

ISLE OF WIGHT LOCAL AUTHORITY

The Standing Advisory Council
for Religious Education
Annual Report

SCHOOL YEAR 2014-15

Foreward by the Chairman

The Isle of Wight SACRE, through the different elements of its membership, is able to reflect a wide variety of views on belief, faith and humanity and also to share a strong commitment towards ensuring that young people of the Isle of Wight receive Religious Education of the best possible quality. As a statutory body we are very conscious of the need to maintain a full and varied entitlement to explore and appreciate the relationship between life, and different expressions of religious conviction.

In the past year we are pleased to illustrate, through the annual report that very satisfactory progress has been made towards the objective of the provision of good quality Religious Education within Isle of Wight schools. The active partnership between Hampshire and the Isle of Wight has greatly contributed towards the endeavours of this SACRE in promoting Religious Education.

This SACRE has also worked with other SACREs in Southern England towards maintaining those elements that make for the sustainable provision of good RE; this includes teacher training. This position has been enhanced by the decision of the Isle of Wight to participate in the review of 'Living Difference', the agreed syllabus used by Hampshire, Portsmouth and Southampton.

The primary function of a SACRE to monitor and advise the Local Authority on RE within schools and the community has, as the report illustrates become significantly more effective. This situation has been largely achieved through the positive contribution of the advisory team that has been available to the Isle of Wight through the partnership with Hampshire, as well as through the active support of all those who contribute to the SACRE.

Ralph Hodd

SACRE's Role

Local Authorities have been required since 1988 to establish SACREs.

SACRE:

- Is responsible for advising the Local Authority in matters concerning the teaching of Religious Education and Collective Acts of Worship. It also has a monitoring role in this subject.
- Decides on applications for determinations of cases in which requirements for Christian collective worship is not to apply. (Never been called upon to do so on the Island.)
- Can require the LA to review its Agreed Syllabus.
- Is required to publish an Annual Report of its work

SACRE should reflect broadly the proportionate strength of religions or denominations in the area. *

* **See Annexe 1 for Membership**

Overall Strengths and Weaknesses of RE

GCSE Report prepared for Isle of Wight SACRE meeting on 16.06.15

Patricia Hannam Hampshire County Inspector Adviser Re/history

- This report offers an analysis of the 2014 GCSE Full and Short course results on the Isle of Wight. As mentioned previously, when comparing GCSE results year against year, it is very important to note that it is not the same group of students we are comparing; in other words, we are not comparing like with like. Therefore it important to consider the results year at a time, to look carefully what this reveals for any one particular year before making comparisons.

General comments regarding the IoW GCSE performance

- The GCSE Full Course is in general a 2 year course sat at the end of year 11, however some schools teach the GCSE RS over three years, occasionally schools enable students to sit the examination at the end of year 10 rather than year 11.
- 2014 results have shown a pleasing improvement compared to the 2013 results for both full and short course, especially in the A*-C grades.
- The report gives analysis of four years of data, 2011, 2012 2013 and 2014. At GCSE the subject is called Religious Studies (RS); a new RS GCSE with new assessment objectives was introduced in 2011.
- Assessment Objectives for current GCSE Religious Studies courses are :
 - AO1 Describe, explain and analyse, using knowledge and understanding 50%
 - AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints 50%
- RS GCSE tests not only knowledge but the capacity to *analyse* and *to use evidence and reasoned argument to express and evaluate*. Teaching must enable students to do this. RS GCSE success is about higher order thinking, not just facts. Challenging children to analyse evaluate and in other ways reason well at KS3 and KS4 is known to raise standards at GCSE.
- Short course is equivalent to half a Full Course GCSE. The material is examined at the same level in both cases, expectation is that half the amount of material is studied for Short Course compared to material studied for Full Course examination. In light of the fact that the Short Course is now no longer included in the school accountability measures, it has been very difficult to access detailed data analysis of the Short Course. Nationally this data is not being analysed. This pattern has been raised with government by the Religious Education Council (REC).
- Overall entries for GCSE Full course are rising. However the pattern is changing with far fewer students now being entered for the short course.
- In 2012 the ratio of entries Full to Short course was 455:728. In 2013 this ratio was 662:512 and in 2014 1099:352.
- In general this has to be a good thing that more students are being able to access a qualification in religious studies. However the challenge now is to ensure that the quality of teaching rises to ensure that all children are making good progress in GCSE Religious Studies and achieving the overall grade they are able to achieve.
- Two further things to bear in mind for the future. In 2015 Data will be analysed according to the progress being made and in 2016 a new GCSE will be available for teaching. The new GCSE is more 'knowledge heavy' and will put more demands upon teachers.

Full Course GCSE Analysis and Commentary:-

- **IoW Full Course GCSE entries show a further increase** from 662 in 2013 entries to 1099 entries in 2014. This is an increase of 437 entries compared to 2013.
- **Full Course GCSE entries overall:** show an increase to 47.1 A*-C from 2013 where 38.9% achieved A*-C. Although this is still lower than 2012 where 69.3% achieved A*-C grade it is important to note that the numbers of entries have increased rapidly through this time. The A*-C rate had also increased to 93.9%.
 - **Performance A*-A:** 14% in 2014. This is an increase over 12.2% in 2013. However still a fall from the high 2012 A*/A result (29.9%).
 - **Gender:** The wide gap between boys and girls achievement is similar to 2012 and wider again seems a persistent issue on the Isle of Wight something that needs to be examined further.

Short Course GCSE Analysis and Commentary: –

- **GCSE short course GCSE** entries have declined further from 513 in 2013 to 352 in 2014.
- **The future for Short Course:** since it is not eligible for inclusion in data which counts towards league tables we are seeing numbers of entries continuing to decline on the IoW. The most likely expectation must be that this will continue. However it must be remembered that the short course is a valid qualification, of GCSE standard an option for schools who want to externally examine students RS undertaken at KS4 and enable students to access a certificated qualification.
- **Performance A*-C:** A*-C achievement for short course in 2014 was 57.4 a considerable improvement on the 42.9% in 2013
- **Gender:** The gap in 2014 between girls and boys was slightly wider at 24.2% compared to 23.2% in 2013. With no residual data however this year it is not so easy to compare these results across the island against other subjects.

Teachers' Courses	Date	Time
Secondary RE Network Group	15 October 2014	1.00pm – 4.00pm
Secondary RE Network Group	29 January 2015	1.00pm – 4.00pm
Primary RE Network	23 March 2015	9.30am – 12.30pm
Secondary RE Network Group	24 March 2015	1.00pm – 4.00pm
Developing Your Capacity to Promote the Spiritual, Moral, Social and Cultural Development of Children and Young People	4 June 2015	9.30am – 3.15pm
Primary RE Network	16 June 2015	9.30am – 12.30pm
Secondary RE Network Group	7 July 2015	1.00pm – 4.00pm
Secondary RE Network Group	13 October 2015	1.00pm – 4.00pm

Management of SACRE and Partnership with the LA and other Key Stake Holders

All meetings were quorate.

Attendance

<u>October 2014</u>	
Committee A (Representatives of Religious Bodies)	44%
Committee B (Representatives of the Church of England)	50%
Committee C (Representatives of Teacher Associations)	25%
Committee D (Representatives of the Authority)	25%
<u>March 2014</u>	
Committee A	56%
Committee B	25%
Committee C	75%
Committee D	50%
<u>June 2014</u>	
Committee A	89%
Committee B	25%
Committee C	50%
Committee D	50%

Two members representing the Local Authority and one representing the Church of England did not attend any meetings of SACRE. Pat Hannam, RE Inspector, was appointed a "Director's Representative" part way through the year. This was instead of "Being in attendance."

SACRE has continued to meet in a variety of locations; Medina House Special School, Education Centre, Hunnyhill CP School. The Deputy Head of Medina House, a member of SACRE, gave members an insight into the education of children with moderate and severe learning difficulties. The Headteacher of Hunnyhill described the challenges of transition from a 5-9 school to a 5-11 one. this change ws combined with a move from the primary school site to that of the closing Middle School. SACRE appreciated the hospitality given by these establishments.

Membership includes members of a wide range of faiths represented in the local community. The Hindu and Moslem representatives travel from the mainland. Towards the end of the year SACRE lost the services of David Cave, a long-serving member and past Chairman.

RE support networks are being developed in both Secondary and Primary Sectors. Difficulties in communication is one reason for the low attendance at the latter, although this seems to be improving.

Members continue to attend meetings with other local SACREs. These meeting, held three time per annum at Winchester, are now known as "The South-Central Hub". SACREs from Bournemouth, Hampshire, I.W, Poole/Dorset, Portsmouth, Southampton, Surrey, West

Berks., West Sussex, and Wiltshire are all represented. The University of Winchester also sends a representative.

SACRE's role continues to be well-supported through the experience and advice of Pat Hannam, the Secondary Sector RE Inspector in Hampshire. Towards the end of the year she was joined by Justine Ball, inspector for the Primary Sector. SACRE is grateful for the detail and insights that they to its deliberations. Once again, evidence of this support can be seen in the detailed analysis of the Island's RE GCSE Results.

One of SACRE's key roles is to monitor the RE practice in local schools. This then forms the basis of its advice to the LA. Until recently, in common with most SACRE's lack of resources and funding, this presents a great challenge. This year however, the £5000 "windfall", (see "Funding ") has been used for this purpose. The process will overlap this academic year and 2015-16. The inspectors were commissioned to monitor two Secondary Schools for a day each, and five Primary Schools at a half day each. The one day in the High Schools was split so that one half was for monitoring, the other half for support. Members of SACRE accompanied the inspectors as "Co-monitors". Colleagues gained a much better insight into the RE practice as they accompanied the professionals. Written reports are fed back to the schools following the visits. At the end of the process (now with six primaries being involved) a report will be submitted to SACRE with no specific school being identified by name. It is expected that the "Standards Review Committee" will be used to collate and review results.

One colleague attended the Hampshire Secondary sector RE Conference. Several new members attended initial training in Winchester and found that enlightening and worthwhile.

A "Development Plan Sub-Committee" was convened to review SACRE's areas of focus. The detail, and progress, can be seen in the attached **Annexe 2**.

Individual members of SACRE have visited schools to talk to classes, or in Acts of Worship about their own beliefs and practices.

The Clerk forwards to schools suggestions of good practice and useful links to support the teaching of RE. The SACRE Development Plan is reviewed regularly and is attached at Annexe 2.

Funding

SACRE continues to be well supported by the LA through an allocated budget.

The basic budget is £4000 per annum. The amount covers administration by an appointed Clerk and members' expenses as necessary.

The LA agreed to allow SACRE to carry-over, once again, its unspent amount from the £5000 as mentioned in previous reports. .

The Agreed Syllabus

SACRE utilised "Survey Monkey" to obtain the views of schools on the IW Agreed Syllabus. 21 schools responded with a general view that they were happy with it. Church schools had received training on "Living Difference" as opposed to that of the IW. SACRE therefore advised schools that the two were not incompatible and could be used in conjunction if they thought it beneficial to the teaching of RE.

An "Agreed Syllabus Conference" was convened and it resolved to request the LA to review the IW Agreed Syllabus. The following minute from the meeting of March, gives more detail:-

"Following a discussion about the IW Reviewing its Agreed Syllabus, and its relationship with Hants as that LA did its review, a proposition was made in the following terms.

"Rather than try to review its own syllabus, and at the same time be involved with that of "Living Difference", this LA commits itself to being fully involved with the Hants review with the prospect of adopting that Agreed Syllabus."

This was agreed by the Local Authority, and equally important, by Hampshire. As a result IW representatives have been involved in the current review of "Living Difference" from the beginning. Members attend regular meetings of that group. (See **Annexe 3**)

Determinations

There have been no applications for Determinations in Collective Worship during this past year. Nor have there been any complaints about Collective Worship.

Summary

This has been an exciting year for SACRE. It has benefited from the help and support of **two** RE inspectors. Pat Hannam's appointment as a Director's Representative formalised her role on SACRE and gave SACRE a closer, more direct link to the Director of Children's Services.

For several years SACRE has been proactive in its attempts to support schools in matters of RE., for example in commissioning courses. This forward-looking, pre-emptive attitude has continued. SACRE, for many years has been outward looking, seeking good practice to develop its own ways of working.

A more formal and structured approach to monitoring has been established. We wait to see if a similar system might be established in future years, when the "windfall" amount is not available.

Members of SACRE have been evident in schools in a variety of capacities, not least in co-monitoring.

SACRE has presented a higher profile in the Authority as it has been a useful, key link between the LA, the Inspectors and schools. It sought the views of schools in relation to reviewing the Agreed Syllabus.

Direct involvement in reviewing the Hampshire Agreed Syllabus, probably later to be called the Hants and IW Agreed Syllabus, has extended and strengthened the Island's already good links with Hampshire. These links, by SACRE, were in existence long before the now formal arrangement between Hampshire and the Island's education service. There are usually three representatives from the Island at the South Central Hub meetings.

There continues to be a strong sense of team spirit, a sense of unity and cooperation among all members of SACRE. All members contribute as equals. Colleagues value the expertise and experiences that each brings as members explore ways to support the teaching and learning of Religious Education.

Annexe 1

SACRE MEMBERSHIP

Committee A

Members representing the "Free Churches"

Mrs Sue Cox

Two members representing the Roman Catholic Church

Sister Stella Kelly

Mr. Ralph Hodd

Coopted members representing non-Christian faiths

Dr. Lionel Alexander (Jewish faith)

Mr. David Downer (Buddhist)

Mr Anas Al-Korj (or representative) (Moslem)

Mr Praful Thaker (Hindu)

Mr Simon Bligh (Humanist)

Mrs Norma Corney (Baha'i)

Committee B (4 members in total)

Representing The Church of England

Ms Diane Walsh

Mr David Cave

Ms Vicky Bridle

Mr. Rodney Fox

Committee C (4 members in total)

Representing the teachers of the Isle of Wight. Nominated by appropriate groups.

Secondary Miss Beth Feltham Sandown Bay Academy

Primary Mrs. Ann Moran Wootton Primary

Special Megan Richardson Medina House

Headteacher Mrs Beryl Miller Yarmouth C.E. Primary

Committee D (4 members in total)

Representing the Local Authority. Two elected Members. Two nominated by the Director of Education

Cllr Julia Baker-Smith

Cllr John Hobart

Mrs Patricia Goodhead (Principal, Christ the King College)

Mrs. Patricia Hannam (RE Inspector)

In attendance

Harry Kirby Clerk

Annexe 2

SACRE Development Plan 2014-2017

1. <u>Standards and Quality of Provision in RE</u>						
Key Activity: To Monitor the impact of the Agreed Syllabus for RE and Collective Worship						
Action Points	Method	Lead/ By whom	Cost	Timescale	Success Criteria	Impact on Pupils
1a. To ensure that members of SACRE are informed about standards and provision for RE in all schools to enable SACRE to make recommendations to LA with a view to raising standards.	<ul style="list-style-type: none"> • RAISE on line • Review Ofsted reports re teaching and learning • SIMs data • Examination results • School monitoring visits and observations • LA Officer feedback • Additional data from Section 48 inspections, when available. • ALPS Data • Establish monitoring group 	<p>SACRE/LA Commissioned advisor</p> <p>Pat Hannam in data processing and school monitoring in conjunction with SACRE members</p>	<p>4 day's monitoring @£600 per day. Also Hants Partnership</p>	<p>April 2014-2017</p>	<p>SACRE able to advise authority on action to raise standards in RE</p>	<p>Improved quality in provision of teaching and learning resulting in raised standards in RE, including percentage of A-C grades</p>
1b. To ensure that members of SACRE are informed about standards and provision for collective worship in all schools to enable SACRE to make recommendations to LA with a view to raising the quality.	<ul style="list-style-type: none"> • Ofsted reports • School visits and observations • Questionnaire to schools • Data from Section 48 inspections, when available. 	<p>SACRE</p>	<p>Nil</p>	<p>Oct 2014-Oct 2017</p>	<p>Increased confidence of staff resulting in improved quality of collective worship</p>	<p>Variety of quality opportunities for engagement of school community in collective worship Enhance the Spiritual Development of Pupils</p>
1c. Establish local group(s) to consult, advise and lead opportunities for supporting staff in delivery of quality RE and to keep informed of national developments.	<p>Identify coordinators for NATRE, RE Network groups etc to establish and facilitate groups. Provide CPD as needs are identified/requested</p>	<p>SACRE/RE Inspectors</p>		<p>April 2014-December 2014</p>	<p>Teachers supported in Teaching and Learning and raising of standards</p>	<p>Confident, well supported teachers resulting in raised standards for pupils.</p>

2. Management of the SACRE and partnership with the LEA and other key stakeholders

Key Activity: To develop and strengthen links with the LA and other key stakeholders, including students

Action Points	Method	Lead / By Whom	Cost	Timescale	Success Criteria	Impact on Pupils
Encourage regular attendance at SACRE meetings of all members	<ul style="list-style-type: none"> Write to each group to define membership and to ensure regular attendance Encourage nomination of substitute as required Encourage feedback to stakeholders, especially to LA Receive communication from stakeholders Send SACRE minutes to schools/post on LA website 	Chair /Clerk	Nil	April 2014- July 2017	All members regularly attending	More efficient SACRE where all members involved and contributing to matters relating to RE and Worship, and raising standards in Island schools
Raise the profile of SACRE in teaching and learning role	<ul style="list-style-type: none"> SACRE members to visit schools to establish productive links Resources delivered to SACRE to be distributed to schools Continue to meet in different educational establishments and places of worship 	Clerk	Nil	Sept. 2011- Sept. 2012	Stakeholders aware of role, function and impact of SACRE	
Establish method of hearing voice of students	<ul style="list-style-type: none"> Establish "Youth Voice" Committee 	Chair/Clerk				
Ensure SACRE has access to funds to enable it to make decisions about its priorities	Clerk/Chairman to consult with LA from January each year	Clerk	Nil	September 2014-July 2015	Regular "Youth Voice" meetings and feedback to SACRE and schools	Students have a greater sense of involvement in the development of RE and collective worship on the Island
		Through IW NATRE		April 2014-then annually	Funding transparent and defined.	
		Clerk/Chairman			Members clear	

					about arrangements for commissioning and SACRE/LA roles.	
--	--	--	--	--	--	--

3. Develop understanding and tolerance in the community

Key Activity: To contribute to the local social and racial harmony agenda

Action Points	Method	Lead / By Whom	Cost	Timescale	Success Criteria	Impact on Pupils
To ensure representation of local faith/non-faith organisations on SACRE.	<ul style="list-style-type: none"> Identify local faith groups Consult with local leadership on identifying representation Engage with local faith initiatives/multifaith forum Work with REsilience project Establish protocol for consideration of applications for representation on SACRE 	Members of SACRE. Clerk	Nil	September 2014 and on-going	All faiths of IW have representation on SACRE.	Pupils have Improved access to, and are better informed, about a wide range of faiths. Wider range of views into SACRE deliberations

4. Agreed Syllabus

Key Activity Review Agreed Syllabus

Action Points	Method	Lead / By Whom	Cost	Timescale	Success Criteria	Impact on Pupils
Review effectiveness of present Agreed Syllabus	Survey of schools to inform SACRE of Teachers' view in Autumn term 2014. Use Survey Monkey	Pat Hannam SACRE		September 2014-July 2015	SACRE informed of schools' views	None
Establish Agreed Syllabus Conference to decide if new Agreed Syllabus should be recommended to LA	SACRE forms ASC	Clerk			Decision made and Action Plan in place	None in the short term

Annexe 3

Review of County Agreed Syllabus

**** All meetings will be held in the Cromwell Room at Falcon House, Monarch Way, Winchester SO22 5PL**

Title of Meeting	Date	Time	No attending	Refreshments required	Ordered
Review Group (inc Writing Group)	Fri 17 Jul 2015	13:30-16:30	22 to 25	Tea/coffee on arrival and mid afternoon	
Review Group (inc Writing Group)	Tues 15 Sep 2015	13:30-16:30	22 to 25	Tea/coffee on arrival and mid afternoon	
Writing Group	Wed 9 Dec 2015	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Writing Group	Mon 18 Jan 2016	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Writing Group	Mon 11 Apr 2016	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Review Group (inc Writing Group)	Tues 12 Jul 2016	Full day	22 to 25	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	