

GATESHEAD
Standing Advisory Council for Religious Education

ANNUAL REPORT
2021-2022

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Chair's Foreword

The past year has been most difficult for organisations and groups, no more so than religious groups and schools. I hope that we are past the worst and we can get on with the job before us. Never has the message of faith been needed more than it is today, understanding and respect for each others' beliefs. RE in schools does offer students answers to many questions which they are asking. And we at SACRE hope we can help practitioners, by encouraging them with help and materials over this coming year.

We also need to be looking at our agreed syllabus, which is largely as it was produced many years ago.

Rev Brian Howell MBE MA

1.0 SACRE Members 2021/22

The membership of the council was:

Brian Howell (Chair)	Church of England
Andrew Fowler	Church of England. Secondary School Head Teacher
Councillor J McElroy	Gateshead Council
Councillor T Graham	Gateshead Council
Councillor F Geddes	Gateshead Council
Councillor P McNally	Gateshead Council
Michael Glickman	Judaism
Jonathan Klajn	Judaism
Kirtida Richardson	Hindu (ISKCON) Educational Services
Rob Young	Roman Catholicism
Vacancy	Islam
Kathleen Farrell	Teachers' Union Representative
Rajwant Nibber	Primary Special School Teacher (Eslington)/SIKH representative
Joanne Whitehead	Secondary Special School Teacher (Hill Top)
Jenny Howliston	Primary School Teacher (Front Street)
Les Milne	Humanism
Julie Latimer	Clerk to SACRE
Jon Ward	LA Education Service

The Gateshead SACRE met once in the academic year 2021/2022. Two other scheduled sessions were cancelled due to unforeseen circumstances.

SACRE is working with the LA to recruit more members and increase the representation of local faith communities.

Gateshead SACRE offered the online NASACRE Training sessions to its members.

2.0 Supporting RE Teaching

Two online training sessions were commissioned last year for teachers.

A Teaching and Learning about the Qur'an and Islamic Stories (for Primary Schools).

Outline

We were delighted to welcome Imran Kotwal to deliver this exciting new training for us. Imran is a qualified teacher with a track record of being an outstanding classroom practitioner. He is a Hafidh al Qur'an and can lead Muslims in prayers.

Description

Participants had the opportunity to

1. Develop their confidence in using an English translation of the Qur'an to support their teaching and learning of Islam.
2. Improve their subject knowledge and understanding about the Qur'an (Structure, revelation, preservation of the Qur'an, how it's used by Muslims, etc).
3. Explore key chapters and verses from the Qur'an and Hadeeth which can be used in the classroom to engage and inspire pupils.

4. Learn authentic Islamic stories from the Qur'an and from the teachings of Prophet Muhammad (Hadeeth).

B The Gita – A Holy Book or a way of life for Hindus?

This was an interactive session for Primary School teachers which provided resources and ideas for teaching Hinduism in classrooms.

It resulted in:

- A better understanding of Hinduism and how it can be taught in schools.
- An understanding of the main sacred texts and their role in Hinduism.
- Knowledge of some stories from the sacred texts and how they can be taught in the primary classroom.
- Practical idea and resources for teaching Hinduism

3.0 Communicating with schools

Communication with schools was limited to forwarding materials of relevance to head teachers and RE Leads, and promoting the RE Training sessions.

3.0 Monitoring of RE provision

The Chair of SACRE wrote a third letter to a local secondary school requesting clarification of the RE provision there, based on a review of the school website, and also offering support with RE if this was deemed helpful. (Two previous letters were not responded to.) This third letter was copied to the Regional Schools Commissioner, who acknowledged receipt of the letter but gave no other response. The school did not respond to this letter either. We expect the RE Professional to make contact with the school on our behalf early in the 2022/3 academic year.

4.0 Examination Data Analysis 2022 outcomes. This is based on Provisional data

Introduction:

1. The aim of this analysis is to promote SACRE's understanding of the quality and breadth of provision of RE at KS4 and KS5 across Gateshead. It is based on provisional data.
2. The report provides headline information relating to outcomes. It also highlights individual school outcomes and, where this is high, there could potentially be support enlisted to bolster future developments.

GCSE Short Course and Entry Level Qualification

3. Following a declining trend of entries to the Short Course exam, there appear to have been no entries to a short course or ELQ this year.

4. GCSE Full Course

Please note that there were no results published in 2020 or 2021.

Overview of entries.

Establishment	Number on roll in Y11			Number of entries			% of cohort entered		
	2018	2019	2022	2018	2019	2022	2018	2019	2022
LA	1885	1843	2035	838	800	902	44.5%	43.4%	44.3%
Cardinal Hume Catholic School	220	208	257	220	207	255	100.0%	99.5%	99.2%
Emmanuel College	200	211	222	199	207	216	99.5%	95.7%	97.3%
Furrowfield School	14	14		0	0	0	0.0%	0%	0%
Grace College (formerly Joseph Swan Academy)	168	133	208	74	18	9	44.0%	13.5%	4.3%
Lord Lawson of Beamish Academy	253	242	255	0	17	77	0.0%	7%	30.2%
St Thomas More Catholic School	236	227	236	235	226	230	99.6%	99.6%	97.5%
Thorp Academy	149	150	171	31	36	23	20.8%	24%	13.5%
Whickham School	211	231	258	68	65	92	32.2%	28.1%	35.7%
Heworth Grange School	198	188		0	0	0	0.0%	0%	0%
Kingsmeadow School	91	119		11	23	0	12.1%	19.3%	0%
Thomas Hepburn Academy	104	70		0	0		0.0%	0%	

Overview of attainment.

Establishment	Proportion entered in 2019	Proportion attaining 9 – 4 in 2019	Proportion entered in 2022	Proportion attaining 9 – 4 in 2022
LA	43.4%	79%	44.3%	83.9%
Cardinal Hume Catholic School	99.5%	70%	99.2%	85.1%
Emmanuel College	95.7%	87%	97.3%	83.3%
Grace College (formerly Joseph Swan Academy)	13.5%	89%	4.3%	44.4%
Lord Lawson of Beamish Academy	7%	71%	30.2%	80.5%
St Thomas More Catholic School	99.6%	71%	97.5%	77.7%
Thorp Academy	24%	89%	13.5%	87.0%
Whickham School	28.1%	63%	35.7%	91.3%
Heworth Grange School	0%		0%	
Kingsmeadow School	19.3%	83%	0%	

At 83.9% of entries, attainment at grade 4 or above across the LA is slightly higher than the equivalent England figure of 75.6% (state funded schools).
The entry proportion of 44.3% is also higher than the equivalent figure for England of 17.7%.

Heworth Grange has again had no GCSE entries.
Kingsmeadow has had no entries for the first time in recent years.

5. KS5 / A Level

NCER		KS5 Grade Summary by Subject		2022 NPD Religious Studies											
Subject: Religious Studies (4610) / Exam: GCE A level (111)															
Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	15220	12.7	23.5	31.7	19.7	8.2	2.9	-	0.9	0.4	36.2	67.9	98.7	39.9
4605	Cardinal Hume Catholic School	6	16.7	16.7	16.7	33.3	16.7	-	-	-	-	33.3	50.0	100.0	38.3
6900	Emmanuel College	12	16.7	41.7	33.3	8.3	-	-	-	-	-	58.3	91.7	100.0	46.7
4003	Grace College	3	-	66.7	33.3	-	-	-	-	-	-	66.7	100.0	100.0	46.7
4606	St Thomas More Catholic School	26	7.7	50.0	23.1	15.4	3.8	-	-	-	-	57.7	80.8	100.0	44.2
4001	Thorp Academy	4	50.0	-	50.0	-	-	-	-	-	-	50.0	100.0	100.0	50.0
4029	Whickham School	3	33.3	-	33.3	33.3	-	-	-	-	-	33.3	66.7	100.0	43.3

There do not appear to have been any AS entries this year.
It is good to see an extra school (Grace College) has had A Level candidates this year, compared to the last time results were discussed here (2019).
The total number of A Level candidates in Gateshead is 54. This is a fall from 60 in 2019 and 64 in 2018.

Observations and questions

- There is variable take-up of GCSE/AS/A Level courses at our secondary schools. We do not know why this is
- Relatively low take-up at A level.

- How do schools use the Religious Studies option within the curriculum? What impact does this have on engagement and achievement?
- How do schools ensure that there is a progression route available for those young people wishing to continue where there is no in-school provision beyond GCSE?
- What factors influence the offer schools make and young people's engagement with the subject?
- What is the RE offer to students in schools where there is small or zero take-up of GCSE and A Level RS?
- What is the RE offer to GCSE students who do not opt for GCSE RS?

5.0 National links

Gateshead SACRE has been affiliated to NASACRE for many years and we value the input we get from this body. Steve Horne (working as RE Professional to support SACRE in 2022/2023) attended the NASACRE conference this year and fed back at the next meeting of the SACRE which took place.

6.0 Self assessment

This has been a difficult year for SACRE due to ongoing disruption from the Covid-19 outbreak and difficulty recruiting. Things have improved in these areas and we look forward to a more effective year ahead.

7.0 Action plan for 2022-23

The RE Professional will be asked to develop 3 strands of work with SACRE, based on priorities:

1. To support the teaching of RE in schools through active teacher networking and the sharing of expertise and effective practice.
2. To ensure that SACRE has an accurate assessment of the quality of RE provision within Gateshead schools and uses this knowledge to celebrate success and direct support, when appropriate.
3. To begin to prepare to produce the next Gateshead Agreed Syllabus for RE.

Successful implementation of the action plan will be reliant on the active engagement of SACRE members, the school community, and the School Improvement Team. Monitoring will be a standing item at SACRE meetings.

SACRE Action Plan 2022/23				
Action	By when	By whom	Intended outcome	Progress Monitoring
1. Analyse secondary school data (summer 2022)	Within 4 weeks of data becoming available	LA Officer	Performance in revised examination arrangements reviewed Issues identified	Item on SACRE agenda
2. To ensure that SACRE has an accurate assessment of the quality of RE provision within Gateshead schools	On going	RE Professional, educationGateshead staff, SACRE members	Use this knowledge to celebrate success and direct support, when appropriate.	Item on SACRE agenda
3. Support a local RE Network for teachers.	Autumn 2022	RE Professional, SACRE members	Teachers offer mutual support in raising the quality of RE education. SACRE finds out the issues facing schools regarding teaching RE and about items of interest to include in the newsletter.	Item on SACRE agenda
4. 5. Consider supporting a regional RE Conference	Autumn/Summer term	RE Professional, SACRE members	Support local schools to deliver high quality RE Stronger links with local schools.	Item on SACRE agenda
5. To begin to prepare to produce the next Gateshead Agreed Syllabus for RE.	Easter 2023	RE Professional, educationGateshead staff, SACRE members	Agreed syllabus can be brought up to date with principles of best practice and assist teachers with following Ofsted guidance where appropriate	Item on SACRE agenda