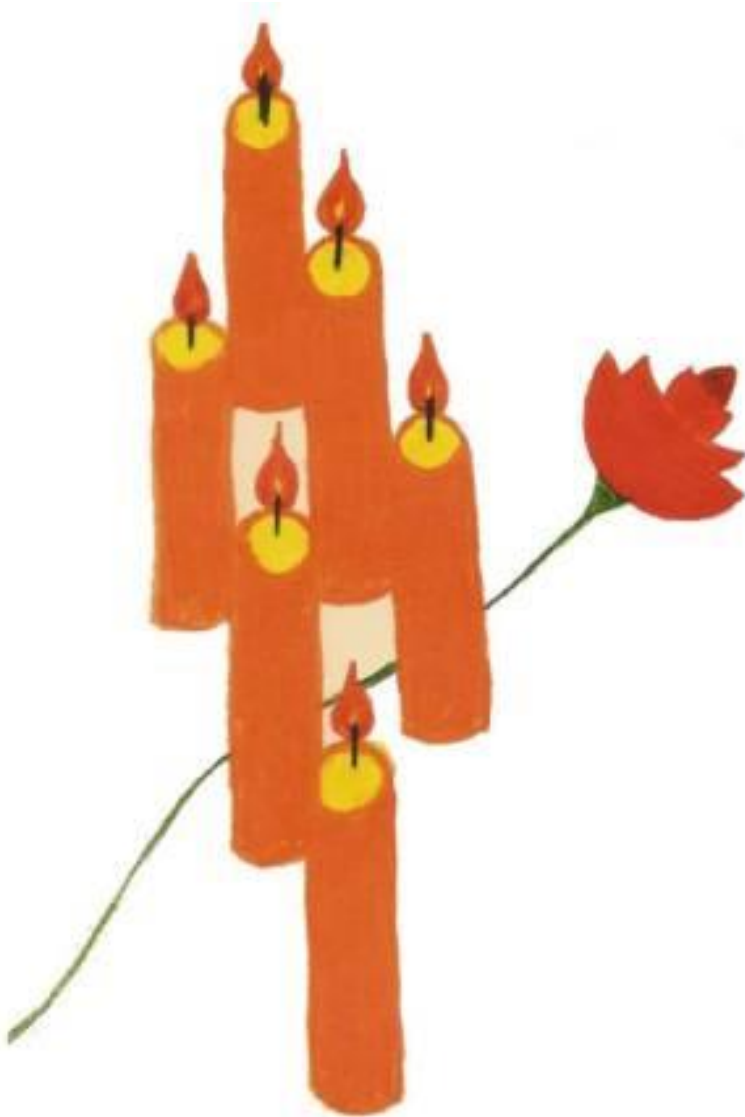


North Somerset  
Standing Advisory  
Council on  
Religious  
Education (SACRE)

20th Annual  
Report  
2015 – 2016



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## **FOREWORD**

**North Somerset has a new Chair of SACRE – the foreword has yet to be completed**

## **1 STANDARDS AND QUALITY OF RELIGIOUS EDUCATION (RE) PROVISION IN NORTH SOMERSET SCHOOLS**

SACRE monitors and evaluates the quality of teaching and learning in religious education, through analysis of examination results, discussions with teachers and visits to schools by the Associate Adviser for RE and other school improvement service advisers.

During the year this work was further promoted at termly cluster and network subject meetings as well as various conferences for Continuing Professional Development (CPD) as indicated in this report.

SACRE was pleased to support two schools in applying for the RE Quality Mark and was delighted to hear that *Trinity Anglican Methodist Primary School* had received a Gold Award and *Worle Village Primary School* had received a Silver Award. The diocese of Bath & Wells and SACRE had each contributed £200 towards the assessment of these schools.

### **(a) Evidence from School Self-evaluation in RE**

In order for SACRE to gain such information about RE and collective worship in North Somerset schools, SACRE has begun to send a short survey to a proportion of schools on a rotational basis each year.

In 2015, the first complete cycle of SACRE questionnaires was completed. All 74 North Somerset primary, secondary and special schools have had at least one opportunity to complete the survey. At the time of writing, replies had been received from 26 of these schools (35%). These responses were from two community infant schools, one community first school, six community primary schools, five voluntary controlled primary schools, five voluntary aided primary schools, one church primary academy, two community secondary schools and four secondary academies. All but three of these were providing an average of at least 50 minutes of RE on the timetable each week. In terms of a budget for RE, seven schools said that they had no budget but could request money as needed, seven provided at least £1.50 per pupil for RE resources and only one less than 50p.

In 2016 surveys were sent to a sample of schools and at the time of writing 3 replies were submitted - two schools (both CofE VC schools) reported that no pupils were being withdrawn from *any* of RE by their parents, and only one school (a CofE VC primary) reported that two pupils were being withdrawn from *part* of the RE programme (the study of festivals)

All three of the schools reported above average levels of attainment in RE. In terms of the standard of progress and learning in RE, all three schools reported that standards were good.

All three schools had an RE leader in place but there was a very mixed picture of continuing professional development (CPD) with 1 of the schools not engaging in any internal training for staff in the previous year. No schools, however, reported that any teacher had received RE training of more than one day over the year.

All three of the schools had organised visits for pupils in the previous year, with two having conducted more than three visits. All but one had received outside visitors to contribute to RE lessons. All had built up their own artefact collections. None of the schools subscribed to RE Today or had current membership of National Association of Teachers of RE (NATRE). 1 school reported that they had no contact with an RE adviser (from the LA, Diocese or faith community) in support of RE during the year.

All the schools reported compliance with the agreed syllabus requirements in each year and reported that there was sufficient time for R.E.

## **(b) Examinations and Certificates**

This year there were 1,217 students entered for the **GCSE full course** in RS, 153 more than the previous year's number of entries, with Backwell, Priory and Worle Schools entering nearly all their Year 11 students for the examination. Of the whole entry 64.4% gained A\*-C grades and 97.4 achieved A\*-G grades.

- **Backwell School** entered 228 students and 73% gained at least a C grade;
- **Broadoak Mathematics and Computing College** entered 23 students and 87% gained A\*-B grades;
- **Churchill Academy** entered 126 students of whom 83% gained A\*-C grades;
- **Clevedon School** entered 117 students of whom 76% gained A\*-C grades;
- **Gordano School** entered 166 students of whom 74% gained A\*-C grades;
- **Hans Price Academy** entered 18 students of whom 50% gained A\*-C grades;
- **Nailsea School** entered 13 students of whom 61.5% gained A\*-C grades;
- **Priory Community School** entered 241 students of whom 58% gained A\*-C grades;
- **Worle Community School** entered 285 students of whom 43% gained A\*-C grades.

413 students entered the **GCSE short course** in Religious Studies from four different centres **Backwell School, Clevedon School, Gordano School and Nailsea School**.

81 students were entered for '**A**' level Religious Studies, 20 more than the previous year. These were from Backwell School, Churchill Academy, Clevedon School, Gordano School, Nailsea School and St Katherine's School.

130 students were entered for '**AS**' Level RS this year which is a big increase on last year. These were from Backwell School, Churchill Academy, Clevedon School, Gordano School and St Katherine's School.

Full tables of results may be found in *appendix A* of this report.

## 2 SACRE ACTIVITIES AND DEVELOPMENTS

### Meetings

Three full meetings of the North Somerset SACRE were held. These were on Tuesday 3 November (at the Campus, Weston-super-Mare), on Thursday 25<sup>th</sup> February (at Clevedon Secondary School) and Wednesday 6th July (at Clevedon Community School). The membership list and attendance is recorded in *appendix C* of this report.

### Membership and Training

New SACRE members receive a welcome letter from the Chair of SACRE, and a pack of materials that includes the locally agreed syllabus, recent SACRE Newsletters, a NASACRE guide to SACREs and minutes of recent North Somerset SACRE meetings. During the Spring Term meeting **Laura Harris** was welcomed as a new NUT Primary representative.

In the Summer term meeting Councillor **Sarah Codling** was elected as Chair for the 2016-17 municipal year and **Jo Backus** was elected Vice-Chair for the same period. Also at this meeting Jan Lever was welcomed to SACRE as successor to David Francis who resigned as RE adviser. The SACRE recorded sincere thanks to Dave for his excellent service.

Members expressed their thanks to **Will Farrell** and **Tony Moulin** who retired from SACRE during the year, for their contribution to SACRE.

Discussions were held concerning the nature of training provided to governors in respect of their RE responsibilities. It was suggested that a leaflet directing governors to the SACRE website would be useful and might assist in promoting the work of the SACRE.

North Somerset SACRE members were amongst those who attended the South-West SACREs conference held at Dillington House in March 2016. The title of the day was 'RE: Now and in the future?' and featured a keynote address from Rudolph Elliott, the new chief executive officer of the Religious Education Council (REC). There were also workshops on a variety of issues including the new GCSE specifications, RE without levels (for assessment), targeting extremism and 'How to make the best of visits and visitors'. It was an interesting, revealing and rewarding day.

### SACRE Development

SACRE keeps North Somerset Council advised on its activities through an annually reviewed development plan – see *appendix B*. It produces this Annual Report and distributes it to relevant individuals and organisations (see *appendix D*).

During the year, SACRE's Associate Adviser and members undertook the following initiatives:

- issuing questionnaires to a selection of schools in order to support the monitoring of standards in RE and collective worship across the LA;

- commenting on examination results;
- supporting two schools in applying for the RE Quality Mark;
- considering the question of representing non-faith beliefs in the RE curriculum;
- editing and uploading new schemes of learning to the new agreed syllabus website in partnership with Somerset, Bath & NE Somerset and Bristol SACREs;
- engaging with the RE Council of England and Wales, particularly through the Associate Adviser, who had been appointed Chair of the Expert Advisory Group (EAG) on RE, on the implications of its review of RE in the curriculum, and with the Christianity Project being conducted by the Church of England;
- supporting local training events on RE for teachers, including those provided by the Diocese of Bath & Wells;
- considering possible opportunities for joint working with Bath & North East Somerset SACRE;
- undertaking planning for, and participating in, the review of Awareness, Mystery and Value (AMV): the agreed syllabus for RE in North Somerset, which began in the Summer Term and would conclude in the next school year;
- considering implications of new examination specifications for GCSE and A level religious studies;
- considering implications of the proposed bill on counterterrorism;
- considering implications of the Commission on Religious Belief in Public Life, chaired by the Rt. Hon Baroness Butler-Sloss of Marsh Green GBE. North Somerset SACRE's Vice-Chair, Jo Backus, gave evidence at the Commission and will be reporting back on its findings;
- considering three questions about the future of RE and collective worship posed by the National Association of SACREs (NASACRE) following the publication of a report by Charles Clarke and Linda Woodhead of Lancaster University;
- supplementing the SACRE Resources collections;
- supporting interfaith events being held in the region,
- sending delegates to the South-West area SACREs annual conference;
- preparing for and delivering the annual SACRE seminar in the Autumn Term;
- continuing to maintain links with academies and free schools for example by inviting governors and headteachers in those institutions to apply for places at the annual SACRE seminar and to send a representative to SACRE meetings;
- linking with other LAs who have adopted our locally agreed syllabus for RE, *Awareness, Mystery and Value (AMV)*, and with a proposal to extend the 'Learn-Teach-Lead Project currently underway in Cornwall and Devon, to a wider South-West area.

## **Financial and Adviser Support**

The SACRE was advised by an Associate Adviser, Dave Francis. Three electronic RE newsletters were produced and promoted via the e-bulletin *Noticeboard* to all

Headteachers, Chairmen of Governors and Heads of RE / RE Co-ordinators in all North Somerset Schools.

### **Training Activities for Teachers**

During the year there were opportunities for teachers to participate in RE training provided within the Local Authority.

There were RE network meetings for RE leaders in primary schools. This featured latest information on new guidance on assessing pupils' progress in RE without levels and a presentation from Jacqui Heber, RE Co-ordinator at *Trinity Anglican/Methodist School*, on a *StorySack* she had developed for Reception/Year 1.

In addition, the Associate Adviser for RE led another training event for teachers in North Somerset and Somerset on the effective application of the agreed syllabus with new units for the different phases of the primary RE curriculum. A workshop was also led by Jan Lever, the author of a scheme of work called *Discovery RE*. The scheme was being developed so that it fulfilled the requirements of *Awareness, Mystery and Value (AMV)*.



### **3 THE EFFECTIVENESS OF THE LOCALLY AGREED SYLLABUS**

An agreed syllabus, named '*Awareness, Mystery and Value 2011*', has been undergoing the review process during the year. The syllabus is due for launch in Autumn 2016 and the website has undergone a complete overhaul to reflect the changes and to offer support to teachers especially in reference to assessment exemplars. The programmes of study have not been changed in relation to content.

The syllabus has been adopted by Bath & North-East Somerset, Bristol City, Haringey, North Somerset and The Isles of Scilly LAs. Somerset has decided to develop their own version of the syllabus and will operate independently. Other SACRE's publications continue to be available on the North Somerset Council website at: [www.n-somerset.gov.uk](http://www.n-somerset.gov.uk) (search > 'standing advisory council').

The SACRE FAQ web pages contain an introduction to the work, plans and membership of North Somerset SACRE, advice approved by the Local Authority on the new agreed syllabus, assemblies and collective worship, spiritual development, links between RE, citizenship and personal, social, health and economic education (PSHEe) and contact details for SACRE's officers.

Schools are regularly reminded, through the termly RE Newsletter, of local places of worship, speakers and artefacts collections which may be borrowed free of charge from the SACRE RE resource centres now at *Churchill CofE Primary School*, BS40 5EL (tel. 01934 852 446), *Mary Elton Community Primary School*, Clevedon, BS21 7YL (tel: 01275 876432) and *St Georges CofE/Methodist VA Primary School*, Weston-super-Mare (tel. 01934 426901). Details can be found in the newsletters archived on the SACRE FAQ website above.

#### **Complaints and determinations**

The Local Authority/SACRE received no formal complaints concerning RE or Collective Worship. There were no requests from schools to vary the legal requirement for collective worship.

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

#### **Practice and Provision for 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 North Somerset Council website. Also available there is the North Somerset SACRE working group report, *Spiritual, moral, social and cultural development*, which provides additional information about the contribution of RE and collective worship to school life. Termly SACRE/RE Newsletters with information about suitable resources for use in collective worship and are also archived on the site.

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

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

In 2015, the first complete cycle of SACRE questionnaires was completed. All 74 North Somerset primary, secondary and special schools have had at least one opportunity to complete the survey. At the time of writing, replies had been received from 26 of these schools (35%). These responses were from two community infant schools, one community first school, six community primary schools, five voluntary controlled primary schools, five voluntary aided primary schools, one church primary academy, two community secondary schools and four secondary academies.

This year a second round of questionnaires began with three responses being received by the time of writing.

None of these schools had any pupils being withdrawn from acts of collective worship by their parents.

All the schools received support from local ministers of religion, although one reported the lack of an incumbent at the time of writing. All received contributions to collective worship from visitors other than a local minister of religion.

Two schools reported that there was a genuine opportunity for pupils to participate in an act of worship every day, the other reported 4 days in 5 were available.

Two of the schools considered that the quality of pupils' experience of assemblies / acts of collective worship was 'outstanding'. One reported that the experience was 'good'.

## **5 THE CONTRIBUTION OF SACRE TO THE WIDER LOCAL AUTHORITY AGENDA**

### **National Links**

One way in which North Somerset SACRE keeps in touch with initiatives to support community cohesion is by maintaining its membership of the National Association of SACREs (NASACRE). In addition, the Associate Adviser, Dave Francis, is an executive member of the National Association of Teachers of RE (NATRE), a trustee of the Religious Education Council of England and Wales (REC), Chair of the national Expert Advisory Group (EAG) on RE and a member of the Association for RE Inspectors, Advisers and Consultants (AREIAC). He has provided SACRE with regular reports and updates on the business of these key RE bodies.

### **Local links**

North Somerset's officers and the Associate Adviser for RE continue to work with the Diocese of Bath and Wells' schools' advisers in preparing support for RE, collective worship and spiritual and moral development. The Associate Adviser also maintains links with colleagues in neighbouring South-West authorities and makes reports to SACRE on developments in the region.

## Appendix A

### SUMMER 2016 EXAMINATIONS

#### Tables of GCSE Full Course Religious Studies, GCSE Short Course Religious Education and GCE Advanced level results

#### GCSE Religious Studies Full Course (Provisional)

GCSE RS FULL COURSE	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %	QCA Av Pts
2016 (9 schools)	555	662	1,217	9.3	13.6	22.3	19.3	64.4	16.4	8.4	5.0	3.2	97.4	-
2015 (10 schools)	463	601	1,064	9.0	16.0	23.4	21.8	70.2	14.3	7.0	4.0	2.8	98.3	41.2
2014 (10 schools)	549	627	1,176	9.7	17.3	23.6	19.1	69.7	12.8	8.2	5.1	2.6	98.4	41.4
2013 (9 schools)	506	570	1,076	9.2	17.8	23.9	19.2	70.1	11.4	7.2	5.6	3.7	98	41
2012 (8 schools)	505	516	1,021	6.4	14.5	25.5	23.2	69.6	13.7	8.2	5.1	2.4	99	40.7
<b>2015 (England)</b>	116,904	135,118	252,022	9.3	18.1	23.7	19.0	70.2	12.4	7.5	4.5	2.7	97.7	n/a

Grade Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0

#### GCSE Religious Studies Short Course (Provisional)

GCSE RS SHORT COURSE	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %	QCA Av Pts
2016 (1 school)	63	64	127	2.4	3.9	16.5	14.2	37	15.0	16.5	11.0	10.2	89.7	n/a
2016 (3 schools)	143	73	216	4.6	4.6	11.6	14.8	35.6	18.1	17.1	15.7	5.6	92.1	n/a
2015 (x schools)			0					0					0	n/a
2014 (7 schools)	411	325	736	6	9.2	13.4	13.4	42	13.2	13.1	10.3	9.7	88.3	15.8
2013 (9 schools)	497	381	878	2.1	5.7	10.8	17.1	35.7	18	15.9	13	9.5	92.1	15.5
2012 (8 schools)	571	528	1,099	4.5	9.8	13.9	18.6	46.8	17.7	13.5	9.4	6.8	94.2	17.2

Grade Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0

## GCE Religious Studies A Level (Provisional)

GCE A LEVEL	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A-C %	D %	E %	QCA Av Pts
2016 (6 schools)	30	51	81	3.7	11.1	30.9	24.7	<b>70.4</b>	17.3	9.9	-
2015 (5 schools + Weston College)	42	23	65	6.2	9.2	24.6	32.3	<b>72.3</b>	15.4	12.3	216.5
2014 (5 schools + Weston College)	14	29	43	0	7	16.3	27.9	<b>51.2</b>	41.9	4.7	198.8
2013 (4 schools + Weston College)	9	36	45	0	15.6	26.7	37.8	<b>80.1</b>	15.6	4.4	220
2012 (5 schools + Weston College)	15	35	50	2	8	34	30	74	16	2	204
<b>2016 (England)</b>	-	-	22,079	5.6	18.5	30.3	25.5	<b>79.9</b>	13.7	5.0	n/a

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

## GCE Religious Studies AS Level (Provisional)

GCE A Subsidiary LEVEL	Male	Female	TOTAL	A %	B %	C %	Tot. A-C %	D %	E %	QCA Av Pts
2016 (5 schools)	45	85	<b>130</b>	18.5	26.9	20.0	<b>65.4</b>	10.8	11.5	n/a
2015 (3 schools)	3	0	3	0	33.3	33.3	66.6	0	33.3	100
2014 (5 schools+ Weston College)	9	22	31	9.7	16.1	6.5	32.3	19.4	22.6	73.5
2013 (4 schools+ Weston College)	6	21	27	11.1	11.1	7.4	29.6	14.8	14.8	60.6
2012 (5 schools+ Weston College)	17	61	78	11.5	23.1	16.7	51.3	20.5	12.8	88.8
<b>2016 (England)</b>	-	-	<b>32,913</b>	20.4	24.6	23.5	<b>68.5</b>	15.5	8.7	n/a

**QCA Points: A = 135; B = 120; C = 105; D = 90; E = 75; N/U = 0**

## **Appendix B**

### **DEVELOPMENT PLAN 2015-2016**

#### **1. Mission Statement**

To provide high quality, informed advice to the local authority and to schools regarding Religious Education and collective worship in North Somerset.

North Somerset SACRE will therefore endeavour to ensure that:

- a) schools are fully aware of the value of Religious Education and collective worship, especially in contributing to pupils' spiritual, moral, social and cultural development;
- b) schools are challenged to provide high quality collective worship and high quality Religious Education which meets the requirements of the agreed syllabus;
- c) schools are supported by SACRE in providing them with information, in-service training opportunities and professional advice; and that
- d) the local authority is informed of SACRE's work and findings through reports to the appropriate education scrutiny committee.

#### **2. The Purposes of SACRE**

The statutory responsibilities of SACRE are to:

- a) advise the local authority upon such matters connected with religious worship in community schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit. This may include advising on methods of teaching, choice of teaching materials and provision of teacher training, and the monitoring of the delivery of the agreed syllabus and collective worship;
- b) require a review of the agreed syllabus;
- c) deal with applications from Headteachers of community schools for total or partial exemption from providing Christian worship;
- d) publish an annual report as to the exercise of SACRE's functions.

### **3. Current SACRE Initiatives, Practices and Issues**

- a) Publishing and promoting the new revised agreed syllabus, 'Awareness, Mystery and Value 2016' through a programme of newsletters and training opportunities for key partners and stakeholders – see <http://www.awarenessmysteryvalue.org/>
- b) Promoting the schools questionnaire on provision of and standards in RE and collective worship;
- c) Reviewing and updating guidance on collective worship and spiritual development in schools
- d) Publication of the annual report;
- e) Liaison with the Diocese of Bath and Wells in providing courses and INSET;
- f) Liaising with national bodies, e.g. DfE, HMI, NASACRE, AREIAC, NATRE;
- g) Addressing issues of leadership and management in RE, e.g., through the RE Quality Mark, see [www.regm.org](http://www.regm.org).

### **4. Development Plan Priorities**

Following consultation with SACRE members, the following priorities were identified:

- a) Review, revise and promotion of the locally agreed syllabus.
- b) Supporting use of the RE adviser for carrying out SACRE business.
- c) Monitoring schools' performance through the schools questionnaire.
- d) Monitoring collective worship looking for examples of good practice and updating guidance for schools.
- e) Offering professional development. Providing or organising CPD and INSET for teachers, with faith communities to the fore, running conferences, to bring SACRE members, teachers and governors together, or doing courses on new syllabuses, guidance, schemes of work or planning.
- f) Drawing attention to SACRE's work, e.g., through inviting school governors and headteachers to the annual SACRE seminar. Expecting to be noticed in any other ways too: in any local government re-organisation SACREs must be recognised as a core service.
- g) Considering the impact and effectiveness of recent SACRE publications.

## **Appendix C**

### **SACRE Membership 2015-2016**

Will be forwarded – requests for this information have been ongoing

Membership changes are still happening