

ISLE OF WIGHT LOCAL AUTHORITY

The Standing Advisory Council
for Religious Education
Annual Report

SCHOOL YEAR 2016-2017

Foreword by the Chairman

It has been a real privilege and pleasure to have completed my first year as Chair of the Isle of Wight SACRE, and to be part of such a motivated, focused and mutually supportive group. This past year has been exciting and forward looking for our SACRE, with some new members joining us, as a result of local elections, along with new faith representatives.

Whilst we have met our statutory duties by holding all the appropriate meetings required to meet the SACRE constitutional requirements; the commitment of our members, along with the exceptional support we have received from our RE Inspectors and Advisors from the Local Authority has allowed us to implement progressive steps to monitor and address the quality of teaching and learning in Religious Education within our Isle of Wight schools. Our meetings have been held in a variety of educational and religious venues, which provided opportunities for the hosts to share something about their work and join the SACRE meeting on that occasion. This offered SACRE members an opportunity to gain a wider understanding of our local schools and faith communities, and how these can link to enhance the quality of teaching and learning within RE.

The major focus and achievement of this year has been the introduction of the New Agreed Syllabus for RE in the Isle of Wight into our schools. This New Syllabus 'Living Difference III' was written, with wonderful collaboration, between colleagues from Hampshire, Southampton, Portsmouth and the Isle of Wight. Whilst schools have implemented the New Syllabus during 2017, it is planned to hold a celebration event early in 2018 to further highlight the syllabus and share good practice.

I would like to thank all those who sit on the Isle of Wight SACRE, teachers, faith representatives and the professional support from our Inspectors and advisors; along with the tireless proficiency of our Clerk. The group has remained focused, and worked hard, so that we have been able to meet our aims for the year. I believe that the Isle of Wight SACRE is well placed to continue to make sure that Religious Education is at the heart of education within our schools.

Beryl Miller

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**

Report prepared for Isle of Wight SACRE

Patricia Hannam Hampshire County Inspector Adviser RE/history

Context of this report

The research for this report has been undertaken in order to support the Isle of Wight SACRE fulfil its responsibility to monitor the effectiveness of the Agreed Syllabus. A new Agreed Syllabus has been introduced in January 2017 formally. Therefore this report is based in general upon the impact of the former Agreed Syllabus.

The report is in two parts. First with regard to Ofsted inspection reports made on the Isle of Wight that have mentioned or in other ways referred to or from which something may be inferred about Religious Education and secondly regarding the Isle of Wight GCSE performance in 2016.

1.2 Report on Ofsted inspections of IoW schools

- Since July 2016 three IoW secondary schools have had visits from Ofsted. Two of these have been monitoring visits to schools that are requiring improvement (RI) and no mention of RE is found in the monitoring letters. A third school received a full 2 day inspection that graded the school as 'good' (it had formerly been RI). Religious Education was mentioned in this report.
- Since July 2016 five LA/CE linked primary schools have been visits by Ofsted. Two of these were monitoring visits. One was a full section 5 inspection where the school has become Good from RI and the other a short inspection where the school has continued to be Good.

Religious education may or may not be explicitly mentioned but inferred in relation to mentions of Religion, belief and/or faith and usually mentioned in relation to Leadership and Management and usually to support a judgement about SMSC or preparing children for life on modern Britain.

2. IoW GCSE performance in 2016

This part of the report offers an analysis of the 2016 GCSE data available regarding full course GCSE Religious Studies (RS) 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 and not always the same teachers teaching the GCSE being compared. It is important to note the implications of the move in recent years away from 'Criteria referencing' to 'Norm referencing'. This is the way grade boundaries are set. Since 1988 when the GCSE examination was first introduced GCSE exams have been 'Criteria Referenced', there is a move away from this now. Therefore there is increasing volatility in the grading of GCSE, not in the standards of the students or necessarily the teaching of GCSE RS. This is something Ofsted are aware of and alerted schools.

Background information

- 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, beginning in year 9. All but one Isle of Wight school in 2016 took all students through the full course GCSE.
- The GCSE is planned to be taught in 120 hours. Usually in two lessons per week over 2 years.
- It is important to note that some schools teach RS GCSE in one lesson per week over two or three years. Usually in these schools teachers are non-specialist teachers.
- Schools which have the best results for RS are those which enable students to access the full time recommendation for the GCSE and to be taught by specialist teachers.
- The current 'legacy' GCSE which was sat in 2016 and for which year 11 students are being prepared now, was first available for examination in 2011. It is being replaced by a new course which will be available for examination for the first time in 2018.
- Assessment Objectives for the current 'legacy' GCSE Religious Studies course 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 therefore is testing not only knowledge but the capacity to *analyse* and to *use evidence and reasoned argument to express and evaluate*. Teaching must, and will increasingly have to in the new GCSE, enable students to do this. RS GCSE success is about higher order thinking, not just writing facts. Challenging children to analyse evaluate and in other ways reason well at KS3 and KS4 is known to raise standards at GCSE. The implementation of Living Difference III across the Island, where it is embedded well at KS3 and where children and young people are able to access the correct amount of teaching time for GCSE should help to raise attainment

Overall findings

- Entries for GCSE Full Course on the Isle of Wight have fallen in 2016 to 653 entries. In 2012 the number of Full Course entries was 728 (and including Short Course the total number of students sitting a Religious Studies GCSE was 1183). In 2013 Full Course entries were 662 (and including Short Course entries the number sitting an RS GCSE 1174). In 2014 1099 sat Full Course GCSE. In 2015 the number of students sitting a RS GCSE Full Course was 1075. Of the 6 main secondary schools all but one took most students through the Full Course.
- One school did not enter students for GCSE RS. Two schools entered only a proportion of their year 11 students. There will be follow-up visits to the two LA schools in the summer term that will enable SACRE to ascertain whether students in these schools can access their entitlement to RE at KS4.

Full Course GCSE Analysis and Commentary:-

- Across the Isle of Wight there continues to be a wide disparity in achievement in RS GCSE school by school. This can be accounted for by the teaching time that is given to RS at GCSE.

- Achievement is high where there is adequate time given to the GCSE teaching and it is taught by specialist teachers. Where this is not the case achievement continued to be low.
- SACRE Continues to recommend to schools that students should be taught by RE specialist teachers or teachers who have access on going CPD in religious education at GCSE. Further SACRE recommends to schools that adequate time should be given to GCSE teaching, at least that which is recommended by the examination boards SACRE Recommends that where GCSE is not taught at KS4, students must have access to a rich religious education curriculum that meets the requirements of the Agreed Syllabus and is at least ensuring schools meet the OFSTED requirements for religious education as set out in the Ofsted Handbook in September 2016.

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

All meetings were quorate.

Attendance

<u>November 2016</u>	
Committee A (Representatives of Religious Bodies)	89%
Committee B (Representatives of the Church of England)	20%
Committee C (Representatives of Teacher Associations)	50%
Committee D (Representatives of the Authority)	50%
<u>March 2017</u>	
Committee A	22%
Committee B	25%
Committee C	50%
Committee D	25%
<u>July 2017</u>	
Committee A	100%
Committee B	50%
Committee C	50%
Committee D	100%

One member representing the Local Authority, and one representing non-Christian faiths did not attend any meetings of SACRE. However, following the local elections, the LA chose to have just one elected member on SACRE, also Committee D Identified new members. This is reflected in the apparent improvement in those committees' attendance in July.

SACRE has continued to meet in a variety of locations; Westridge Training and Development Centre, Greenmount Primary School, and The Bengal Palace Indian restaurant in Newport. The last venue facilitated the attendance of the Moslem representatives. It did however, also result in SACRE's best attended meeting.

SACRE requires the services of the RE Inspectors to support and advise. It has continued to be expedient, therefore, to link SACRE meetings with days that the inspectors are on the Island. SACRE has also met in venues which enabled the inspectors to arrive at meetings in good time.

Each meeting is preceded by a Reflection presented by volunteering members. This gives SACRE an opportunity to be better aware of colleagues' views and perceptions based on their own experiences of life.

When meetings take place in schools, either the Headteacher or RE subject coordinator describes the RE Curriculum of that establishment. This serves at least two purposes. Firstly schools are made more aware of the existence and role of SACRE, and, secondly, members of SACRE are given the "grass-roots" picture of what is happening in RE in Island schools.

The July meeting was attended by Brian Rouse, High Sheriff of the IW, and also Eugenio Echeverria, an international expert on "Philosophy for Children". Following an explanation, to the High Sheriff, of SACRE's role, this was reciprocated by him describing his High Sheriff's role to SACRE.

Members continue to have links with schools through accompanying inspectors on their monitoring visits, having inputs at schools' worship and in RE lessons, and also sometimes as school governors..

RE support networks have continued to develop and evolve. The one for Primary sector teachers has been especially well attended. Teachers find the inputs, and the opportunity to share good practice, invaluable .

SACRE is grateful for the continuing support and advice given by the RE Inspectors from Hampshire. Their commitment to improving and developing RE is greatly appreciated. Through their roles beyond the Island, they are able to update SACRE on current thinking and trends in Religious Education. Once again, evidence of this support can be seen in the detailed analysis of the Island's RE GCSE results reported to SACRE.

New members have continued to attend initial training in Winchester and found that worthwhile. Attendance offers the opportunity to share experiences with other SACREs and also be briefed , in more detail , on Living Difference 3.

SACRE usually funds two members to attend the NASACRE Annual Conference. Unfortunately, this year, it was held in Leeds. Members felt that the transport and hotel costs could not be justified. However, the RE inspectors did attend and reported back to SACRE.

Members were invited to attend the Festival of Faith in Her Majesty's Prison Isle of Wight. Due to the short notice, only one member and the clerk were able to attend. They reported back to SACRE.

The RE Inspectors attended a conference in Blackburn which focused on the workings of SACREs. They were pleased to report back the comments received on "...the robust systems of cooperation between Hampshire, Southampton, Portsmouth and the Isle of Wight".

SACRE's Development Plan (Annexe 2) is reviewed at each meeting. This enables SACRE to monitor if, and how, it's achieving its stated aims at supporting schools in RE.

In order to achieve some idea of the levels of withdrawal of pupils from Worship, SACRE commissioned a survey of schools. The results can be seen at Annexe 3

SACRE was pleased to receive an approach from the Quaker Community to have a representative on the group. Members were disappointed that they were unable to identify a suitable representative.

The Clerk continues to act as a liaison between the Inspectors and the Island schools.

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.

Once again the LA allowed SACRE to carry-over any under-spend from the "windfall" amount associated with the sale of the intellectual rights to our previous Agreed Syllabus.

Agreed Syllabus

SACRE's last report detailed the discussions and process leading to the establishment of "Living Difference ", the new Agreed Syllabus. SACRE was pleased that the LA accepted its recommendation to adopt that document as the new Agreed Syllabus for the Isle of Wight. Much work has been done to ensure a smooth transition from the previous Agreed Syllabus, to the new one. Training for Head teachers and Senior leaders has taken place. The document has been well received in schools with thirty senior teachers attending training, as well as 16 Governors. Training continues to support schools with the embedding process. The Primary Schools' network meetings add an enhancement and enrichment to the more "formal" training.

The LA chose not to share the formal launch of the document with Hampshire in 2016, but to hold our own Island launch. It is anticipated that this will happen in the Spring of 2018.

Inspectors and SACRE members will monitor the quality of teaching and learning, based on "Living Difference 111" as they visit schools.

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

As last year, through the continued links with Hampshire, SACRE has benefited from the help and support of the two RE inspectors. Their expertise and advice have been invaluable in helping SACRE fulfil its statutory duties. There has been less formal monitoring of schools this year as the focus of support to schools has been on the introduction and embedding of the new Agreed Syllabus.

The detailed report on Religious Education, above, is one aspect of the service provided. Until Pat Hannam and Justine Ball were commissioned to support and advise SACRE, such an analysis had never been available.

SACRE's membership reflects a variety of faiths active on the Island. A representative of the Hindu faith was not identifiable on the Island, but a member of that faith community travels from Portsmouth to help and advise. SACRE was disappointed that a representative of the Quaker community was not available to attend the meetings.

Several members of SACRE have enriched schools' curriculum by visiting in a variety of capacities such as contributing to school worship and contributing to RE lessons. The Clerk continues to act as a link between schools and representatives of different faiths. During this year the Buddhist representative has been a popular choice of schools.

Links are now developing between schools and the Mosque in Newport. The meeting in the Bengal Palace Indian Restaurant, was attended by the new Imam and also another member of the Moslem community.

Throughout the Island SACRE's existence there has always been, and continues to be, a strong sense of team spirit, commitment and cooperation. All members contribute in open, frank, discussions. The four roles of SACRE, as set out earlier in this report, are actively and dynamically, fulfilled.

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

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)

Mr. Ebrahim Jeewa/Mr Abdul Basith (Moslem)

Committee B (4 members in total)

Representing The Church of England

Ms Diane Walsh

The venerable Peter Sutton, Archdeacon of the IW

Ms Vicky Bridle

Mrs. Beryl Miller

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. Kirstie Thomas Cowes Primary School

Special Megan Richardson Medina House

Headteacher Mrs Nicki Mobley All Saints CE Primary, Freshwater

Committee D (4 members in total)

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

Cllr Julia Baker-Smith To May 2017

Cllr John Hobart To May 2017

Cllr. Debbie Andre From May 2017

Mrs Patricia Goodhead/Stuart Brenchley

In attendance

Harry Kirby Clerk

Patricia Hannam RE Inspector, Secondary

Justine Ball RE Inspector, Primary.

Annexe2

SACRE Development Plan 2015-2018

1. <u>Standards and Quality of Provision in RE</u>						
<u>Key Activity: To Monitor the impact of the Agreed Syllabus for RE and Collective Worship</u>						
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"> ● Review Ofsted reports re teaching and learning ● Examination results ● School monitoring visits and observations ● LA Officer feedback ● Additional data from SIAMS when available. ● Utilise monitoring group 	Utilise LA Inspectors in data processing and school monitoring in conjunction with SACRE members	Hants Partnership SACRE funds (£1,000)	Autumn 2015- Autumn 2018	SACRE able to advise authority on action to raise standards in RE	Improved quality in provision of teaching and learning resulting in raised standards in RE, including percentage of A-C/1-9 grades
1f. Improve confidence and competence of RE teachers across all phases.	<ul style="list-style-type: none"> ● SACRE to use the data collected through survey monkey to identify training needs. ● Continue to identify coordinators for NATRE, RE Network groups etc to establish and facilitate groups. ● Further develop local group(s) to consult, advise and lead opportunities for supporting staff in delivery of quality RE and to keep informed of 	SACRE/RE Inspectors/Dioce se		Autumn 2015- Autumn 2018	Teachers supported in Teaching and Learning and raising of standards	Confident, well supported teachers resulting in raised standards through stimulated and exciting RE.

- national developments.
- Promote greater cohesion between Church and other schools.

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
<i>Raise the profile of SACRE in teaching and learning role</i>	<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	Autumn 2015- Autumn 2018	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. Questionnaire to students on views on RE in their school through school councils. 	Through SACRE teacher representatives. Clerk	Nil	Autumn 2015- Autumn 2018	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
Ensure SACRE has access to funds to enable it to make decisions about its priorities	<ul style="list-style-type: none"> Clerk/Chairman to consult with LA from January each year 	Clerk/Chairman		Autumn 2015- Autumn 2018	Funding transparent and defined. Members clear about arrangements for commissioning and SACRE/LA roles.	

3. The effectiveness of the locally Agreed Syllabus						
Key Activity Review Agreed Syllabus						
Action Points	Method	Lead / By Whom	Cost	Timescale	Success Criteria	Impact on Pupils
Review Agreed Syllabus	<ul style="list-style-type: none"> Writing group with Hampshire to revise the agreed syllabus. Establish the new agreed syllabus. 	LA inspectors and stakeholders SACRE		Autumn 2015- Autumn 2018	Agreed syllabus is reviewed	None
Embed the new agreed syllabus	<ul style="list-style-type: none"> Provide effective training 	As above	School budget See 1a.		Teachers are clear about the standards and expectations in the new agreed syllabus.	Quality teaching and learning in RE.
Monitoring the effectiveness of the new agreed syllabus	<ul style="list-style-type: none"> See 1a. 	See 1a.			See 1a.	See 1a.

4. Collective Worship						
Key Activity: To monitor the provision and practice of collective worship						
Action Points	Method	Lead / By Whom	Cost	Timescale	Success Criteria	Impact on Pupils
4b. To monitor provision of collective worship	<ul style="list-style-type: none"> • Provide guidance and support • Observe collective worship in schools • Discuss key issues with staff and pupils • Report on findings 	LA inspectors SACRE members		Autumn 2015- Autumn 2018	Compliance with the law Increased confidence of staff resulting in improved quality of collective worship Worship contributing to SMSC provision.	Variety of quality opportunities for engagement of school community in collective worship Enhance the spiritual development of pupils

5. Contribution of the SACRE to the social and racial harmony agenda.						
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
5d. To ensure representation of local faith/non-faith organisations on SACRE.	<ul style="list-style-type: none"> • Identify local faith and world view groups • Consult with local leadership on identifying representation • Engage with local faith initiatives/multifaith forum where they exist • Establish protocol for consideration of applications for representation on SACRE 	Members of SACRE. Clerk	Nil	Autumn 2015- Autumn 2018	All faiths and beliefs of IW have representation on SACRE.	Pupils have improved access to, and are better informed, about a wide range of faiths, beliefs and values. Wider range of views into SACRE deliberations

Annexe 3

Isle of Wight Survey into Withdrawal from Collective Worship and RE

- 3.1 A survey was issued on the 20 April 2016 on withdrawal. The aim was to find out what the current situation was with requests for withdrawal. This was the first time such a survey has been undertaken, It was sent out to Island schools across the following categories: Infants, Junior, Primary, Secondary, Secondary with 6th form and Special schools (who reported under the heading of Primary schools).
- 3.2 The breakdown of the schools that replied to the survey was as follows:
18 schools replied out of a total of 51 schools (35% return rate). The number of children on roll in these schools was 5, 784..
Of these: 66.67% were Primary
 11.11% were Secondary KS3 and 4
 22.22% were Secondary with 6th form
- 3.3 The first question asked was “Has your school received any requests for withdrawal from Collective Worship in the last two years?”.
8 schools said yes they had received a request (44.4% of the schools replying to the survey) and 8 went on to give a very brief comment. The comments mentioned that in all cases except 1 the reason given was that the family were Jehovah’s Witnesses.
- 3.4 The second question asked was around requests for withdrawal from RE in the last two years. 7 schools ((38.89% of the schools replying to the survey) stated that they had received such a request. 7 schools went on to give a brief comment. All stated that the reason given for withdrawal was that the family were Jehovah’s Witnesses.
- 3.5 In conclusion the number of children withdrawn from Collective Worship was given as 22 and 9 for RE out of the total of 5,784 children on roll. it is not clear if these numbers are a complete or partial withdrawal.
- 3.6 It has been a worthwhile exercise and it is recommended that this should become an annual survey in the school year.