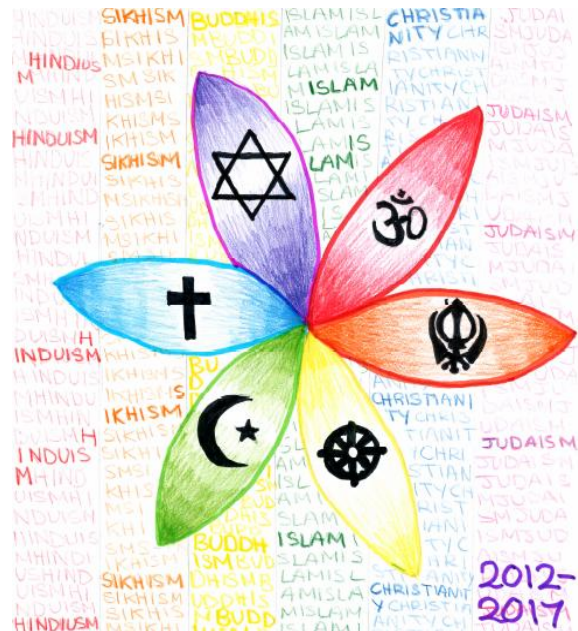


**The Annual Report of the Standing Advisory Council  
On Religious Education (SACRE)  
Hertfordshire  
2012/2013**



Cover competition winners for the Hertfordshire Agreed Syllabus of Religious Education 2012-2017

Lola Kingelsey Johnson, aged 5 years  
Templewood Primary School  
Welwyn Garden City

Hasina Manzoor, aged 12 years  
Watford Grammar School for Girls  
Watford

# HERTFORDSHIRE SACRE ANNUAL REPORT 2012/13

## Introduction

I am pleased to present to you this, the twenty-second, annual report of the Hertfordshire SACRE.

The SACRE promotes good standards in RE and advises the Local Authority about matters concerned with collective worship and religious education in accordance with the Hertfordshire Agreed Syllabus.

This has been both a year of exciting achievement and changes for SACRE. Our main achievements have been twofold: the publication and successful launch of the new Hertfordshire Agreed Syllabus for Religious Education 2012-2017, now in schools. This publication saw a number of launch events for the new Agreed Syllabus which were very well attended by school colleagues. The changes to the Agreed Syllabus lead to the production of a revised scheme of work for primary Religious Education. Both of these documents brought together excellent contributions from SACRE members and members of our local teacher forum SARETT and we are justly proud of what has been produced.

We acknowledge the hard work of RE subject leaders and teachers who are now responsible for bringing the new Agreed Syllabus to life through its implementation in Hertfordshire schools. The importance of high quality religious education cannot be overstressed. Our teachers make a vital contribution to the promotion of tolerance, respect and understanding in our multi-faith society.

The Agreed Syllabus for 2012-17 builds on Hertfordshire's previous syllabus but introduces refinements to support new developments in teaching and learning, such as a more flexible curriculum. I am very grateful to members of the Agreed Syllabus Conference and to the Advisers for RE and Humanities, for their support in producing the new syllabus, published on the Hertfordshire grid for learning and provided in hard copy to all schools. The primary scheme of work has been developed to provide non statutory guidance for teachers of primary RE and is available on the internet.

These, of course, were not our only activities of the year: details also include the initiation and implementation of a new online survey for RE and Collective Worship in Hertfordshire schools, development of the faith communities grants and the annual Hertfordshire Holocaust Memorial Day Commemoration event, specific details of these are set out in the report that follows.

The changes in Hertfordshire have reflected the local and national picture in RE which have included the end of the role of County Humanities Adviser and the introduction of new servicing officers to support SACRE. Chairman Councillor Paul Goggins has been absent, due to illness throughout this year and meetings have been chaired by our vice chair, Carol-Anne Chandler.

Nationally developments in RE included the declining numbers of places available for RE entrants to initial teacher training courses and the government's decision not to include RE in the English Baccalaureate. Despite its statutory place in the curriculum, currently RE is under threat.

Now, more than ever, strong local support for RE and collective worship is essential and I am grateful to SACRE members for their enthusiasm and their commitment to what we believe to be an exciting and rigorous contribution to pupils' school experience.

The following offers an insight into the working of the Hertfordshire SACRE during the academic year 2012/13 and I do recommend it to you.

Peter Ruffles Chair (Hertfordshire SACRE)

## BACKGROUND

The Education Reform Act 1988 required Local Education Authorities to convene a SACRE consisting of members appointed by the Authority to represent:

<b>Group A</b>	Christian denominations and other religions and religious denominations
<b>Group B</b>	The Church of England
<b>Group C</b>	Teachers' Associations
<b>Group D</b>	The Authority

After considerable consultation and discussion with interested bodies throughout Hertfordshire to ensure the SACRE was going to be representative, the Authority appointed the members as required by legislation. Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. Mrs Sally Spear, Mr Michael Shaw, and Mrs Juliet Lyal have been co-opted. Membership for the period 2012-2013 can be found in Appendix 3. SACRE meetings are open to the public.

The SACRE can advise the Authority upon matters connected with RE and collective worship in County schools, matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force.

SACRE has two particular functions. It can require the LA to review its current Agreed Syllabus, and it may determine, on application by the head teacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school. Each SACRE must publish an annual report on its work. This should:

- specify any matters on which it has advised the LA
- broadly describe the nature of the advice
- set out its reasons for offering advice on any matters which were not referred to in the first place by the LA.

### Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council for Religious Education (SACRE) of each local education authority will 'publish a report as to the exercise of its functions and any action taken by representative groups on the Council during the last preceding year.'

In particular, the report shall:

- (i) specify any matters in respect of which the Council has given advice to the Authority;
- (ii) broadly describe the nature of the advice given; and
- (iii) where any matter was not referred to the Council by the Authority, give the Council's reason for offering advice on the matter.

This report deals with these matters in summary, for the academic year September 2012 to July 2013.

The Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

## **Main Findings**

### **1. Standards and quality provision in RE**

In 2012-2013 the Hertfordshire SACRE developed an on line survey and established a monitoring sub committee to evaluate responses from schools to a self-evaluation questionnaire sent out by the Hertfordshire SACRE. This information is required by SACRE to fulfil its statutory duty to monitor the quality and provision of RE and collective worship in community schools and foundation and voluntary schools without a religious character. The survey begins a new annual cycle with primary, middle, secondary and special schools receiving a questionnaire each year.

### **2. Management of SACRE and partnerships with Hertfordshire Local Authority and other key stakeholders**

SACRE has high standing within the local authority and Councillors are pleased to join it. It is managed by two servicing officers, an independent RE Adviser and the Head of Achievement – Secondary, SSE who provides the link with the Local Authority. Officers ensure that developments take place when required. Self-review is being implemented as part of a regular cycle for the Hertfordshire SACRE, as issues are highlighted by the review process, they are followed up and inform priorities for development.

### **3. Effectiveness of the local Agreed syllabus**

A revised Agreed Syllabus was launched in May 2012 for implementation in schools from September 2012-2017. A range of CPD sessions have been offered to all schools. These have been very well attended. Governors have been informed of key changes.

Whilst there is no formal procedure to ascertain its effectiveness, anecdotal evidence supports the view that the new syllabus is providing greater clarity for assessment procedures and leading to raised standards in RE throughout the LA.

### **4. Collective worship**

The SACRE has noted by reading SEF responses that there is little reference made by inspection teams to collective worship and therefore it has proved difficult to monitor the situation. Where the SACRE has been made aware of an issue relating to non-compliance or requests for training it has responded by offering support from an RE adviser. Model policy guidance on collective worship has been reviewed.

### **5. Diversity and community cohesion**

The SACRE is very conscious that, as a council, it is one of the few official bodies which bring together voices from many different communities in Hertfordshire. It is clear that diversity is acknowledged and celebrated through the very fabric of the SACRE and by holding meetings on a regular basis in different places of religious importance it symbolises and supports this purpose.

## **Standards and quality provision in RE**

### **1a Compliance and time allocation**

This year the SACRE initiated an electronic survey sent in March 2013 to all 498 Hertfordshire schools, 396 primary, 80 secondary, 15 special and 7 education support centres. There were 114 returns for Religious Education 23%.

This response is higher than in previous years where a paper copy was sent to be completed by a third of all schools every three years. This has provided a snapshot which has enabled the Hertfordshire SACRE to report on the standards and quality of provision in RE.

#### **Feedback from Religious Education self evaluation**

Primary Schools reported that statutory requirements are met in all settings where self evaluations were returned. Leadership and management are also largely established.

Some primary schools deliver some of their time allocation for RE through visits and visitors, creative curriculum time, termly RE afternoons or themed RE weeks. All these approaches can greatly enhance pupils' experience of RE but care needs to be taken in order to ensure that time requirements and the delivery of all parts of the programmes of study laid down in the Agreed Syllabus can still be met this is clarified in the new Agreed Syllabus. The non-statutory scheme of work has attempted to address this issue by providing guidance on the flexible use of curriculum plans.

Middle/Secondary Schools reported that statutory requirements are not always met. Leadership and management are largely established, some developing, some advanced.

The Special Schools/ ESC's who responded were compliant. Some special schools find it very difficult to meet time allocations for RE, especially where there are intensive care regimes in place.

School leaders are the key to ensuring compliance and time allocation. Headteachers show their commitment to RE by supporting good practice, protecting time for RE within the curriculum and ensuring the distinctiveness of RE when it is taught collaboratively with other subjects.

Anecdotal evidence continues to be positive. GCSE short or full courses continue to be a good solution to time allocation issues at key stage 4. Hertfordshire SACRE has reminded schools that flexibility arrangements for key stage 4 do not apply to RE. A number of schools, completing the self-evaluation, pointed to issues around having non-specialists delivering the RE curriculum and there remain difficulties with meeting time allocations at all key stages for some schools. Most secondary schools judged themselves as being 'established' in relation to time allocation.

### **1b Public examination entries in RE (see Appendix 1) – to be updated**

Examination statistics were presented to SACRE at the spring term meeting. They were discussed and the following points were drawn out.

- KS4 – above national average in 2010, 2011 and 2012.
- KS5 – standards maintained and improving; RE has survived the dip in results that has been seen in other subjects

### **1c Standards and achievement**

As with 1a above, the comments made on standards and achievement are based on the sample of schools returning self-evaluation questionnaires. The majority of secondary schools sampled, judged themselves to be 'established' in relation to standards and achievement and pointed to evidence from rigorous monitoring and evaluation. Some schools indicated that they had a very clear idea of what

improvements needed to be made as a result of this monitoring and that this formed the basis of their departmental development plans. Primary schools also judged themselves to be largely 'established' in terms of standards and achievement but assessment was often considered as being "under development".

#### **1d Quality of teaching**

As with 1a above, the comments made on standards and achievement are based on the sample of schools returning self-evaluation questionnaires in 2012 - 2013. Anecdotal information is also gathered during school visits and continuing professional development (CPD). An increasing number of delegates attending training are covering Primary RE as class teacher's PPA time and there are a growing number of TA's or HLTA's who are teaching RE. The quality of teaching and learning was judged by most secondary schools to be 'established' with a small number 'developing' and 'advanced'.

Special schools and ESCs graded themselves as at least 'established' in terms of teaching and management of RE, the minority 'developing' and the majority 'advanced'.

#### **1e Quality of leadership and management**

Hertfordshire SACRE is well aware that the quality of leadership and management is of the utmost importance. Where RE is strong in any school, the subject leader is committed, enthusiastic and knowledgeable. This is true for primary, middle, secondary and special schools. Here, RE time allocation is protected and all those teaching the subject are supported to do the best for their learners. Ultimately, the headteacher facilitates this and allows the leader to lead. As with 1a above, monitoring this has been carried out through the sample of schools returning self-evaluations.

#### **1f Teacher recruitment and retention and level of specialist provision**

In secondary schools, there have been no reported shortages in filling RE posts. Concern remains over the quality of provision in primary schools, where RE is now routinely being taught by teaching assistants will continue to be reviewed.

The Hertfordshire SACRE has strong links with our local initial teacher training provider and they have active representation on SACRE.

#### **1g Resources**

The RE resources which have been held as a collection for teachers in Hertfordshire have been relocated across a number of settings. Whether schools are managing to keep a-breast of new publications at a time of constricting budgets is unknown, but there is anecdotal evidence that Hertfordshire teachers are making good use of recommended web-based ideas and resources, including the RE pages on the Hertfordshire Grid for Learning.

The non-statutory Hertfordshire primary scheme of work contains links to web-based resources and interactive whiteboard resources for use from EYFS through to the end of Key Stage 2.

#### **1h Formal complaints concerning RE**

There have been no formal complaints about RE in 2012/13.

A complaint was dealt with at school level, regarding the portrayal of the prophet Muhammad in the primary scheme of work. The issue was addressed and rectified with input from our Muslim SACRE member, providing guidance and modification of suggested teaching activities at Primary level.

# **1. Management of SACRE and partnerships with Hertfordshire Local Authority and other key stakeholders**

## **2a SACRE meetings**

There were three SACRE meetings in the academic year 2012/13.

Wednesday 14<sup>th</sup> November 2012 - County Hall, Hertford.

Thursday 14<sup>th</sup> February 2013 - Verulam School, St Albans

Wednesday 19<sup>th</sup> June 2013 - Bhaktivedanta Manor, Aldenham near Watford

Meetings are lively and there is a warm and respectful atmosphere. The following key matters were discussed.

- The new Hertfordshire Agreed Syllabus of Religious Education 2012-2017, officially launched to all schools in May 2012.
- The Primary Scheme of Work for Religious Education revised in the light of the new Agreed Syllabus. Provision of a web-based resource which highlights current best practice in primary RE.
- The development and implementation of an online survey
- Establishment of a sub committee monitoring working group to consider the results of the RE and collective worship self evaluation survey;
- Awarding of grants to religious communities actively involved with schools. £10,000 was allocated and distributed after application to a SACRE awards panel;
- A Holocaust Memorial Day event was planned with support from a SACRE sub committee and took place on 24th January 2013. It took place at Bushey Meads School. All main faith communities represented in Hertfordshire attended and pupils and teachers from Key Stages 2-5, took an active part in the event;
- Updates were received and discussions took place related to several national conferences, meetings and papers;
- SACRE considered an application for membership from the British Humanist Association members voted against Group A membership.
- SACRE members began a review of their constitution.

## **2b Membership and training**

One vacancy for an early year's teacher and one vacancy for a Roman Catholic representative were not filled in 2012-2013. Shelagh Webster, co-opted member left the SACRE and was thanked for many years of dedicated service. The Hertfordshire SACRE has a number of co-opted members, who are very committed to RE and still have much to contribute. Invitations are always extended to members to attend any CPD offered to schools.

## **2c Improvement/development planning**

As a result of undertaking a self-evaluation a development plan has been constructed. This will be linked to the local authority plan and budget requirements. The requirements will be discussed with the local authority.

## **2d Professional and financial support**

The Hertfordshire SACRE is supported by two servicing officers, an independent RE Adviser and an LA officer. The meetings have administrative support from a named person who is the central point of contact. The clerking of meetings has been bought from the Governance team. In 2012-2013 SACRE had a budget of £21,164

## **2e Information and advice**

A senior LA representative is the joint servicing officer for the SACRE and is involved in attending and presenting at meetings, receiving minutes and all papers and giving advice when required. An additional independent RE adviser also supports SACRE as a servicing officer. There is a former advanced skills teacher (AST) whose role is to support secondary teaching practice directly in schools. The independent adviser visits schools and places of worship, leads CPD and, where necessary, publishes advice. Published advice is always considered by SACRE and appears in SACRE's name.

## **2f Partnerships with other key stakeholders**

Hertfordshire continues to offer a comprehensive course programme, Secondary CPD offered Leading a successful RE department, attendance numbers were low, it is becoming increasingly difficult to have secondary colleagues released from school to attend CPD training. Primary CPD included: Leading RE for the First Time; Assessing Primary RE using the new Hertfordshire Agreed Syllabus of RE x 3 sessions due to high uptake; Improving Primary RE x 2 half day sessions; Developing SMSC through Quality Collective Worship; Primary RE x 2 half day sessions, Help! I'm Teaching RE; Creative RE; InspiRE-developing RE at Key Stage 2.

## **2. Effectiveness of the local Agreed Syllabus**

### **3a Review of the Agreed Syllabus**

Hertfordshire reviewed its Agreed Syllabus in line with requirements and launched the revised Agreed Syllabus in 2012.

#### **Hertfordshire Agreed Syllabus for Religious Education 2012-2017 – Key Changes**

##### Statutory requirement

In order to meet the statutory requirement of the Agreed Syllabus, schools must ensure that pupils have learned about and from:

Christianity at each Key Stage;

the six principal religions through the EYFS and Key stages 1 and 2;

the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

##### Time allocation

- EYFS – changed was 10 hours per term in reception now 'RE will be delivered flexibly according to the statutory requirements of the EYFS'
- Reduction post-16 – was 12 hours for one-year course, 24 hours for two-year course now 10 hours per year
- A revision of the statements of attainment set out in the Eight Levelled Scale including EYFS statements.

##### Changes required

- More focus on similarities in religions at Key Stage 1 leading to focus on similarities and differences both within and between religions at Key Stage 2.
- More reflective practice



- More visitors/ visits
- More problem solving, improved questioning
- Greater use of sacred texts
- Greater development of SMSC

### **3b Using the national framework**

The Agreed Syllabus Conference in Hertfordshire took account of the national framework when adapting some aspects of the previous syllabus. Many aspects of the 2006 - 2011 Agreed Syllabus were retained as being most effective for promoting high standards in RE.

### **3c Developing the revised Agreed Syllabus**

SACRE is content that the current Agreed Syllabus is good any revisions in the light of national curriculum changes will be discussed with members.

### **3d Consultation/launch/implementation of the Agreed Syllabus**

The Agreed Syllabus Conference was keen to consult prior to and during the process of review. The SACRE continues to take soundings about the impact of the Agreed Syllabus on pupils' learning. The new Agreed Syllabus 2012-2017 was launched in May and July 2012 to 188 primary and 35 secondary attendees. Subsequent CPD to address assessment using the new eight levelled scale of attainment was well received by primary school colleagues on 3 occasions during 2012-2013.

### **3e Additional guidance/monitoring and evaluation of the Agreed Syllabus**

A revised primary scheme of work has been completed and a programme of training events have been planned to assist schools in implementing the new scheme of work. Monitoring and evaluation of the Agreed Syllabus mainly take the form of discussions during school visits and CPD. The updated Hertfordshire Faith Communities Directory is available to schools through the Hertfordshire Grid for Learning intranet site.

## **4. Collective worship**

### **4a Practice and provision for collective worship**

The Faith Communities Directory is partly designed to support schools with volunteers who are willing to visit schools to help lead collective worship. SACRE members are very involved with this aspect, either by providing names of faith community personnel, or offering themselves to schools in this way.

### **4b Monitoring the provision of collective worship and tackling issues of non-compliance**

This year an electronic 'survey monkey' questionnaire was issued to all, VA schools were asked not to complete the survey, although a number of VA schools chose to do so. This year there were 160 returns for Collective Worship monitoring 32% of Hertfordshire schools.

Inspections are not mentioning collective worship so schools are less concerned.

There is a lack of knowledge about the difference between assembly and 'collective worship'

Schools to be sent an email reminder of their statutory obligations with regard to collective worship, and a link to the model Collective Worship Policy on the Hertfordshire Grid for Learning.

Schools who requested support will be sent information on resources and training.

## **Primary Schools**

The vast majority of the primary schools who responded are complying with the legal requirements for collective worship. They recognise that collective worship supports the ethos of the whole school and underpins SMSC development. A small number of schools do not provide a daily act of worship, on school premises, not all meet the requirement to provide a 'broadly Christian' worship element. There is evidence that some schools are relying on SEAL and PSHE programmes to provide "assembly" themes which do not sufficiently highlight opportunities for reflection. There is anecdotal evidence that celebration assemblies often fail to draw themes such as human achievement or opportunities to develop SMSC.

A number of schools made reference to having clear themes set for each week with links to music, poetry and readings as well as the inclusion of visitors as part of their termly programme. Some schools ensured that pupils take an active role in preparing and leading collective worship.

## **Secondary Schools**

Compliance with the requirement to hold a *daily* act of collective worship is a key issue for the majority of secondary schools. Many neglect the spiritual and the requirement that the majority of acts of collective worship should be of a 'broadly Christian character'.

A number of respondents indicate that CW is not 'worthwhile' which is a concern.

Some schools, including the middle schools, see collective worship as central to the life of the school and in some cases good use is made of visitors from faith communities to enhance the programme.

## **Special Schools**

None of the special schools who responded reported any difficulty with compliance. All stated that collective worship was central to the life of the school community and pointed to tangible benefits to the students. They pointed to detailed planning, including a calendar of religious festivals, and good use of visitors as being key parts of their successful programmes.

The SACRE provides guidelines for Collective Worship aim to support all those who have responsibility for collective worship in maintained schools without a religious character through Hertfordshire and are available to schools on the Hertfordshire Grid for Learning. The Collective Worship model policy has been updated in terms of language and ratified, to be sent to all schools.

There are two Determinations in place - Chater Infants' School and Chater Junior School. Both were reviewed in 2010.

There have been no official complaints concerning collective worship in 2012/13.

## **5. Diversity and community cohesion**

### **5a Representative nature of SACRE**

The SACRE is representative of all the main religious groupings in Hertfordshire (see Appendix 3). In 2012/13 there were two unfilled places.

### **5b Knowledge and understanding of the local religious, cultural and ethnic minority**

Hertfordshire SACRE regularly holds its meetings in schools or faith community buildings. In 2012/13 the summer term meeting was held at Bhaktivedanta Manor, Hare Krishna Temple. At the beginning of such meetings there is always an informative guided tour, leading to greater levels of understanding and respect for cultural and religious difference. Several members of SACRE belong to multi-faith forums.

In 2012/13 a grant of £10,000 was distributed amongst those faith communities who work with Hertfordshire pupils. The SACRE monitored work by the faith community applicants.

### **5c Understanding the intrinsic contribution that RE can make to social, racial and religious harmony and to community**

The Hertfordshire SACRE understands how RE impacts on identity and belonging and is committed to it. SACRE is the main partner in delivering a powerful and inclusive Holocaust Memorial Day event, which this year saw its greatest attendance at HMD with over 360 people attending the event hosted by Bushey Meads School. The audience was made up of teachers and pupils from 23 schools including primary, secondary and special schools. The success of this event was made possible through the support of the Headteacher, Keith Douglas, governors, staff and students of the school. The event was enhanced by SACRE members both attending and participating. The occasion provided the opportunity for all participants to hear first hand from a Polish-English holocaust survivor Ziggy Shipper who was able to portray a powerful response to his experiences. Participants also listened to moving contributions from composers and musicians and from the Hertfordshire Music Service. The event serves to bring together diverse strands from our community in order to remember the past and commit to creating a better future. The Jewish representatives on SACRE are determined the event should not just feature the treatment of Jews in the second world war, but all peoples who suffer religious and/or cultural hate and persecution. We hope that such valuable messages will continue to form part of Hertfordshire's work in the future.

The Local Authority provides Faith communities grant funding to support the following work with Hertfordshire pupils:

1. The faith community must make available its services or place of worship for school visits during school term time
2. The faith community should provide speakers/guides who are knowledgeable about their faith, have some understanding of the Religious Education curriculum in Hertfordshire schools and are able to enthuse pupils
3. The amount of any monies given to the faith community will be determined in the main by the usage made of the service by Hertfordshire schools
4. The faith community must provide an annual summary to the Hertfordshire SACRE outlining the schools that have used the services, the number of pupils involved and any feedback from those schools
5. The fund is not designed to support salaries but rather to devise new initiatives and support existing ones.

### **In 2012-2013 funds were allocated to the following establishments;**

Bridge Builders Christian Trust, Church of St Francis of Assisi, ISKON Education Service, North Herts Sevadaars', Northwood Holocaust Memorial Day Events, Ramgaria Gurdwara Society, St Albans Cathedral Education Centre, St Albans and Harpenden Education Project (STEP), St Benedict's Church.

Hertfordshire SACRE is grateful to our faith communities for their work in enriching the RE curriculum. SACRE undertakes monitoring and provides feedback to support the services provided.

## Appendix 1: Public Examinations in Religious Education - All pending updates

### HERTFORDSHIRE RE EXAMINATION RESULTS 2004 - 2013

#### Full GCSE Results 2004 - 2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% A* - C	73	76.1	78.9	78.7	76.7	78.9	78.9	80.2	78.6	79.8
% A* - G	98	98.5	98.9	99.3		98.8	99	99.2	99.4	99.3
Total Entries	2455	2779	2919	2998	3155	3065	3245	3509	3810	3775
Boys	1002	1141	1266	1244	1381	n/a	1470	1584	n/a	n/a
Girls	1453	1638	1653	1754	1774	n/a	1775	1925	n/a	n/a

#### **National Results 2013:**

**A\* - C: 72%**

**A\* - G: 98.4 %**

### Short GCSE Results 2004 - 2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% A* - C	61.3	60.1	58.9	58.9	58.8	61.4	62.5	58.3	60.8	56.4
% A* - G	94.4	94.8	97.5	97.8		97.9	97.4	96.6	96.1	96
Total Entries	3944	3911	4070	4275	5533	5238	5085	4264	4016	4185
Boys	2231	2158	2171	2420	2939	n/a	2885	2180	n/a	n/a
Girls	1713	1753	1899	1855	2594	n/a	2200	2084	n/a	n/a

#### **National Results 2013:**

**A\* - C: 56.4%**

**A\* - G: n/a**

## A Level Results 2004 - 2013

The new A\* grade was introduced in 2010

A\*- A replaces A\*- E from 2012

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% A*-A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25.1	24.7
% A*-C	77.1	83.3	79.7	82.6	88.5	80.9	55.9	81.2	83.1	81.7
% A*-E	98.9	99.2	98.8	99.1	100	99.7	100	99.7	n/a	n/a
Av. Points score	88.1	226.25*	224.07	226.92	233.89	226.2	229.8	229.8	n/a	n/a
Total Entries	472	510	567	562	621	669	656	633	570	656
Boys	121	142	161	153	198	198	243	224	n/a	n/a
Girls	351	368	406	409	423	471	413	409	n/a	n/a

### **National Results 2013:**

**A\*- A: n/a**

**A\*- C: 78.1%**

\*New point scoring system introduced in 2004 (Section 96)

**AS Level Results 2004 - 2013**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% A*-A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16.7	16.3
% A*-C	41.3	48.3	60.9	47.1		52	52.7	56.8	63.9	62.2
% A*-E	78.2	87.1	87.5	85.9		86.7	90.7	88.7	n/a	n/a
Av. Points score	15.9	93*	95.39	85.59		90.7	93.2	94.2	n/a	n/a
Total Entries	284	209	64	85		248	226	257	233	246
Boys	55	71	25	32		98	74	85	n/a	n/a
Girls	129	138	39	53		150	152	172	n/a	n/a

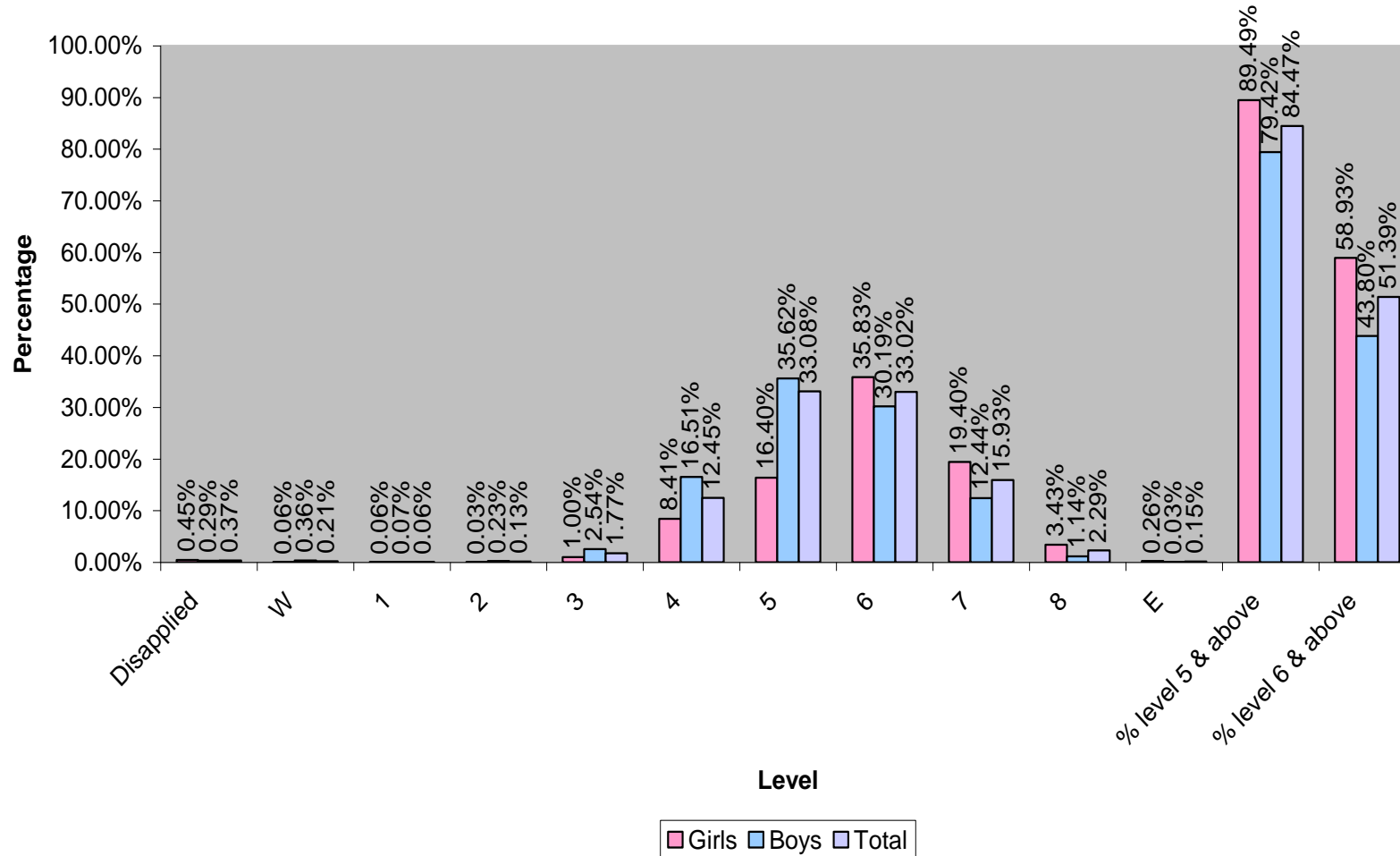
***National Results 2013:***

***A\*-A: n/a***

***A-C: 49.3%***

Appendix 2: Hertfordshire KS3 Teacher Assessed Levels for Religious Education

Hertfordshire KS3 RE Levels 2012 - based on teacher assessment





Appendix 3: SACRE Membership 2012-13

<b>GROUP A Christian denominations and other religions and religious denominations</b>	<b>GROUP B The Church of England</b>	<b>GROUP C Teachers' Associations</b>	<b>GROUP D The Authority</b>	<b>Co-opted Members</b>
Mr S Haq Muslim community	Mrs J Chipperton	Mr G Rowlands Woolgrove School	Cllr P V Goggins Chairman & County Councillor	Mrs S Spear Bahá'í community
Krishnayesha Das Hindu community	Canon P Higham	Ms J Monahan University of Hertfordshire	Cllr F Button County Councillor	Mr M Shaw Jewish community
Mr G Sahota Sikh community	Mr A Wellbeloved Headteacher Townsend School	Mrs C. A. Chandler Vice Chair Watford Girls Grammar School	Cllr C Clapper County Councillor	Mrs J Lyal Cunningham Hill Infants School
Mrs M Steed Roman Catholic Archdiocese of Westminster		Mr A Pickering Knights Templar School	Cllr P Ruffles County Councillor	
Reverend J Fellows Free Church (Methodist)		Mrs A Mackintosh Little Green Primary School	Cllr T Douris County Councillor	
Mrs G Williamson Buddhist community		Mr R Woodhouse Essendon Primary School	Cllr J Barfoot County Councillor	
Rabbi M Salasnik Jewish community		Vacancy EY KS1		
Ms A Little Free Church (Baptist)				

## SACRE Meeting Attendance 2012-2013

Group	Member	14.11.12	14.02.13	18.06.13
Group A	Krishnavesha Dasi	Present	Present	Present
Group A	Reverend J Fellows	Present	Present	Present
Group A	Mr S Haq	Present	Present	Present
Group A	Ms A Little	Present	Present	Present
Group A	Mr G Sahota	Present	Present	Absent
Group A	Rabbi M Salasnik	Present	Absent	Present
Group A	Mrs M Steed	Present	Absent	Present
Group A	Mrs G Williamson	Absent	Absent	Present
Group B	Mrs J Chipperton	Present	Present	Present
Group B	Canon P Higham	Absent	Absent	Absent
Group B	Mr A Wellbeloved	Absent	Present	Present
Group C	Mrs C.A Chandler	Present	Present	Present
Group C	Mrs A Mackintosh	Present	Present	Present
Group C	Ms J Monahan	Present	Present	Present
Group C	Mr A Pickering	Present	Present	Present
Group C	Mr G Rowlands	Present	Present	Present
Group C	Mr R Woodhouse	Absent	Absent	Absent
Group D	Councillor J Barfoot	Present	Present	Present
Group D	Councillor F Button	Present	Present	
Group D	Councillor C Clapper	Alan Plancey	Absent	
Group D	Councillor M Crawley			Present
Group D	Councillor T Douris	Absent	Absent	
Group D	Councillor P Goggins	Absent	Absent	Absent
Group D	Councillor A Plancey			Present
Group D	Councillor P Ruffles	Absent	Absent	Present
Group D	Councillor M Watkin			Absent
Coopted	Mrs J Lyal	Present	Present	Present
Coopted	Mr M Shaw	Present	Present	Absent
Coopted	Mrs S Spear	Present	Present	Present

## Appendix 4 Glossary of Educational Terms

<b>Academy</b>	Academies are state-maintained but independently run schools in England which have more freedom to control their own budgets and curriculum. They are, however, still required to deliver RE and follow the locally Agreed Syllabus unless they have a religious character.
<b>Agreed Syllabus</b>	A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below).
<b>Agreed Syllabus Conference</b>	An occasional body convened to review the LA's Agreed Syllabus for Religious Education
<b>AS Level</b>	Advanced Supplementary Level (Year 12 exams)
<b>ATL</b>	Association of Teachers and Lecturers.
<b>Attainment targets</b>	These establish what children of differing ability should be expected to know and be able to do by the end of each Key Stage of the National Curriculum and the Agreed Syllabus for Religious Education
<b>Baseline assessment</b>	Assessment of pupils' attainment on their entry into a school.
<b>Basic Skills</b>	Reading, writing and arithmetic.
<b>Catchment area</b>	The area from which a school takes its pupils.
<b>Circulars</b>	Documents issued by the DfE to explain, interpret and give guidance about legislation.
<b>Community Schools/Community Special Schools</b>	Terms used to describe former LA-maintained schools and Special Schools or Grant Maintained schools and Special schools which opted to become Community schools and Special Schools.
<b>Continuity and Progression</b>	Appropriate sequencing of learning which builds on previous learning to extend and develop pupils' capabilities.
<b>Co-ordinator</b>	A teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage. Chiefly primary though some secondary schools have co-ordinators for cross-curricular elements.
<b>Coursework</b>	Work undertaken by pupils in class and in their own time, the assessment of which contributes to the overall grade or mark awarded on completion of the course (particularly in GCSE and other external examinations)

<b>CPD</b>	Continuing professional development - staff training
<b>DfE</b>	Department for Education
<b>Differentiation</b>	The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children.
<b>ESL</b>	English as a second language
<b>EYFS</b>	Early years foundation stage
<b>Foundation Special schools</b>	Name now given to former Grant Maintained Special schools.
<b>Foundation schools</b>	New Category of schools, usually former Grant Maintained schools.
<b>GCSE</b>	General Certificate of Secondary Education.
<b>Group Work</b>	A way of organising pupils where the teacher assigns tasks to groups of children, to be undertaken collectively, although the work is completed on an individual basis.
<b>GTP</b>	Graduate Teacher Programme.
<b>HCC</b>	Hertfordshire County Council.
<b>HLTA</b>	Higher level Teaching assistant
<b>HMI</b>	Her Majesty's Inspector.
<b>I(C)T</b>	Information (and Communication) Technology.
<b>IEP</b>	Individual Education Plan for pupils with special educational needs.
<b>INSET</b>	In-Service Education and Training – courses for practicing teachers.
<b>KS1-4</b>	Key Stages – the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>LA</b>	Local Authority.
<b>Mixed ability</b>	A teaching group in which children of all abilities are taught together.
<b>NAHT</b>	National Association of Headteachers.
<b>NASACRE</b>	National Association of SACREs

<b>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers.
<b>National Curriculum</b>	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs.
<b>NQT</b>	Newly Qualified Teacher.
<b>NUT</b>	National Union of Teachers.
<b>OFSTED</b>	Office of Standards in Education. The body which arranges and sets standards for school inspections.
<b>PAT</b>	Professional Association of Teachers.
<b>PGCE</b>	Post-Graduate Certificate of Education. A teaching qualification which includes a period of practical teaching experience.
<b>PPA</b>	Planning preparation and assessment
<b>Programme of Study (PoS)</b>	The subject matter, skills and processes which must be taught to pupils during each Key Stage in order that they may meet the objectives set out in attainment targets.
<b>QCDA</b>	Qualifications and Curriculum Development Authority.
<b>QTS</b>	Qualified teacher status: usually attained by completing a Post graduate Certificate in Education (PGCE) or a Bachelor of Education (Bed) degree or a Bachelor of Arts/Science degree with Qualified teacher status (BA / BSc(QTS)) or the Graduate teacher programme (GTP)
<b>SACRE</b>	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship.
<b>SARETT</b>	St Albans RE teachers together
<b>SEN</b>	Special Educational Needs. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behaviour disorders.
<b>Setting</b>	A system of organising pupils into ability groups for particular subjects.
<b>SHA</b>	Secondary Heads Association.
<b>Short Course</b>	A course in a National Curriculum Foundation subject, such as

	RE, which is worth half a full GCSE.
<b>SMSC</b>	Social moral spiritual and cultural
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school.
<b>SSE</b>	Standards and School Effectiveness
<b>Streaming</b>	Placing pupils in classes according to their ability.
<b>TA</b>	Teaching assistant
<b>TDA</b>	Teacher Development agency.
<b>VA</b>	Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities.
<b>Value Added</b>	When pupils are enabled to achieve above their assessed performance levels; the additional benefits accruing from, eg a school's ethos or extra-curricular activities.
<b>VC</b>	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship.