective Worship Policy for use in Church of England Schools' and 'An Example of a Collective Worship Policy in an LA

Maintained School.’ These documents are up to date policies; the contextual framework has changed however the legal framework hasn’t. They have been produced as local guidance to assist schools in developing their own policies and will need to be adapted according to each school base and pupils’ needs. Copies of these are included in the Appendices.

For the first time we held an event to mark Holocaust Memorial Day. See the article further on in this report.

Our evening meeting in March was an opportunity to receive a presentation by Ann Chalmers, Chief Executive of Child Bereavement UK, a charity based in Saunderton which provides support to children who have experienced bereavement. They were also launching their newest initiative ‘The Elephants Tea Party’, designed to enable teachers to support children who are bereaved in a memorable and imaginative manner. A communication about this resource was sent to schools.

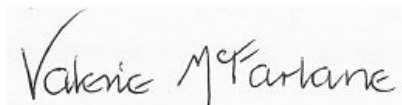
SACRE meetings are always fascinating with the wealth of material we receive, through presentations, discussion amongst ourselves and valuable guidance on RE that we receive from Bill Moore, who is not only inspirational in the knowledge that he brings but also in the inclusive atmosphere he engenders at our meetings.

We have welcomed new members to SACRE this year: Sue Bowen as the NUT representative, whose choice of reflection I have selected to conclude this introduction; Sushma Sahajpal, Creative education Consultant for Indian culture; Bob Woollard, a County Councillor; and Mark Mayne, the representative from ASCL. A significant presence at all our meetings is our very capable Clerk to SACRE, Allison Holley, who thinks of our needs before we are even aware of them and ensures that all our meetings are planned, resourced and recorded with extraordinary efficiency and good humour. She has my grateful thanks.

I am also extremely grateful to the loyal membership and the wealth of expertise and interest they bring to each meeting and the friendships that are engendered there. We begin with a short silence and conclude with a reflection brought by our members in turn which enables us to separate in thoughtful mode.

Prayer from the Hindu tradition

‘We are the birds of the same nest,
We may wear different skins,
We may speak in different tongues,
We may believe in different religions,
We may belong to different cultures,
Yet we share the same home – our earth’

A handwritten signature in black ink that reads "Valerie McFarlane". The signature is written in a cursive style and is positioned on a light grey rectangular background.

Reflection chosen by Olwyn Davison-Oakley

Each second we live is a new and unique moment of the universe,
a moment that will never be again.
And what do we teach our children?
We teach them that two and two make four,
and that Paris is the capital of France.
When will we also teach them what they are?
We should say to each of them: Do you know what you are?
You are a marvel. You are unique.
In all the years that have passed, there has never been another child like you.
Your legs, your arms, your clever fingers, the way you move.
You may become a Shakespeare, a Michelangelo, a Beethoven.
You have the capacity for anything.
Yes, you are a marvel. You are unique!

Words from cellist and composer Pablo Casals



1. Standards and quality of provision of RE

As we have said before, we believe that quality RE is more than just examination success and test or assessment levels. The Agreed Syllabus states that RE is *both rigorously academic and deeply personal* and so quality of provision cannot be measured only through data. Good RE is challenging on all levels and involves dialogue, questioning, reflection and an exploration of what life means in the great faith traditions and in the range of religious, spiritual and humanistic worldviews that pervade our modern era. Above all, it enables pupils to understand themselves, each other and their world more deeply.

1.1 General provision: Primary Schools and Key Stage 3

We are not properly able to monitor quality RE in KS 1-3. This is a real shame, as it is increasingly important that future generations grow up to be 'religiously literate'. SACRE welcomes any contributions schools may have to help us build a picture of quality RE in Buckinghamshire schools and academies, primary, secondary and special. Please let us know of good practice in your school and feel free to invite one of us in to share and celebrate it! If we have the capacity, we will. In this way we can act as a networking facilitator to signpost schools to quality practice as well as support you in developing your provision further.

1.2 Examination RS in Buckinghamshire (See Appendix 1)

Religious Education in KS4 and Post-16 remains statutory and the Agreed Syllabus allows flexibility of provision, either through an externally validated specification (without necessarily having to be entered for the examination) or the appropriate Core RE requirements as set out in sections 4.6 and 4.7 (pp 36-39) of the Syllabus. SACRE encourages providers to allow students in KS4 the opportunity to gain a qualification from their entitlement to RE, so that their achievements in the subject can be recognised. We also encourage Post-16 providers to provide those students who so wish, the opportunity to pursue examination RS as an academic subject that will contribute significantly to their future career choices and their understanding of themselves and the modern world.

Overall, achievement in GCSE Full Course in 2013 in our schools is significantly better than national results. This is a great improvement on last year and a credit to the staff and students involved. However fewer students were entered in Bucks than last year and compared with schools nationally. More students are entered from Upper Schools than Grammar Schools, both numerically and as a proportion of the total. We do not have accurate data on how much time is allowed for Full GCSE RS, but the expected time is as for any other GCSE – i.e. approximately 5 lessons per fortnight. Anything less disadvantages the students, encourages superficial rote teaching to the specification and makes comparisons with other subjects meaningless.

Performance at Short Course in 2013 for the higher grades is significantly higher than nationally, though slightly below for A* - G. Nationally, fewer candidates were entered for the short course than last year and yet the situation in Bucks is a marginal increase! Nonetheless, well over a third of KS4 students leave without being given the chance to gain a qualification in RS. Bearing in mind that RE is a statutory entitlement for all, it would be of real benefit to our students to have a qualification to mark and celebrate their learning and achievements. Whilst Short Courses no longer contribute to the school performance tables, they do nonetheless count to what the students take with them into their next phase of education, training and employment. SACRE therefore encourages all schools to allow all students the opportunity to be entered for an external qualification in RS at the end of KS4.

A and AS level outcomes this year are not quite as spectacular as 2012, however are nonetheless very pleasing, especially for the top grades, where we significantly out-performed schools nationally. We did, however, have a greater proportion of students who did not pass the A Level, although we do

recognise that one year's data is not statistically significant, especially in the light of last year's 100% pass!

SACRE is keen to help schools develop GCSE and Post-16 RS examinations and also general RE provision, and hopes to contact schools to develop networks and raise the profile of the subject as an academic qualification.

1.3 Achievement in Special Schools

We are most fortunate to have Margaret Dean, Head of RE (and many other things!) at Alfriston Special School and now an academy. Margaret is a teacher representative on SACRE and co-ordinates a NATRE group to support special schools. She has produced very useful resources and is available to visit schools to offer support and advice. Margaret will help special schools and SENDCOs in mainstream schools explore how best to measure progress in RE. She can be contacted at Alfriston Academy.

1.4 A big thank you

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about. Whilst we do what we can to support schools and help pupils, it is you, the teachers and pupils, who really make RE what it is: for that we are heartily grateful. We are keen to hear your views and find out what is happening in schools, so please do contact us either to tell us what you are doing, or to invite us in.

Examination Data summary 2013 (with 2012 trend)

GCSE Full Course and Short Course 2013		Number of pupils at the end of KS4	GCSE Full Course			GCSE Short Course			% KS4 pupils entered for Full or SC GCSE		
			% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G	% Entries (out of KS4 pupils)	% A*-A		% A*-C	% A*-G
	England		36	N/A	74	98	25	16	50	93	61
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5562	26.0	40.7	82.3	99.5	35.7	30.3	67.4	98.0	61.7
	Buckinghamshire Upper Schools	3309	30.4	22.8	74.8	99.3	31.1	7.3	40.1	96.2	61.5
	Buckinghamshire Grammar Schools	2136	20.7	81.3	99.3	100.0	44.7	55.0	96.8	100.0	65.4

GCSE Full Course and Short Course 2012		Number of pupils at the end of KS4	GCSE Full Course			GCSE Short Course			% KS4 pupils entered for Full or SC GCSE		
			% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G	% Entries (out of KS4 pupils)	% A*-A		% A*-C	% A*-G
	England			31.9	73.2	98.5	64.8	18.1	53.1	95.3	69.3
	Buckinghamshire Maintained and Academy Schools (incl. Special)	5483	28.2	35.7	73.5	98.6	32.6	37.3	69.3	97.8	60.8
	Buckinghamshire Upper Schools	3252	33.6	19.0	63.1	98.0	25.2	7.9	38.9	95.2	58.9
	Buckinghamshire Grammar Schools	2138	21.1	76.1	98.5	100.0	45.3	62.1	95.1	100.0	66.5

A and AS Levels 2013			Number of pupils at the end of KS5	A LEVEL			AS LEVEL			% KS5 pupils entered for A/AS Level		
				% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A		% A-C	% A-E
	England				26	80	99		20	65	92	
	Buckinghamshire Maintained and Academy Schools (incl. Special)		3152		37.6	78.3	93.4		39.1	81.9	92.2	
	Buckinghamshire Upper Schools		922		11.9	52.4	84.5		16.0	63.0	79.0	
	Buckinghamshire Grammar Schools		2230		48.1	88.8	97.1		48.4	89.5	97.6	

A and AS Levels 2012			Number of pupils at the end of KS5	A LEVEL			AS LEVEL			% KS5 pupils entered for A/AS Level		
				% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A		% A-C	% A-E
	England			2.4	25.5	79.3	98.6	2.3	21.4	65.7	92.2	4.7
	Buckinghamshire Maintained and Academy Schools (incl. Special)		3300	5.4	29.8	85.4	100.0	2.1	14.7	55.9	97.1	7.5
	Buckinghamshire Upper Schools		1131	5.0	14.3	69.6	100.0	1.3	13.3	40.0	93.3	6.3
	Buckinghamshire Grammar Schools		2169	5.6	36.9	92.6	100.0	2.4	15.1	60.4	98.1	8.1

2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders

2.1 Meetings

Meetings have been held in schools and community centres as SACRE seeks to forge links with both. We try to ensure that our business is about children's learning, their SMSC development and their more general well-being. We seek to make information and resources from communities available to schools wherever possible either directly through e-mail or via the schools bulletin. Information and support are also available online through the BGfL (<http://www.bucksgfl.org.uk/course/view.php?id=459>).

2.2 Joint Bucks and Oxon SACREs collaboration

An important innovation has been the beginnings of a closer collaboration between the Oxfordshire SACRE, the Buckinghamshire SACRE and the Diocese of Oxford. Our first shared meeting was held on 8th July 2013 at Regents Park College, Oxford, where introductions were made, priorities were discussed and relations cemented. This will potentially be of enormous help to schools as the pooled resources of two authorities and the Diocese will be better able to support not just RE but also Collective Worship, SMSC and community cohesion. It will also facilitate partnership networks between schools in both counties. The notes below reflect the discussions:

What do we want to come out of this collaboration?

- Share best practice (diversity of members) new ideas and wider horizons
- Not to have to re-invent the wheel
- Mutual support and challenge
- A richer watching-brief on the state of RE in the curriculum
- Develop stronger links with ITT providers – at v least information flow
- Broaden our ideas and contacts
- We can ensure across the 2 SACREs that any gaps can be bridged in representation of faith/belief, even if no actual representative
- Sharing expertise, good practice, initiatives, meeting pattern, resources, materials
- Cost-effectiveness
- Wider context and contacts
- Collaborate on specific topics or projects eg visits to places of worship
- Learning with, about and from each other – face-to-face and not just on line – however mostly online!!
- Share and meet
- Explore faith and belief, 'warts and all', not just ideal picture
- Share resources and training
- Tap into broader diversity within as well as between faith/belief communities
- Larger/louder (and wiser) voice
- *This must create a better deal for children and young people in our schools.*

How can we collaborate to improve RE and collective worship in schools?

- Share expertise and experience on learning and teaching ensuring we maintain focus on pupils and students. A good example of this would be transitions.
- Joint presentations (teachers and faith groups).
- Pool resources (poss also sub-committee?) and work

- Produce database of accurate authorised websites from different faith and belief communities. Photo resources
- Improve transition between primary and secondary
- Agreed syllabus: what can we learn/share? Use Bill's expertise
- Collaborative working in specific agreed areas eg joint working group on special needs, foundation stage, 6th Form etc
- Produce a list of 'experts'/expertise?
- Collective worship policy and practice
- The shared diocese is invaluable for our CE schools
- Responding to and evaluating impact of international policies (eg academies and free schools)
- Marketing SACRE as an important and helpful body for schools
- Share training across LA, DBE and schools for different audiences (eg HTs, GB, teachers, subj leaders, different phases, TAs)
- School support networks (need to clarify in a realistic way what this will look like)
- Organise shared visitors, information, engagement, student conferences, workshops
- Be open with each other sharing resources and successes
- Work together to promote SACREs to and in schools and wider afield so that people are aware of what we do and how we contribute to ppupils' learning and experience in school and beyond – SMSC; learning and teaching; community cohesion; interfaith dialogue and activity
- Raise profile of RE and collective worship
- Work together to build partnerships between schools and communities
- Support for specific issues: SMSC; enquiry-based learning and teaching; community cohesion; interfaith dialogue; resilience and preventing violent extremism; values development
- (joint link with NASACRE?)

How can we support each other so that we can each become more effective SACREs?

- Share resources
- Establish a shared e-mail group to field faqs (eg SEND; specific faith questions)
- Members of both SACREs share each others' expertise for mutual benefit
- Communicate with each other on concerns and ideas for development (eg responding to curriculum)
- Be proactive in mutual support
- More joint meetings – timings to be agreed (could be voluntary?)
- Improve training esp for NQTs
- Develop communication protocols
- Synchronise meetings and agenda items
- Develop mutual reporting and monitoring of standards
- Be clear about role and purpose of SACRE and roles and responsibilities of members
- Share in-house development: induction etc
- Be open and share everything!
- Joint writing panels (teachers and faith/belief reps)
- Pool support materials
- Liaise and work with ODBE
- Club together, mutual support, celebrate success
- Excite each other! – cross-fertilisation

3. Effectiveness of the Agreed Syllabus

3.1 Launch of the Agreed Syllabus

40 teachers attended the training event which took place prior to the Launch. SACRE had been extremely lucky in securing Bruce Gill, Chair of NASACRE, who gave a most stimulating address commending our Syllabus and the unique value of RE in the school curriculum, and Mike Appleyard, Deputy Leader and Cabinet Member for Education and Skills, who confirmed the importance of RE in Buckinghamshire Schools.



It is especially reassuring to have these affirmations that our Syllabus Challenging RE is valued, thus confirming the professional contributions and hard work of our Writing Panel under the guidance of Bill Moore and the oversight and contributions made by members of SACRE.

3.2 Support and training

Bill Moore can provide twilight INSET for whole-school staff focusing on planning and implementing the Agreed Syllabus and especially classroom techniques to enhance pupils' learning. If you want your school to have bespoke RE training, please contact Bill on 01296 382441, or bmoore@learningtrust.net

4. Collective worship

4.1 Policies for Collective Worship

SACRE was able to send out to all schools a guidance policy on Collective Worship. Thanks go to our Church of England representatives for drawing this together. Separate policies for maintained schools and Church Schools have been made available and can be found in the appendices.

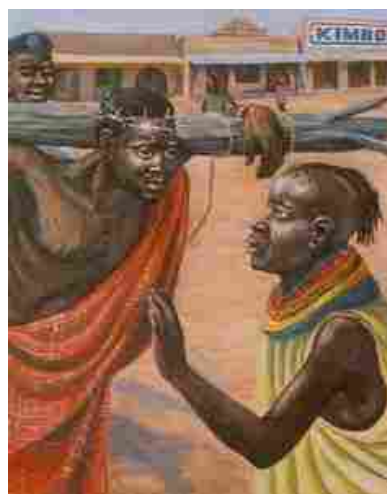
4.2 Visits and Visitors

SACRE really wants to build a good, updated and evidenced source of good practice and good quality. Please send us your schools' visits and visitors that you can recommend so that other schools can benefit from your experience and you can benefit from others. With a locally Agreed Syllabus, this information sharing is vitally important. Please send your contributions to amontague@learningtrust.net so that they can be added.

4.3 Determinations

No determinations were sought in 2013. Please address any requests for a determination to aholley@learningtrust.net.

Some reflection from learning about religions:



- What do you think is going on in these images? Which could be the odd one out? Why? What might they hold in common?
- What can we learn about ourselves and humanity from these images?
- How do these images challenge the Faiths involved, the society we live in and the values we hold?
- What do we gain from exploring these questions?

5.2 Holocaust Memorial Day

This was a secondary conference held at the beautiful parish church of St Mary's in Aylesbury, on Wednesday 23rd January 2013. The theme was Building Bridges: Building Community and, thanks to the resident Iconographer, a magnificent icon was produced which the pupils from Pebble Brook were delighted to take back to school with them. The GCSE dance group from The Misbourne School performed their very moving piece, choreographed by them to the theme tune to Schindlers List, and other mixed school groups at the conference created pieces of literature and a dance with words to a Croatian folk tune. The stimulus material originated through the theme combined with the beautiful ambience of the church, and the students impressed all of us present with their sensitive collaborative outcomes.



More images and responses can be found at <http://hmdbucks.weebly.com/index.html>

Please take a look at this. The website itself is nothing spectacular, but the lasting impact of the students is mind-blowing!

How can SACRE help schools in the future to support both HMD and also interfaith dialogue amongst students?

SACRE is a council of volunteers, not dissimilar to a governing body. We are committed to raising the profile of the spiritual dimension of life and education through exciting, engaging and challenging religious education and Collective Worship. We can only do this with the active involvement of schools, so whatever your role is, if you want to join us in this endeavour, please do get in touch through Allison Holley, the clerk to SACRE.

Appendix 1

KS4 2013 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data
NE = No Entries, SUPP = less than 6 pupils

LA Estab.	School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			GCSE Short Course			% KS4 pupils entered for Full or SC GCSE		
				% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G	% Entries (out of KS4 pupils)	% A*-A		% A*-C	% A*-G
7003	Alfriston School	CYS	24	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
4095	Amersham School	ACC	146	0.0	NE	NE	NE	80.8	3.4	28.8	98.3	80.8
4500	Aylesbury Grammar School	ACC	188	0.0	NE	NE	NE	97.9	28.8	92.4	100.0	97.9
4058	Aylesbury High School	ACC	180	7.8	85.7	100.0	100.0	0.0	NE	NE	NE	7.8
5402	Beaconsfield High School	FD	150	30.0	73.3	100.0	100.0	0.0	NE	NE	NE	30.0
4004	Buckingham School	CY	150	34.7	7.7	76.9	100.0	2.7	0.0	75.0	100.0	37.3
4051	Burnham Grammar School	CY	120	5.8	28.6	85.7	100.0	94.2	47.8	93.8	100.0	100.0
4002	Burnham Park E-Act Academy	CY	113	0.9	0.0	100.0	100.0	0.0	NE	NE	NE	0.9
4079	Chesham Grammar School	ACC	180	19.4	77.1	97.1	100.0	77.8	37.1	95.0	100.0	97.2
4000	Chiltern Hills Academy	AC	114	14.0	31.3	68.8	100.0	81.6	4.3	33.3	92.5	95.6
4072	Cressex Community School	FD	71	76.1	18.5	68.5	100.0	19.7	0.0	0.0	92.9	95.8
4504	Dr Challoner's Grammar School	ACC	180	24.4	88.6	100.0	100.0	0.0	NE	NE	NE	24.4
4061	Dr Challoner's High School	ACC	150	48.0	94.4	100.0	100.0	0.0	NE	NE	NE	48.0
7023	Furze Down School	CYS	11	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
5409	Great Marlow School	ACC	202	24.8	42.0	100.0	100.0	74.8	16.6	64.9	99.3	99.5
4001	Highcrest Academy	ACC	126	41.3	5.8	61.5	98.1	54.8	0.0	7.2	95.7	96.0
4070	Holmer Green Senior School	CY	148	64.9	18.8	74.0	100.0	0.0	NE	NE	NE	64.9
4044	John Colet School	ACC	172	15.7	63.0	96.3	100.0	0.0	NE	NE	NE	15.7
4009	John Hampden Grammar School	ACC	152	23.7	94.4	100.0	100.0	75.0	47.4	98.2	100.0	98.7
7010	Pebble Brook School	CYS	9	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
7012	Prestwood Lodge School	CYS	14	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
4036	Princes Risborough	ACC	180	10.6	26.3	78.9	100.0	1.1	0.0	50.0	100.0	11.7

4501	Royal Latin School	ACC	170	0.0	NE	NE	NE	99.4	77.5	99.4	100.0	99.4
4065	Sir Henry Floyd Grammar School	ACC	153	97.4	71.1	99.3	100.0	0.0	NE	NE	NE	97.4
4505	Sir William Borlase's Grammar School	ACC	132	15.2	100.0	100.0	100.0	29.5	82.1	100.0	100.0	44.7
4084	Sir William Ramsay School	ACC	158	38.0	11.7	83.3	100.0	55.7	1.1	34.1	90.9	93.7
4701	St Michael's Catholic School	VA	112	98.2	12.7	57.3	99.1	0.0	NE	NE	NE	98.2
7014	Stony Dean School	CYS	31	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
6905	The Aylesbury Vale Academy	AC	126	21.4	22.2	63.0	96.3	68.3	2.3	23.3	94.2	89.7
4082	The Beaconsfield School	CY	148	73.6	10.1	59.6	96.3	0.0	NE	NE	NE	73.6
5403	The Chalfonts Community College	ACC	294	0.0	NE	NE	NE	93.5	9.1	50.2	97.1	93.5
5407	The Cottesloe School	FD	195	6.7	30.8	100.0	100.0	1.0	0.0	50.0	100.0	7.7
4034	The Grange School	CY	237	14.3	58.8	91.2	100.0	0.0	NE	NE	NE	14.3
4067	The Mandeville School Specialist Sports College	CY	172	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
4042	The Misbourne School	CY	170	55.3	19.1	79.8	100.0	31.2	1.9	32.1	92.5	86.5
5404	The Royal Grammar School, High Wycombe	ACC	199	0.0	NE	NE	NE	98.0	76.4	100.0	100.0	98.0
4094	The Wye Valley School	CY	127	38.6	26.5	73.5	100.0	58.3	17.6	47.3	100.0	96.9
5408	Waddesdon Church of England School	ACC	143	99.3	37.3	83.8	100.0	0.0	NE	NE	NE	99.3
7032	Wendover House Campus	CYS	12	0.0	NE	NE	NE	0.0	NE	NE	NE	0.0
4503	Wycombe High School	ACC	182	11.5	90.5	100.0	100.0	0.0	NE	NE	NE	11.5
Buckinghamshire Maintained and Academy Schools (incl. Special)			5562	26.0	40.7	82.3	99.5	35.7	30.3	67.4	98.0	61.7
Buckinghamshire Upper Schools			3309	30.4	22.8	74.8	99.3	31.1	7.3	40.1	96.2	61.5
Buckinghamshire Grammar Schools			2136	20.7	81.3	99.3	100.0	44.7	55.0	96.8	100.0	65.4
<i>National (all schools)</i>				36	N/A	74	98	25	16	50	93	61

KS5 2013 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data

NE = No Entries, SUPP = less than 6 pupils

LA Estab.	School Name	School Type	Number of Academic pupils at the end of KS5	A LEVEL			AS LEVEL			% KS5 pupils entered for A/AS Level		
				% Entries (out of Academic KS5 pupils)	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A*-A		% A*-C	% A*-E
4095	Amersham School	ACC	49	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4500	Aylesbury Grammar School	ACC	190	1.6	SUPP	SUPP	SUPP	4.2	12.5	75.0	100.0	5.8
4058	Aylesbury High School	ACC	215	3.3	57.1	85.7	100.0	3.7	37.5	100.0	100.0	7.0
5402	Beaconsfield High School	FD	154	22.1	38.2	94.1	100.0	25.3	43.6	89.7	100.0	47.4
4004	Buckingham School	CY	28	28.6	12.5	50.0	100.0	35.7	0.0	80.0	100.0	64.3
4051	Burnham Grammar School	CY	94	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4002	Burnham Park E-Act Academy	CY	3	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4079	Chesham Grammar School	ACC	162	4.9	50.0	87.5	100.0	8.0	53.8	100.0	100.0	13.0
4000	Chiltern Hills Academy	AC	36	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4072	Cressex Community School	FD	0	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4504	Dr Challoner's Grammar School	ACC	216	9.7	52.4	100.0	100.0	11.6	60.0	84.0	100.0	21.3
4061	Dr Challoner's High School	ACC	154	20.1	77.4	96.8	100.0	22.7	82.9	100.0	100.0	42.9
5409	Great Marlow School	ACC	76	NE	NE	NE	NE	1.3	SUPP	SUPP	SUPP	1.3
4001	Highcrest Academy	ACC	27	11.1	SUPP	SUPP	SUPP	18.5	SUPP	SUPP	SUPP	29.6
4070	Holmer Green Senior School	CY	37	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4044	John Colet School	ACC	55	10.9	0.0	16.7	100.0	10.9	0.0	83.3	100.0	21.8
4009	John Hampden Grammar School	ACC	147	14.3	28.6	85.7	100.0	17.0	24.0	88.0	100.0	31.3
4036	Princes Risborough	ACC	38	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4501	Royal Latin School	ACC	184	25.0	47.8	89.1	100.0	28.8	47.2	92.5	96.2	53.8
4065	Sir Henry Floyd Grammar School	ACC	149	11.4	35.3	82.4	100.0	13.4	35.0	85.0	100.0	24.8
4505	Sir William Borlase's Grammar School	ACC	187	1.6	SUPP	SUPP	SUPP	2.1	SUPP	SUPP	SUPP	3.7
4084	Sir William Ramsay School	ACC	39	15.4	16.7	83.3	100.0	15.4	33.3	83.3	100.0	30.8

4701	St Michael's Catholic School	VA	17	29.4	SUPP	SUPP	SUPP	29.4	SUPP	SUPP	SUPP	58.8
6905	The Aylesbury Vale Academy	AC	0	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4082	The Beaconsfield School	CY	51	NE	NE	NE	NE	2.0	SUPP	SUPP	SUPP	2.0
5403	The Chalfonts Community College	ACC	113	15.0	17.6	58.8	100.0	15.0	23.5	88.2	100.0	30.1
5407	The Cottesloe School	FD	54	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4034	The Grange School	CY	52	1.9	SUPP	SUPP	SUPP	1.9	SUPP	SUPP	SUPP	3.8
4067	The Mandeville School Specialist Sports College	CY	7	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4042	The Misbourne School	CY	89	4.5	SUPP	SUPP	SUPP	5.6	SUPP	SUPP	SUPP	10.1
5404	The Royal Grammar School, High Wycombe	ACC	185	NE	NE	NE	NE	NE	NE	NE	NE	0.0
4094	The Wye Valley School	CY	30	20.0	0.0	83.3	100.0	36.7	27.3	36.4	81.8	56.7
5408	Waddesdon Church of England School	ACC	124	22.6	17.9	67.9	100.0	25.8	21.9	81.3	96.9	48.4
4503	Wycombe High School	ACC	193	7.8	60.0	93.3	100.0	9.3	55.6	88.9	100.0	17.1
Buckinghamshire Maintained and Academy Schools (incl. Special)			3152	9.2	37.6	78.3	93.4	11.0	39.1	81.9	92.2	20.2
Buckinghamshire Upper Schools			922	9.1	11.9	52.4	84.5	10.8	16.0	63.0	79.0	20.0
Buckinghamshire Grammar Schools			2230	9.2	48.1	88.8	97.1	11.1	48.4	89.5	97.6	20.4
<i>National (All schools)</i>				9	26	80	99	13	20	65	92	22



An Example of a Collective Worship Policy for use in Church of England schools

Schools may use this example as a basis for their policy, if they wish. School policies have to be ratified by the governors every time they are amended. Schools may find that some details which need to be amended more often than a policy is reviewed are better placed in an 'appendix' which does not need to be governor approved every time it changes. References are made to an appendix throughout this example policy.

The Collective Worship policy at CE School reflects the school's Trust Deed, and has taken account of the guidance offered by the Diocese of Oxford. Collective Worship reflects the mission statement and is central to the life and ethos of the school. It shapes our approach to others and to what we do in school.

Aims of Collective Worship

Collective Worship in School aims to provide the opportunity for pupils and staff to:

- worship God and reflect on Christian values;
- experience a variety of styles of worship;
- celebrate together e.g. festivals, school values, individual achievements;
- develop a reflective approach to living which encourages understanding of and invitation to prayer;
- look beyond the physical, material and measurable;
- consider spiritual and moral issues and to explore their own beliefs;
- build a sense of community/foster corporate identity;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship;
- feel safe and affirmed in doing any of the above.

Statutory requirements

By law, Collective Worship must:

- take place each day for every child not withdrawn by their parents (Post-16 students can withdraw themselves);
- reflect the school's Trust Deed.

This means that Collective Worship will reflect the traditions of worship within the Church of England, whilst being invitational, inclusive and valuing of people from all backgrounds and positions of faith.

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time given to any subject including religious education. However, in School, we aim to enable Collective Worship and aspects of children's classroom learning to be mutually supportive.

Collective Worship provides opportunities for pupils' spiritual, moral, social and cultural development in line with school policy. To achieve this it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

The Management of Collective Worship

The governors are responsible for the provision of Collective Worship, supported by and in consultation with the Headteacher. The following arrangements exist to co-ordinate, monitor and evaluate Collective Worship:

1. HT/DHT/delegated teacher draws up a rota for leading Collective Worship and themes for each week.
2. HT/DHT/delegated teacher observes at least 6 acts of Collective Worship (from a range of formats) per term to ensure that they comply with school policy and the law.
3. Teacher, pupil and, where appropriate, parental views are collected annually to evaluate the quality and impact of Collective Worship and to identify ways in which it might be improved.

(Schools may wish to include a 'job description' for the Collective Worship co-ordinator/team in an appendix to their Collective Worship policy.)

The Organisation of Collective Worship

Collective worship takes place in a variety of groupings in the school hall, or one of the multi-purpose rooms, the classroom and sometimes in church. It also occurs at a variety of times in the day but is always designed to promote thinking beyond the time given to worship itself.

Leadership

Every member of the school staff, pupils and occasional visitors will be involved in leading acts of worship at some point in the school year. *(The vicar or someone else from the church is quite likely to be a regular leader of school worship. The appendix might include details such as a weekly leadership pattern)*

Planning Acts of Collective Worship

The content of all acts of Collective Worship is considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets *(included in the appendix)* list themes, special occasions and events, but there is flexibility to allow the inclusion of current and topical issues. Weekly planning and recording sheets *(included in the appendix)* enable the monitoring and evaluation of acts of worship.

Visitors are welcome to lead Collective Worship from time to time and are given guidance *(included in the appendix)* on our worship policy. Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths. *(See section 4 of this document for 'Visitor Guidance')*

The Act of Collective Worship

We use a variety of styles, active and interactive methods and a range of resources *(included in an appendix)* in our acts of Collective Worship. Leaders make decisions about these elements

according to what is most appropriate to the content, the ages, aptitudes and the backgrounds of the pupils.

Prayer is usually included in our acts of worship. It is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to Jesus and 'God' reflecting the traditions and practices of the Church of England. We hope that pupils who prefer not to pray will use these moments to reflect on the important messages shared in our worship.

(School may like to consider making a collection of prayers written by the pupils or have a school prayer).

Collective Worship should not be confused with assembly. We often take the opportunity of pupils gathered together to share announcements and notices. Using a variety of strategies e.g. music, silence etc. we indicate clearly to all present when worship begins and ends.

Withdrawal

Our policy sets out clearly our aspiration that Collective Worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature, and never coercive or indoctrinatory.

Parents have a right to withdraw their children from all or any acts of worship (*and staff are also free to withdraw from involvement in this aspect of school life in VC but **not** VA schools*). We request that those who wish to exercise this right inform the Headteacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about Collective Worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff.



An Example of a Collective Worship Policy for use in a LA Maintained School

Schools may use this example as a basis for their policy, if they wish. School policies have to be ratified by the governors every time they are amended. Schools may find that some details which need to be amended more often than a policy is reviewed are better placed in an 'appendix' which does not need to be governor approved every time it changes. References are made to an appendix throughout this example policy.

The Collective Worship policy at School pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority through its SACRE. Collective Worship is a valued and valuable part of school life and is taken seriously, because it shapes our approach to others and to what we do in school.

Aims of Collective Worship

Collective Worship in School aims to provide the opportunity for pupils and staff to:

- experience a variety of styles of worship;
- celebrate together e.g. festivals, school values, individual achievements;
- build a sense of community/foster corporate identity;
- develop a reflective approach to living which sometimes encourages understanding of and invitation to prayer;
- look beyond the physical, material and measurable;
- worship God or reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs;
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship;
- feel safe and affirmed in doing any of the above.

Statutory requirements

By law, Collective Worship must:

- take place each day for every child not withdrawn by their parents (Post-16 students can withdraw themselves);
- be wholly or mainly of a broadly Christian character;
- take account of the ages, aptitudes and family backgrounds of the pupils.

This means that Collective Worship should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Not every act of Collective Worship needs to comply with this, provided that, taking any school term as a whole, most such acts which take place in the school do comply.

The Collective Worship Policy of School is consonant with the philosophy and aims of the school as expressed in the school prospectus.

The Contribution of Collective Worship to aspects of the Curriculum

Collective Worship time is distinct from curriculum time given to any subject including religious education. However, in School, we aim to enable Collective Worship and aspects of children's classroom learning to be mutually supportive.

Collective Worship provides opportunities for pupils' spiritual, moral, social and cultural development in line with school policy. To achieve this it addresses a wide variety of themes and topics, uses diverse stimuli and resources and provides pupils with opportunities to 'respond' at their own level.

The Management of Collective Worship

The Headteacher is responsible for the provision of Collective Worship, supported by and after consultation with the governing body. The following arrangements exist to co-ordinate, monitor and evaluate Collective Worship:

1. HT/DHT/delegated teacher draws up a rota for leading Collective Worship and themes for each week.
2. HT/DHT/delegated teacher observes at least 6 acts of Collective Worship (from a range of formats) per term to ensure that they comply with school policy and the law.
3. Teacher, pupil and, where appropriate, parental views are collected annually to evaluate the quality and impact of Collective Worship and to identify ways in which it might be improved.

(Schools may wish to include a 'job description' for the Collective Worship co-ordinator/team in an appendix to their Collective Worship policy.)

The Organisation of Collective Worship

Collective Worship takes place in a variety of groupings in the school hall, or one of the multi-purpose rooms, or the classroom.

Acts of worship usually last approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

(A description of the variety of groupings may also be included here or in an appendix)

Leadership

Every member of the school staff, pupils and occasional visitors will be involved in leading acts of worship at some point in the school year. *(The appendix might include details such as a weekly leadership pattern)*

Planning Acts of Collective Worship

The content of all acts of Collective Worship is considered carefully to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets *(included in the appendix)* list themes, special occasions and events, but there is flexibility to allow the inclusion of current and topical issues. Weekly planning and recording sheets *(included in the appendix)* enable the monitoring and evaluation of acts of worship.

Visitors are welcome to lead Collective Worship from time to time and are given guidance (*included in the appendix*) on our worship policy.

Leaders from faiths within the area help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these faiths. (*See 'Visitor Guidance'*)

The Act of Collective Worship

We use a variety of styles, active and interactive methods and a range of resources (*included in an appendix*) in our acts of Collective Worship. Leaders make decisions about these elements according to what is most appropriate to the content, the ages, aptitudes and the backgrounds of the pupils.

Where prayer is included in our acts of worship it is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to 'God' rather than Jesus as this is inclusive of the beliefs of our non-Christian religious pupils. We hope that pupils who prefer not to pray will use these moments to reflect on the important messages shared in our worship.

(School may like to consider making a collection of prayers written by the pupils or have a school prayer).

Collective Worship should not be confused with assembly. We often take the opportunity of pupils gathered together to share announcements and notices. Using a variety of strategies e.g. music, silence etc. we indicate clearly to all present when worship begins and ends.

Withdrawal

Our policy sets out clearly our aspiration that Collective Worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory.

Parents have a right to withdraw their children from all or any acts of worship and staff are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Headteacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about Collective Worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff.

Appendix 3

SACRE Membership (September 2012 - July 2013)

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group A – Other Denominations and Faiths

Group B – The Church of England

Group C – Teacher representatives

Group D – The Local Authority

Group	Name	Represents
A	Mrs Val McFarlane (Chair)	Quaker
	Vacancy	Roman Catholic
	Mrs Frankie Fisher	Methodist
	Mr R Kenrick-Jones	Baptist
	Mrs. Sushma Sahajpal	Hindu
	Mr Zahid Jawed	Muslim
	Mr Barry Shine	Jewish
	Vacancy	Sikh
	Steve Terry	Buddhist
	Other faiths yet to be represented	Pentecostal
B	Ms Jo Fageant	Church of England
	Mrs Jenny Earp	Church of England
	Mr. Nick Waldron	Church of England
	Mrs Lesley Turville	Church of England
C	Ms Sue Bowen (wef 28.11.12)	NUT
	Mrs. Margaret Dean	ATL
	Vacancy	NASUWT
	Mrs Olwyn Davison-Oakley	NAHT
	Mr Mark Mayne (wef 13.5.13)	ASCL
D	Cllr Marion Clayton	County Council
	Cllr David Watson	County Council
	Vacancy	County Council
	Vacancy	County Council
Co-opted	Mrs Elaine Lever	Humanist
Deputies	Ms Suma Din	Muslim Deputy

SACRE is advised and supported by Bill Moore, School Improvement Adviser.

The Clerk to the SACRE, Allison Holley can be contacted at:

Buckinghamshire Learning Trust
 School Improvement Service
 Teaching & Learning Centre, Ellen Road, Aylesbury, Bucks. HP21 8EF
 Tel: 01296 382146 / Email: aholley@learningtrust.net

Appendix 4 SACRE members' attendance for the year 2012/2013

Members	Group Represented	10 Oct 2012	28 Nov 2012	28 Jan 2013	20 Mar 2013	13 May 2013	8 Jul 2013 Joint Mtg - Oxford
Val McFarlane	Quaker	✓	✓	✓	✓	✓	✓
Frankie Fisher	Methodist	✓	✓	A	N	✓	✓
Kenrick Jones	Baptist	✓	N	✓	A	✓	N
Sushma Sahajpal	Hindu	A	✓	✓	✓	✓	✓
Zahid Jawed	Muslim	A	✓	A	A	A	A
Suma Din	Muslim Deputy					SD	A
Barry Shine	Jewish	A	✓	A	A	A	N
Steve Terry	Buddhist	A	A	A	A	A	A
Jo Fageant	Church of England	✓	✓	✓	✓	A	A
Jenny Earp	Church of England	A	✓	A	✓	✓	A
Nick Waldron	Church of England	✓	✓	✓	✓	✓	✓
Lesley Turville	Church of England	✓	✓	✓	A	✓	A
Margaret Dean	ATL	A	A	✓	✓	✓	✓
Olwyn Davison-Oakley	NAHT	A	✓	✓	✓	✓	✓
Sue Bowen	NUT		✓	✓	✓	A	✓
Mark Mayne	ASCL					✓	A
Marion Clayton	County Councillor	✓	✓	A	A	✓	A
David Watson	County Councillor	A	✓	✓	✓	A	N
Zahir Mohammed	County Councillor	N	N	N	A	N	A
Bob Woollard	County Councillor	N	A	A	A		
Elaine Lever	Co-opted	A	✓	✓	A	✓	✓
Bill Moore	Adviser	✓	✓	✓	✓	✓	✓
Allison Holley	Clerk	✓	✓	✓	✓	✓	A

✓ = Attended A = Apologies N = No apologies SD = Standing Deputy L = Left

Learning and growing through challenging RE