



Cornwall SACRE

Annual report 2014

This is Cornwall SACRE's 25th Annual Report.

Modelled on the format produced by the Qualifications and Curriculum Development Agency in 2006 for SACREs in England.

Chairman's introduction



The big questions that can sometimes be lost in the business of life and its frantic demands are nonetheless worthy of our best thoughts and efforts to address.

It's always the Christmas season when SACRE publishes its annual report and the narrative of Mary and Joseph's return to their family heritage of Bethlehem reminds us of our search for our own roots and identity. This introduction is being written only a few yards from my own family home of some fifty years ago. People today are often seeking for their roots - sometimes seen in popular television series. Somehow twenty first century human beings seem lost in, perhaps overwhelmed by, the vastness of the Universe which our advanced research techniques tell us ever more about.

The question the Beatles asked when they sang:

All the lonely people

Where do they all come from?

All the lonely people

Where do they all belong?

is one to which lots of different answers have been proposed. Is humankind at the pinnacle of an evolutionary mountain or are we creatures - therefore having a Creator? If the latter how can we know such a Creator becomes a vital question. Are human beings on an upward pathway or was there a fall early in human history?

It is questions such as this that the newly adopted Cornwall Agreed Syllabus seeks to address and to encourage children and young people of all ages to ask. The big questions that can sometimes be lost in the business of life and its frantic demands are nonetheless worthy of our best thoughts and efforts to address.

Not only in relation to such questions but in other respects also the SACRE's work is ever more vital. At a time when ordinary folk are conscious of the threat of terrorism in their ordinary lives - a threat fuelled by religious extremism becomes a pressing matter. In such times we particularly appreciate the work done by David Hampshire, the County's Religious Education Adviser, who also provides substantial support to SACRE in its work. Without his efforts and endeavours the task of responding to the ever changing demands made by, what one politician described as, 'circumstances dear boy, circumstances' would be nearly impossible. Our thanks must go also to our Clerk Lynne Beardsmore for her indefatigable efforts.

Revd Mike Coles BSc
Chairman

Chairman's introduction - Cornish



An govynnow bras hag a yll treweythyow dos ha bos kellys y'n negys a vewnans ha'y dhervynnow muskok yw byttegyns wordhi a'gan tybyansow ha'gan assays a'n gwella rag aga attamya.

Seson Nadelik yw pub prys pan dhylllo KSKAK y dherivas bledhynnyek ha hwedhel dehwelans Maria ha Josep dhe ertach aga theylu yn Bethlehem a wra agan kovhe a'gan hwithrans rag agan gwreydh ha'gan honanieth. Skrifys yw an raglavar ma nebes lathow dhyworth tre ow theylu nans yw neb hanterkans bledhen. Y'n jydh hedhyw, tus a hwither yn fenowgh aga gwreydh – dell welir treweythyow yn kevres pellwolok gerys-da. Tus a'n kynsa kansvledhen warn ugens a hevel bos yn neb maner kellys yn, martesen fethys gans, efander an Ollvys hag a wra derivas dhyn prest moy agan methodys hwithrans avonsys.

An govyn kenys gans an Beatles:

Oll an dus dhigoweth

A ble teuthons i oll?

Oll an dus dhigoweth

Dhe ble longyens i oll?

yw onan may feu profys orto lies gothyp dihaval. Usi denses orth an pynakyl a venydh esplegyansel po on ni kreaturyon – hag yndella yma Kreador dhyn? A pe an eyl an kas, fatel yllyn ni aswon Kreador a'n par na a dheu ha bos govyn fest posek. Usi mabden war hyns war-vann po esa kodh a-varr yn istori denel?

Yth yw govynnow a'n par ma hag a vynn an Dyskevres Unnverhes Kernow nowydh-adoptys aga attamya ha kennertha orth fleghes ha tus yowynk a bub oos aga govyn. An govynnow bras hag a yll treweythyow dos ha bos kellys y'n negys a vewnans ha'y dhervynnow muskok yw byttegyns wordhi a'gan tybyansow ha'gan assays a'n gwella rag aga attamya.

Prest moy posek yw ober KSKAK yn kever govynnow a'n par ma keffrys hag yn fordhow erel. Yn dydhyow mayth yw an werin war a'n godros a vroweghereth y'ga bewnans kemmyn – godros megys gans pennbothder kryjek a dheu ha bos mater a vern. Yn presyow a'n par ma ni a wor meur ras a'n ober gwrys gans David Hampshire, Kussulyer Adhyskans Kryjek Kernow, neb a brovi ynwedh skoodhyans krev dhe KSKAK yn y ober. Heb y ober e'ev ha'y attentys y fia an oberen a worthybi orth an gorholethow prest ow chanjya gwrys gans – an pyth yw deskryfys gans unn politeger avel 'kasys, syrra hweg, kasys' – ogas analadow. Res yw dhyn ynwedh godhvos meur ras dh'agan kloroges Lynne Beardsmore a'y ober ervirys.

Reverond Mike Coles BSc
Kaderyer

Advice to statutory bodies

Local Authority and its schools

In light of the Autumn meeting 2013 the Chair of SACRE met with the Director of Children's Services and the Portfolio Holder for Children, Schools and Families to look at the situation that had arisen as a result of a significant cut to funding SACRE's budget by an interim Head of Service. This was done without consultation or any research into the work that SACRE does in Cornwall. In light of the proposed budget for the Council the Chairman of SACRE wrote to the Leader of Cornwall Council asking what provision was to be made for SACRE, especially in terms of advice and support from an RE professional and a clerk. This letter formed part of a broader consultation in Cornwall about the budget from 2015 onwards in light of significant cuts being made by the government to local authorities. At the time of the writing of this report no correspondence had been received in answer to these questions by the Chair of SACRE.

SACRE sent the advice of the All Party Parliamentary Group (APPG) on RE to all Chairs of Governors in Cornwall and to all head teachers. The advice was phase specific and looked at the responsibilities that governing bodies have for the provision of religious education and the suitable training of teachers. The guidance can be found on the RE Council's website at: <http://religiouseducationcouncil.org.uk/educators/briefing-papers/school-governors-responsibilities-for-re>.

SACRE also recommended the Ofsted subject survey guidance for RE to all schools and sent it out via School Messenger. SACRE believed that this guidance was particularly good for self-evaluation of religious education as a curriculum subject.

SACRE also recommended the report by the APPG on RE relating to the importance of religious education for the building of strong communities (see: <http://religiouseducationcouncil.org.uk/appg/appg-reports>). This was sent with the latest report on the contribution that faith communities make to the lives of communities and individuals in Cornwall prepared by Lois Wild of Transformation Cornwall.

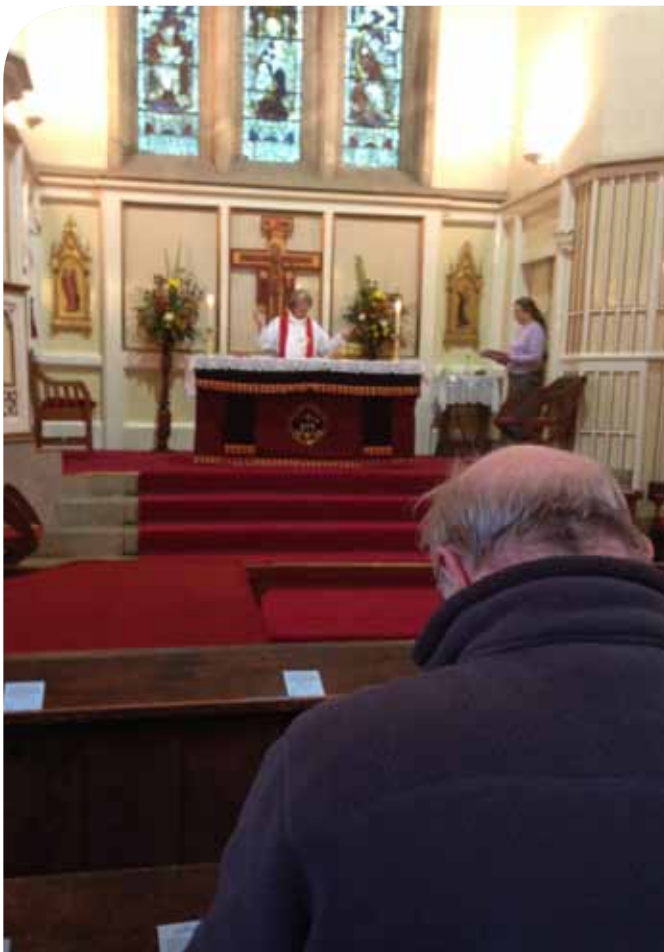
Whilst having some reservations SACRE recommended the Royal Society of Arts publication: *Schools with Soul*. With the greater focus on the spiritual, moral, social and cultural development of pupils, and the provision for it in schools, this report was seen to have some merit and the recommendations for schools a step in the right direction. The report can be found at: <http://www.thersa.org/action-research-centre/learning,-cognition-and-creativity/education/reports-and-events/reports/schools-with-soul>

Birmingham SACRE

In May of 2013 the Chair of Birmingham SACRE wrote to all Chairs of SACREs in England about the RE Council's religious education review stating that it had serious weaknesses and that partners of the RE Council had not been consulted on it before publication (see: <http://resubjectreview.recouncil.org.uk/>). Cornwall SACRE looked in detail at the review document and agreed, in principle, that if Birmingham wished to produce an alternative review it would be supported by Cornwall.

Ofqual

SACRE was led to believe that there would be a consultation on the criteria for GCSE Religious Studies and was going to prepare a response with secondary



The simple act of sharing a meal and communing with God.



Open all day for those who seek solace and peace, more popular than ever in the 21st century.

heads of RE in Cornwall. At the time of the writing of this report no consultation had been undertaken and SACRE is concerned about the effect this will have on GCSE RS if specifications cannot be produced for first teaching in 2016.

SACRE's discussions

SACRE discussed a number of things that did not go on to be advice to schools in relation to religious education. It discussed the RE Review in detail and ensured that members were aware of its contents so that they could have a better understanding of the Agreed Syllabus Conference processes, that ran parallel to SACRE in 2013 – 2014.

SACRE also underwent a self-evaluation process to identify areas that it needs to focus on in 2015 – 2016. It also looked at the issue of monitoring RE attainment from September 2014 onwards given the removal of the requirement to report in levels to the Local Authority.

SACRE received briefings on the work of NASACRE from its Vice Chair and on the LTLRE project from the project director.

Standards and quality of provision of RE

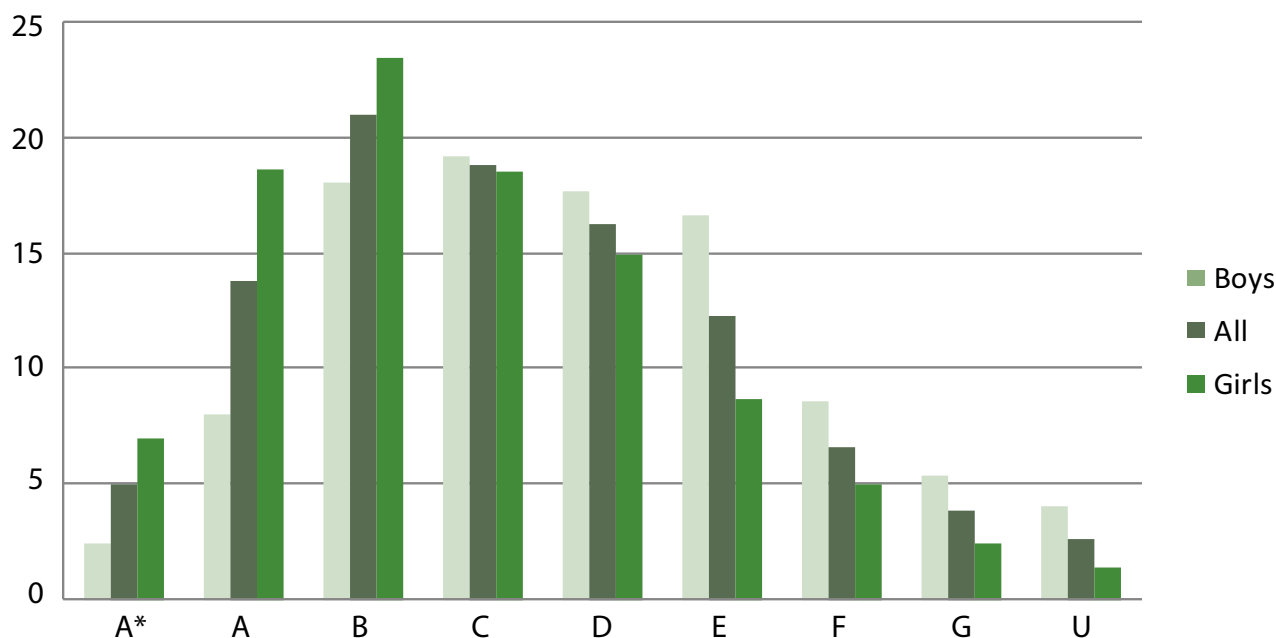
GCSE Full Course RS

In 2014 2098 candidates were entered for Full Course GCSE, 949 boys and 1,149 girls in Cornwall's maintained secondary schools and academies. This is compared with 1,481 in 2013 for Full Course GCSE RS.

Table 1: GCSE RS Full Course attainment 2014

	Total	A*	A	B	C	D	E	F	G	U
All	2098	5.0	13.8	21.0	18.8	16.2	12.3	6.6	3.8	2.6
Boys	949	2.4	8.0	18.0	19.2	17.7	16.6	8.6	5.4	4.0
Girls	1,149	7.0	18.6	23.4	18.5	14.9	8.7	5.0	2.4	1.4

Graph 1: GCSE Full Course RS attainment for Cornwall 2013



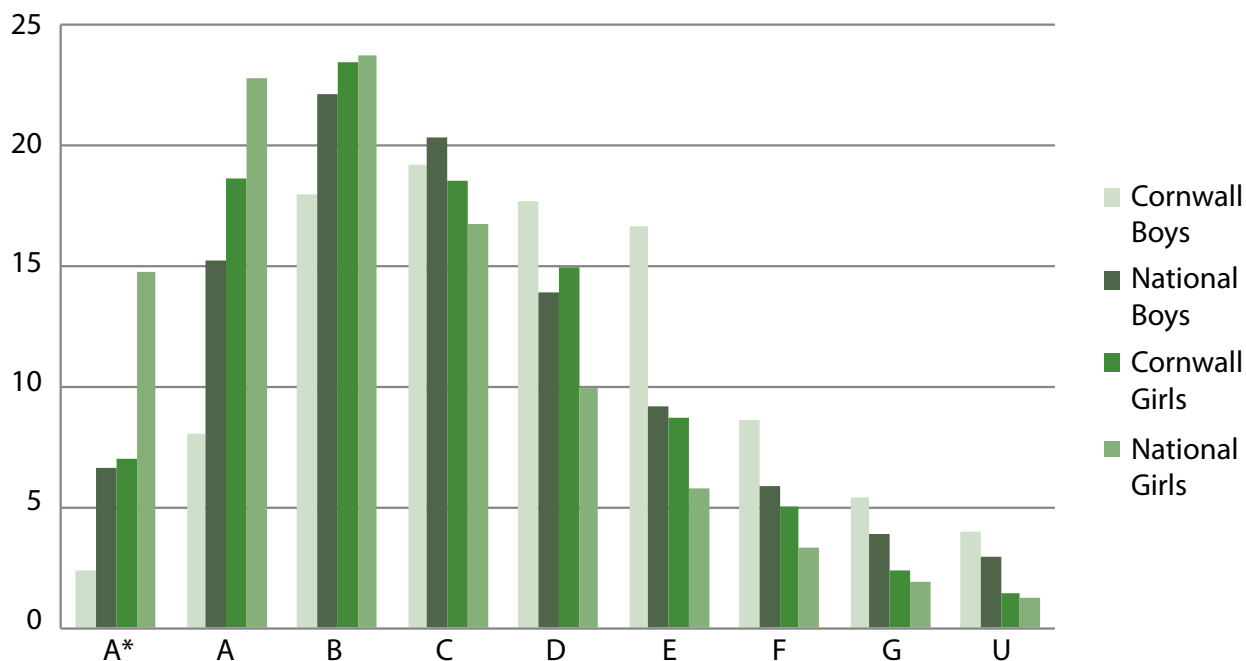
As can be seen from Graph 1 girls did significantly better than boys at A* - B grades and were in line with them at Grade C, a significant number of boys attained a level E. When compared with candidates nationally Cornwall's candidates did significantly worse than their peers, see Table 2.

Table 2: Comparison of GCSE Full Course attainment 2014

	A*	A	B	C	D	E	F	G	U
Cornwall	5.0	13.8	21.0	18.8	16.2	12.3	6.6	3.8	2.6
England	12.9	22.0	23.9	17.3	10.5	6.2	3.6	2.1	1.3

Nationally candidates gained more than twice as many A*s in this sitting and significantly more A grades. Likewise, 76.1% of candidates nationally attained an A* - C in RS whereas this was true for only 58.6% of candidates in Cornwall (see graph 2).

Graph 2: Comparison of attainment in GCSE RS 2014 by gender, Cornwall and all England results



As can be seen in Graph 2 Cornwall’s candidates are not attaining at the highest levels when compared to the national (all England) picture. This is a long-term issue in Cornwall compounded by the lack of time for Religious Studies and the way that timetabling compounds the situation in many schools. That 4% of all boys were ungraded says much about how little value the examination subject appears to have in Cornwall amongst some. Whilst the Full Course GCSE numbers have gone up significantly in Cornwall there won’t be success until there is greater thought given to the time needed both at Key Stage 3 and Key Stage 4 for the subject. This will be especially true from 2016 onwards when the new specifications are in place for first teaching.

Table 3: comparison of A* - C grades 2014 Cornwall

	RS	English Lang	English Lit	History
All	58.6	80.1	73.4	58.6
Boys	47.6	71.5	62.7	52.4
Girls	67.6	87.0	82.7	64.6

It is interesting to note that the A* - C grade for RS and History are identical in this year, Religious Studies has similar numbers of entries in this session. It was girls’ performance in both subject areas that was crucial, girls raising the RS results and depressing the History results. RS and History, significantly lag behind English, though. Whilst that may seem obvious, given the priority to English within the curriculum and its being a key indicator, research indicates that English ability is the best predictor for the current GCSE RS specifications. Hence, schools and academies need to closely consider the place of RS in the curriculum and how it contributes to the religious education of pupils, as well as their broader education. Likewise they need to think about how it is delivered over time and how it needs parity with other GCSE subjects if it is going to be examined as a Full Course GCSE.



Rev Ruth Whitehead, South West Synod of the URC Moderator, affirming the importance of ecumenism in 2014.

Compared to 2013, when 66.8% of all candidates in Cornwall attained A* - C grades, there can be seen a significant drop in performance. 74.1% of girls and 57.9% of boys attained A* - C in 2013 compared to 67.6% of girls and 47.6% of boys in this session. This reverses a trend of improvement over the last five years. As stated above, the time given to GCSE RS Full Course is problematic and becoming increasingly so in many schools. The government taking away the option of sitting a Short Course in one year and a second in the following year to aggregate to a Full Course is also having a profound effect. Whereas weaker candidates were left with a Short Course and the stronger candidates went on to the Full Course, having the effect of depressing Short Course results and improving Full Course results, this is no longer an option. Again this means that schools and academies will have to think firstly about two questions:

1. How does the GCSE course chosen promote the religious education of pupils?
2. Who should be entered for the Full Course GCSE if adequate time is not to be given to its delivery?

GCSE Short Course

At the time of the writing of this report data for Short Course was unavailable. NCER's data shows that there were 1,654 candidates from twenty-three centres in Cornwall, some Short Stay Schools. This means that 3,752 candidates sat a GCSE Religious Studied in 2014 compared to 4,150 in 2013. It is clear that the rise of Full Course has led to a depression of Short Course entries but that does not explain, of itself, the overall drop in numbers by 398 candidates. The proposed Short Course options from 2016 onwards will expect a degree of difficulty comparable to the new Full Course options and this may further depress the overall numbers of candidates for GCSE Religious Studies. Hence, schools need to think carefully about how they are going to fulfil the requirement of the Agreed Syllabus with regard to the expectation that all pupils will follow an accredited course at Key Stage 4.

A Level

Sixty-seven candidates were entered for A Level Religious Studies in 2014. Thirty-eight of these in school and academy 6th Forms and twenty-nine in Further Education (FE) Colleges. In terms of schools this constitutes the lowest entry in three years (51 in 2013 and 40 in 2012) but a slight increase for FE colleges.

As can be seen from Table 4 the A* - A and A* - B performance in FE Colleges (51.7 and 75.8 respectively) is significantly higher than that in 6th Forms (18.4 and 47.3 respectively) and this is a trend that has been established for some years. Although the performance in 6th Forms is in line with that for all subjects in Cornwall at A* - A (18%) and is better at A* - B (43.2%). Hence, in this year A Level RS in 6th Forms is in line with the LA expectation when compared with other similar subjects indicating that the FE colleges have performed exceptionally well in 2013 when looked at in context.

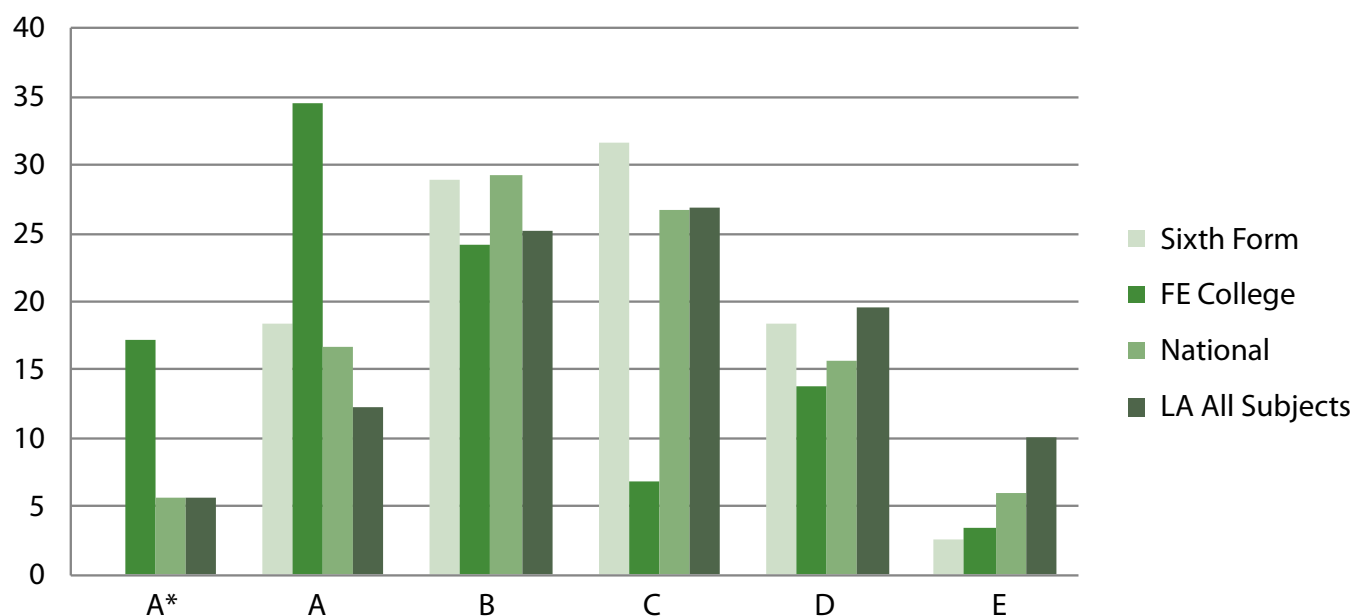


Rev David Smith, Churches Together Cornwall, at an ecumenical event in St Austell, 2014.

Table 4: A Level RS performance in Cornwall 2014

	NOE	A	B	C	D	E	U
Sixth Forms	38	0	18.4	28.9	31.6	18.4	2.6
FE Colleges	29	17.2	34.5	24.1	6.9	13.8	3.4
Overall LA	2070	5.7	12.3	25.2	26.8	19.6	10

Graph 3: A Level RS performance in Cornwall compared with that nationally and all comparable A Level subjects in the LA 2014



Graph 3 shows that FE Colleges out performed candidates in RS both nationally and in local 6th Forms at A* - A. 6th Form candidates performed better than candidates nationally and when compared with comparable A Levels in the Authority at Grade A. 6th Form performance in RS, though, peaks at C grade and this has to be an issue for schools. In that no candidates attained an A* in a 6th Form does raise some significant questions for schools.

One way forward might be to organise a 6th Form conference for A Level teachers of RS to meet together to explore how to maximise grade performance in the subject, this could be facilitated by SACRE in the coming year.

AS Level

Table 5: AS Level RS 2014 in Cornwall compared to LA averages

	A	B	C	D	E	U
Sixth Forms	0.0	6.3	37.5	18.8	18.8	18.8
FE Colleges	4.3	4.3	30.4	17.4	17.4	26.1
LA Comparator	5.0	9.1	14.7	20.1	21.3	29.9

In 2014 there were 39 candidates (16 from 6th Forms and 23 from FE Colleges) entered for AS Level RS. These results need to be approached with caution in that for the majority they indicate attainment in 2013 for those who did not go onto A2, and therefore the full A Level. These results are held over to this year for statistical purposes and, therefore, may not reflect schools' own data in 2014. There is also a note of caution in that the numbers are relatively small and this means each candidate represented a substantial percentage in their own right.

What is of concern, again, is the lack of A Grades in 6th Forms. As with A Level the peak is at grade C. This may simply indicate that weaker candidates did not go on to do the A2, and that raises the question as to why those with A and B grades in FE Colleges did not progress to A2. Nevertheless when compared with the AS data for the LA 6th Forms underperformed by comparison. It will be interesting to see whether there will be any AS Level candidates when AS no longer forms part of A Level examinations.

Standards and achievement at Key Stages 1 – 3

Key Stage 1

Table 6: Attainment at the end of KS1 in RE 2014

	U	W	L1	L2	L3
Boys	0.5	2.1	16.8	69.1	11.3
Girls	0.4	1.4	9.8	71	17.4

Level 2 is the expected level of attainment at the end of Key Stage 1. 80.4 % of boys and 88.4% of girls attained Level 2+ in 2014. This compares with 81.9% for boys and 88.5% for girls in 2013. At Level 3+ boys' attainment has stayed about the same but girls has risen marginally from 2013 (17.4% compared with 16.5%). There has been a small rise in attainment from 2012 to 2014 for boys and girls and, as can be seen in Table 7 (below), attainment has remained fairly stable.

Where progress has been made it has been in moving pupils from L2 to L3. In 2012 only 8.8% of boys attained

L3 whereas that was 11.62% in 2013 and 11.3% in 2014. This indicates that the degree of challenge in RE has risen for boys and that the degree of challenge has been embedded in teachers' planning as well as assessment. This is also true for girls' attainment; in 2012 12.5% attained L3 compared with 16.5% in 2013 and 17.4% this year. What this indicates, though, is that there is a widening gap between boys and girls at the end of Key Stage 1; and that must be of concern (boys' attainment at L3 rose by 2.5% between 2012 and 2014 compared with 4.9% for girls in the same period).

Table 7: Attainment at L2+ aged 7 in RE over a three year period

	2012	2013	2014
Boys	79.8	81.9	80.4
Girls	88.3	88.5	88.4

Graph 4: Attainment at Key Stage 1 in RE, 2014 Cornwall's Primary schools

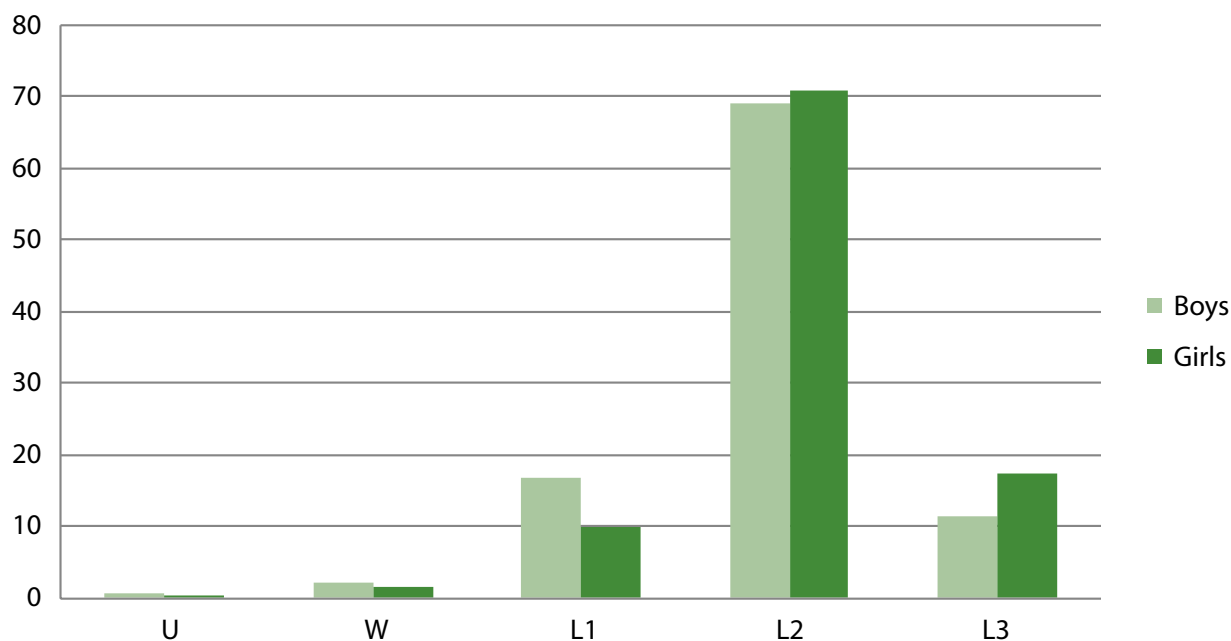


Table 8: Attainment at L3 aged 7 in RE over a three year period

	2012	2013	2014
Boys	8.8	15.2	11.3
Girls	12.5	19.9	17.4

In terms of teacher assessments for English in 2014 it is worth noting that attainment at Level 3 was 15% for Writing, 31% for Reading and 22% for Speaking and Listening. This would continue to indicate that RE attainment is more closely linked with their writing ability than pupils speaking and listening or reading. SACRE has, in previous years, advised schools to look more broadly when assessing pupils in RE than simply by looking at written work. This advice still needs to be heeded from the statistical evidence.

Something positive and something causing concern

- Boys' and girls' attainment at KS1 at L3 shows marked improvement over time
- Girls' attainment has risen almost twice as fast in a three year period when compared with boys' attainment, why haven't boys kept pace with girls?



The Gospel proclaimed in Cornwall as it was in the 4th Century in Constantinople!

What is encouraging is that whilst the L2+ attainment has remained relatively stable over the last three years there has been an increase in L3 attainment for both genders during the same period. This would indicate that task setting has improved at KS1 during that time, given that level of attainment is most commonly restricted by the limitations of the task set by the teacher.

Key Stage 2

Table 9: Attainment at the end of Key Stage 2 in RE 2014

	U	W	L1	L2	L3	L4	L5	L6
Boys	0.3	0.4	0.5	0.9	14.1	60.7	22.3	0.2
Girls	0.2	0.5	0.2	1.1	7.8	60.2	29.5	0.2

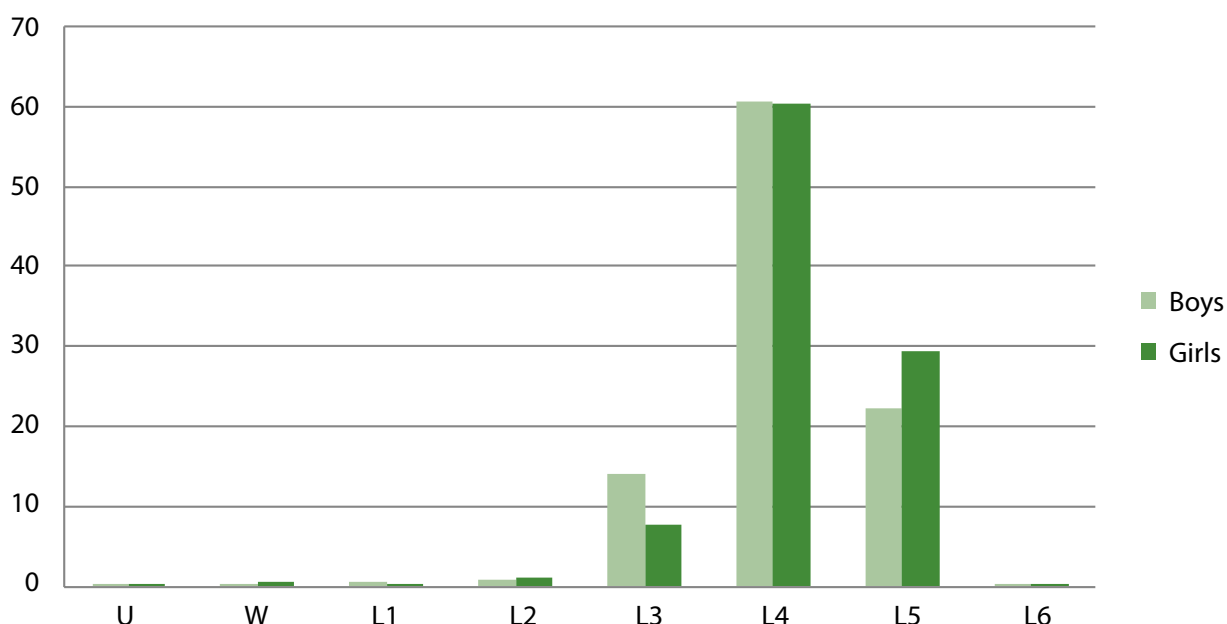
In 2014 83.2% of boys and 89.9% of girls attained at L4+, compared to 78.5% and 86.1% respectively in the previous year. This represents real progress from 2012 when 78.3% of boys and 88.3% of girls attained L4+, especially for boys where there has been an increase of 4.9% in this period compared to 1.6% for girls.

Of the 2014 cohort 22.5% of boys and 29.7% of girls attained Level 5+, compared to 21.7% and 30.5% respectively in 2013. This can be compared to 36% attaining L5 in the English Test, 49% in the Reading Test and 18% in the Writing Test from the most recent available data. As with Key Stage 1 the data would indicate that RE assessment is often based on writing ability than on a broader range of measures for pupils' performance.

Whilst the Agreed Syllabus 2014 has clear advice on assessing RE it might be worth considering whether SACRE ought to commission some work with the LTLRE Hubs in Cornwall to produce some exemplars of assessment processes and examples of assessed work. This would not simply be written work but it could comprise of videoed interactions between pupils and teachers and between pupils and pupils. Such a resource might prove invaluable for teachers seeking to assess RE in the primary phase where levels will not be used as the prime framework for assessment.



Graph 5: Attainment at Key Stage 2 in RE, 2014 Cornwall's Primary schools



Something positive and something causing concern

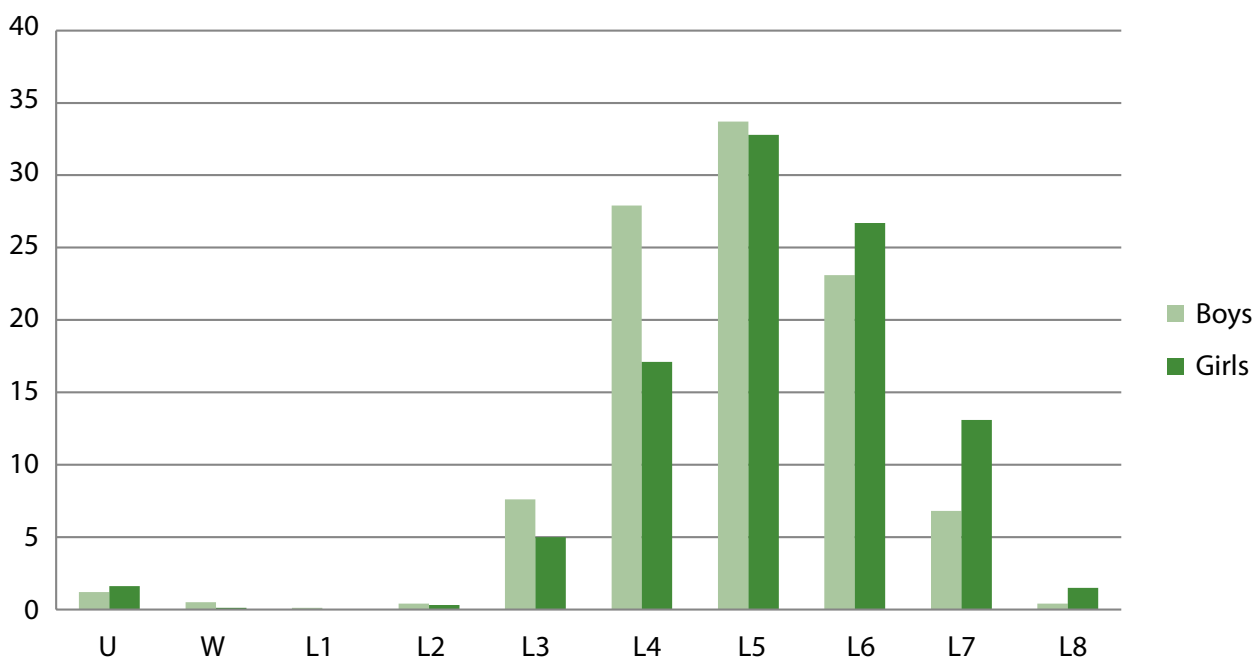
- The increase in attainment in RE over time is a cause for celebration. Previous research has shown that RE attainment was higher in Year 5 in most schools and that it dipped in Year 6, as a result of national testing. Schools now appear to have a more balanced approach to the Year 6 curriculum which has allowed for improved attainment at the end of Key Stage 2.
- The link of attainment in RE with pupils' writing ability, something established by the end of Key Stage 1, needs looking at. Schools, on the whole, are concerned by the need to produce evidence of attainment – especially for inspection. The easiest way to do this is through written assessment but that may exclude high attaining pupils who have difficulty expressing themselves through writing. Similarly, when RE written work is looked in comparison with English work it is clear that the former does not generally reflect the standards of the latter. Hence, schools need to think about two things:
 1. How best to capture the attainment of pupils in RE where their writing skills are below those of their peers;
 2. How to ensure that writing expectations in English are transferred to RE, as well as other areas of the curriculum, so that pupils take RE more seriously and can transfer their skills across the curriculum.

Key Stage 3

Table 10: Attainment at the end of Key Stage 3 in RE 2014

	U	W	L1	L2	L3	L4	L5	L6	L7	L8
Boys	1.2	0.5	0.1	0.4	7.6	27.9	33.7	23.1	6.8	0.4
Girls	1.6	0.1	0.0	0.3	5.0	17.1	32.8	26.7	13.1	1.5

Graph 6: Attainment at Key Stage 3 in RE, 2014 Cornwall's Secondary schools



In 2014 64% of boys and 74.1 % of girls attained a Level 5+ in RE. Whilst the expected level for most pupils in the Agreed Syllabus is Level 6 it is useful to have the Level 5+ data as the government has used this as a benchmark for English performance. In terms of Level 6+ 30.3% of boys and 41.3% of girls attained at these levels. As can be seen 37.7% of boys attained Level 4 or below in 2014. This is significant because when these pupils were in Year 6 27% of boys attained Level 3 or below – the expectation being that they would attain at least one level higher by the end of Year 8. Hence, 10% of boys appear to have regressed in their attainment or simply stood still in the three years between Year 6 and Year 9.

Table 11: Comparison of boys at the end of Key Stage 3 with their results at the end of Key Stage 2

	U	W	L1	L2	L3	L4	L5
Boys at the end of KS3 in 2014	1.2	0.5	0.1	0.4	7.6	27.9	33.7
The same Boys in 2011	0.2	0.4	0.2	3.2	23.0	57.7	15.3

The expectation would have been that at least 57.7% of boys would have moved from Level 4 to Level 5. The Agreed Syllabus 2011, under which these assessments were done, would have also expected 57.7% of boys to have progress to Level 6 but only 23.1% did. This indicates that boys are not making the progress between the end of Key Stages 2 and 3 that would have been expected. This will be an even greater issue now that levels have been replaced with individual schools' own progress measures.

In relation to 2013, where boys attained 76.8 attained L5+ and 37.2% L6+ and girls attained 89.0% L5+ and 62.7% L6+, 2014 saw significantly lower attainment, -12.8% for boys at L5+ and -6.9% at Level 6+; similarly girls attained -14.9% at L5+ and -21.4% for L6+.

As can be seen, girls did significantly worse than in the previous year. Quite why this has happened is not clear, given that secondary schools have been using levels for such a long time and have become so sophisticated at data tracking. One answer to this is that in a growing number of schools the time for Key Stage 3 RE is being significantly diminished and that there is insufficient evidence upon which to base a judgement about a pupils' attainment. This is an issue that SACRE needs to monitor and schools and academies need to be held to account.

Something positive and something causing concern

- It is difficult to see what could be positive from the data in 2014. Evidence shows that there is still an expectation that pupils will be tracked in RE using levels, but that does not seem to have been a spur to better levels of attainment. Similarly, it is not clear how RE departments are being held to account. The most positive has been the engagement of secondary schools with the LTLRE hubs where assessment has been a focus.
- Of greatest concern, something which has been repeated in these reports since 2005, has been pupils' attainment by the end of key stage 3. This is especially true of boys' attainment. In the 2013 report it was noted that at L5+ boys' and girls' attainment was improving and that boys were closing the gap when compared to girls. This appeared to be good until it was compared to attainment at Level 6+ where the gap between boys and girls was widening over time, even though boys were making some gains.

It is clear that there needs to be a radical re-think about RE at Key Stage 3. Notwithstanding the issue of curriculum time the level of challenge expected by the Agreed Syllabus appears to be missing from most RE. This may be linked to secondary schools not taking the Agreed Syllabus seriously enough in the planning and delivery of RE, something noted as far back as 1996 in the Ofsted report on the impact of Agreed Syllabuses on teaching and learning in RE. This will become more crucial in terms of the revised GCSE Religious Studies which focus clearly on the mastering of content.

SACRE's analysis

This year the A Level results were in line with expectation both locally and nationally but it is clear that the FE Colleges did much better than maintained school or academy 6th Forms. That results peaked at Grade C in 6th Forms and there were no A*s continues to cause concern. SACRE will look at a way of bringing 6th Form and FE RS teachers together to see what they can learn from each other and how a post-16 network for Religious Studies might be established.

GCSE Religious Studies has remained problematic and it is recognised that the government's changes brought about from 2010 onwards are having a profound effect on RE generally and GCSE RS specifically. A key issue is that of time. Research indicates that insufficient time is being given to the subject and that this is having a negative impact on standards. SACRE is also aware that schools are increasingly reducing the time that should be given to RE to accommodate other subjects seen to be of more value to the government and Ofsted. This situation needs to change and the publication of the GCSE RS criteria will be key to this. SACRE has argued that GCSE RS needs greater academic credibility and this will require schools and academies to think more carefully about the provision they make for the subject.

Along with A Level primary RE appears to be doing well from the data provided to the local authority. Attainment at L3+ at Key Stage 1 is on the rise, although there are concerns about boys lagging behind. Key Stage 2 has seen real progress over the last three years and this is to be welcomed. Research published as far back as 1996 (Ofsted) showed that the impact of agreed syllabuses on teaching and learning in RE had its greatest impact in the primary phase. This seems to be borne out by the improving picture in Cornwall's community and controlled primary schools and non-denominational academies.

Of greatest concern is RE at Key Stage 3. The provision for RE in some academies has been significantly reduced and the impact is that it is almost impossible to see what pupils have attained. That it is possible to see how this year's Key Stage 3 has underperformed when compared with their end of Key Stage 2 results is truly disturbing. This is a challenge to the governing bodies of these academies. Who is asking the pertinent questions about the provision and outcomes for RE at age 14 and at age 16? This will be a major area for SACRE in 2015.



The end of all human hopes or the beginning?

Management of the SACRE and partnership with the LA and other key stakeholders

Partnership with schools

SACRE has sought to support schools in a number of ways during the academic year 2013 - 2014.

In January SACRE welcomed Professor Linda Woodhead DD, of the University of Lancaster, who delivered the Annual Lecture 2014. Forty-five SACRE members, teachers and others attended the lecture which focussed on the changing nature of religion and belief in Great Britain and the implications for religious education. SACRE was grateful to Professor Woodhead for such a thought provoking and timely lecture.

SACRE has continued to support the Curriculum Kernewek website and ensured that this work was not lost in the most recent Agreed Syllabus review. The Adviser for RE has continued to support schools and academies by producing further planning models that are available through the SACRE website.

SACRE has sent out information to schools about the Farmington Fellowships for RE and packs to support the commemoration of Holocaust Memorial Day. SACRE was pleased that it was able to meet Mrs C Banfield, Farmington Fellow, from Treleigh School at her school as part of its annual training session and hear about her research on progression in primary RE.

Secondary heads of RE have regularly received information promoting events in Cornwall as well as other interesting developments locally and nationally, such as the events at the Truro Theological Society. As part of the initiative to promote scholarship in RE, the Adviser has sent out relevant academic articles to Heads of RE in partnership with the Warwick Religions and Education Research Unit at the University of Warwick on a monthly basis.

During the year SACRE has continued to promote the Learn/Teach/Lead Project for RE supported by the St Luke's College Trust. The RE Adviser has been available to the RE Hubs and ran workshops at the annual conference. The RE Adviser ran sessions on planning RE in the Foundation Phase, assessment in RE and the Agreed Syllabus 2014.

SACRE supported a Heads of RE Conference in 2013 as in previous years. The conference was of no charge for community secondary schools and included input from significant national figures.

As in previous years SACRE enabled a teacher to attend the triennial European Forum for the Teachers of RE in 2013. The Conference was in Malmo, Sweden, during the last week of August. Mrs Heather Wright of Falmouth School attended the conference.

Management of the SACRE and partnership with the LA and other key stakeholders

In the year under report all of SACRE's meetings were quorate and the overall percentage for attendance was as follows:

Committee A: Religious traditions other than the C of E	57%
Committee B: The Church of England	66%
Committee C: Teacher representatives	33%
Committee D: The Local Authority	66%
Co-opted members	66%

The meetings under report were held at County Hall in Truro with one meeting being held at Treleigh School, Redruth. SACRE is grateful to Mrs Helen Collinge, the head teacher, and Mrs C Banfield, RE co-ordinator, for their welcome to SACRE and for making the visit so worthwhile.

Membership and training

SACRE represents a wide variety of views predominantly within the Christian tradition. In the spring of 2007 SACRE reviewed its membership and requested that it be reconstituted by the Cabinet of the County Council. SACRE, working with Legal Services in light of the Education Reform Act 1988 (as amended by the 1993 Education Act), established principles by which a Christian denomination, other than the Church of England, and other religions should be represented in Committee A. The first principle was that of the size of the denomination in Cornwall as represented by worshipping communities. On this basis SACRE requested an increase in the number of Roman Catholic representatives to two and in inclusion of a representative of the Orthodox Churches in Cornwall. No other religious community would warrant membership by the criteria of size alone.

The second principle was that of a worshipping community represented in the current Agreed Syllabus. On this basis a Muslim representative and a Buddhist representative have places in Committee A along with the Jewish Community. In this way SACRE came to represent more faith communities in Cornwall.

An induction programme is in place for new members of SACRE but it has been difficult to make this work in practice during 2014 and as a result will be reviewed. SACRE recognises the importance of ensuring its members can fully participate in its discussions.

Each year SACRE has had a training morning based in a school. This year, as noted above, SACRE visited Treleigh School, Redruth. Members of SACRE had the



opportunity to look at SACREs development plan and planning for progression at Key Stages 1 and 2 based on the Cornwall Agreed Syllabus 2011.

Members were also able to take part in the South West SACREs training in March 2014. Two members of SACRE attended the Conference at Dillington Hall, Somerset.

Professional and financial support

During the year under report SACRE received a budget of £20,000 from the authority. This figure includes the time of the RE Adviser and is a significant reduction from the £45,000 in 2012 – 2013, which did not include adviser time which was additional. SACRE itself stated that there would need to be a reduction of funds available as the Agreed Syllabus was published in March 2013 and the additional monies were there to support the Agreed Syllabus Conference and cover the publishing costs of the syllabus. SACRE has approached the Authority about its budget from April 2015 onwards and the support it can expect to receive.

SACRE also receives the services of a Committee Clerk paid for by the Local Authority. This professional support enables Cornwall SACRE to function effectively.

Partnerships with other key stakeholders

The RE Adviser, on SACRE's behalf, is involved with the Churches Together Cornwall Executive, Cornwall Faiths Forum, the Dor Kemmin Multi-faith Centre Development Group and the Faith Response Group of the Emergency Planning Team as well as the Prevent Board for Cornwall. On behalf of the Leader of Cornwall Council the RE Adviser has worked to engage faith communities in the budget debates leading up to the Council fixing its budget in 2014 and chaired a meeting with church representatives at an event in Bodmin as part of the Council's budget consultations.

The RE Adviser has continued to work with the Cornwall Faith Forum and has supported the Faiths Outreach Team with schools evaluating events for both primary and secondary schools in Cornwall. SACRE also assisted the Dor Kemmyn project by covering the publication costs to promote its work in Cornwall with schools as well as covering some of the costs of the schools work, such those for venues.

The RE Adviser has also been available to groups to promote a public understanding of religious education in Cornwall. He has also formed part of the new clergy induction process in Cornwall for the Diocese of Truro and the Cornwall Methodist District.

The RE Adviser has also been available to parents concerned about religious education in their child's school. Given the lack of capacity in the Department for Education the RE Adviser has been advising parents of children who attend Academies.

SACRE has also worked closely with Churches Together Cornwall (CTC) both with regard to the Barnabas Awards and chaplaincy in schools. SACRE distributed the Thoughts for the Day and the Sacred Space resource to all school in Cornwall. SACRE supports the work of the Churches Together Executive and the CTC Education Group by ensuring the involvement of the Adviser for RE.

Information and advice

SACRE has continued to give advice to schools and in 2009 it launched its own website: www.cornwall.gov.uk/sacre.

This site seeks to be a point of reference for those seeking advice from SACRE both in relation to SACRE and the Agreed Syllabus Conference.

In the section SACRE's RE Advice all current advice is listed. This includes SACRE's reports and advice relating to Teachers of RE in Cornwall LA's secondary schools,

attainment in RE, self-evaluation in RE, the place of creationism and intelligent design in RE teaching, and the contribution that RE can make to a school's duty to promote community cohesion.

As well as this there are also case studies for primary schools on how to promote learning outside the classroom in RE.

SACRE also funded the development of the Curriculum Kernewek website (<http://www.curriculumkernewek.org.uk/>). The website covers all the content in those sections of the Agreed Syllabus that focus specifically on Cornwall. The website not only covers content but also has ideas for teaching and materials to support teaching about religion in Cornwall. SACRE is grateful to Claire White at Azook and her team for the work that they have done to produce such a high quality resource.

All of SACRE's agendas and minutes are available through the Democratic Services website to ensure that there is full access to SACRE's reports to the widest possible audience.



Deep in Cornwall Russian Orthodox Christians meet for worship.



Christians from different traditions working together in Cornwall.

Complaints about religious education in community or schools

The Authority did not receive any complaints about RE in its community or controlled schools in 2014.

Review of the agreed syllabus

The review of the Agreed Syllabus was completed in April 2014. Whilst the previous syllabus review ended in 2011 it was felt by SACRE that a new syllabus be prepared for September 2014 in light of the changes made to the National Curriculum in 2013, with effect from September 2014.

SACRE asked the Conference to produce a 'minimum change model' of syllabus given the work that had previously gone into the 2011 Agreed Syllabus. This request was echoed by the Authority.

The RE Adviser presented a number of possible versions for the Conference as a starting point. The Conference decided not to use the recently published National Curriculum Framework for Religious Education (RE Council 2013). It was felt that this document did not help the process of syllabus revision, that it was over complicated and that it did not model what it was seeking to achieve. SACRE went back to the National Framework for Religious Education (QCA 2004) as a better starting point.

The Conference came to the conclusion that it was not desirable to change the content of the syllabus but to clarify the expectations about pupil knowledge. It also

made it a requirement of the syllabus that secondary schools and academies that adopt the syllabus must study one of the Synoptic Gospels in depth during Key Stage 3. SACRE is considering advice on this aspect of the syllabus to go to all schools and academies.

The major changes came in relation to assessment of attainment and progress in RE. The Level statements were removed from the Agreed Syllabus, although they remain in an Appendix, and advice given on how schools should plan RE as a progressive experience and set clear targets for knowledge and understanding and skills for each year, with each year building on prior attainment and being the basis for future attainment. All schools and academies were sent copies of the syllabus and an up to date copy is available electronically on SACRE's Agreed Syllabus webpage: <http://www.cornwall.gov.uk/education-and-learning/cornwall-learning/advice-and-support/standing-advisory-council-for-religious-education/sacre-agreed-syllabus/>

Collective Worship

It should be noted that SACRE's remit in relation to collective worship relates only to community schools and foundation and trust schools without a religious foundation.

Questions to the Secretary of State

In 2010 SACRE was concerned about collective worship in Academies and Free Schools and was pleased to be informed by the Secretary of State that collective worship must be provided as a result of the funding agreement with these schools. Where those Free Schools and Academies have a religious foundation collective worship would be in accordance with their trust deeds or charter where they were not it would be mainly or wholly of a broadly Christian character. It was not clear what such schools would do if they were to seek a determination.

In 2013 the Chairman of SACRE also wrote to the Secretary of State about the status of Circular 1/94 in light of a paper published by the National Association of SACREs which indicated that the Circular no longer applied to Collective Worship and had been withdrawn. The Secretary of State wrote to SACRE assuring the Chair that Circular 1/94 remains the government's advice on Collective Worship and schools can use that advice as they see fit. In light of this SACRE decided not to review its current guidance.

Practice and provision for collective worship

SACRE has published guidance on collective worship and on pupils' Spiritual, Moral, Social and Cultural Development which can be found at: <http://www.cornwall.gov.uk/default.aspx?page=7817>.

SACRE will continue to develop its advice for community schools and Academies that were former community schools.

Monitoring the provision of collective worship and tackling issues of non-compliance

In light of its summer meeting SACRE has decided to set up a monitoring group to look at the issues of compliance and quality in collective worship. It will also sample schools and academies (non-denominational) to build up a picture of what is happening with collective worship in Cornwall. Given that Ofsted are looking more closely at this issue, in light of the Trojan Horse enquiry, it is felt that SACRE needs a sound base of knowledge so as to ensure that it give appropriate advice to schools in Cornwall.

Determinations

There have been no applications for determinations in the year under report and no formal complaints about collective worship since the last report.



Rt Rev Tim Thornton, Bishop of Truro, speaking to Churches Together, 2014.

Contribution of the SACRE to wider diversity agendas

The representative nature of the SACRE

As indicated above, SACRE recognises its need to reflect the increasing diversity of Cornwall, it is now the case that more than 5% of all pupils are from identified minority ethnic backgrounds; but, there are few cultural or religious organisations to engage with in an area where the population is so geographically spread. Where a religion has no effective infrastructure it is difficult, if not impossible, to engage with it. Even where there is an infrastructure there is not necessarily an easy way to engage faith communities when they have no visible centre or personnel to give dedicated time to dialogue. As reported in 2010 SACRE reviewed its membership to widen the representation of religions in Committee A.

Knowledge and understanding of the local religious, cultural and ethnic minority

SACRE supports the Cornwall Faith Forum and the Dor Kemmyn project. SACRE seeks to work with these and other groups to help inform its work and development. SACRE was pleased that the Faith Forum was able to work with the Agreed Syllabus Conference to assist with its consultation in preparation for the revised agreed syllabus, as noted in the 2011 annual report, and this work was incorporated into the 2014 revision of the syllabus. Similarly, the development of a multi-faith centre for Cornwall is seen to be a positive development for engaging in dialogue and developing an education programme for schools both to support RE and collective worship.

SACRE has published a report on the Census Data from 2011 which looks at the religious make-up of Cornwall. This was published as an appendix to the Agreed Syllabus 2014 so that schools can be better informed about the rich religious diversity to be found in Cornwall.

Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

SACRE recognises that it has a role in promoting social, racial and religious harmony and community cohesion. Given the low numbers of faith communities in Cornwall other than Christian and small numbers of minority ethnic groups it has been difficult for SACRE to engage with specific groups nevertheless the RE Adviser works with the Cornwall Faith Forum and Safer Cornwall's Hate Crime Sub-group and the Prevent Board. In this way SACRE can be informed about the work of these groups. SACRE also recognises that Cornwall is changing and that one of the greatest challenges is the integration of migrant workers.

Whilst the government in 2010 indicated that legislation relating to community cohesion was to go it is clear that this legislation has remained and still applies to schools. Hence, SACRE's guidance on community cohesion is still relevant. SACRE identified what it felt schools should do in terms of RE and collective worship's contribution to this agenda:



Churches are becoming more important as austerity hits the Duchy.

In terms of reviewing RE and collective worship a governing body should be asking the following questions:

- how do these two aspects of school life contribute to community cohesion?
- what difference do RE and collective worship make to a pupil's sense of self and sense of others?
- How is the local community reflected in the scheme of work and the programme for collective worship?
- To what extent does RE and collective worship reflect wider British society?
- Does the presentation of religious traditions other than Christianity focus on them as important to the UK and their contribution to life in Britain or not?
- Is Christianity ever looked at in terms of its global presence and contribution?
- Is there an opportunity for positive encounters with people of faith in terms of the syllabus requirements for Cornwall, either in person or through projects which bring different communities together?

It is hoped that the guidance is having a positive impact and SACRE as the duty to promote community cohesion has remained a statutory duty for all schools, whether local authority or academies.

SACRE has also engaged with the Prevent Agenda and has been keen to see how RE can contribute to the curriculum response to the prevention of violent extremism. The Adviser for RE sits on the Prevent Board for Cornwall and secondary schools from Cornwall have participated in the Act Now resource prepared for the Association of Chief Police Officers (ACPO). SACRE is aware that this is a sensitive issue and will continue to receive reports on the work of Prevent Board during 2015.

Links to local authority initiatives promoting diversity

SACRE has supported the work of the Faith Forum, as noted above, provided links for schools to access local resources that promote diversity. SACRE also supported an event for pupils on the Roseland as mentioned above.

As noted SACRE is pleased to note the further development of plans for an inter-faith centre for Cornwall. The centre will be called Dor Kemmyn (Common Ground) and will provide a community

education centre, supporting schools, and a place where people of diverse faith can meet to learn about each other and from each other. It is also planned that Dor Kemmyn will also have an outreach programme so that all in Cornwall can benefit from its work.

Summary

Cornwall SACRE has been busy in 2014, as can be seen in the report. SACRE has continued to engage with the government on issues relating to religious education in schools and Academies. SACRE was pleased to hear that the Secretary of State admitted that he had got it wrong about RE when speaking to the Bishops of the Church of England on 3rd July, 2013. The question remains, though, what is new Secretary of State prepared to do to ensure the future of RE as an entitlement for all pupils in maintained schools, Academies and Free Schools. It certainly appears that the 'unintended consequences' of Mr Gove's reforms are having a real impact on Secondary RE in Cornwall and this is a significant issue for SACRE.

SACRE also welcomed the Ofsted report: Religious Education: realising the potential, published in October 2013 and the guidance to inspectors that followed it to ensure that all state funded secondary school, of what ever legal status, have to provide meaningful RE at Key Stage 3 and Key Stage 4. This is a step in the right direction. It was also pleased to see the Cornwall Agreed Syllabus was mentioned positively in the research: Does RE Work? In fact the Conference decided to provide a suggested reading list for all wishing to improve their knowledge in RE as an academic subject in its own right.

SACRE is naturally concerned about its own future, given the budget savings that have to be made by the Council. SACRE is confident, though, that it will be supported fully in its work as a statutory body appointed by the Council.



Recommitting to the ecumenical vision for Cornwall signed in 2013.

Membership of SACRE 2014

Group A - Church Representatives (Other Churches)

Mrs L P Chandler (Religious Society of Friends)
Rev M Caddick (Baptist Church)
Rev M Coles (Independent Churches)
Rev J M C Willcock (Methodist)
Mrs B Rockley (Jewish Community)
Mrs M Biscoe (Roman Catholic Church)
Father Raphael Hawkes (Orthodox Churches)
Cpt Bernard Stevenson (Salvation Army)
Ms S Muir (Buddhist Community)
Mr David Peters (Methodist)

Group B - Church of England

Mrs J Thomas
Mark Andrew Dearden
Mrs Irene Pooley

Group C - Teacher Representatives

Michael Heron (NUT)
Ms Anna Corbett (CARE)
Sue Wilcock (CAPH)
Mr D Parker (CASH)
Mark Weir (NAHT)
Mrs E Wells (ATL)

Group D - Local Authority Representatives

Hilary Frank (Liberal Democrat)
Loic Rich (Independent)
Cornelius Olivier (Labour)
Loveday Jenkin (Mebyon Kernow)

Co-opted

Mr D Firth (Cornwall Humanist)



Rising above the town the church proclaims another reality.



The link between nature, religion and spirituality is a key focus for RE.

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