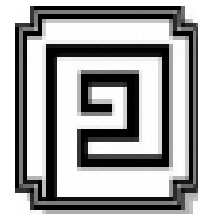
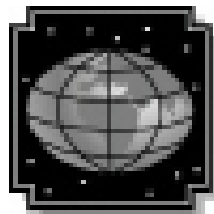
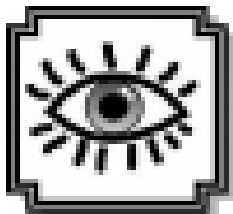




**SOMERSET STANDING  
ADVISORY COUNCIL  
ON  
RELIGIOUS EDUCATION**

**ANNUAL REPORT  
2014-2015**



**SOMERSET STANDING ADVISORY COUNCIL  
ON RELIGIOUS EDUCATION**



**(SACRE)**

**ANNUAL REPORT (2014-15)**

**CONTENTS**

1. Report from the Chair of SACRE
2. Overview of Advice to the Local Authority (LA)
3. Religious Education (RE) in Somerset Schools
4. Collective Worship (CW) in Somerset Schools
5. Somerset SACRE Partnerships
6. SACRE Arrangements

Appendix A  
Tables of GCSE Short Course Religious Education, GCSE Full  
Course Religious Studies and GCE A2 and AS level results

Appendix B  
Resources

Appendix C  
Development Plan

Appendix D  
SACRE Membership (2014-15)

Appendix E  
List of Organisations to which this report has been sent

# 1 REPORT FROM CHAIR OF SOMERSET SACRE

This year Somerset SACRE has entered its syllabus review faced with a number of challenges. According to Ofsted, the teaching of Religious Education is "less than good" in over half of schools. Ofsted is also concerned about the lack of systematic teaching about beliefs – the things most important to believers of each faith. This is most pronounced in teaching about Christianity. An emphasis on pace and comparing between religions when pupils are not secure in their understanding of each faith is resulting in a distorted and superficial understanding of key beliefs.

Secondary RE teachers report that the quality of RE teaching in feeder schools is very uneven. The majority of new pupils are not Secondary ready. That is, they are not secure in their understanding of the key beliefs of the four religions that the Somerset RE syllabus has required them to have studied at KS1&2. Examiners report that many GCSE pupils have a poor grasp of the key beliefs of the faiths being examined.

Somerset SACRE has chosen to address these issues by pioneering the "Essential Core" approach to assessment developed jointly by our RE Adviser Andy Midwinter and Chair of AREIAC, Dilwyn Hunt. In this, the focus of assessment is based around a summary of the main beliefs of each faith. The syllabus includes more than this, but the idea is that there is a core of beliefs and practices that **every** child **must** know and understand. This has profound implications for the way that the subject is taught.

Assessment is based on specific measures of attainment focused on the core beliefs of each faith in a way that aids formative assessment in lessons to enable responsive teaching. No child is left behind. If, at the end of a piece of work some pupils are still not secure in their understanding, teachers will do it again - but differently. Slow down the pace, giving time to reflect on the implications of each belief on the lives of the believer. Do less. Go deeper.

Knowledge and understanding is intended to build as the pupil progresses through the key stages. If all feeder schools use this approach, there is a real possibility that pupils will arrive at their secondary schools secure in their understanding of the key beliefs of each faith. The secondary assessment framework seeks to build on this, further consolidating, developing and applying this secure understanding in order to prepare pupils for GCSE.

This year, the summer term SACRE annual conference was a great success, being held as a whole day event with our Adviser and SACRE members providing a choice of seminars in the afternoon. The invited speaker was Julia Diamond-Conway of RE Today.

I continue to be grateful to our gifted and active SACRE members for their commitment to Religious Education and Collective Worship in our schools. We are also thankful for the advice and unstinting on-going support of our RE Adviser, Andy Midwinter.

## 2 OVERVIEW OF ADVICE TO THE LOCAL AUTHORITY

The annually reviewed Development Plan (Appendix C) is the main means by which SACRE informs the local authority of its business. Schemes of learning to support the new agreed syllabus were added to the syllabus website along with updates to guidance for schools on the SACRE website.

SACRE maintained its e-support for schools on two websites:

- [www.sacre.somerset.gov.uk/](http://www.sacre.somerset.gov.uk/) contains advice on assemblies and collective worship, spiritual development, Ramadan and links between RE, PSHE and Citizenship at Key Stages 1 and 2 (*Other Dimensions*). Guidance on Collective Worship, links between RE, PSHE and Citizenship at Key Stages 3 and 4 and Post-16 (*Further Dimensions*). The site also contains a sample RE policy document and an archive of SACRE newsletters as well as details of SACRE's membership and;
- <http://amv.somerset.gov.uk/>, the site for the agreed syllabus for religious education in Somerset, '*Awareness, Mystery and Value (AMV) 2011*'. The site contains statutory requirements for RE, the agreed syllabus programme of study plus supporting materials for teachers, headteachers and governors.

## 3 RELIGIOUS EDUCATION IN SOMERSET SCHOOLS

### Agreed Syllabus

An agreed syllabus, named '*Awareness, Mystery and Value 2011*', now online at <http://amv.somerset.gov.uk/> was supported with additional documentation. During the year, further materials were added.

### Monitoring Standards in RE

SACRE's officers continue to monitor the impact of the agreed syllabus on RE, particularly through examination results, through a self-evaluation process and through visits to schools by SACRE members (see reports below). Consideration is also given to the Statutory Inspection of Anglican Schools (SIAS) reports on Somerset schools.

#### (a) SACRE Survey

##### (i) Primary

Towards the end of the school year, the first SACRE questionnaires were sent to all schools within the Sedgemoor and Mendip districts.

25 responses were received from across the range of primary schools. Of these only two schools reported providing 50 minutes or less of RE on the timetable each week. Three schools reported delivering 2 hours or more.

The majority of schools reported that, though there was no annual budget for RE resources, funding was provided as needed. Of the rest, schools reported that the budget was between £1 and £2.

Only one school reported that there were children being withdrawn from all of RE by their parents. Although three schools reported that children were being withdrawn for part of their RE. One school reported that two pupils were being withdrawn for part of the RE curriculum.

In terms of attainment in relation to expected levels, fourteen schools reported above average levels of attainments (grade 2), while all schools reported at least average attainment (grade 3). Two schools reported high attainment. Four schools believed they required improvement in terms of pupil learning and progress; but the majority judged the overall standard of progress to be good. Three schools judged progress to be outstanding.

All but one school had an RE leader, but that one school had a new Headteacher and was in the process of appointing a coordinator. It was difficult to judge the frequency of CPD as some schools did not complete the questionnaire until the beginning of the new Academic year. Nevertheless, there was evidence that schools are receiving support for some in-school CPD and many are attending at least one one-day course per year.

All but two of the schools had arranged RE focused visits within the last 12 months and only five schools had no visits from outside speakers in RE lessons. Eight schools had no contact with a local authority, diocesan or faith adviser in the previous year, though the vast majority had built up their own artefact collection. Only eight schools made some use of the SACRE artefact collections. Only one school subscribes to RE Today and the same school is a member of NATRE.

Almost all the primary schools reported compliance with the agreed syllabus requirements in each Key Stage. A couple of schools expressed uncertainty at EYFS stage, because they did not know the requirements of the RE syllabus. Two schools reported that they did not believe there was sufficient time given to RE to fulfil statutory requirements.

### **(i) Secondary**

Following concerns about the provision of RE in secondary schools in Somerset, SACRE sent questionnaires to all schools. We received 25 replies. Not all schools answered all the questions for a variety of reasons, (e.g. Middle schools found some questions irrelevant).

### **Key Stage 3**

In terms of curriculum time allocation at Key Stage 3, twelve schools reported having between 2-4.9% of curriculum time; 6 reported having more than 5% and five less than 2%. This is a concern as the recommended allocation to successfully follow the syllabus is 5%. It was surprising that some of those schools who had less than 2% at KS3, also claimed that the schools were meeting their statutory requirements. That 20% of the schools who returned the questionnaire were allocated less than 2% is a concern and needs to be monitored. Moreover, that some of these schools do not realise that they are not meeting their statutory obligations needs to be addressed by SACRE. In four schools pupils are being forced to drop RE in year 8 due to curriculum changes (such as starting GCSEs in year 9). This means that those not opting to study GCSE end their RE in year 8. While the numbers are relatively low, four other schools report that there are plans to introduce these changes. Once again this is a concern and something which needs to be monitored. The most popular religions studied at KS3 are Christianity and Islam. The full list is:

- Christianity: 25 schools/academies
- Islam: 17 schools/academies
- Buddhism: 16 schools/academies
- Hinduism: 15 schools/academies
- Sikhism: 13 schools/academies
- Judaism: 10 schools/academies

Some schools report that they study all six religions at some stage in KS3.

### **Key Stage 4**

In terms of short course, only five schools are currently offering short course GCSE RS. Full GCSE is offered as an optional GCSE subject in 15 schools. However, in five schools it is compulsory. In terms of which religions are studied at KS4 the most popular is Christianity with 17 schools and the second most popular is Islam with 12. The full list is:

- Christianity: 17 schools/academies
- Islam: 12 schools/academies
- Buddhism: 3 schools/academies
- Hinduism: 2 schools/academies

It is worrying that for those schools who do offer full GCSE, eight schools do not provide equitable time with other option subjects. Moreover, when asked about the introduction of the Ebacc, nine schools said it has had no noticeable impact. However, six schools claimed it has affected the number of students opting for GCSE. Four schools said it was affecting the ability of those opting for the subject. Brighter students are being encouraged to take subjects which fall within the Ebacc. Other schools report that the options process has been changed so that it is harder to take RS GCSE, and favour the Ebacc subjects. As a result some schools are finding that the numbers opting for RS GCSE mean that it is no longer viable to run the course.

The vast majority of schools report that the statutory requirements for RE are being met in KS3 (all but 2). However, ten schools do not believe they are being met in KS4. No school with a sixth form believes the statutory duty is being met in KS5. Some schools expressed ignorance about this point and asked simply, "What are the statutory requirements?" Others commented that the "lack of clarity for academies weakens case for KS4". Clearly, SACRE needs to explain to schools the precise nature of their statutory duties.

### **Sixth Form**

Only 5 schools offer A level and all but one studies Philosophy and Ethics. The other area of the specification studied is Christianity (in one school).

### **Conclusion**

There clearly needs to be more monitoring of the situation in secondary schools. What can be said is that SACRE needs to remind schools and academies of their statutory duties with regards to RE. With the new specifications for GCSE and A Level RS being approved shortly and the changes to school data, this is a picture likely to change. Moreover, we have yet to see if the Ebacc measurement will continue to have an impact on the numbers and calibre of students taking RS GCSE and A level within Somerset schools.

### **(b) SACRE Evidence from Ofsted**

From September 2014 to August 2015 Section 5 Ofsted inspection reports were received on 45 schools in total. Of these 34 were primary schools, ten were secondary and one a middle school. In total 6 of these schools were judged to be 'Outstanding' (one secondary, the rest all primaries); 28 were judged to be 'Good' (including 7 secondary schools, the middle school and 21 of the primaries); eleven schools 'Require Improvement', including three secondary schools and eight primary schools. Voluntary Aided (VA) schools receive reports on arrangements for religious education from the diocesan inspection authorities.

This year, three reports mentioned religious education specifically, two of these were in secondary schools and one primary. These were the Kings of Wessex Academy, Taunton Academy and Lydeard St Lawrence Primary School. At the Kings of Wessex, RE was complimented for the strong contribution the subject makes to SMSC, where "contemporary issues such as the growth of extremism are taught well". At Taunton Academy, an RE lesson was commended for demonstrating high expectations in lessons, which contributed to "the students making good progress over time in Religious Education. Which "is not the case in all of the lessons." At Lydeard St Lawrence Primary School the report identified the schools' use of the agreed syllabus as contributing to the promotion of SMSC, "The school follows...the Somerset agreed religious education syllabus ...which provides pupils with broad opportunities to learn and understand about the impact of our actions on others."

Despite not mentioning RE by name, the subject content is often praised in a further 9 reports for contributing to the Spiritual, Moral, Social and Cultural development of pupils and preparing pupils for life in modern Britain. For

example at St Benedict's the school is praised for catering for SMSC development because they, "understand and learn to value other faiths and beliefs". At Cheddon Fitzpaine Church School, pupils "have a good understanding and appreciation of different faiths and cultures." At Horsington Church School, "Leaders make sure that pupils have very high levels of respect for different faiths, cultures and viewpoints." At North Curry CofE Primary School, "Teaching about the similarities and differences in other faiths and lifestyles has a good impact on pupils' spiritual, moral, social and cultural development." Specific mention is often made when schools make links with different faith communities or go on visits, such as to places of worship. For example at Brent Knoll CofE Primary School, pupils "enjoy fortnightly visits from a local Free Church leader who shares stories about his West Indian heritage and London background". At Hinton St George CofE First School, "Activities such as choral singing in Wells cathedral and visits to a mosque help pupils gain a better understanding of life in modern Britain and a tolerance of other faiths and traditions." In Beckington CofE First School, "Pupils are well aware of the Christian heritage of the nation and an understanding of different religious beliefs and backgrounds is fostered well, for example through links with a school with a more diverse pupil community." However, two schools were criticised for their failure to develop their pupils' understanding of different religions. All Saints School, was criticised because, "older pupils reveal a lack of knowledge about other faiths and cultures". While at Haselbury Plucknett CofE First School the school did have "opportunities to learn about other cultures"; they had not developed an "understanding of Britain as a multicultural country.

Overall, RE and/or its content was mentioned in significantly more reports this year than in recent years. While mostly it is used as evidence of SMSC development, a growing number of reports are recognising its importance in preparing pupils for life in modern Britain. That two reports were prepared to criticise schools on pupils' understanding of different faiths is significant and has not been seen in recent years. There was also a clear correlation between the quality of SMSCD and the overall judgements. Schools which gave a high profile to the development of SMSCD through their curriculum and enrichment activities, were the schools with the better reports.

### **(c) Examinations and Certificates in Somerset Secondary Schools**

In total 2,106 took GCSE examinations in Religious Studies in Key Stage 4 (Full Course) in 2015. This compares to 2,137 in 2014. Although the numbers taking GCSE RS has remained fairly constant, nationally there has been an increase in candidates of 4.8%. This is on top of a 5% decrease in the county in the numbers taking full course in 2014. This means that only 40% of students in the county took a GCSE in RS in 2015.

In terms of results 7.5% achieved A\* compared with 5.9% in 2014, although this is still not as high as 2013 when 10.8% achieved A\* or the national average of 10.7% (for 2015). The percentage of students achieving A/A\* was 24%, which is comparable to 2014, but still below the national average of 29.8%. The percentage of students achieving A\*-C was 67.5% in 2015, which is slightly higher than 2014 (66.6%), but still significantly below the national average of 72.2%.



On the whole, the number and attainment of students taking full course in 2015 is comparable to the figures for 2014. The concern is that in 2014 there was a significant drop in the number and attainment of students taking GCSE RS. This does not seem to have been reversed in 2015.

Nevertheless, it must be noted that some schools are achieving excellent GCSE results. Of particular note are the Kings of Wessex Academy, who achieved 90% A\*-C, with 269 (almost 95% of NOR) students entered for the examination. The Castle School entered 98% of its students and achieved 78.4% A\*-C. Sexey's School achieved 78.9% A\*-C with 97% of NOR. This compares to the national average of 71.5%. Of schools entering smaller numbers Whitstone School achieved 94%, Ansford Academy 91%, Frome Community College 85.4% and Haygrove School 84.4% Grades A\*-C. While the numbers of pupils being entered are significantly fewer, they are still statistically relevant.

This year, 83 students took A Level RS, which is a significant increase on the 66 who took the exam last year, an increase of approximately 20%. Nationally there has been a 6% increase in the number of students taking RS A Level. 75 of these came from just three schools: Frome Community College (26), The Kings of Wessex Academy (31: up from 22) and The Blue School (18). The Kings of Wessex Academy achieved 48.4% A\*/A; which compares to the national average of 23.8%. An impressive 67.7% of The Kings of Wessex Academy achieved A\*-B, when the national average is 54.4%. At Frome Community College 26.9% of students achieved A\*-B and at The Blue School 50.0%. The other schools entering students were: Holyrood Academy (1); West Somerset Community College (4) and Wadham School (3).

A total of 115 was entered for AS Religious Studies. This is significantly down (by 21%) on the number entered last year (146 candidates). Nationally the numbers entered for AS went up by 3%. The Blue School entered 41 and the Kings of Wessex Academy 34, which were by far the schools which entered the most candidates (Frome entered 14, down from 28). King Alfred School entered 12. The Kings of Wessex Academy achieved 47.1% of students achieving A/B. The National average was 45.9%. Once again they were the only school at which pupils achieved above the national average by this measure. They were also the only school to achieve an average point score above the national average.

Overall, there are some positives to take from last year's KS5 results. The numbers entered at A Level have gone up and the disparity between male and female entries is closing. Some of our schools are achieving impressive results. It is encouraging that King Alfred School has entered 12 students for AS this year. However, the drop in numbers at AS is a concern. Furthermore, that the results in some of our schools has dipped.

## **4. COLLECTIVE WORSHIP AND SPIRITUAL DEVELOPMENT IN SOMERSET SCHOOLS**

### **Policy Statements and Advice for Schools on RE and Collective Worship**

SACRE's guidance on collective worship contains advice on legal requirements, spiritual development, a rationale and policy exemplar for collective worship in schools, ideas for planning and using themes in collective worship and guidance for using visitors to lead assemblies. There is also an extensive list of websites that can assist in planning and resourcing collective worship.

The guidance can be found on the Somerset SACRE website at:  
<http://www.sacre.somerset.gov.uk>

The Governors' Guide to RE and Collective Worship in Somerset schools has also been published on the governors' website and in the 'Network' magazine.

### **Monitoring the Provision of Collective Worship**

#### **(a) SACRE Survey**

Responses from SACRE questionnaires to primary schools within Sedgemoor and Mendip revealed that one school had four pupils being withdrawn from acts of collective worship by their parents. Most schools – 21 out of 25 – had no withdrawals at all. Two schools had one pupil removed and one school had two pupils removed.

All the schools received frequent and regular support from local ministers of religion. 18 schools received support received support from someone other than a minister of religion.

It was interesting to see that 19 of the 25 schools reported that there was a genuine opportunity for pupils to participate in an act of worship every day. The lowest figure was two opportunities a week, which was reported by three schools.

All bar two schools considered that the quality of pupils' experience was at least 'good'. In six schools it was considered to be 'outstanding' overall. In two schools, the quality was judged to be 'requiring improvement'. No school judged provision to be inadequate.

#### **(b) Evidence from Ofsted**

From September 2014 to August 2015 Section 5 Ofsted inspection reports were received on 45 schools in total. Of these 34 were primary schools, ten were secondary and one a middle school. In total six of these schools were judged to be 'outstanding' (one secondary, the rest all primaries); 28 were judged to be 'good' (including seven secondary schools, the middle school and 21 of the primaries); eleven schools 'require improvement', including three secondary schools and eight primary schools. Voluntary Aided (VA) schools receive reports on arrangements for religious education from the Diocesan inspection authorities).

Six reports mention assemblies and only one collective worship. They are identified as giving pupils time for reflection; for example at Stoberry Park Primary School, "Assemblies provide pupils with regular opportunities to reflect", which is having, "a positive impact on pupils' social, cultural, moral and spiritual development." Assemblies are most often identified as a source for SMSCD. However, some schools are praised for using assembly time to promote 'British values'. For example at Tatworth Primary School an observed assembly included a "debate on British values...which showed pupils' awareness of racism within society and rejection of intolerance and discrimination." Schools are also sometimes commended for using assemblies to develop links with the community, particularly local churches and other faith representatives. At Westonzoyland Primary School, the assemblies had "Christian themes" and included visitors "from different ethnic backgrounds (who) help pupils understand the wider diversity of Britain that is not always evident in the predominantly White British character of the local community." Hamp Academy runs an "active Christian Club" and has "regular visits by the local Vicar to deliver assemblies".

The only school to receive mention of collective worship was at Hayesdown First School where, "An inspector saw opportunities for reflection and collective worship in assemblies." No school was reported to be failing to provide a daily act of collective worship.

## **5. SOMERSET SACRE PARTNERSHIPS**

### **Partnership with the LA**

Somerset SACRE is supported by the LA in a number of different ways:

- a senior LA Officer (Peter Newman) attends SACRE meetings and supports the SACRE Development Plan;
- an Associate Adviser (Andy Midwinter) has a number of allocated days to professionally advise Somerset SACRE;
- Somerset SACRE also benefits from clerical administrative support (James Mitchell-Cassell);
- The LA also supports Somerset SACRE through the designated SACRE budget and supporting the SACRE Development Plan.

### **Local**

Somerset SACRE members were amongst those who attended the Southwest SACREs' conference held at Dillington House, Ilminster, on 16 March 2015. The conference featured a keynote address by Joyce Miller on Community Cohesion and a series of workshops and presentations on RE and collective worship. Members attending were Mike Keogh and Mike Strange.

Somerset SACRE also works in partnership with the Diocese of Bath and Wells.

## **6. SACRE ARRANGEMENTS**

### **Meetings of the Somerset SACRE 2014 - 2015**

Three meetings were held, all beginning with a short period of silence for members to reflect on current local, national and worldwide issues.

Meetings were held on Thursday 16 October 2014 (at Heathfield Community School in Taunton); Tuesday 24 March 2015 (at Preston School in Yeovil) and on Tuesday 30 June (at Creech St Michael Baptist Church).

Throughout these meetings, members discussed and contributed to the following issues and initiatives:

- a 'Teachers' Guide to Christianity', has been produced and is available on the AMV website;
- a new primary RE resource, 'Reflect', which Mike has developed along with SACRE member Helen Miller and RE Coordinator Caroline Astington.
- producing and asking all secondary schools to complete a questionnaire following concerns raised about the provision of RE;
- training was provided in non-violent communication by Mike Keogh and Leonard Daniels;
- producing additional support materials for the new agreed syllabus;
- the arrangement for the review of the syllabus;
- issuing questionnaires to a selection of schools in order to support the monitoring of standards in RE and collective worship across the LA;
- monitoring the quality and provision of RE and Collective Worship through analysis of questionnaires and Ofsted reports;
- promoting and judging the annual Barbara Agutter Award for religious education and considering how to link this to celebration events.
- ensuring Somerset's teaching and faith communities are as fully represented on SACRE as possible;
- supporting the Southwest area SACREs' annual conference;
- reviewing, auditing, supplementing and considering the location of the SACRE resources collections;
- engaging with the Anne Frank Award;

### **Training Activities for SACRE Members and Governors**

By joining SACRE, members are able to experience short information sessions provided by individual members on aspects of their representative group.

The annual summer conference for governors, RE coordinators, headteachers and SACRE members held at Wellsprings Chapel on 25 June 2015, entitled "*Supporting Exciting RE Lessons*", was well supported. Julia Diamond-Conway

from RE Today Services delivered the keynote presentation, entitled ‘*An RE Toolkit for exciting lessons*’. Other workshops were provided by: Andy Midwinter on “Valuing Religious Studies”; Mike Strange on “Using Godly Play and Persona Dolls”; Pauline Dodds on “Governors” Responsibilities” and Helen Miller on “Monitoring and Assessment in RE”.

## Appendix A SUMMER EXAMINATIONS

### Tables of GCSE Short Course Religious Education and GCSE Full Course Religious Studies results

GCSE RS FULL COURSE	ENTRIES <sup>1</sup>	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %
<b>2015 (24 schools)</b>	<b>2106</b>	<b>7.5</b>	<b>16.4</b>	<b>24</b>	<b>19.3</b>	<b>67.5</b>	<b>14.2</b>	<b>8.5</b>	<b>2.8</b>	<b>1.5</b>	<b>98.3</b>
<b>2014 (21 Schools)</b>	<b>2,137</b>	<b>5.9</b>	<b>17.4</b>	<b>23.6</b>	<b>19.7</b>	<b>66.6</b>	<b>12.1</b>	<b>9.1</b>	<b>5.8</b>	<b>3.9</b>	<b>97.4</b>
2013 (23 schools)	2,250	9.4	19.6	23.6	19.7	<b>72.3</b>	12.9	7.6	4.4	2.0	<b>99.2</b>
2012 (24 schools)	2,080	10	20.7	22.5	19.6	<b>72.8</b>	11.2	7.5	4.4	2.5	<b>98.4</b>
2011 (23 schools)	1,678	9.1	20.4	24.9	19	<b>73.4</b>	12.6	7	3.7	2.3	<b>99.0</b>
2010 (15 schools)	946	7.7	15.5	25.3	22.7	<b>71.2</b>	13.6	7.6	4.4	2.0	<b>98.8</b>
2009 (18 schools)	1,151	6	15	24	21	<b>66.0</b>	15	9	6	3	<b>99.0</b>
2008 (19 schools)	899	8.9	14.6	21.1	19.2	<b>63.8</b>	14.7	10.5	6.1	3.6	<b>98.7</b>
<b>2015 (England)</b>	<b>271,917 (increase of 9%)</b>	<b>10.7</b>	<b>29.6</b>	<b>23.5</b>	<b>18.9</b>	<b>72.0</b>	<b>7.3</b>	<b>7.4</b>	<b>4.6</b>	<b>2.9</b>	<b>98.0</b>

### GCSE Religious Studies Short Course

GCSE RS SHORT COURSE	ENTRIES <sup>1</sup>	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*- G %
<b>2014 (15 schools)</b>	<b>682</b>	<b>2.0</b>	<b>4.8</b>	<b>13.7</b>	<b>23.9</b>	<b>43.9</b>	<b>19.6</b>	<b>12.7</b>	<b>9.9</b>	<b>6.7</b>	<b>92.8</b>
2013 (27 schools)	2,024	3.1	8.8	13.5	19.1	<b>44.5</b>	16.3	14.3	10.8	7.0	<b>92.9</b>
2012 (27 schools)	2,549	3.2	9.2	15.3	17.7	<b>45.4</b>	16.3	14.1	10.9	7.9	<b>94.6</b>
2011 (25 schools)	3,202	2.2	9.7	16.9	19.6	<b>48.4</b>	17.4	14.2	9.1	6.2	<b>95.3</b>

<sup>1</sup> Some schools enter Year 10 as well as Year 11 students for GCSE RS.

2010 (26 schools)	3,041	2.4	8.7	16.2	20.7	<b>48.0</b>	16.9	15.3	9.6	6.9	<b>96.7</b>
2009 (25 schools)	2,823	3	11	16	21	<b>51.0</b>	15	14	11	7	<b>98.0</b>
2008 (24 schools)	3,075	2.9	9.4	17.3	22.3	<b>51.9</b>	15.0	13.5	9.9	6.8	<b>97.1</b>
<b>2014 (England)</b>	<b>51,649</b>	<b>7.4</b>	<b>12.2</b>	<b>18.8</b>	<b>18.3</b>	<b>56.7</b>	<b>14.9</b>	<b>11.4</b>	<b>7.8</b>	<b>5.0</b>	<b>95.8</b>

### GCE Religious Studies A Level (Provisional)

GCE A LEVEL	Male	Female	TOTAL	A* %	A %	B %	Tot. A*-B %	C %	D %	E %	QCA Av Pts
<b>2015 (7 schools)</b>	<b>56</b>	<b>75</b>	<b>131</b>	<b>7.6</b>	<b>9.9</b>	<b>26.0</b>	<b>43.5</b>	<b>26.0</b>	<b>17.6</b>	<b>10.7</b>	<b>214</b>
2014	20	46	66	13.6	15.2	22.7	51.5	31.8	13.6	3.0	232.3
2013 (6 schools)	21	30	51	9.8	23.5	33.3	66.6	27.5	5.9	0	241.2
2012 (6 schools)	13	43	56	3.6	25	28.6	57.2	23.2	10.7	8.9	228.2
2011 (6 schools)	14	28	42	2.4	21.4	50	73.8	11.9	9.5	4.8	234.3
<b>2015 (England)</b>	<b>6272</b>	<b>13,924</b>	<b>21,313</b>	<b>6.8</b>	<b>18.9</b>	<b>30.1</b>	<b>54.5</b>	<b>25.4</b>	<b>13.8</b>	<b>5.1</b>	<b>225.9</b>

**QCA Points: A = 270; B = 240; C = 210; D = 180; E = 150; N/U = 0**

### Appendix B RESOURCES

Collections of RE books and artefacts for Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism are held at the following RE resource bases in Somerset:

School	Town	Telephone
Brent Knoll Primary	Brent Knoll	01278 760546
Critchill Special	Frome	01373 461837
Elmwood Special	Bridgwater	01278 422866
Fairmead Special	Yeovil	01935 431834
Horsington Primary	Horsington	01963 32132
Knights Templar Primary	Watchet	01984 634385
Street Learning Support Centre, Brookside School	Street	01458 443340

Collections of artefacts for Hinduism, Islam and Judaism were held at the following RE resource bases in Somerset:

<b>School</b>	<b>Town</b>	<b>Telephone</b>
Hatch Beauchamp Primary	Hatch Beauchamp, Taunton	01823 480616
Kingsmoor Primary	Bridgwater	01278 683371

Materials to support RE are also available from the Diocesan Resource Centre, The Old Deanery, Wells, (Tel: 01749 670777) and the Resources 4 Learning Centre at Bridgwater (Tel: 01278 421015).

The Schools Library Service (based at Resources 4 Learning) will deliver materials to and from each of these centres free of charge to schools buying into the service via 'SSTEP'.

Another useful source of RE-related material is the Museum Service in Taunton (01823 355510).



## Appendix C

### SOMERSET SACRE DEVELOPMENT PLAN 2014 – 2015

#### Priorities for Somerset SACRE

Somerset SACRE has identified seven priorities for action for the school years 2014-15. These are in line with SACRE's main aim 'to provide high quality support and advice on RE and collective worship for the benefit of all Somerset children and young people.'

The priorities are time limited and costed, linked to the Children & Young People's Plan and monitored and reviewed on an annual basis. They are:

- a) Promotion of the locally agreed syllabus, including with academies, free schools and other local authorities, including the use of Philosophy for Children (P4C) and further exemplar schemes of learning.
- b) Supporting use of the RE adviser for carrying out SACRE business.
- c) Monitoring schools' RE and collective worship through the schools' questionnaire.
- d) Offering professional development for SACRE members, governors, teachers and headteachers, and providing guidance on RE schemes of learning and effective planning and assessment.
- e) Drawing attention to SACRE's work, e.g. through the RE Celebration Day and the annual Barbara Agutter Award: in any local government re-organisation SACRE must be recognised as a core service.
- f) Considering the impact and effectiveness of recent SACRE publications.
- g) Development of a pilot programme for 'non-violent communication' for Key Stages 3 and 4.

More detailed points for action, based on these priorities are spelled out in the full Development Plan published on the SACRE website at [www.sacre.somerset.gov.uk](http://www.sacre.somerset.gov.uk)

## Appendix D

### SACRE MEMBERSHIP 2014-2015 Academic Year

Number of SACRE meetings attended (max = 3)

#### Group A

##### Representatives of Christian Denominations and Other Religions

Mrs Elizabeth Antliff-Clark	Roman Catholic	3
Ms Alison Innalls	Methodist Church	1
Mrs Ann Barry	Baptist Union of Great Britain	2
Mr Leonard Daniels	Jewish Community	3
Mr Mike Keogh	Buddhist Community	1
Ms Seema Thafader (from Jan 2015)	Muslim Community	0
Ms Yamuna Wynn (until March 2015)	Hindu Community	0
Ms Megan Boucher (from Jan 2015)	United Reformed Church	0
Mr Richard Salter (from Jan 2015)	Quaker Community	2
Mr Mike Strange ( <b>Chair</b> )	Independent Churches	3

#### Group B

##### Representatives of the Church of England

Mrs Pauline Dodds	Diocese of Bath and Wells	2
Ms Charmian Roberts	Church of England	2
Mr Edward Gregory	Church of England	1
Mr Mike Tedstone	Diocese of Bath and Wells	0
Mrs Helen Miller	Church of England	3

#### Group C

##### Representatives of Teachers Associations

Mr Niel Apps	National Union of Teachers	3
Mr David Allinson	Somerset Association of Primary Headteachers and Officers	0
Mrs Mary Lockwood	Association of Teachers and Lecturers	3
Ms Louise Southgate	National Association of Schoolmasters/ Union of Women Teachers	2
Mr Adrian Legg (until June 2015)	Somerset Association of Secondary Heads	2
Mr Ralph Bullock ( <b>Vice-Chair</b> )	National Association of Head Teachers	3
Mr David Curl (until March 2015)	Somerset Governors Strategy Group	0

#### Group D

##### Representatives of Somerset Local Authority

Mrs Frances Nicholson ( <b>Vice-Chair</b> )	County Councillor (Conservative)	2
---	----------------------------------	---

##### LA Advisers and Officers

Mr Dave Francis (until March 2015)	Associate Adviser	3
Mr Andy Midwinter (from March 2015)	Associate Adviser	3
Mr Peter Newman	Champion for Vulnerable Groups	3

#### Co-opted

Ms Liz Payne-Ahmadi	Humanist	1
---------------------	----------	---

## Appendix E

### CIRCULATION LIST FOR THIS REPORT

- The Secretary of State for Education;
- Her Majesty's Inspectors (OFSTED);
- The National Association of SACREs;
- Cllr Frances Nicholson, Somerset County Council;
- Ian Liddell-Grainger MP, Bridgwater & West Somerset;
- David Warburton MP, Somerton & Frome;
- Rebecca Pow MP, Taunton Deane;
- James Heapey MP, Wells;
- Marcus Fysh MP, Yeovil.

A pdf copy has been emailed to the National Association of SACREs (NASACRE) at: [memsec@nasacre.org.uk](mailto:memsec@nasacre.org.uk)

The following individuals/organisations have been made aware that this report is available on the SACRE Active Website, at: [www.sacre.somerset.gov.uk](http://www.sacre.somerset.gov.uk)

- members of Somerset SACRE;
- elected members of Somerset County Council;
- all Somerset County and Voluntary Controlled schools;
- Somerset Colleges of Further and Higher Education;
- all governors of Somerset schools (via the Governor Services website).

For further information about SACRE, this and other SACRE publications, please contact:

James Mitchell-Cassell  
Clerk to Somerset SACRE  
Business Support  
B2 East, County Hall  
Taunton  
Somerset TA1 4DY

Tel: 01823 355759

E-mail: [sacre@somerset.gov.uk](mailto:sacre@somerset.gov.uk)