

Annual Report 2012

'Educating children about different faiths is of immense importance in leading children to understand the history that has helped shape the values and traditions of this country, and of other countries and cultures.'

Michael Gove 2012

Introduction

Throughout this year Hull SACRE has continued to support the Local Authority and teachers in Hull schools and settings. SACRE members have been instrumental in helping teachers learn about some of the different faiths represented on SACRE through opening up their places of worship for training sessions, network meetings and school visits in addition to going into schools to talk to pupils and their teachers. These activities have helped to strengthen the understanding of teachers about the role of SACRE and given SACRE members the opportunity to meet and work with a growing number of teachers.

1. Standards and quality of RE provision

At the termly meetings SACRE has looked for comments regarding RE and collective worship in the reports for Hull schools published by OfSTED and received relevant diocesan reports for C of E schools. It is noted that since January 2012 OfSTED comments pertaining to RE and collective worship are to be found in sections pertaining to spiritual, moral, social and cultural opportunities for pupil development. However it is rare to find a comment about collective worship in our community schools and religious education does not appear in many reports either. SACRE relies on the LA officer to visit schools and report on standards seen. As this is a part-time post the number of visits to consider standards in RE is restricted.

Key area 1a: Compliance and time allocation for RE

To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?

The majority of community primary schools follow the agreed syllabus and make use of the exemplar units of learning provided by SACRE. Special schools adapt the syllabus to meet the particular needs of their pupils. The RC primary schools use the Middlesbrough RC diocesan syllabus and CE VA primary

schools the York diocesan syllabus strongly intermingled with the content and approach of the local agreed syllabus. VC schools use the local agreed syllabus.

Most primary schools provide the equivalent of 1 hour per week for RE in both key stages. We are seeing an increase in the variety of ways in which time is allocated to RE whilst still meeting the statutory learning requirements of the syllabus. For example one primary school begins each term with a two or three day focus on RE to set the tone for the term and also to establish standards of achievement through creative assessments.

Usually KS3 students have one lesson per week of RE (either 50 minutes or an hour) or the equivalent time within a term using 'big learning days' The one RC secondary school provides 10% curriculum time for RE in KS3. Some secondary teachers have expressed concerns about the dilution of time for RE where there is an expectation that they will incorporate citizenship and some aspects of PSHE into KS3 RE curriculum time. Depending on the course followed in KS4, most schools offer between one hour and two hours per week for GCSE RS. However concerns continue with regard to secondary schools meeting the statutory requirement and some KS 4 pupils have either lost or had reduced entitlement due to other curriculum pressures. In most secondary schools Year 9 pupils have begun to follow GCSE RS by the beginning of the summer term but 23% are not entered for any recognised qualification in religious studies in KS4.

Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.

There have been no formal complaints made to SACRE about RE in the past year though questions have been asked under the freedom of information act:

- Have schools in our area been given the go ahead to teach about paganism?

The response sent was that the local Agreed Syllabus for Religious Education neither endorses nor forbids the mention of paganism. It is not mainstream which is where our focus lies. However 'other' and world views may be referred to as relevant. The agreed syllabus can be viewed on www.reweb.org.uk

- Since January 1 2012 - How many schools within the council's area have applied for a determination so they no longer have to provide an act of worship which is broadly Christian in nature. Can you provide a list of those schools who have applied for a determination. In the case of each school can the council state why the school was applying for a determination. In each case can the council provide copies of any written communications and correspondence (Including emails) with the school and or with its local SACRE which specifically relate to the application for a determination.
- Could the council please state how many of these determinations have been approved and or how many are pending? In the case of each determination can you state what alternative forms of worship have been introduced and or are pending? Could the council please provide copies of any relevant written material (including emails) which relates to these alternatives.

- Could the council please state how many schools have applied for determinations in each of the previous four years (2008, 2009, 2010, 2011). Can you please state how many of these were successful.
- Can the council state how many schools in its area have either successfully applied for a determination or are not providing an assembly which is broadly Christian in nature.

The response sent:

1. No schools have applied for a determination to cease providing an act of Collective Worship which is broadly Christian in nature (an "act of worship" is not what is required by law).
2. As above so no response needed.
3. No schools in the city have applied for a determination in the last ten years.
4. SACRE requires all schools to fulfill the statutory requirement to provide a daily act of collective worship. (Special schools in so far as appropriate for their pupils).

And thirdly:

- Please can you tell me how many schools in your area have an exemption from the legal requirement to hold a daily act of collective worship of a "wholly or mainly of a broadly Christian character"?
- Of those who have, can you tell me how many are holding assemblies that are secular or that are based on Islam?

The response sent:

- No schools which come under the auspices of the Local Authority Standing Advisory Council on Religious Education (SACRE) have applied for a determination to alter the requirement to hold a daily act of collective worship of a "wholly or mainly of a broadly Christian character". SACRE has no authority to collect information from Academies.

Key area 1b: Public examination entries in RE

Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.

In 2012, of the eleven secondary schools, two academies and one PRU, nine schools and the PRU entered pupils for full course GCSE RS with a total of 912 pupils entered across the LA, an increase of 54 on the previous year.

Entries for GCSE Short Course in RS came from ten of the schools plus the PRU, a total of 796 pupils, a decrease of 10 on the previous year. Eighteen pupils from one special school were entered for the Entry Level GCSE Band C RS qualification with 100% achieving Level 3.

Two schools entered a total of 43 students for GCE A Level Religious Studies with one of these also entering 16 students for GCE AS Level Religious Studies. One school entered 2 KS5 students for VRQ Level 3 in Religious Education.

See appendix for tables

Key area 1c: Standards and achievement

Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.

The LA Agreed Syllabus and accompanying exemplar Units of Learning for RE provide clear guidance about expectations of achievement and describe standards of attainment in terms of levels. Increasingly we are seeing more effective monitoring of standards in RE by schools and tracking of pupils across the school with teachers creating portfolios of evidence. There continues to be some uncertainty about describing attainment in RE in a number of primary schools. To develop teacher and HLTA confidence, training on assessment in RE has been provided each term together with support for some schools which requested this. Feedback from evaluations tells us that schools continue to require this support. No formal analysis of standards in key stages one, two and three has taken place this year.

Please give a brief prose analysis of standards achieved in public examinations in RE.

Full course GCSE RS 49.3% achieved grades A* - C, similar to the previous year (still significantly below national outcomes of 72.5%) and 94.2 achieved grades A* - G compared to national 98.5%.

Short course GCSE RS: 24.5% achieved grades A* - C, 3 % improvement on last year and moving towards national outcomes of 50.3% (no increase on last year) with 89.3% achieving grades A* - G, again moving towards national outcomes of 94.7% which remain similar to last year.

Of the 43 students entered for A level GCE Religious Studies 18.6% gained A* (22% national), 60.5% gained A* - B grades (51.9 national) and 100% achieved A* - E grades (99.9% national).

GCE AS Religious Studies had 16 entries with 25% achieving grades A-B and 100% achieving grades A-E (compared to 29.5% and 86.4% respectively for national outcomes).

Key area 1d: Quality of teaching

Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).

No assessment of the quality of teaching has been made by SACRE this year.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.

- Pupil responses to 'RE action' days: creative events attended by some pupils from some Hull primary schools during this year. These events, coordinated by an external consultant, focus on specific units of learning from the agreed syllabus.
- Evidence in teachers portfolios of pupil comments about learning in RE (e.g. Paisley Primary).

Key area 1e: Quality of leadership and management

Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.

- Most primary schools have subject coordinators for RE. In some schools the subject is coordinated by a HLTA. SACRE has provided training to support HLTAs and those new to subject leadership this year.
- All secondary schools have an identified subject leader. Communication from some subject leaders suggest that RE is under pressure at both KS3 and KS4 though SACRE has concerns about the limited response to communications sent into secondary schools for subject leaders of RE. All planned secondary network meetings were cancelled due to very low level of response.
- Most special schools have experienced RE coordinators some of who attend the primary network meetings on a regular basis.
- The only school with sixth form provision is a RC school which has significant strength in its RE teacher team.

Key area 1f: Teacher recruitment and retention, level of specialist provision

Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.

In the primary sector we have many coordinators of RE with good subject knowledge who lead, coach and support colleagues though each year sees a new group of non-specialist teachers who have been given the role of coordinating RE (often the newest or youngest member of staff!). RE is taught by HLTA staff in a significant number of primary schools.

Network meetings continue to be well supported by primary teachers and TAs at all levels. These meetings always include an element of training offered by the LA officer.

Secondary RE subject leaders are in the main specialists and often have other curriculum areas to lead in addition (Humanities, citizenship and/or PSHE). In some secondary schools the subject leader may be the only specialist teacher, in others all teachers of RE are specialists.

The LA provides one day of Agreed Syllabus training for primary trainees on the GTP programme.

Post 16 institutions – only one school with sixth form and teaching up to GCE A level. Well staffed by specialist teachers and with chaplain support.

One of the two sixth form colleges offers post sixteen qualifications in Philosophy.

Special schools – all have someone responsible for leading RE, though not necessarily with specialist qualifications.

Key area 1g: Resources

Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.

- Budgets for RE remain amongst the lowest of all curriculum areas in the majority of schools. ICT access is satisfactory to good across the city. We have continued to have the support of one City Learning Centre this year.
- Some schools make good use of the six faith specific resource boxes made available free of charge through SACRE. No resources have been purchased this year.
- The closure of the Development Education Centre resulted in a significant number of resource boxes for faith, culture and development issues finding a home in an LA centre and these are available for schools to loan.

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

On what dates has the SACRE met in the last year, and at what venue(s)?

SACRE Meetings and attendance for September 2011 to July 2012

Meetings took place in a range of places including a primary school, the Hindu Temple and LA venues.

Date	Committee A in attendance	Committee B in attendance	Committee C in attendance	Committee D in attendance	Co-opted Members in attendance	Quorate
4.10.11	2	1	0	1	1	Yes
01.12.11	2	1	3	1	1	Yes
13.02.12	Joint SACRE					
20.03.12	2	0	2	2	1	No
11.06.12	1	1	1	1	1	Yes

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Key area 2b: Membership and training

What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?

Christian: C of E, Baptist, RC, Methodist

Hindu, Humanist, Jewish, Sikh

Invitations to SACRE meetings are also sent to the Imam at Pearson Park Mosque as he expressed an interest in joining SACRE.

What training/induction is offered both to new members and to the SACRE as a whole?

SACRE has the training materials developed by NASACRE and uses this to induct new members. SACRE members, including LA officers, share any development materials which may be relevant to other members at SACRE meetings. Members are encouraged to make joint visits to schools with the LA officer. Two representatives of SACRE attended the annual NASACRE AGM in May 2012.

Key area 2c: SACRE development

What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.

An increasing number of teachers are following and contributing to the web blog: <http://reinhull.wordpress.com> which is jointly maintained and updated for Hull and East Riding of Yorkshire teachers by the Hull LA officer and an independent consultant supporting East Riding schools.

Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?

Information on all of the above may be found in the Agreed Syllabus. Teaching approaches and resources together with any pertinent information, both national and local is provided via <http://reinhull.wordpress.com>

In addition support is provided through training; identified by teacher evaluation and feedback at each event or from requests made through 'reinhull'. SACRE members are welcome to attend any of the training events offered to schools.

Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?

The LA officer provides training for students on the Primary Graduate Teacher Programme on RE, the agreed syllabus and the role of SACRE and also maintains links with the primary PGCE course at the local university. Secondary NQTs of RE receive training and support via the LA.

The PGCE primary tutor for RE & science at the university is a member of SACRE.

Key area 2d: Financial support

Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.

Whilst there has not been an identified budget for SACRE this year the LA has continued to provide a clerk, meeting rooms when required and the support of an LA officer with subject specialist knowledge. SACRE has continued to carry out its functions to the best of its ability within the limitations imposed by national reduction of funding to local authorities.

Key area 2e: Information and advice

Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.

Information is usually channelled through the Clerk to SACRE who is a Democratic Services Officer and who is a very efficient and supportive colleague of SACRE. The city council is represented on SACRE by the Portfolio Holder for Learning, Leisure and Achievement. Schools are requested to provide information to SACRE, usually on an annual basis; OfSTED reports are trawled for information and the LA officer provides information about schools visited and training delivered at each SACRE meeting.

What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.

LA SIO (RE specialist - 2 days per week), NASACRE mailings and AGM, joint working with East Riding and North and North East Lincolnshire SACREs and officers.

Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.

Budget requirements linked to action plan, including replacement of resources.

Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.

The LA receives minutes of SACRE meetings, is provided with information and updates via LA officers attending SACRE meetings and via the portfolio holder to council.

Key area 2f: Partnerships with other key stakeholders

Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.

Hold joint SACRE meeting twice per year with East Riding of Yorkshire SACRE

Members offer visits to places of worship for schools and settings which we also take advantage of for network meetings. Good links through members to Hull and East Riding Interfaith. Training provided for teachers on assessment, P4C and pedagogy (cross-phase).

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus

We began the five year cycle of reviewing the agreed syllabus in September 2009 and launched the new syllabus on 31 March 2011 for implementation from September 2011. The next review will begin September 2014 although special schools have already petitioned the joint SACREs to provide more explicit guidance for teaching RE to pupils with SEN and profound learning difficulties.

Key area 3b: Using the non-statutory national framework

To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?

The non-statutory national framework for RE was referred to alongside other national documentation in the development and production of the agreed syllabus.

Key area 3c: Developing the revised agreed syllabus

Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.

Kingston upon Hull SACRE instigated a Standing Conference to review the agreed syllabus alongside the three neighbouring authorities of East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire. We work collaboratively, share an agreed syllabus and it is published under a common cover. York SACRE has collaborated with the joint SACREs and currently uses our prior syllabus. We have acted on advice and guidance from HMI and QCDA to provide an agreed syllabus which supports an enquiry based approach to learning and provides teaches with a range of tools to help them implement this approach. The new syllabus has been well received by schools and settings and has been implemented since September 2011.

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.

Training for the new syllabus was offered in the summer term 2011 and was well attended. The syllabus was made available on CD and schools were asked to upload it to their intranet. It is also available through www.reweb.org and linked from the web page <http://reinhull.wordpress.com> where the exemplar units of learning are also to be found. Training for staff teaching RE is always based on the precepts of the agreed syllabus and the enquiry model used within it.

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)

LA officers have continued to visit schools, settings and faith communities to share the proposed contents of the agreed syllabus and to seek the views of teachers and faith groups as to the requirements of the agreed syllabus.

Most SACRE members have CRB clearance in order to make school visits alongside the LA officers and training for SACRE members is ongoing to support the effectiveness of these visits.

4. Collective worship

Key area 4a: Practice and provision for collective worship

How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)

Collective worship has not been a significant focus of the work of SACRE this year. It is on the agenda for the forthcoming year.

Key area 4b: Monitoring the provision of collective worship

Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.

All schools are in receipt of the guidance provided by SACRE for CW. In most primary schools collective worship occurs on a daily basis with frequent contributions from pupils. Some primary and at least one secondary school have a CW coordinator, in the case of primary schools this is often the Head Teacher. Most secondary schools hold one communal act of collective worship per week for each year group and then provide guidance for reflection time with tutors for other days of the week. SACRE notes that this is an aspect largely ignored in current Ofsted reports.

Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:

- *the number of applications*
- *how many were new applications, and how many were renewals*
- *approximately how many pupils were affected in each case*
- *the SACRE's decision in each case, and a brief reason*

None received this year.

Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision

None

5. Contribution to the Spiritual, Moral, Social and Cultural development of children and young people

Key area 5a: Knowledge and understanding of the local religious, cultural and ethnic minority

Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities)

SACRE has membership of Hull and East Riding Interfaith and links with interfaith groups in neighbouring authorities. Membership largely, but not completely, represents the significant faith groups found in the city.

Key area 5b: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to SMSC in your area.

Through the positive promotion of national interfaith week with schools, faith groups, museums and libraries; holding teacher network meetings in faith and cultural venues and attendance at and contributions to Hull and East Riding Interfaith meetings, SACRE members strive to engage with all faith groups and to help others understand the role and importance of SACRE.

Key area 5c: Links to local authority initiatives promoting diversity

In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?

We endeavour to meet in different faith and school venues.

Summary

What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?

Our particular strength is the joint working practice that exists between Hull and neighbouring SACREs, particularly the SACREs of East Riding of Yorkshire and North Lincolnshire.

We are jointly planning a regional conference titled 'RE: Making a Difference' to take place at Hull University on 19th April 2013.

How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?

A strong sense of community is provided through the continuity of support and longstanding membership of individual SACRE members.

- Joint meetings with East Riding of Yorkshire SACRE
- Members invite other members to community and faith celebrations, e.g. members may attend synagogue for Pesach or participate in Hindu celebrations of Holi and Diwali
- Attendance of SACRE members at inter-faith functions organised by HERI
- Members are invited to teacher network meetings which take place in different faith venues across the city and in LA venues.
- SACRE members visit schools whenever they are able to and invite staff and pupils to participate in their celebrations.