

The Surrey
Standing Advisory Council
on
Religious Education



Annual Report
Academic Year 2018-19

March 2020

INTRODUCTION by the Chairman

I am delighted to present this annual report of Surrey SACRE for the year 2018-19. There have been significant changes this year and our work continues to develop apace. Even through the change from Babcock 4S to the Diocese of Guildford in administering the contract, we have been consistently supported by our RE adviser, Rachel Boxer, and to her particularly, I am so grateful.

I am equally grateful to all the officers and members of SACRE to the hours of work behind the scenes to support our activities in Surrey.

Although this report is about the last academic year, I would like to say that this forthcoming year we are producing a development plan which will guide our work in the future. More of this next year!

I would like to thank all teachers, governors and other staff within schools for their hard work to educate our children and young people and from the evidence we have gathered this year, through our partnering visits, well done indeed to RE leaders in supporting all staff to implement the Agreed Syllabus in our maintained schools.

I hope you find this report informative and helpful.

Kay Hammond
Chair of Surrey SACRE

March 2020

SACRE Contract – Professional Adviser and Administrative Support

As mentioned above, during this academic year, Surrey SACRE underwent some significant changes as Babcock 4S stepped down from their role as the strategic partner for Surrey County Council, and the 2-year contract (2019-2021) for the management of resources for Surrey SACRE went out to tender.

The Diocese of Guildford won the contract, ensuring continuity and stability for the SACRE and its work and consistency of advisory support. It should be clarified that the role of the Diocese of Guildford only relates to the management of the contract on behalf of the local authority and so will not have any additional influence over the work of the SACRE which remains the statutory responsibility of the local authority.

SACRE will continue to report progress on its actions to the local authority through the new commissioning officer, Mary Burguieres, and the new contract manager, Mr Alex Tear, Diocesan Director of Education.

List of organisations to which SACRE's Annual Report has been sent:

Copies of the SACRE Annual Report are distributed to all maintained schools in the County with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE, Surrey County Council, nominating bodies represented by SACRE members, and the Department for Education.

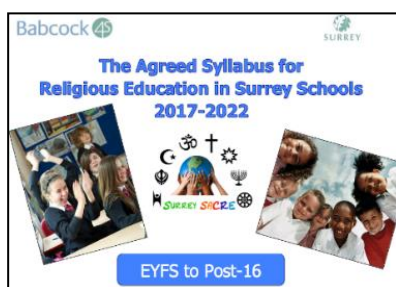
I. RELIGIOUS EDUCATION

Much of SACRE's work this year has been in continuing to support schools using the revised Agreed Syllabus for Surrey (2017-2022) and has included visits by SACRE members to five primary schools which nominated themselves for a review of their RE provision. These visits were very much partnering opportunities of benefit to the schools and enabling SACRE to reflect on how the Agreed Syllabus has been received and is improving schools' practice in RE. The main findings of these visits are outlined in section 1.3 and have demonstrated to SACRE the significance of the changes that were made to the Agreed Syllabus during its review of ways to improve pupils' experiences in RE. At KS4, GCSE reforms have resulted in more challenging RS course specifications, which now require that pupils study Christianity and one other religion in much greater depth. An analysis of 2019's exam results is included within this Annual Report.

The most recent significant change in the national landscape is the way in which Ofsted is now inspecting schools, especially under the new inspection heading '**Quality of Education**', which now expects schools to frame all subjects within the curriculum in terms of **Intent, Implementation and Impact**. This revised framework was published in May 2019 and came into force in September 2019. We also welcome to the SACRE new Baptist, Buddhist and Baha'i members, two new teachers to Group C and a new clerk, Kate Woodhouse, who, as a former Surrey headteacher, brings a breadth of experience to this crucial role.

Surrey SACRE also has a brand new web-presence, which can be accessed [here](#). All of the information, materials and resources that were hosted by Babcock 4S can now also be found on this site, which is now managed and updated by the Diocese of Guildford as part of this new contract. There is also a [SACRE page](#) on Surrey County Council's website.

1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2017-2022)



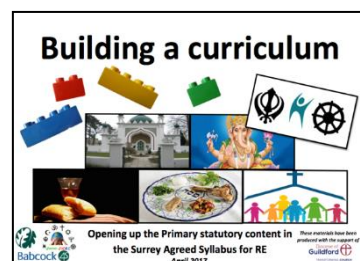
The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status (aided schools, of course, follow their relevant Diocesan Guidelines). Academies and free schools without a religious character may also use an agreed syllabus, and Surrey's Agreed Syllabus is available to them, enabling all schools which choose to use it to fulfil their statutory duty to provide RE for all pupils.

Surrey SACRE makes it clear to schools that its Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that **RE continues to be a statutory entitlement for all registered pupils in all schools** (including

academies), in addition to the National Curriculum.

The revised Surrey Agreed Syllabus (2017-2022) is now located in its own area on the Diocesan website, along with all the support resources and key guidance documents, and can be accessed using [this link](#). These resources will be regularly added to and updated, and from here, schools can also access the portal for booking onto the Surrey Primary RE networks for subject leaders. As a statutory part of Surrey County Council, there is also information about Surrey SACRE on [SCC's website](#).

Ofsted has recently reported on non-compliance in RE, branding 'inadequate' any RE curriculum where pupils do not receive their full entitlement to RE, or where the syllabus in use does not meet the requirements of the 1988 ERA. It should also be noted by schools that Ofsted now has specific requirements in regard to curriculum information which must be published on school websites, including RE as part of the statutory curriculum for all pupils and Ofsted now expects to see details of RE curriculum information as it relates to each year group. SACRE wrote to all schools in October 2018 reminding them of this requirement and providing some good practice examples. A copy of this advice can be found on [SACRE's main webpage](#), in the 'Resources' section, along with other key documents and guidance.



As a result of these requirements, during 2018-19, SACRE undertook a scrutiny of Surrey school websites to identify areas of weakness in schools' RE provision. Initial contact was via an article in the SCC bulletin, followed later on in the year by direct contact with a number of schools which appeared from the information on their websites to be using the wrong syllabus for their RE – or worse, to be offering no RE at all. Encouragingly, of the 61 Primary schools whose websites were reviewed during the year, 46 are now fully compliant with Ofsted's requirements, 19 of them

acting on advice from SACRE. This contact has also generated positive interest in SACRE's partnering visits, which were offered as a resource for schools alongside recommendations for school websites in regard to their RE curriculum. SACRE is continuing with this oversight into 2019-20.

Academies:

Currently, of all the secondary schools in Surrey, there are only seven which have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE), NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area. Surrey SACRE is currently considering how best to support any academies using its Agreed Syllabus which make contact in regard to their RE provision, given its relatively limited resources.

As one way of keeping SACRE up-to-date with the issues facing academies in regard to RE, SACRE has welcomed its first academy representative, Gemma Papworth, onto Group C (Teachers). Gemma is an experienced RE Head of Department who has a long-standing commitment to RE in Surrey, having been involved in the writing of the 2012 Agreed Syllabus. She currently has a strategic position as an SLE within her academy chain and has been working across both primary and secondary schools within the GLF Multi-Academy Trust to consolidate and support its RE provision, which is based on the Surrey Agreed Syllabus.

1.2 Standards in RE

No subject inspections of RE by Ofsted took place in Surrey during the year 2018-19. The changes to the ways in which Ofsted inspects schools since September 2019 may well generate the need for more advice and support from SACRE as schools using its Agreed Syllabus must ensure that they understand and can articulate the **intent** of the RE curriculum in the Surrey Agreed Syllabus, to **implement** the syllabus in ways that meet statutory requirements, as well as being creative and age-appropriate, and also to reflect on the **impact** of the RE that is being taught in classrooms as part of pupils' entitlement to a broad and balanced curriculum. A SACRE **partnering** visit provides schools with the ideal opportunity to **rehearse** this.



There is already evidence of Ofsted conducting **deep dives** into individual subject areas including RE, as well as reflecting on pupils' understanding of 'life in modern Britain' within their school's SMSC provision, which includes Fundamental British Values.

As previously mentioned, inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders, and will explore:

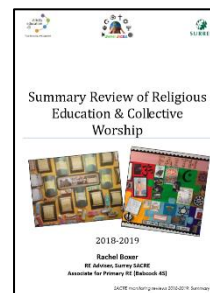
- *whether leaders are following the national curriculum and basic curriculum [which includes religious education] or, in academies, a curriculum of similar breadth and ambition;*
- *how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills;*
- *how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points;*
- *how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.*

Within Surrey, discussions at Primary level about **expected attainment** have been continuing through regular RE Subject Leader Networks, so that future revisions of the syllabus can benefit from the very good practice at ground level. As schools now have more control over the assessment arrangements, it is now much more difficult to determine what formative/ongoing? assessment in RE should look like because of the wide range of different practices reflecting schools' own assessment systems. There are, however, outlined within each section of the Agreed Syllabus, clear expectations of pupil attainment, at the end of each phase and within each unit, and also throughout the support materials which accompany the syllabus. Schools are encouraged to use these statements to help them assess the progress of their pupils.

One aim of the Agreed Syllabus review was to design an RE curriculum which created opportunities for pupils to achieve greater depth of understanding, following the approach that it is better to embed the cross-curricular skills that lie at the heart of quality RE learning than it is to skim across the surface of vast amounts of knowledge. The partnering visits which SACRE has undertaken during 2018-19 have confirmed how well the curriculum is being implemented, and how successful this enquiry process has been in scaffolding learning for pupils and supporting deeper understanding and engagement in RE.

1.3 SACRE Partnering Visits – 2018-19

During this academic year, the Local Authority, through SACRE, commissioned a sub-committee of its members to visit five primary schools which use the Agreed Syllabus, in order to establish how the revised syllabus has been received by schools, how it is being used and what impact it has had on pupils' learning in RE. Schools across Surrey were contacted and asked to nominate themselves for a visit arranged at the school's convenience. Each visit included two part-lesson observations, discussions with the RE subject leader and school leadership, an audit of pupil work and an observation of an act of Collective Worship. The full report based on these visits can be accessed on [SACRE's webpages](#), but in summary, the following conclusions were drawn by the group from the evidence of the visits and comments from subject leaders, teachers and headteachers.



In the best practice we observed, teachers:

- made good use of the enquiry cycle of learning and the support materials in the agreed syllabus
- allowed pupils plenty of time to talk, listen to each other, ask questions and make links in their learning;
- used a variety of resources e.g. artefacts, video clips, photographs etc.;
- challenged pupils' thinking and deepened their understanding through skilful, targeted questioning;
- demonstrated pupils' abilities to reason, in an age-appropriate way;
- created a safe space for pupils to talk about, and be accepted for, their own beliefs as well as learn about the beliefs of others;
- celebrated the diversity present within the school community;
- were confident enough to allow pupils to lead the learning, and were not afraid to say 'I don't know, but let's find out together....';
- gave RE its statutory space as part of a broad and balanced school curriculum;
- crafted fully inclusive collective worship, which allowed pupils of all faiths or beliefs space in the busy day to reflect.

There were also a number of conclusions that this SACRE sub-committee drew about some possible actions for the year ahead:

- to organise some twilight CPD visits to places of worship for staff / subject leaders, led by SACRE's adviser in partnership with members of SACRE Groups A & B. These could be joint ventures with Diocesan subject leaders, which would have a wider impact on RE across the whole county;
- to extend the role of the Speakers' Forum group in enhancing primary learning in RE, similar to what already happens in secondary schools, but to support specific units of work and create opportunities for pupils to engage with members of belief communities;
- to provide guidance for schools in relation to assessment in RE. This could be a partnership opportunity between members of SACRE Group C and a working party of subject leaders from the Surrey RE networks, benefitting both groups, and would directly feed into the review of the Agreed Syllabus in 2021-22.

1.4 Religious Studies Examinations:

It remains SACRE's recommendation in the Agreed Syllabus that all secondary pupils follow the full RE GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4. If there are pupils who are not taking (or have already taken) an RS GCSE, the teaching of RE still remains **statutory** at KS4 and it should be published on schools' websites how this is being provided.

Ofsted makes use of school website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, which promotes fundamental British Values and includes RE.

In similar manner, Surrey SACRE recognises the importance of data as a means of identifying trends in exam results, and of monitoring standards in RS across Surrey's schools, and aims to use the 2019 GCSE data to establish any apparent non-compliance of Surrey schools in their statutory duty to provide RE for all pupils, or in providing RE that does not follow the remit of an agreed syllabus in reflecting that the religious traditions in Great Britain are, in the main, Christian but taking account of the teaching and practices of the other principal religions and beliefs represented.

It should be noted that NASACRE states that it is within a SACRE’s duty to report non-compliance in RE to the Department for Education, quoting former education minister Nick Gibb:

“The Secretary of State for Education has a range of powers to ensure schools comply with their statutory obligations. The exact powers used will depend on the nature of the statutory duty in question and the potential impact of any failure to comply. The powers used could include a direction under 497 of the Education Act 1996, a performance and standards warning notice under the Education and Inspections Act 2006 and a referral to Ofsted for an inspection. Where academies are subject to the same statutory duties as maintained schools, the Secretary of State for Education has powers to enforce compliance via the terms of the funding agreement.”

SACRE will be using school website and examination data to identify secondary schools that would seem to be non-compliant in regard to all pupils’ entitlement to receive statutory RE and writing to these schools to invite them to clarify their position. Schools will be given a timeframe in which to respond, after which a communication will be sent to the Department of Education or, for academies, to the Secretary of State for education.




Religious Studies GCSE Results for 2019:

Given the changes to the KS4 examination grading in RS from Summer 2018, there are, at this point only two-year’s worth of such results for comparison. However, an attempt to identify general trends using pre-2018 data follows and although the DfE has said it is not strictly possible to compare the ‘old’ with the ‘new’ grading structure, an attempt has been made below to draw broad outlines:

‘Old’ GCSE grades	A*		A	B		C	D	E	F	G	U
New GCSE grades	9	8	7	6	5 strong pass	4 standard pass	3	2	1	U	U

In Surrey, in 2019, 64.7% of the total number of KS4 pupils on roll were entered for either the Full course or Short course for GCSE Religious Studies, a further drop on previous years’ entries: 55.5% of total entries were for Full course (compared with 38.8% nationally), and 9.2% for Short course (compared to 3.4% nationally). Although Surrey figures compare well to the national figure (42.2%), this still means that there are 35.3% of pupils (a total of 3669) not being entered for GCSE and quite possibly not receiving their statutory entitlement to RE. As a result of this data scrutiny, SACRE will be reviewing information about RE on schools’ websites and contacting any that would seem to be not delivering pupils’ entitlement to RE. The breakdown of results across these two examinations follows below.

Full Course GCSE Religious Studies:

	Full course 2016	Full course 2017	Full course 2018	Full course 2019
NOR (Number on roll)	10,407	10,073	9841	10,388 
Total no. of entries	6801 (65.5% of NOR)	6277 (62.3% of NOR)	5413 (55% of NOR)	5766 (58.5% of NOR) 
Total passes (A*-C / 9-4)	71.4%	71.7%	69.9%	68.9% 

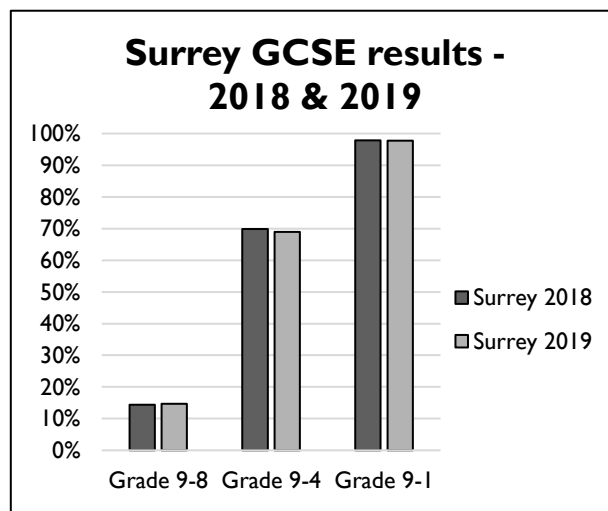
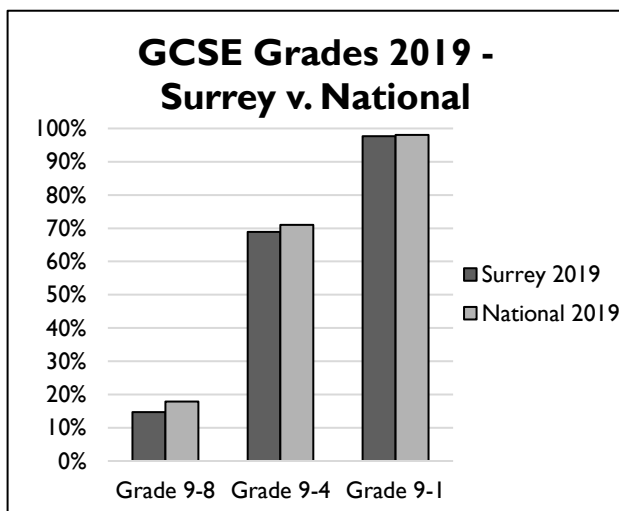
In total, the number of pupils entered for RS Full course GCSE has increased on the previous year’s entrants, and continues to be significantly above the national percentage of entries compared with the number of pupils on roll. 849 pupils (14.7% of the total number of entrants) across the county’s schools achieved the top two gradings (9&8), a small increase on last year’s percentage, but below the national equivalents. One school (Cobham Free School) had a single pupil awarded an old-style GCSE grading, an anomaly as yet to be investigated, and data which has not been combined with the 9-1 graded data. Surrey’s grades are still slightly below national figures. From the data analysed, it would certainly seem to be the case that it is now much harder for students to gain the highest grades than before.

Full Course GCSE Results with National Comparators – previous years, ‘old’ gradings:

	National				Surrey			
	Entries	A*-A	A*-C	A*-G	Entries	A*-A	A*-C	A*-G
2016	252,022	27.9%	70.2%	97.7%	6801	29.7%	71.4%	97.7%
2017	248,210	27.4%	70%	97.9%	6277	29.5%	71.8%	98.2%

Full Course GCSE Results with National Comparators – 2018 & 2019, 9-1 gradings:

	National				Surrey			
	Entries	9-8	9-4	9-1	Entries	9-8	9-4	9-1
2018	201,390 (38.5%)	15.6%	70.2%	97.9%	5413 (55%)	14.4%	69.9%	97.8%
2019	210,810 (38.8%)	17.9%	71%	98.1%	5766 (58.5%)	14.7% ↑	68.9% ↓	97.7% ↓



Short Course GCSE Religious Studies:

15 secondary schools across Surrey entered pupils for the short course GCSE – a decrease in numbers from the previous year. The 2019 results are also compared with previous years' data, although 2017 uses the A*-G grading. Two thirds of schools were still using the 'old' gradings in 2018, so data has been combined to show total passes. This year, only one centre, Godalming College, had 2 pupils awarded 'old' style GCSE gradings, another anomaly as yet to be investigated.

	Short course 2017	Short course 2018	Short course 2019
Total entries	1420	1336	953
% of NOR entered for a short course	14.1%	13.6%	9.2%
Total passes	73.1% (1038 pupils)	51% (684 pupils)	71.2% (679 pupils)

AS Grades in Religious Studies:

A total of 121 pupils in Surrey were entered for **AS Level Religious Studies** in KS5, a significant decrease on the previous year's figures. There was a small drop in A grades and A-E passes, but an increase in A-B grades by comparison with 2018 figures. Surrey grades were still above national averages.

	Entries	A	A-B	A-E
Surrey 2017	292	62 (21.2%)	127 (43.5%)	266 (91%)
Surrey 2018	373	73 (18.6%)	157 (42%)	338 (90.6%)
Surrey 2019	121 ↓	21 (17.4%) ↓	54 (44.6%) ↑	108 (89.3%) ↓
National 2017	13910	3125 (22.5%)	6507 (46.8%)	12975 (93.3%)
National 2018	15590	2588 (16.6%)	5581 (35.8%)	13517 (86.7%)
National 2019	7180 ↓	1185 (16.5%) ↓	2585 (36%) ↑	6290 (87.6%) ↑

A Level Grades in Religious Studies:

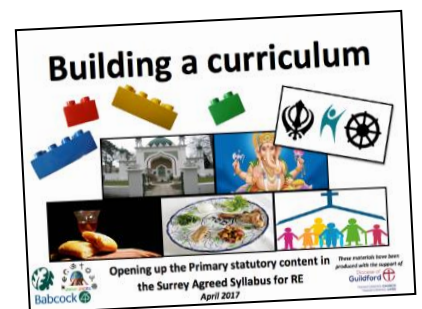
At **A Level**, a total of Surrey 182 pupils were entered, a decrease of 50 students on the 2018 figures. Surrey's data shows a drop across all boundaries compared to 2018's figures. Although still failing to match the percentage of A* students nationally, the percentage of Surrey students being awarded the top grades (A*-B) are still above national equivalents.

	Number of entries	A*	A*-A	A*-B	A*-E
Surrey 2017	229	8 (3.5%)	52 (22.7%)	127 (55.5)	227 (99.1%)
Surrey 2018	232	16 (6.9%)	61 (26.3%)	121 (52.2%)	227 (97.8%)
Surrey 2019	182	5 (2.7%) ↓	45 (24.7%) ↓	93 (51.1%) ↓	177 (97.3%) ↓
National 2017	21289	5.7%	24.2%	54.9%	98.4%
National 2018	16490	4.7%	23%	52.3%	98%
National 2019	15980	4.4%	21.7%	50%	97.9%

1.5. Methods of Teaching, Choice of Materials and Teacher Training



Alongside the publication of the Surrey Agreed Syllabus in 2017, Surrey SACRE also produced **support materials** to complement the Agreed Syllabus which are being well-used by schools. These are in place for each unit within the Primary phase, and for selected units within KS3. These materials follow an enquiry-based approach to learning. Primary schools can also download the **'Building a Curriculum'** booklet, which outlines some of the 'big ideas' in the religions studied, and explains how the units within the Primary sections of the syllabus build on and connect with one another to help pupils make links within their learning. The complete syllabus and the accompanying support materials can be found on the [Agreed Syllabus pages](#) of Surrey SACRE's website.



The enquiry cycle of learning within the syllabus follows the pattern of **engage → enquire & explore → evaluate → express** and promotes opportunities both for more creative responses to the subject matter and for pupils to practise cross-curricular skills. Feedback from the RE Subject Leaders who attend the Surrey RE networks would suggest that this approach continues to have positive effects both on pupils' (and teachers'!) experiences of RE and on their capacity for deeper learning. Evidence gathered from SACRE's partnering visits also supports this.

RE Training:

RE training for teachers offered by Surrey SACRE during 2018-19 has included a full day course as part of the Surrey South Farnham SCITT programme, repeated for up to 40 students at each session, in three locations. Part of the day included an introduction to Collective Worship as part of pupils' spiritual, moral, social and cultural development. For many trainee teachers' this is the only input that they receive to equip them to teach RE and to think about the contribution of Collective Worship / assemblies to the development of the whole child and as part of the 'Fundamental British Values' agenda.

A training session for new RE subject leaders was offered as part of Babcock 4S's CPD events, aiming to give teachers an understanding of the statutory role of RE within Primary schools, including its contribution to SMSC and British Values, an appreciation of the 'big ideas' in the RE curriculum, an insight into what good teaching and learning and expected attainment in RE looks like and enabling subject leaders to understand their role in leading and managing RE. It is expected that this training will be repeated during the Autumn term of each new academic year.

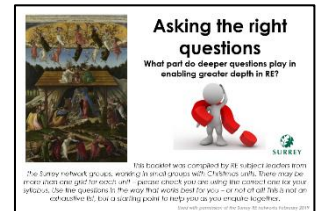
Surrey Primary RE Network Groups:



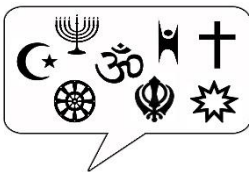
The well-established Surrey Primary RE Network Groups for Subject Leaders met termly during 2018-19 in three different schools, and are now easily booked through the Diocesan training portal: <https://gdbeonline.org/courses>. These networks have continued to be well-attended, by approximately 50 RE subject leaders. Since Summer 2019, these networks have been facilitated by the Diocese of Guildford rather than Babcock 4S, are run by Rachel Boxer, also RE Adviser for Surrey SACRE, providing some valuable overlap with the schools, and continue to follow the same successful format.

During the academic year 2018-19 focuses for the Surrey Primary RE Network Groups were:

- in the Autumn term, **Assessment in RE**, considering progress and attainment in RE using the Agreed Syllabus and how assessment practice in other subjects can inform what happens in RE. Subject leaders looked at work samples to consider the issues when using pupils' written work for evidence and analysed clips of a lesson to reflect on how pupils' talk benefits teacher understanding of progress;
- in the Spring term, building on the Autumn, the session considered what '**Greater Depth**' looks like for different ages and stages of pupils. Subject leaders unpicked and discussed how different taxonomies (Blooms' revised & SOLO) defined 'greater depth' and used this to write some key questions to support teaching and learning in the Agreed Syllabus, particularly in relation to the Christmas units for each year group in readiness for trialling in the Autumn term;
- in the Summer term, the session focused on **Monitoring in RE** and shared good practice from our own schools, as well as considering practical ways to be an effective subject leader without adding significantly to teacher workload. We also considered what impact the proposed changes to the Ofsted Inspection Framework might have for subject leaders of RE – and how the Agreed Syllabus resources can help schools to articulate curriculum **Intent, Impact and Implementation**.



Speakers' Forum:



This year, Surrey SACRE's '**Speakers' Forum**' venture continued to build on its successes of last year, supporting (for the 4th year running) an Interfaith Day for sixth form students at Gordon's School, Bisley in July 2019. The group of five speakers operated a carousel system allowing small groups of three or four students to speak to each of the visitors about their faith over the course of the session. In feedback from previous years, the opportunity to talk directly with others of differing faiths was what students found valuable

and enjoyable. Within the discussions, speakers were able to comment on ethical and philosophical matters and respond to individual students' questions.

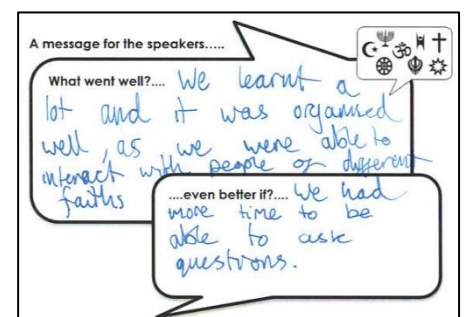


The Speakers Forum group also visited **George Abbot School, Guildford**, for a second year during Interfaith Week, November 2018, working with Year 9 & 10 students. This was a more interactive session including a student-led impromptu Q&A session, which stimulated some very vibrant discussion. The vast majority of student feedback expressed how much they had benefitted from the visitors' input and how there was a need for 'more time'! Following on from this positive feedback, George Abbot School has

quickly requested a third session from Speakers Forum for Interfaith Week 2019.

SACRE is currently considering how it might respond to increasing demands for the kind of support which Speakers' Forum provides, including some invitations from the Primary phase. For example, representatives from SACRE visited **Walton Oak School** to talk about interfaith support for the school, and thanks to our Sikh member, were able to organise a visit for pupils to a gurdwara in Southall.

Any school interested in a visit from the **Speakers' Forum** group should email Kate Woodhouse, Clerk to SACRE, at: kate.woodhouse@cofeguildford.org.uk



Other Guidance and Support:

During the past academic year, SACRE has received several communications from schools in relation to RE provision in the agreed syllabus, as well as for interfaith speakers and for SACRE partnering visits. The RE adviser, to whom these queries were sent, ensured an appropriate outcome for all emails and phone calls.

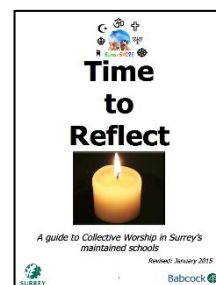
1.6 Complaints Concerning RE

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Surrey schools.

2. COLLECTIVE WORSHIP

As part of Surrey SACRE's monitoring role, the five partnering visits have provided a valuable 'window' into schools' arrangements for Collective Worship. The quality of Collective Worship was reviewed in each of the primary schools visited, and provision was seen to be variable, reflecting the journey of each school's understanding of the nature and purpose of Collective Worship. It was clearly a real strength in two of the five schools, as the staff were able to articulate how crucial this small portion of the day is in forming a cohesive school community, united around shared values. It is perhaps interesting to note that both of these schools are places where people's differing beliefs which, for many pupils are a significant part of their lives outside of the school, are openly talked about. Although prayer was only a visible part of two schools' assemblies, the majority gave pupils the opportunity to be still and quietly reflect on their responses to the focus.

Although not the definitive document on Collective Worship, schools visited during the partnering reviews during 2018-19 were encouraged to read Surrey SACRE's Guidance on Collective Worship in community schools, '**Time to Reflect**' (March 2015). This document outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. Whilst the mandate for Collective Worship is for this to be "wholly or mainly of a broadly Christian character" may, to many, seem narrow, it does in fact allow schools a wide scope for the variety and breadth of approach to reflect the religious and non-religious traditions of those who form a part of their school community. Ofsted continues to confirm the value of Collective Worship as part of schools' SMSC provision in its current Education Inspection Framework. Surrey SACRE believes that '**Time to Reflect**' can help schools, parents and governors to fully understand (and meet) the legal requirements for Collective Worship. This guidance can be viewed and downloaded from the [SACRE's webpages](#) and will be reviewed during 2020.



2.1. Determinations

No Surrey maintained schools currently have determinations in regard to Collective Worship. The two academies whose determinations were due for renewal during the previous academic year have been contacted previously to inform them that they will have to apply to the EFA for any future determinations.

2.2. Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Surrey schools.

3. GENERAL

3.1. Links with Other Agencies – National

Surrey SACRE is a member of NASACRE (National Association of SACREs) and a representative attends national meetings. A representative also attends any regional meetings for SACRE. Surrey SACRE's adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants) and attends regional and national meetings whenever possible.

3.2. The Role of the Governing Body

The role of the Governing Body in monitoring coverage of the Agreed Syllabus is critical for its successful implementation. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE. There is now an information leaflet for governors about SACRE and its work. This can be found in the section [‘SACRE support for Surrey schools’](#) on the SACRE website (currently under development).

3.3. Contacts

If you have any issues which you would like to raise with Surrey SACRE, please contact Kay Hammond, Chair, Rachel Boxer, Associate RE Consultant, and Adviser to SACRE via Kate Woodhouse, Clerk to SACRE, by email at: kate.woodhouse@cofeguildford.org.uk

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Appendix I: SACRE Membership (as at March 2020)

Chairman Kay Hammond (SCC) *elected Oct 2017*
Vice-Chair Sarah Harris

Committee A: Other Faiths and Beliefs (12 members, 2 vacancies)

Jennie Johnson (Group Chair)	Humanists UK
Rev Allan Taylor	Methodist
Vacancy	United Reformed Church
Rosslyn Doney	Baptist
Vacancy	Society of Friends
Peter Ward	Roman Catholic, Diocese of Westminster
Sarah Feist	Roman Catholic, Diocese of Arundel and Brighton
Rajendra Pandya	Hindu
Inderjeet Singh Rehncy	Sikh
Kauser Akhtar	Muslim
Sarah Harris	Jewish
Rana Mutsuddi	Buddhist (<i>elected June 2019</i>)
Simon Mortimore	Baha'i

Committee B – The Church of England (3 members, 1 vacancy)

Jane Whittington (Group Chair)	Diocese of Guildford
Shaun Burns	Diocese of Southwark
Canon Peter Bruinvels	Diocese of Guildford
Vacancy	Diocese of London

Committee C – Teachers (6 members, 0 vacancy)

Deborah Drury (Group Chair)	NEU (National Education Union, <i>formerly NUT & ATL</i>)
Lee Herdman	NAHT (<i>resigned September 2019</i>)
Liz Esdon	NASUWT
Genevieve Rose	Secondary teacher representative
Gemma Savill	Primary teacher representative (<i>elected Oct 19</i>)
Gemma Papworth	Secondary & Academies rep (<i>elected June 19</i>)

Committee D – Local Authority (3 members, 2 vacancies)

Cllr Keith Taylor (Group Chair)	SCC Member
Cllr Mike Goodman	SCC Member
Cllr Fiona White	SCC member (<i>resigned September 2019</i>)
Vacancy x2	

Officers in Attendance

Rachel Boxer (Adviser)	Associate Consultant for Primary RE, Surrey SACRE & Guildford Diocese
Mary Suphi	Clerk to SACRE Strictly Education 4S (<i>to March 2019</i>)
Kate Woodhouse	Clerk to SACRE (<i>from March 2019</i>)
Melanie Harris	Commissioning Officer, SCC (<i>retired May 2019</i>)
Mary Burguieres	Commissioning Officer, SCC (<i>from Summer 2019</i>)

2018-19 Member Attendance at SACRE meetings (excluding Officers):

	October 17th 2018	March 20th 2019	June 19th 2019
Group A (11/ 12*) <i>*from June 2018</i>	7	10	8
Group B (3)	3	2	1
Group C (6)	5	2	2
Group D (3)	2	2	2
% Average:	70%	67%	54%