

ISLE OF WIGHT LOCAL AUTHORITY

The Standing Advisory Council
for Religious Education
Annual Report

SCHOOL YEAR 2017-2018

Foreword by the Chairman

Once again, it has been a privilege to have been Chair of the Isle of Wight SACRE for a second year running. To be part of a group that is forward looking, dedicated and enthused, is not only enjoyable, but also an honour.

With our commitment to meet our statutory requirements and to ensure that our schools are compliant with requirements and providing high quality Religious Education for the children and young people of the Isle of Wight, we are always looking for steps to be increasingly more effective. During this year we have reviewed our Action Plan, and as a result, decided to have a Monitoring Group in place. This group will meet prior to each SACRE meeting and, under the guidance of our Inspectors and Advisors, look more closely at the quality of provision within the schools. The group will report directly to the full SACRE.

Other exciting developments during the year has been the progress of plans towards a whole Isle of Wight RE conference to be held in the Autumn Term 2018, and supported by SACRE. Members have also been pleased to be part of the newly, reintroduced, South Central Hub of SACREs, which is held in Winchester. To be part of a wider community, which provides the facility to share expertise and opinions is always an asset.

With the introduction of the New Agreed Syllabus last year, this year has seen 'Living Difference III' start to become embedded within RE teaching across the Isle of Wight Schools. With our knowledgeable RE Inspectors and Advisors, SACRE have been fortunate enough to have had current and ongoing reports on the strength of this implementation across Isle of Wight schools; whilst school staff have also had the benefit of ongoing professional development from the Advisors.

I feel that, as Chair of the Isle of Wight SACRE, these opening remarks would not be complete without mention of the sad loss, during the past year, of one of our members. A member, who themselves, had undertaken the role of Chair several times and who had given so much strength and wisdom to our group. Whilst saddened the loss, I know that members of the Isle of Wight SACRE are thankful, through his dedication and perception, for the legacy that Ralph has left us with.

Finally, can I pay tribute and add my thanks to the Isle of Wight SACRE membership who attend our meetings throughout the year; it has been a great pleasure meeting and working with them all. However, it is the tireless devotion of our well-organized and conscientious Clerk, along with excellent professional support from our Inspectors and Advisors; that has allowed us as a group, to remain focused to ensure that Religious Education continues to be core of education on the Isle of Wight. Thus preparing our children and young people for the skills and understanding to make a positive impact on our rich multi-faith world.

I have great pleasure in commending this report to you.

Beryl Miller

SACRE's Role

Local Authorities have been required since 1988 to establish SACREs.

SACRE:

- Is responsible for advising the Local Authority in matters concerning the teaching of Religious Education and Collective Acts of Worship. It also has a monitoring role in this subject.
- Decides on applications for determinations of cases in which requirements for Christian collective worship is not to apply. (Never been called upon to do so on the Island.)
- Can require the LA to review its Agreed Syllabus.
- Is required to publish an Annual Report of its work

SACRE should reflect broadly the proportionate strength of religions or denominations in the area. *

* **See Annexe 1 for Membership**

Report prepared for Isle of Wight SACRE
Patricia Hannam Professional Adviser to IoW SACRE
Hampshire County Inspector Adviser RE/history

Context of this report

The research for this report has been undertaken in order to support the Isle of Wight SACRE fulfil its responsibility to monitor the effectiveness of the Agreed Syllabus. Living Difference III has been in place since January 2017 formally and this report is based in upon this syllabus.

The report is in two parts. First with regard to provision made during this period to implement Living Difference III and ensure RE teaching across the Isle of Wight is according to the Agreed Syllabus. The second part is regarding GCSE results from 2017 . Data for 2018 has not yet been received for analysis or discussed by SACRE at the time of this report (October 30th 2018)

1. Implementation of *Living Difference III*

Living Difference III was adopted for use in Isle of Wight Schools in January 2017. Since this time training for SACRE members and school leaders has been offered. During 2017/18 regular Primary RE Network groups have run once each term and have been well attended. This is proving a very good way to ensure that all schools are using *Living Difference III* well. Teachers are becoming more confident with planning to the Agreed Syllabus and some examples of good practice especially in primary schools on the Isle of Wight. Maintaining good contact with secondary schools on the Isle of Wight during this period has becoming more difficult.

2. IoW GCSE performance in 2017

When considering the 2017 GCSE data (regarding full course) GCSE Religious Studies (RS) on the Isle of Wight it is important to note this is not the same group of students and not always the same teachers teaching the GCSE from the previous years. In 2017 GCSE RS grade boundaries (as other subjects) were once more based on a system of 'Norm Referencing', this marks a move away from the ethos of the initial GCSE examination (since 1988) which was 'Criteria Referenced'. There has continued to be nationally acknowledged volatility in the grading of GCSE during this period. It is therefore important to consider results a year at a time, and to look carefully school by school at what this may reveal in any one particular year, in order to determine any action that should be taken.

Background information

- The GCSE Full Course is intended to be a 2 year course sat at the end of year 11, however some schools teach the GCSE RS over three years, beginning in year 9.
- The GCSE is planned to be taught in 120 hours. Usually in two lessons per week over 2 years.

- It is important to note that some schools teach RS GCSE in one lesson per week over two or three years. Usually in these schools teachers are non-specialist teachers.
- Schools which have the best results for RS are those which enable students to access the full time recommendation for the GCSE and to be taught by specialist teachers.
- The GCSE examination sat in 2017 was the last year of a course that was first available for examination in 2011. It is being replaced by a new course which will be available for examination for the first time in 2018.
- Assessment Objectives for the 'legacy' GCSE Religious Studies course sat in 2017 were : AO1 Describe, explain and analyse, using knowledge and understanding 50%
AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints 50%.
- RS GCSE tests therefore, not only knowledge but the capacity to *analyse* and *to use evidence and reasoned argument to express and evaluate*. Teaching must, and will increasingly have to in the new GCSE, enable students to do this. RS GCSE success is about higher order thinking, not just repeating facts. Challenging children to analyse, evaluate and in other ways reason well at KS3 and KS4 is known to raise standards at GCSE. It seems likely that where Living Difference III has been implemented well at KS3 and where children and young people are able to access the correct amount of teaching time for GCSE, attainment should be good.

Overall findings

- Entries for GCSE Full Course on fell further in 2017 to 653 entries. In 2012 the number of Full Course entries was 728 (and including Short Course the total number of students sitting a Religious Studies GCSE was 1183). In 2013 Full Course entries were 662 (and including Short Course entries the number sitting an RS GCSE 1174). In 2014 1099 sat Full Course GCSE. In 2015 the number of students sitting a RS GCSE Full Course was 1075. Of the 6 main secondary schools all but one took most students through the Full Course.
- One school did not enter students for GCSE. Two schools entered only a proportion of their year 11 students.

Full Course GCSE Analysis and Commentary:-

- Across the Isle of Wight there continues to be a wide disparity in achievement in RS GCSE school by school. This can be accounted for by the teaching time that is given to RS at GCSE.
- Achievement can be on a par with the national where there is adequate time given to the GCSE teaching and it is taught by specialist teachers. Where this is not the case achievement continued to be well below the national although in some cases, when compared with other and particular school data this still marked a strong progress for individual young people.
- It is continued to be strongly recommended to schools that students should be taught by RE specialist teachers or teachers who have access on going CPD in religious education at GCSE and that adequate time should be given to GCSE teaching, at least that which is recommended by the examination boards.

- Where GCSE is not taught at KS4, students must have access to a rich religious education curriculum that meets the requirements of the Agreed Syllabus and is at least ensuring schools meet the OFSTED requirements for religious education as set out in the appropriate Ofsted Inspection Handbook.

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

Attendance

| | |
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| <u>October 2017</u> | |
| Committee A (Representatives of Religious Bodies) | 78% |
| Committee B (Representatives of the Church of England) | 50% |
| Committee C (Representatives of Teacher Associations) | 50% |
| Committee D (Representatives of the Authority) | 50% |
| | |
| <u>March 2018</u> | |
| Committee A | 66% |
| Committee B | 25% |
| Committee C | 75% |
| Committee D | 25% |
| | |
| <u>June 2018</u> | |
| Committee A | 22% |
| Committee B | 0% |
| Committee C | 50% |
| Committee D | 25% |

Commentary on meeting attendance

1. The meeting of 18th June was poorly attended and non-quorate. A contributory factor to this was likely to have been that the meeting date coincided with the arrival of thousands of visitors to the IW Pop Festival meaning several SACRE members were not able to get to the meeting venue.
2. The SACRE constitution states that Committee D should be 4 representatives, two Elected Members and two members nominated by the Director of Education. During the period of this report only 1 elected member and 1 member nominated by the Director was been identified. The data above is based on the representation reflected in the constitution.

SACRE has continued to meet in a variety of locations. Each meeting is preceded by a Reflection presented by volunteering members. This gives SACRE an opportunity to be better aware of colleague's views and perceptions based on their own experiences of life.

When meetings take place in schools, either the Headteacher or RE subject coordinator, describes the RE Curriculum of that establishment.

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

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

SACRE is grateful for the continuing support and advice given by the RE Inspectors from Hampshire. Their commitment to improving and developing RE is greatly appreciated. Their national involvements ensure they are able to bring SACRE completely up to date on current developments in Religious Education. Once again, evidence of this support can be seen in the detailed analysis of the Island's RE GCSE results reported to SACRE.

New members continue to have the opportunity to attend initial SACRE training offered for authorities using Living Difference III, in Winchester and find this extremely helpful. Attendance offers the opportunity to share experiences with other SACREs and also be briefed on Living Difference 3.

Two SACRE members to attended the NASACRE Annual Conference in May 2018 and made an extremely useful report to SACRE at the June meeting.

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

SACRE is able to monitor Withdrawal from RE and Collective Worship through a survey shared with Hampshire SACRE.

Although SACRE has received an approach from the Quaker Community to be represented on SACRE Group A it has not yet been possible to identify a suitable representative.

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

Funding

SACRE continues to be well supported by the LA through an allocated budget.

The basic budget is £4000 per annum. The amount covers administration by an appointed Clerk and members' expenses as necessary.

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

Agreed Syllabus

LA accepted SACRE's advice to adopt *Living Difference III* Agreed Syllabus for the Isle of Wight in January 2017. Much work has continued therefore through the period of this Annual Report to ensure that there has been sufficient training for head teachers and senior leaders. Living difference III continues to be well received in schools Training continues to be offered to support schools with the implementing this syllabus. The Primary Schools' network meetings continue to support more the formal training offer and introductory sessions.

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

Determinations

There have been no applications for Determinations in Collective Worship during this past year. Nor have there been any complaints about Collective Worship.

Summary

As last year, through continued links with Hampshire, SACRE has benefited from the support of the two Hampshire RE inspector/Advisers; one of whom is designated as the Professional Adviser to SACRE. Their expertise and advice continues to be invaluable in supporting SACRE fulfil its statutory duties.

SACRE's membership reflects a variety of faiths active on the Island and in neighbouring communities. A representative of the Hindu faith travels from Portsmouth to help and give advice. SACRE has still be unable to find a representative from the Quaker community to attend the meetings.

Several members of SACRE have enriched schools' curriculum by visiting schools including contributing to collective worship and RE lessons. The Clerk continues to act as a link between schools and representatives of different faiths.

Links are continuing to developing between schools and the Mosque in Newport. The new Diocesan adviser is now running the CofE RE network on the Island.

SACRE continues to have a strong sense of team spirit, commitment and cooperation. All members contribute in open, frank, discussions and SACRE has during the period of this report continued to value commitment from it's County Councillor representative. The four groups of SACRE, are active and ensure SACRE is able to meet its statutory responsibilities.

Annexe 1

SACRE MEMBERSHIP

Committee A

Mrs Sue Cox : Free Church

Sister Stella Kelly & Mr. Ralph Hodd (until January 2018) : Roman Catholic Church

Dr. Lionel Alexander (Jewish faith)

Mr. David Downer (Buddhist)

Mr Anas Al-Korj (or representative) (Muslim)

Mr Praful Thaker (Hindu)

Mr Simon Bligh (Humanist)

Mrs Norma Corney (Baha'i)

Mr. Ebrahim Jeewa/Mr Abdul Basith (Muslim)

Committee B (4 members in total)

Representing The Church of England

Ms Diane Walsh

The venerable Peter Sutton, Archdeacon of the IW

Ms Vicky Bridle

Mrs. Beryl Miller

Committee C (4 members in total)

Representing the teachers of the Isle of Wight. Nominated by appropriate groups.

Secondary Miss Beth Feltham Sandown Bay Academy

Primary Mrs. Kirstie Thomas Cowes Primary School

Special Megan Richardson Medina House

Headteacher Mrs Nicki Mobley All Saints CE Primary, Freshwater

Committee D (4 members in total)

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

Cllr. Debbie Andre From May 2017

Additional Cllr TBC.

Mrs Patricia Goodhead/Stuart Brenchley

In attendance

Harry Kirby Clerk

Patricia Hannam Professional Adviser to IoW SACRE and Hampshire County Inspector/
Adviser: Religious Education, History & Philosophy

Justine Ball Hampshire General Inspector/Adviser: RE (Primary)

Annex 2

IoW Development Plan

SACRE Development Plan 2015-2018

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

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>opportunities for supporting staff in delivery of quality RE and to keep informed of national developments.</p> <ul style="list-style-type: none">• Promote greater cohesion between Church and other schools. | | | | | |
|--|---|--|--|--|--|--|

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

Key Activity: To develop and strengthen links with the LA and other key stakeholders, including students

| Action Points | Method | Lead / By Whom | Cost | Timescale | Success Criteria | Impact on Pupils |
|---|---|---|------|--------------------------|--|--|
| <i>Raise the profile of SACRE in teaching and learning role</i> | <ul style="list-style-type: none"> SACRE members to visit schools to establish productive links Resources delivered to SACRE to be distributed to schools Continue to meet in different educational establishments and places of worship | Clerk | Nil | Autumn 2015- Autumn 2018 | Stakeholders aware of role, function and impact of SACRE | |
| Establish method of hearing voice of students | <ul style="list-style-type: none"> Establish "Youth Voice" Committee. Questionnaire to students on views on RE in their school through school councils. | Through SACRE teacher representatives. Clerk | Nil | Autumn 2015- Autumn 2018 | Regular "Youth Voice" meetings and feedback to SACRE and schools | Students have a greater sense of involvement in the development of RE and collective worship on the Island |
| Ensure SACRE has access to funds to enable it to make decisions about its priorities | <ul style="list-style-type: none"> Clerk/Chairman to consult with LA from January each year | Clerk/Chairman | | Autumn 2015- Autumn 2018 | Funding transparent and defined. Members clear about arrangements for commissioning and SACRE/LA roles. | |

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

4. Collective Worship

Key Activity: To monitor the provision and practice of collective worship

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

5. Contribution of the SACRE to the social and racial harmony agenda.

Key Activity: To contribute to the local social and racial harmony agenda

| Action Points | Method | Lead / By Whom | Cost | Timescale | Success Criteria | Impact on Pupils |
|---|--|------------------------------------|------------|-------------------------------------|---|---|
| <p>5d. To ensure representation of local faith/non-faith organisations on SACRE.</p> | <ul style="list-style-type: none"> • Identify local faith and world view groups • Consult with local leadership on identifying representation • Engage with local faith initiatives/multifaith forum where they exist • Establish protocol for consideration of applications for representation on SACRE | <p>Members of SACRE. Clerk</p> | <p>Nil</p> | <p>Autumn 2015- Autumn 2018</p> | <p>All faiths and beliefs of IW have representation on SACRE.</p> | <p>Pupils have improved access to, and are better informed, about a wide range of faiths, beliefs and values. Wider range of views into SACRE deliberations</p> |

Annexe 3

Isle of Wight Survey into Withdrawal from Collective Worship and RE

A survey was issued on the 20 April 2016 on withdrawal. The aim was to find out what the current situation was with requests for withdrawal. This was the first time such a survey has been undertaken, It was sent out to Island schools across the following categories:

Infants, Junior, Primary, Secondary, Secondary with 6th form and Special schools (who reported under the heading of Primary schools).

The breakdown of the schools that replied to the survey was as follows:

18 schools replied out of a total of 51 schools (35% return rate). The number of children on roll in these schools was 5, 784..

Of these: 66.67% were Primary
 11.11% were Secondary KS3 and 4
 22.22% were Secondary with 6th form

- 3.3 The first question asked was “Has your school received any requests for withdrawal from Collective Worship in the last two years?”.
8 schools said yes they had received a request (44.4% of the schools replying to the survey) and 8 went on to give a very brief comment. The comments mentioned that in all cases except 1 the reason given was that the family were Jehovah’s Witnesses.
- 3.4 The second question asked was around requests for withdrawal from RE in the last two years. 7 schools ((38.89% of the schools replying to the survey) stated that they had received such a request. 7 schools went on to give a brief comment. All stated that the reason given for withdrawal was that the family were Jehovah’s Witnesses.
- 3.5 In conclusion the number of children withdrawn from Collective Worship was given as 22 and 9 for RE out of the total of 5,784 children on roll. it is not clear if these numbers are a complete or partial withdrawal.
- 3.6 It has been a worthwhile exercise and it is recommended that this should become an annual survey in the school year.