

**Lincolnshire SACRE
Annual Report 2015-16**

LINCS ANNUAL REPORT 2014-15

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From the Chairman

The Annual report for the Lincolnshire SACRE (2015-16) records another year of dedicated activity by Officers and Advisers with continued loyal support from members who show a keen interest in the welfare of the young people and the promotion of Religious Education in our Schools.

We have received regular reports at meetings both of Ofsted inspections and of school visits by our RE Adviser, Wendy Harrison, together with parallel and co-operative work by the Diocese. SACRE has been able to fill some vacancies during the year and we are still taking action to replace a few members who have recently left us. I am grateful to all the members for their active interest and support. Despite the loss of direct contact between the Local Authority and schools which have adopted academy status we are still in positive communication with many of the latter and able to offer relevant support.

Members have found presentations from individual schools of particular value as we seek to encourage the sharing of good practice. The reports of links being developed between a few Lincolnshire schools with partners in urban Leicester has been of special interest. Members are currently working on the revision of the Agreed Syllabus and remain convinced of the value of RE in the school curriculum.

Neville McFarlane
Chairman of Lincolnshire SACRE

Background information

The Education Reform Act (1988) established Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) locally Agreed Syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA. The review of the Lincolnshire agreed syllabus began in summer 2015.

The membership of SACRE comprises four groups, together with nominated Advisers. The groups are:

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' associations

Committee D: The Local Authority

Meetings of SACRE

There were three meetings of Lincolnshire SACRE during the academic year 2015/16 - in November 2015, March 2016 and July 2016. Fixed items on the agenda included the monitoring of inspection reports in relation to spiritual, moral, social and cultural (SMSC) development, reports on the RE Adviser's monitoring visits to schools, on-going monitoring of SACRE's Action Plan and updates on local and national initiatives.

Membership and vacancies

During the autumn term SACRE accepted the resignation of Professor Brian Winston from Committee A of SACRE. In March it was agreed that Chris Rose, representing the Society of Friends should be recommended to serve on committee A and he was subsequently appointed. Mr Neville MacFarlane and Mr Chris Burke were re-elected as Chairman and Vice chairman for 2015-16.

[See Appendix A, p.14 for list of members 2015-16.]

1. Reports from the Local Authority RE Adviser

1.1: Summary of monitoring visits to schools

Fewer visits took place during this year due to the demands placed on the RE Adviser by the review of the agreed syllabus. However, the visits that did take place were welcomed by schools. RE co-ordinators appreciated the support and guidance provided.

1.2: Summary of Ofsted inspection reports (Section 5) with reference to the provision for pupils' spiritual, moral, social and cultural development (SMSC)

Members agreed to continue the practice of sending congratulatory letters to schools judged to be 'outstanding' in terms of SMSC provision. It was also agreed that those schools awarded the RE Quality Mark award would receive a congratulatory letter, either from the Diocese or SACRE. Where a report indicates issues around SMSC or RE support from the RE Adviser is offered.

SMSC Analysis 2015-16 (includes short inspections where RE/SMSC is mentioned)

Schools	Outstanding/area of strength	Areas for improvement
Primary: 27	7	3
Secondary: 10	2	2
Special: 2	0	0

Comments about SMSC development are mainly positive. Support is offered to schools where inspectors suggest areas for improvement.

Examples of positive comments:

'Religious Education teaches full tolerance and respect for others with different beliefs.'

(RC primary school)

'Pupils' spiritual, moral, social and cultural development is strong. This ensures that they are well prepared for life in modern Britain.'

(Primary school)

'Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are treated equally and respectfully and they in turn feel valued.'

(Primary school)

Examples of comments referring to areas for development

'Pupils have limited knowledge and understanding of the diverse mixture of cultures other than their own within modern British society.'

(Primary school)

'Pupils' awareness of British values and knowledge of other faiths is limited. Consequently, they are not well prepared for life in modern Britain.'

(Community primary school]

2. SACRE Action Plan

During the autumn term the RE Adviser presented an updated SACRE Action Plan and the archived version for approval to SACRE. It was agreed that the plan needed to be reviewed. Suggestions included:

- Individual school visits could be replaced by meetings with cluster groups as this would be a more effective use of the RE Adviser's time.
- Information about RE/SACRE should be disseminated through the Headteachers' Group.
- Regular information about RE/SACRE should be sent to schools.
- SACRE members should have a more active role in schools.

3. Conferences

It had been hoped to arrange an RE/SACRE Conference at Bishop Grosseteste University on the 20th Oct 2016 but due to lack of demand this had to be cancelled. SACRE was informed that the conference had been advertised in the usual way in schools and in the Diocese but only 11 applications had been received. Instead it was suggested that a faith 'walkabout' would take place in Lincoln, involving visits to different places of

worship. The day would finish at the New Life Church with a discussion about the future of RE. Members welcomed the suggestion.

4. Diocese

4.1: Updates

SACRE received regular update reports from the Diocesan RE Adviser.

These included:

- Information about the Methodist Modern Art collection. Education packs aimed at primary, secondary and special schools were sent to all schools in Lincolnshire.
- Information about “Understanding Christianity” which was a new resource from the Church of England Education Office and RE Today and whose key purpose was to support pupils in developing their understanding of Christianity.
- Reference to weaknesses in the teaching of RE in secondary schools and academies across the Diocese of Lincoln and the need for the Adviser to work in consultation with SACRE to address this problem.

4.2: School events/activities

- Leasingham St Andrews - Collective worship event on the theme of ‘hope’.
- Welton St Mary’s - Collective Worship Council and Worship Band. During the autumn term the school was also invited to help lead a Sunday service at St Mary’s church.
- William Farr CE Comprehensive – An ‘Evil’ Day – a conference based on exploring religious and non-religious responses to the problem of evil.
- Ruskington Chestnut Street CE Primary School, Bardney CE/Methodist Primary School – RE focus on Pentecost.
- Scamblesby CE Primary School – Exploring Christian Beliefs and Lifestyle. This project helped the school to come to a better understanding of what it means to be a church school.
- Great Gonerby St Sebastian’s CE Primary School – visit from Sunita Patel of The Indian Experience to help pupils encounter Hinduism and Indian culture.
- St Michael’s CE Primary School – large display on ‘Exploring Easter.’
- Eastgate Infant School – visit from Bishop of Uganda.
- The Magdalen CE/ Methodist Primary School – visit to Peterborough. Pupils visited the Masjid Ghousia mosque and Peterborough Cathedral.
- Ellison Boulters CE Academy – pupils took part in ‘an immersive learning experience to find out more about the events of holy week.’
- Dunholme St Chad’s CE Primary School – the Reception class took part in an immersive learning experience about infant baptism.

4.3: REQM awards

Gold

Christ’s Hospital School

Nettleham CE Junior School

Sir John Gleed School

Silver

Edenham CE Primary School

Holy Trinity CE Primary School
Morton CE Primary School
Navenby CE Primary School
St Peter at Gowts CE Primary School
Wooton St Andrew's Primary School

4.4: Cluster meetings

These are held regularly in different schools and provide an opportunity for RE teachers and subject leaders to share good practice, ask questions and find out about the latest developments in RE. They are open to all and free to attend. They are affiliated with NATRE (the National Association of Teachers of RE).

4.5: Training

Courses were offered on Teaching Islam, RE and Assessment, Understanding Christianity and the RE Enquiry Framework.

5. Other SACRE agenda items

5.1: Visit by members of Leicester SACRE/Links with Leicester schools

During the summer term the RE Adviser introduced three visitors from the City of Leicester's SACRE. She outlined her role as RE Adviser to both Lincolnshire and Leicester SACREs. The Chair of Leicester SACRE spoke about what it meant to be a SACRE in a multi-cultural area, the way Leicester SACRE operates and the links that have been made with some schools in Lincolnshire. A power point presentation was shown which illustrated the diversity of religious belief and culture in Leicester. It was explained that if schools had a mixed population in terms of faith, or did not have a Christian majority they could apply to SACRE for a determination to have the "mainly Christian" requirement lifted. The statutory basis for this is set out in Circular 1/94. This was presented within the context of Leicester's diverse population and supported by statistical evidence. The Chair outlined the challenging nature of the determination process. Some slides were shown to illustrate two schools' approaches to alternative worship. Leicester SACRE's meetings alternated between schools and places of worship, allowing SACRE to explore what was happening at school and community levels. An extract from Leicester SACRE's film on British values was shown which included pupils of various ages talking about their experiences and viewpoints. The RE co-ordinator from Waddington Redwood Primary School was present at the meeting and she gave a presentation about her school's link with Wyvern Primary School in Leicester. She described her role, especially in making her pupils aware of a broader multi-cultural society. She explained that there had been some parental opposition to visits to certain places of worship but this was often overcome by providing more information to explain the educational content of such visits. In fact, there had been some excellent responses from parents on social media about the visits. She described in detail the visit made by Waddington pupils to Wyvern. Her presentation showed the pupils meeting each other working and playing together. The pupils expressed very positive responses about the experience. The next stage was for Wyvern pupils to visit Waddington. Members welcomed the excellent work being done by both schools and agreed that more schools in Lincolnshire and Leicester

should be encouraged to make similar links. It was suggested that two SACREs should work together to help these schools.

5.2: Agreed syllabus update

WH kept members informed about the review of the agreed syllabus and the decisions of the Agreed Syllabus Conference.

5.3: National updates

The following items were covered by the RE Adviser during 2015-16:

- The High Court ruling related to the case brought by the British Humanist Association (BHA) on behalf of parents who had argued that the study of non-religious worldviews such as humanism should be included in Religious Studies GCSE syllabuses. WH summarised the main points of the argument from the DfE and BHA's points of view. SACRE agreed that the implications of the High Court ruling would need to be taken into consideration in the new agreed syllabus, though in fact the syllabus already stated that non-religious worldviews should be taken into account. It was noted that the BHA had produced teaching materials for schools.
- Feedback from the National SACRE Conference, with a particular focus on the presentation from Professor Adam Dinham about his report, 'RE for REal.' This made reference to the implications of having a national curriculum for RE instead of locally agreed syllabuses. This would have implications for SACRE and their role would need to change. Other issues raised in his presentation included acts of collective worship, the right of withdrawal, the role of RE in the wider life of the school and the significant question – "What is the point of RE?"
- The Woodhead/Clarke report, 'A New Settlement: Religion and Belief in Schools – implications for RE, acts of collective worship and SACREs. It was noted that the RE Adviser would be taking part in some research work with Professor Woodhead and Charles Clarke on acts of collective worship.

6. 2016 Examination results

6.1: National overview from the National Association of Teachers of Religious Education (NATRE)

The number of pupils in England and Wales taking the GCSE Religious Studies (RS) full course in 2016 was at its highest since 2002. There were 284,057 entries, up 0.1% on figures for 2015. This increase is particularly impressive given an overall fall in full course GCSE entries across all subjects of 0.5%. This increase has been achieved despite RS having been excluded from the EBacc, suggesting that it has been due to the popularity of the subject and the desirability of the qualification.

However, there has been a drop in the number of entries for the GCSE short course in RS. There were 22.9% fewer entries in England than in 2015. This represents a steep decline. This is due to DfE performance tables which no longer take account of results for short courses. Changes in entries for short courses have a disproportionately significant impact on RS than on other subjects as almost two thirds of all short course GCSEs taken in England and Wales are in RS.

The impact of the exclusion of short course GCSEs from performance tables in England can be seen by the stark contrast with figures for Wales where performance tables are calculated using a different formula. In Wales there were 18,206 entries for the GCSE short course in 2016, up 2.3% on 2015.

The decline in entries for the short course in RS means that despite the increasing numbers of pupils taking the full GCSE, there are now more than 100,000 fewer pupils in England taking a GCSE in RS (full or short) than there were on 2010. This represents a decline of 23.6% over six years. NATRE is concerned that this suggests an increase in the number of pupils not been given the opportunity to study RS at key stage 4.

The increase in entries for the full course GCSE parallels the increase in A level entries which are up by 6.8% on 2015.

Key outcomes (England and Wales)

- There were 284,057 entries for the full course GCSE RS – a rise of 0.1% from 2015.
- There were 71,299 entries for the short course GCSE – a decline of 17.7% from 2015.
- There were 355,356 entries for GCSE RS (combined full and short courses), a decline of 4.1% from 2015.
- Research by NATRE published in January 2016 found that 30% of community schools and 40% of academies without a religious character are failing to meet their legal or contractual agreements to provide RE for this key stage.
- 29.2% of entries for the full course in GCSE RS were awarded an A* or and A.
- 19.2% of entries for the short course in GCSE RS were awarded an A* or an A.

6.2: Results in Lincolnshire

GCSE Full Course

Number of entries: 3497 (1860 girls, 1637 boys) compared to 3659 in 2015. This does not reflect the national picture which shows an increase in numbers.

	National 2016 (2015 in brackets)	Lincs 2016	Lincs 2015	Lincs 2014
A*-C				
All pupils	71.5% (72.2%)	70%	69%	67.0%
Girls	78.1% (78.5%)	76%	75%	74.0%
Boys	63.9% (65.0%)	64%	63%	60.0%

Lincolnshire results for A*- C are slightly below the national average but higher than results for 2015. Girls out-performed boys but girls were below the national average and boys in line.

Lincolnshire schools achieving around or above the national average (71.5%):

1. Bourne Academy: 100%
2. University Academy Holbeach: 100% (2 entries)
3. Grantham Kesteven and Grantham Girls' School: 99%
4. Kesteven and Sleaford High School Selective Academy: 95%
5. Deepings School: 79.5%
2. Tattershall The Barnes Wallace Academy: 82% (Girls:100%, Boys: 64%)
3. Thomas Middlecott Academy: 86%
4. Charles Read Academy: 89% (9 entries)
5. Boston High School: 87%
6. Spalding high School: 97%
7. Kirton Middlecott: 100% (2 entries)
8. Gainsborough Queen Elizabeth High School: 86%
9. Bourne Grammar School: 89.5%
10. Spalding Grammar: 78%
11. Grantham The King's School: 100.0%
12. Sleaford Carres Grammar: 96%
13. Caistor Grammar School Academy: 94%
14. Lincoln Christ's Hospital Academy: 90% (3 entries)
15. Horncastle Queen Elizabeth's Grammar School: 93%
16. North Hykeham North Kesteven Academy: 75.5%
17. North Hykeham Robert Pattinson Academy: 100%
18. William Farr CE Comprehensive School Academy: 98%
19. Branston Community Academy: 79%
20. Boston Grammar School: 81%
21. Lincoln The Priory Academy LSST: 80.5%
22. St George's Academy: 74%
23. Priory Ruskin Academy: 91.5%
24. Skegness Academy: 83.5%

Schools requiring support

1. Spilsby The king Edward VI Academy: 50.5% (*Girls: 81%, Boys: 20%*)
2. Somercotes Academy: 36% (1 entry)
3. Cherry Willingham Community School: 19.5%
4. Stamford Welland Academy: 26.2%%
5. Spalding Academy: 29% (*Girls:53%, Boys 5%*)
6. Louth Monk's Dyke Tennyson College: 27%
7. The Gainsborough Academy: 23%
25. Sir William Robertson Academy: 68.5% (*Girls: 83%, Boys 54%*)

GCSE Short course

Number of entries: 805 compared to 986 in 2015 – a significant drop which reflects the national picture.

	National 2016 (2015 in brackets)	Lincs 2016	Lincs 2015	Lincs 2014
A*-C				
All	56.4% (57.5%)	78%	69%	59.0%

Girls	64.6% (65.4%)	86%	73%	68%
Boys	48.7% (50.0%)	67%	39%	48%

Lincolnshire results for A*- C are above the national average and above results for 2014. Girls significantly out-performed boys but both were above the national average.

Lincolnshire schools achieving in line/above the national average at A*- C (78%):

1. Grantham Kesteven and Grantham Girls' School: 100%(1 entry)
2. Kesteven and Sleaford High School Selective Academy: 100%
3. Spalding High School: 96%
4. Kirton Middlecott School: 100% (2 entries)
5. Gainsborough Queen Elizabeth High School: 79%
6. Market Rasen De Aston School: 95%
7. Grantham The King's School: 87%
8. Louth King Edward VI Grammar School: 85%
9. North Hykeham Robert Pattinson Academy: 100% (2 entries)
10. St George's Academy: 100% (1 entry)

GCE A Level

Number of entries: 220 compared to 283 in 2015.

	National 2016 2015 in brackets	Lincs 2016	Lincs 2015	Lincs 2014
A*- C				
All pupils	80.4% (80.1%)	84%	81%	84%
Girls	81.5% (81.5%)	84%	83%	84%
Boys	77.7% (77.2%)	83%	74%	82%

Schools performed above the national average and results were higher than in 2015.

Lincolnshire schools achieving in line/above the national average at A*- C (80.4%):

1. Boston Grammar School: 100% (1 entry)
2. Kesteven and Sleaford High School Selective Academy:100%
3. North Hykeham North Kesteven Academy: 100%
4. Grantham Kesteven and Grantham Girls' School: 100% (1 entry)
5. Gainsborough Queen Elizabeth High School: 100%
6. Deepings School: 100%
7. Sleaford Carres Grammar: 100%
8. Queen Elizabeth's Grammar Alford: 100%
9. Lincoln Christ's Hospital Academy: 85%
10. Skegness Grammar School: 100%
11. Lincoln The Priory Academy: 94%
12. Spalding High School: 90%
13. Branston Community Academy: 80%
14. Saint Peter and saint Paul, Catholic Voluntary Academy: 100%

15. Horncastle Queen Elizabeth's Grammar School: 95%

AS level

Number of entries: 334 compared to 395 in 2015

	National 2016 (2015 in brackets)	Lincs 2016	Lincs 2015	Lincs 2014
A*-C				
All pupils	69.3% (69.4%)	73%	73%	73.0%
Girls	70.6% (70.8%)	74%	75%	75.0%
Boys	66.0% (66.2%)	70%	66%	66.0%

Lincolnshire results are above the national average and have remained constant for three years, with slight gender variations.

Lincolnshire schools achieving close to/above the national average (69.3%:

1. Boston Grammar School: 67%
1. Grantham The Walton Girls' High School Academy: 78%
2. Kesteven and Sleaford High School Selective Academy: 73%
3. Grantham Kesteven and Grantham Girls' School: 77%
4. University Academy Holbeach: 100%
5. Bourne Grammar School: 96%
6. Deepings School: 95%
7. The Bourne Academy: 68.5%
8. Queen Elizabeth's Grammar Alford: 75%
9. Lincoln Christ's Hospital Academy: 69%
10. William Farr CE Comprehensive School Academy: 78.5%
11. Lincoln The Priory Academy LSST: 100%
12. Spalding High School: 94.5%
13. Saint Peter and Saint Paul, Catholic Voluntary Academy: 100%
14. Caistor Grammar School Academy: 95%
15. Horncastle Queen Elizabeth's Grammar School: 88%
16. Lincoln Castle Academy: 67%
17. St George's Academy: 67%

Appendix A

Membership of SACRE 2015-16

Committee A: Christian denominations and other religions and religious denominations

Dr Tanweer Ahmed: Muslim community
Mr C Burke (Vice Chairman): Roman Catholic Church
Mrs C Dring: Baptist Church
Mrs L Gaylard: Ground Level Network
Mr A Hornsby: Methodist Church
Mr N McFarlane (Chairman): Salvation Army
Mr F Sperring: Quaker community
Mrs S Sreenivasan: Hindu community
Professor B Winston: Jewish community

1 vacancy: United Reform Church

Committee B: The Church of England

Mr D Clements
Mr D Scoffield
Mrs J Sheldrake

Committee C: Associations representing teachers

Miss E Moore: Primary
Miss S Thornton: Primary
Mrs C Williamson: Secondary

1 vacancy: NAHT

Committee D: The Local Authority

Cllr Mrs J Brockway
Cllr E Sneath
Cllr C Strange

Also in attendance at meetings:

Steve Blagg (Clerk to SACRE)
Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)
Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools' Officer)
Wendy Harrison (RE Adviser, Lincolnshire County Council)
Mark Plater (Bishop Grosseteste university)

