

Buckinghamshire Standing Advisory Council on Religious Education



Annual Report 2013-14

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Foreword from the Chair of SACRE

Chair's Introduction for the Bucks SACRE Report 2013- 2014 - Changes for Bucks SACRE



This has been a year of change for Buckinghamshire SACRE and one in which we needed to consider carefully our priorities for the role we have. This was in part due to the rearrangement of education in Bucks: The County Council has devolved responsibility for educational provision to a Learning Trust, so we have been working with Buckinghamshire County Council and in partnership with this Trust to ensure high quality provision of RE through our syllabus in Buckinghamshire schools. We are aware that in the future we may need to work more closely with other partners and communicate more effectively and so at our development day in June we received feedback from NASACRE about some exciting projects, which other SACREs had developed and after considerable discussion these 4 priorities emerged:

1. Communication and networking with schools. This had already begun with the publication of our first newsletter SACRED which has resulted in some excellent feedback from RE co-ordinators
2. Engaging with young people
3. Using social media and technology
4. Develop partnerships. We have begun to have dialogue and meetings with Oxford SACRE

Membership

During the year we have welcomed Ann Beaton as the new group D representative in her capacity as Chair of the Governing Body at Disraeli School and Children's Centre since their inception in 2000. In addition Ann sits on the Oxford Diocesan Synod and is a member of the local Christian Aid Committee. She has completed 2 courses in religion with the OU. Her knowledge and expertise has already been of value to SACRE. In February it was agreed to produce a newsletter to be sent to all schools to promote RE and Bucks SACRE, by disseminating information regularly which could be easily and readily accessed. We are delighted that Ann has become the editor of this publication.

In February it was a pleasure to welcome back to Bucks SACRE Jonny Walker. 8 years before he had been a Union representative and now he has returned as a Representative of the Church of England. He is Headteacher at Berryfields Church of England Primary School and Nursery, which is part of Aylesbury Vale Academy, and provides all through education from 3-18 years and has its own chaplain. The primary school includes in its curriculum statement the following: 'It is through spiritual development, as well as cultural, moral and social development, that we learn about what it means to be human, to understand ourselves and to make sense of the world around us and how we relate.'

We look forward to working with Jonny and visiting this new school campus which opened in September 2013.

In May, Rev Tim Harper and Toby Long, both Church of England representatives were welcomed to their first meeting of Bucks SACRE. Toby became Headteacher at St George's Church of England Infant School in September 2010.

Two years later he was awarded his NPQH (National professional Qualification for Headship) and he describes headship as the most enjoyable and rewarding job you can imagine. He is also parent governor and on the curriculum committee of the school his children attend in Hazlemere. We look forward to holding a meeting at St George's Infant school in the next academic year.

Rev Tim Harper is the Rector of St Mary's Church, Old Amersham and All Saints Church in the village of Coleshill is included in the parish. St Marys, which has a strong musical tradition, is frequently the venue for civic services and town celebratory festivals. The church employs a full time youth worker and is involved in the life of the many schools in the locality.

Sadly, after the end of the summer term, we learned about the death of Kenrick Jones, our Baptist representative who had been a member of SACRE since it was instituted in 1994. He was an academic theologian and could always be relied upon to ask the meaningful questions following a presentation from an RE co-ordinator, the Writing Panel or any of us introducing something new! Little passed him by and he did it with such grace. His humour, sharp intellect, deep faith and above all his passion for RE made him a warmly liked and highly valued member of SACRE. He was a man of principle, never afraid to stand up for what he believed, yet always willing to listen to and learn from others.

Meetings

23 rd September 2013	-	John Hampden School, Wendover
28 th November 2013	-	County Hall
10 th February 2014	-	Chalfont Community College
24 th March 2014	-	Jordans Friends Meeting House
15 th May 2014	-	Haddenham Junior School
17 th June 2014	-	Development Day, Teaching & Learning Centre
17 th July 2014	-	Aylesbury Methodist Church

Once again we held 6 meetings and a development day. Three of these meetings were in schools, where we were privileged to receive presentations about the delivery of RE from the RE Co-ordinators. At The John Hampden Infant School, Wendover, Members learned how the spiritual values infuse throughout the whole school, pupils and teachers alike. Their Golden Rules can be found threading through the school policy, their school improvement plan and underpin every lesson. Delivery of Challenging RE is shared between the teacher responsible for Pastoral care, PSHE and SMSC and Afsheen Nawaz an Advanced Skills Teacher who also teaches Philosophy for Children and spoke about the benefits of this mode of delivery. The school with 330 pupils also holds a World Week in which cultural differences are explored.

For our secondary school presentation we were welcomed to Chalfonts Community College, where we learned about an innovative approach for some of the school assemblies. The Head teacher explained that she records live and interactive sessions and the students love them as they can type in their comments and questions and receive answers. RE has a very high profile at this Community College, covering a wide range of topics in a current and creative way that has meaning and significance to the pupils who engage with the subject readily. The interest in RE was further illustrated as Bill Moore commented on the thriving A level course. We learned that the Students had a positive attitude, were very hard working and loved discussion and 300 students had been entered for exams at GCSE.

In May we were met at a school in the north of the county: Haddenham Junior School, where we received a delightful presentation from the RE co-ordinator and the pupils about their RE. Members learned that each year group covers one topic per term:

- Year 3: Right & Wrong, Festivals & Holy Books
- Year 4: Rites of Passage, Symbolism & Natural World
- Year 5: Founders and Prophets, Places of Worship & Religion in the Community
- Year 6: Pilgrimage, Beliefs about God & Thinking and Being

In the village itself there is plenty of opportunity for collaboration with many Christian denominations: so Year 5 visit the Methodist/Baptist/Anglican and Catholic churches and at Easter and Christmas, end of term services are held in the Anglican Church.

Local Ministers from churches come into school each Thursday to take assemblies using “Open Book” – bible stories which are very interactive.

To provide a multi-faith dimension the children take part in the Bedford Faith Tour visiting a Sikh Gurdwara, Islamic Mosque and a Christian church.

The students gave a presentation on the posters they had made for each place of worship and spoke about the various features of each. They had also written learning logs each week and included the places of worship they visited.

In response to our questions one pupil said: ‘I felt that I knew what I was talking about and it felt good’ and another astounded us by articulating that ‘he had experienced calm and quiet in all the places he had visited.’

This presentation was a very profound experience for members.

Projects

In November we met at County Hall, Aylesbury and following some group work on promoting SACRE and RE we resolved to commission some curriculum support material, to research the feasibility of publishing a newsletter and take forward the collaboration with Oxford SACRE.

On 24th March 2014 at Jordans Quaker Meeting House, Beaconsfield Members received a presentation, entitled “Creative RE: Rich Encounters Real Experiences” from Sushma Sahajpal a member of SACRE but also a creative education consultant who had been commissioned to produce a tool kit for non-specialist RE teachers enabling them to deliver the Agreed Syllabus in a creative and innovative manner.

Bill Moore advised members that it had been tested on teachers at two Conferences recently held and had received positive feedback from both, however, he stressed that it was still a work in progress. It will be web-based and collaborative.

Our first newsletter, SACRED was shown to members at the meeting on May 15th 2014. It had been prepared by Alan Montague of Bucks Learning Trust with Ann Beaton a member of SACRE working closely with Alan. It was received with enthusiasm and congratulations to the editorial team for such a welcome and informative publication. Distribution was to:

- All Schools and Academies
- Teachers of RE and Co-ordinators
- Chair of Governors
- Headteachers
- Local Authority
- Bucks Learning Trust

The topics covered in this first issue were:

- The RE Quality Mark
- 3 recommended places of worship to visit
- A feature on Child Bereavement UK with links to resources
- 4 months of the Multi faith calendar
- Suggestions of RE resources and 2 pen portraits of members of SACRE
- Details of a conference for RE teachers organised by the British Humanist Association
- Various humorous and interesting RE facts and figures

Our meetings are always positive gatherings as all members enjoy being together and sharing skills, expertise, thoughts and values in order to foster the delivery of RE which is purposeful and meaningful to the children and students in our Buckinghamshire schools as they make sense of life and the world around them and what it means to be human in the 21st Century.

I give thanks to all members of Bucks SACRE for making these meetings such joyous occasions. Everything we do is underpinned by the rigorous preparation and organisation that our clerk, Allison Holley does so capably and the wisdom that is gleaned from our RE Adviser, Bill Moore.

We continue to end our meetings with a refection chosen and presented by members in turn. I shall conclude the Chair's Report with one such reflection:

Reflection chosen by Elaine Lever: BC: AD (by Ursula Fanthorpe, Quaker Poet)

This was the moment when Before
Turned into After, and the future's
Uninvented timekeepers presented arms.

This was the moment when nothing
Happened. Only dull peace
Sprawled boringly over the earth.

This was the moment when even energetic
Romans
Could find nothing better to do
Than counting heads in remote provinces.

And this was the moment
When a few farm-workers and three
Members of an obscure Persian sect
Walked haphazard by starlight straight
Into the Kingdom of heaven.



Valerie McFarlane

Chair of Bucks SACRE

1. Standards and quality of provision of RE

The vexed question remains, and, with the demise of levels, possibly gets even harder! How does SACRE fulfil its statutory responsibility to report on standards in religious education? Assessment without levels may actually prove a possible solution to the problem, provided we find a way to work with schools to report on their standards in RE. We will be reviewing the agreed syllabus next year and this may well provide the opportunity to simplify how we assess and the process for recording.

1.1 General provision: Primary Schools and Key Stage 3

We are not properly able to monitor quality RE in KS 1-3. This is a real shame, as it is increasingly important that future generations grow up to be 'religiously literate'. SACRE welcomes any contributions schools may have to help us build a picture of quality RE in Buckinghamshire schools and academies, primary, secondary and special. Please let us know of good practice in your school and feel free to invite our Adviser in to share and celebrate it! If we have the capacity, we will. In this way we can act as a networking facilitator to signpost schools to quality practice as well as support you in developing your provision further.

1.2 Examination RS in Buckinghamshire (See Appendix 1)

Religious education in KS4 and Post-16 remains statutory and the agreed syllabus allows flexibility of provision, either through an externally validated specification (without necessarily having to be entered for the examination) or the appropriate Core RE requirements as set out in sections 4.6 and 4.7 (pp 36-39) of the syllabus. SACRE encourages providers to allow students in KS4 the opportunity to gain a qualification from their entitlement to RE, so that their achievements in the subject can be recognised. From this year (2014), short courses do not count towards overall school performance tables and so are not received as part of the schools' statutory assessment data. This is a shame, as it means we are unable to report on and celebrate the achievements of the very many students at KS4 who receive accreditation for their two years' hard work. It may be that we can arrive at an arrangement with schools to share their students' results. We also encourage Post-16 providers to provide those students who so wish, the opportunity to pursue examination RS as an academic subject that will contribute significantly to their future career choices and their understanding of themselves and the modern world.

Overall, achievement in GCSE Full Course in 2014 in our schools is again significantly better than national results, although there has been a drop in the highest grades (A*-A) from last year where nationally there was a slight rise. Examination entry remains a concern, especially for a subject that is statutory for all students, with only 1 in 4 being entered for the full GCSE. Of course, we do not have data for the Short Course and so this does not reflect the full picture of KS4 entries, but nonetheless we want our students to be able to gain the best they can from their studies in religious education. SACRE encourages schools to provide the opportunity for all students to gain accreditation and we would like to support gaining a picture and collating successes across the County.

Performance at Short Course in 2013 is no longer reported as part of the assessment data for schools. See note below from RE Today on the national picture and impact.

A and AS level results continue to surpass the national average and SACRE is delighted to see that our entries are slightly up on previous years.

SACRE is keen to help schools develop GCSE and Post-16 RS examinations and also general RE provision, and hopes to contact schools to develop networks and raise the profile of the subject as an academic qualification.

1.3 Achievement in Special Schools

We are most fortunate to have Margaret Dean, Head of RE (and many other things!) at Alfriston Special School and now an academy. Margaret is a teacher representative on SACRE and co-ordinates a NATRE group to support special schools. She has produced very useful resources and is available to visit schools to offer support and advice. Margaret will help special schools and SENDCOs in mainstream schools explore how best to measure progress in RE. She can be contacted at Alfriston Academy.

1.4 A big thank you

We congratulate all students and staff on these very encouraging results and want to thank all involved for their hard work and enthusiasm.

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about. Whilst we do what we can to support schools and help pupils, it is you, the teachers and pupils, who really make RE what it is: for that we are heartily grateful. We are keen to hear your views and find out what is happening in schools, so please do contact us either to tell us what you are doing, or to invite us in.

A note from RE Today about numbers of entries at GCSE in 2014

The key outcomes of the 2014 GCSE results in England and Wales for Religious Education are as follows:

- 387,915 RS GCSE entries (combined short and full course) were recorded; a decrease of 8% from 2013 (420,151 entries)
- Full course entries increased by 7% from 251,063 in 2013 to 269,494 in 2014
- Short course entries fell dramatically by 30% from 169,088 in 2013 to 118,421 in 2014

When RS GCSE entries in England over the past three years are compared to those in Wales (where the EBacc and the average point score at GCSE have not been adopted as school performance measures), the following patterns emerge:

England

- Take up of the GCSE RS short course has fallen from 211,269 in 2012 to 99,601 in 2014 (-53%)
- GCSE RS full course entries in England have increased from 216,182 in 2012 to 258,067 in 2014 (19%)

Wales

- Short course GCSE RS entries have remained stable over the past three years (19,182 in 2012 compared with 18,820 in 2014)
- RS GCSE full course entries have increased from 10,409 in 2012 to 11,427 in 2014 (10%)

Overall this means that compared with 2012 nearly 70,000 fewer 16 year olds in England will complete key stage 4 this year having not gaining a qualification in Religious Studies (a drop of 15%).

Examination Data summary 2014 (with 3 year trend)

GCSE Full Course and Short Course		Number of pupils at the end of KS4	GCSE Full Course			GCSE Short Course			% KS4 pupils entered for Full or SC GCSE	
			% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G	% Entries (out of KS4 pupils)	% A*-A		% A*-C
2014	England			30.1	71.3	97.6	n/a	n/a	n/a	n/a
Buckinghamshire Maintained and Academy Schools (incl. Special)		5675	26.5	38.9	83.0	99.5	n/a	n/a	n/a	n/a
Buckinghamshire Upper Schools		3378	28.9	18.5	73.9	99.3	n/a	n/a	n/a	n/a
Buckinghamshire Grammar Schools		2193	24.2	76.6	99.6	100.0	n/a	n/a	n/a	n/a
2013	England			30.6	74	98	25	16	50	93
Buckinghamshire Maintained and Academy Schools (incl. Special)		5562	26.0	40.7	82.3	99.5	35.7	30.3	67.4	98.0
Buckinghamshire Upper Schools		3309	30.4	22.8	74.8	99.3	31.1	7.3	40.1	96.2
Buckinghamshire Grammar Schools		2136	20.7	81.3	99.3	100.0	44.7	55.0	96.8	100.0
2012	England			31.9	73.6	98.5	18.1	53.1	95.3	69.3
Buckinghamshire Maintained and Academy Schools (incl. Special)		5483	28.2	35.7	73.5	98.6	32.6	37.3	69.3	97.8
Buckinghamshire Upper Schools		3252	33.6	19.0	63.1	98.0	25.2	7.9	38.9	95.2
Buckinghamshire Grammar Schools		2138	21.1	76.1	98.5	100.0	45.3	62.1	95.1	100.0

A and AS Levels		Number of pupils at the end of KS5	A LEVEL				AS LEVEL				% KS5 pupils entered for A/AS Level
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A	% A-C	% A-E	
2014	England			26.4	80.0	99.1		20	64.7	91.6	
Buckinghamshire Maintained and Academy Schools		3026	8.6	34.4	83.8	99.2	10.9	36.6	82.5	94.9	9.5
Buckinghamshire Upper Schools		902	8.3	12.0	65.3	100.0	10.6	17.7	64.6	86.5	9.0
Buckinghamshire Grammar Schools		2124	8.7	43.5	91.3	98.9	11.1	44.3	89.8	98.3	9.7
2013	England			26	80	99		20	65	92	
Buckinghamshire Maintained and Academy Schools		3152		37.6	78.3	93.4		39.1	81.9	92.2	
Buckinghamshire Upper Schools		922		11.9	52.4	84.5		16.0	63.0	79.0	
Buckinghamshire Grammar Schools		2230		48.1	88.8	97.1		48.4	89.5	97.6	
2012	England		2.4	25.5	79.3	98.6	2.3	21.4	65.7	92.2	4.7
Buckinghamshire Maintained and Academy Schools (incl. Special)		3300	5.4	29.8	85.4	100.0	2.1	14.7	55.9	97.1	7.5
Buckinghamshire Upper Schools		1131	5.0	14.3	69.6	100.0	1.3	13.3	40.0	93.3	6.3
Buckinghamshire Grammar Schools		2169	5.6	36.9	92.6	100.0	2.4	15.1	60.4	98.1	8.1

2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders

2.1 Meetings

Meetings have been held in schools and community centres as SACRE seeks to forge links with both. We try to ensure that our business is about children's learning, their SMSC development and their more general well-being. We seek to make information and resources from communities available to schools wherever possible either directly through e-mail or via the schools bulletin.

Information and support are also available online through the Bucks Grid for Learning: <http://www.bucksgfl.org.uk/course/view.php?id=459>.

2.2 Are we at a watershed in RE?

The autumn of 2013 saw the publication of the Ofsted Report, RE: realizing the potential and also the launch of the RE Council's review of religious education in England. These key documents were discussed in relation to Buckinghamshire and the issues taken into our development day on 25th June. See Appendix 2 for the discussion document.

3. Effectiveness of the Agreed Syllabus

3.1 Agreed syllabus training

Bill provided individual school support and training to a number of schools. SACRE has received feedback from schools visited and the report back is that schools value the flexibility of the agreed syllabus, combined with the coherent structure and the availability of earlier support materials. Pupils enjoy the questions and learning. Assessment and recording remain an issue.



In 2014-15 we begin the review of the syllabus for 2016!

If you want your school to have bespoke RE training, please contact Bill on 01296 382441, or bmoore@learningtrust.net *

4. Collective worship

4.1 Determinations

No determinations were sought in 2013-14. Please address any requests for a determination to aholley@learningtrust.net.

* Bill can now be contacted on 07749211997 or bjvmoore@aol.com

5. SACRE and School Improvement

5.1 INSET and Training: Learning about and from religions through the Agreed Syllabus February 2013

Bill Moore and Sushma Sahajpal provided training on the use of the agreed syllabus and how to make it creative, using a pilot creativity toolkit being devised for SACRE by Sushma. Two courses were run, one for new co-ordinators and one for experienced colleagues. This was well-received by all, but especially the experienced subject co-ordinators, with comments such as:

- *Adventure planner. I can imagine that this will generate lots of ideas and discussion at school. I will definitely be using this as a planning tool.*
- *The creative teaching of RE lessons helped me to recognise how the curriculum could be utilised in an interactive and fun way. More ideas would be fantastic! Complemented the morning session well. Thank you!*

New co-ordinators found the combination of groundwork in the agreed syllabus combined with the new ideas in the tool very helpful:

- *It has helped me to understand my role of RE co-ordinator. I understand the challenging RE document more now. Inspired fresh ideas of how to teach RE and share good practice and ideas with other staff.*
- *I also hope to take the teaching ideas to present to staff and creative journey planning idea to get staff making RE exciting.*



Delegates get stuck into the 'Creative Toolkit' for RE

Being on SACRE

"SACRE is of value to me as I am able to share a Jewish perspective with other committed religionists and it enables me to hear of the good work in religious education that is carried out in Buckinghamshire schools from teachers, Headteachers and sometimes the children themselves as well as from other members of SACRE"

Mr Barry Shine, Group A - representative of the Jewish faith

SACRE is a council of volunteers, not dissimilar to a governing body. We are committed to raising the profile of the spiritual dimension of life and education through exciting, engaging and challenging religious education and Collective Worship.

We can only do this with the active involvement of schools, so whatever your role is, if you want to work with us in this endeavour, sharing your successes and letting us know how we can best support you, please do get in touch through:

- Allison Holley, the Clerk to SACRE on 01296 382146 / Email: aholley@learningtrust.net or
- Bill Moore, Adviser to SACRE on 07749211997/ Email : bjvmoore@aol.com
[/www.justBmoore.com](http://www.justBmoore.com)

From our Core Vision, Values and Purpose:

Education is an inclusive process that involves the whole person. It is not just about academic standards, but about achievement across a range of skills and about personal development, including values-development. Religious education must be open to all pupils and so has to be taught in the context of this understanding of education. It cannot promote any particular religion or world-view as 'the right way'. Rather it must enable pupils to understand their own faith or world-view and to learn from their study of different faiths and world-views. In view of this, members of SACRE work together to promote the four aims of RE in the Bucks Agreed Syllabus:

1. To understand the nature, role and influence of religion in the world
2. To pursue personal quest for meaning, purpose and value
3. To formulate reasoned opinion/argument
4. To promote understanding of and respect for different beliefs and life-styles

Appendix 1 - Examination data

KS4 2014 GCSE Full Course Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data (note: GCSE Short courses no longer included in SPT data)

NE = No Entries, SUPP = less than 6 pupils

LAEs tab	School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			
				% KS4 pupils entered for Full GCSE RS	% A*-A	% A*-C	% A*-G
4095	Amersham School	ACC	144	0.0	NE	NE	NE
4500	Aylesbury Grammar School	ACC	182	0.5	SUPP	SUPP	SUPP
4058	Aylesbury High School	ACC	182	16.5	76.7	100.0	100.0
6905	The Aylesbury Vale Academy	AC	144	6.9	10.0	50.0	90.0
5402	Beaconsfield High School	FD	150	38.0	91.2	100.0	100.0
4082	The Beaconsfield School	ACC	145	0.0	NE	NE	NE
4004	Buckingham School	CY	173	57.8	8.0	62.0	96.0
4051	Burnham Grammar School	ACC	147	0.0	NE	NE	NE
5403	The Chalfonts Community College	ACC	282	0.0	NE	NE	NE
4079	Chesham Grammar School	ACC	184	9.8	72.2	100.0	100.0
4000	Chiltern Hills Academy	AC	108	15.7	11.8	64.7	100.0
5407	The Cottesloe School	FD	196	9.2	38.9	83.3	100.0
4072	Cressex Community School	FD	116	77.6	13.3	77.8	98.9
4504	Dr Challoner's Grammar School	ACC	182	44.0	78.8	100.0	100.0
4061	Dr Challoner's High School	ACC	149	63.1	93.6	100.0	100.0
4002	The E-Act Burnham Park Academy	AC	114	0.0	NE	NE	NE
4034	The Grange School	FD	233	17.6	31.7	82.9	100.0
5409	Great Marlow School	ACC	198	28.3	17.9	87.5	100.0
4001	Highcrest Academy	ACC	133	9.0	8.3	66.7	100.0
4070	Holmer Green Senior School	ACC	149	76.5	5.3	63.2	99.1
4044	John Colet School	ACC	166	13.3	9.1	68.2	100.0
4009	John Hampden Grammar School	ACC	159	12.6	90.0	100.0	100.0

4067	The Mandeville School	CY	173	0.0	NE	NE	NE
4042	The Misbourne School	CY	169	84.0	12.7	70.4	100.0
4036	Princes Risborough	ACC	174	0.0	NE	NE	NE
5404	The Royal Grammar School, High Wycombe	ACC	198	0.0	NE	NE	NE
4501	Royal Latin School	ACC	177	0.6	SUPP	SUPP	SUPP
4701	St Michael's Catholic School	VA	110	99.1	17.4	68.8	100.0
4065	Sir Henry Floyd Grammar School	ACC	155	98.7	58.2	98.7	100.0
4505	Sir William Borlase's Grammar School	ACC	143	17.5	84.0	100.0	100.0
4084	Sir William Ramsay School	ACC	165	33.9	28.6	80.4	100.0
5408	Waddesdon Church of England School	ACC	139	100.0	38.8	89.9	100.0
4503	Wycombe High School	ACC	185	27.6	74.5	100.0	100.0
4094	The Wye Valley School	CY	147	33.3	22.4	71.4	100.0

KS5 2014 Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data
NE = No Entries, SUPP = less than 6 pupils

LAEs tab	School Name	School Type	Number of Academic pupils at the end of KS5	A LEVEL				AS LEVEL				% KS5 pupils entered for A/AS Level
				% Entries (out of Academic KS5 pupils)	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E	
4095	Amersham School	ACC	37	NE	NE	NE	NE	NE	NE	NE	NE	NE
4500	Aylesbury Grammar School	ACC	184	NE	NE	NE	NE	NE	NE	NE	NE	NE
4058	Aylesbury High School	ACC	177	4.5	12.5	100.0	100.0	6.2	0.0	81.8	100.0	10.7
6905	The Aylesbury Vale Academy	AC	6	NE	NE	NE	NE	NE	NE	NE	NE	NE
5402	Beaconsfield High School	FD	133	15.0	30.0	95.0	100.0	20.3	51.9	96.3	100.0	35.3
4082	The Beaconsfield School	ACC	34	5.9	SUPP	SUPP	SUPP	5.9	SUPP	SUPP	SUPP	11.8
4004	Buckingham School	CY	43	4.7	SUPP	SUPP	SUPP	7.0	SUPP	SUPP	SUPP	11.6
4051	Burnham Grammar School	ACC	82	NE	NE	NE	NE	NE	NE	NE	NE	NE
5403	The Chalfonts Community College	ACC	110	9.1	10.0	70.0	100.0	9.1	0.0	80.0	100.0	18.2
4079	Chesham Grammar School	ACC	171	7.0	33.3	75.0	100.0	9.9	29.4	100.0	100.0	17.0
4000	Chiltern Hills Academy	AC	31	NE	NE	NE	NE	NE	NE	NE	NE	NE

5407	The Cottesloe School	FD	77	NE	NE	NE	NE	NE	NE	NE	NE	NE
4072	Cressex Community School	FD	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
4504	Dr Challoner's Grammar School	ACC	187	18.2	47.1	91.2	97.1	20.9	46.2	89.7	97.4	39.0
4061	Dr Challoner's High School	ACC	157	15.3	70.8	100.0	100.0	21.7	73.5	97.1	100.0	36.9
4002	The E-Act Burnham Park Academy	AC	6	NE	NE	NE	NE	NE	NE	NE	NE	NE
4034	The Grange School	FD	52	3.8	SUPP	SUPP	SUPP	19.2	30.0	70.0	100.0	23.1
5409	Great Marlow School	ACC	71	2.8	SUPP	SUPP	SUPP	2.8	SUPP	SUPP	SUPP	5.6
4001	Highcrest Academy	ACC	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
4070	Holmer Green Senior School	ACC	33	NE	NE	NE	NE	NE	NE	NE	NE	NE
4044	John Colet School	ACC	48	10.4	SUPP	SUPP	SUPP	16.7	0.0	37.5	100.0	27.1
4009	John Hampden Grammar School	ACC	136	19.9	25.9	81.5	100.0	22.1	36.7	70.0	100.0	41.9
4067	The Mandeville School	CY	7	NE	NE	NE	NE	NE	NE	NE	NE	NE
4042	The Misbourne School	CY	87	4.6	SUPP	SUPP	SUPP	5.7	SUPP	SUPP	SUPP	10.3
4036	Princes Risborough	ACC	33	NE	NE	NE	NE	NE	NE	NE	NE	NE
5404	The Royal Grammar School, High Wycombe	ACC	190	NE	NE	NE	NE	NE	NE	NE	NE	NE
4501	Royal Latin School	ACC	186	15.6	41.4	89.7	96.6	20.4	36.8	97.4	100.0	36.0
4701	St Michael's Catholic School	VA	23	30.4	0.0	42.9	100.0	39.1	11.1	66.7	100.0	69.6
4065	Sir Henry Floyd Grammar School	ACC	157	5.7	44.4	100.0	100.0	9.6	40.0	80.0	100.0	15.3
4505	Sir William Borlase's Grammar School	ACC	179	1.7	SUPP	SUPP	SUPP	1.7	SUPP	SUPP	SUPP	3.4
4084	Sir William Ramsay School	ACC	63	11.1	0.0	100.0	100.0	14.3	0.0	77.8	100.0	25.4
5408	Waddesdon Church of England School	ACC	106	20.8	13.6	72.7	100.0	23.6	40.0	84.0	96.0	44.3
4503	Wycombe High School	ACC	185	9.7	61.1	94.4	100.0	11.4	52.4	100.0	100.0	21.1
4094	The Wye Valley School	CY	35	34.3	25.0	58.3	100.0	37.1	23.1	76.9	100.0	71.4
Buckinghamshire Maintained and Academy Schools (incl. Special)			3026	8.6	34.4	83.8	99.2	10.9	36.6	82.5	94.9	19.5
Buckinghamshire Upper Schools			902	8.3	12.0	65.3	100.0	10.6	17.7	64.6	86.5	19.0
Buckinghamshire Grammar Schools			2124	8.7	43.5	91.3	98.9	11.1	44.3	89.8	98.3	19.7
National (All schools)					26.4	80.0	99.1		20	64.7	91.6	

Appendix 2 – SACRE Development Day and discussions on the direction of RE and SACRE

We are at a water-shed in RE. Are we well placed to move into the future?

Ofsted Report: Religious Education, realising the potential 2013

Part A of this report discusses eight major areas of concern:

1. low standards
2. weak teaching
3. problems in developing a curriculum for RE
4. confusion about the purpose of RE
5. weak leadership and management
6. weaknesses in examination provision at Key Stage 4
7. gaps in training
8. the impact of recent changes in education policy

Key findings:

- Weaknesses in provision for RE meant that too many pupils were leaving school with low levels of subject knowledge and understanding.
- Achievement and teaching in RE in the 90 primary schools visited were less than good in six in 10 schools.
- Achievement and teaching in RE in the 91 secondary schools visited were only good or better in just under half of the schools. The picture was stronger at Key Stage 4 and in the sixth form than at Key Stage 3.
- Most of the GCSE teaching seen failed to secure the core aim of the examination specifications: that is, to enable pupils 'to adopt an enquiring, critical and reflective approach to the study of religion'.
- The provision made for GCSE in the majority of the secondary schools surveyed failed to provide enough curriculum time for pupils to extend and deepen their learning sufficiently.
- The teaching of RE in primary schools was not good enough because of weaknesses in teachers' understanding of the subject, a lack of emphasis on subject knowledge, poor and fragmented curriculum planning, very weak assessment, ineffective monitoring and teachers' limited access to effective training.
- The way in which RE was provided in many of the primary schools visited had the effect of isolating the subject from the rest of the curriculum. It led to low-level learning and missed opportunities to support pupils' learning more widely, for example, in literacy.
- The quality of teaching in the secondary schools visited was rarely outstanding and was less than good in around half of the lessons seen. Common weaknesses included: insufficient focus on subject knowledge; an over-emphasis on a limited range of teaching strategies that focused simply on preparing pupils for assessments or examinations; insufficient opportunity for pupils to reflect and work independently; and over-structured and bureaucratic lesson planning with a limited focus on promoting effective learning.
- Although the proportion of pupils taking GCSE and GCE examinations in RE remains high, in 2011 nearly 250 schools and academies did not enter any pupils for an accredited qualification in GCSE.
- Around half of the secondary schools visited in 2011 and 2012 had changed, or were planning to change, their curriculum provision for RE in response to changes in education policy. The impact of these changes varied but it was rarely being monitored carefully.
- Assessment in RE remained a major weakness in the schools visited. It was inadequate in a fifth of the secondary schools and a third of the primary schools. Many teachers were confused about how to judge how well pupils were doing in RE.

- Access to high-quality RE training for teachers was poor. Training had a positive impact on improving provision in only a third of the schools visited; its impact was poor in a further third. Many of the schools surveyed said that support from their local authority and SACRE had diminished.
- Leadership and management of RE were good or better in half the schools visited; however, weaknesses were widespread in monitoring provision for RE and in planning to tackle the areas identified for improvement.
- The effectiveness of the current statutory arrangements for RE varies considerably. Recent changes in education policy are having a negative impact on the provision for RE in some schools and on the capacity of local authorities and SACREs to carry out their statutory responsibilities to monitor and support it.

Recommendations:

The Department for Education (DfE) should:

- review the current statutory arrangements for RE in relation to the principle of local determination to ensure these keep pace with wider changes in education policy, and revise or strengthen these arrangements as appropriate
- ensure that the provision for religious education is monitored more closely, particularly in secondary schools.

The DfE should work in partnership with the professional associations for RE to:

- clarify the aims and purposes of RE and explore how these might be translated into high-quality planning, teaching and assessment
- improve and coordinate the provision for training in RE, both nationally and locally.

Local authorities, in partnership with SACREs and agreed syllabus conferences, should:

- ensure that sufficient resources are available for SACREs and agreed syllabus conferences to carry out their statutory functions with regard to RE and provide schools with high-quality guidance and support
- review their expectations about arrangements for RE, particularly at Key Stage 4, to ensure that schools have sufficient flexibility to match their provision more effectively to pupils' needs
- work in partnership with local schools and academies to build supportive networks to share best practice.

(How are we doing in Bucks? What more can we do?)

All schools should:

- ensure that learning in RE has a stronger focus on deepening pupils' understanding of the nature, diversity and impact of religion and belief in the contemporary world
- improve lesson planning so that teaching has a clear and straightforward focus on what pupils need to learn and engages their interest.

(Does SACRE have a role here? If so, what and how?)

Primary schools should:

- raise the status of RE in the curriculum and strengthen the quality of subject leadership by improving the arrangements for developing teachers' subject expertise, sharing good practice, and monitoring the quality of the curriculum and teaching

- improve the quality of teaching and the curriculum to increase opportunities for pupils to work independently, make links with other subjects and tackle more challenging tasks

(Does SACRE have a role here? If so, what and how?)

Secondary schools should:

- ensure that the teaching of RE at GCSE level secures good opportunities for pupils to discuss and reflect on their learning, and extend and deepen their knowledge and understanding of religion and belief
- ensure that the overall curriculum provision for RE is challenging and has greater coherence and continuity
- improve their monitoring of RE to ensure that any changes in provision are carefully evaluated

(Does SACRE have a role here? If so, what and how?)

And to develop good practice in enquiry:

Despite these and many other examples of effective practice, teachers need further support to translate the principles of good enquiry into curriculum planning, teaching and assessment. In particular, guidance is needed on:

- a clear rationale for the place of enquiry in RE – for example, how the principle of asking open-ended critical questions about religion is balanced with the need to respect differences of opinion and lifestyle
- breadth and balance in selecting enquiries, based on a clear, shared understanding of the rationale for RE
- an appropriate repertoire of approaches to learning that match different types of enquiry, for example:
 - using experiential and creative activities where pupils need to develop their insight into the ‘experience’ of religion
 - using reasoned argument and debate when pupils are exploring controversial issues
 - using investigative and interpretative skills when pupils need to gather, analyse and present information
 - how to sequence enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
 - how the process of enquiry can be built into the way pupils’ progress in RE is defined and assessed.

(How can SACRE support this?)

REC Review Oct 2013

1. support improvement by developing more effective and coherent mechanisms to monitor and evaluate the effectiveness of RE
2. pursue with policy makers the challenges around the existing ‘settlement’ for RE; (ie for us looking at how we liaise and engage with the LA to show what RE and CW offer schools and communities)
3. promote coherence and progression between 4-14 programmes of study and 14-19 public examinations;
4. ensure that there are more robust arrangements for training and supporting teachers of RE; (cpd; networks; social media)

5. develop new structures and networks within and across the RE community so that its expertise is co-ordinated and utilised more effectively in the interests of improving the subject; links with faith communities, Oxford, NASACRE and other SACREs, National Association of Teachers of RE (NATRE), Academies and Academy Trusts
6. develop new assessment arrangements for RE. (agreed syllabus progression – how do we make sure this is effective in schools?)

Can we identify any common threads and issues for us as a SACRE running through all this?

Questions for Bucks SACRE. (Taken into the Development Day)

1. What do we do well to support and monitor schools?
2. What do we do well in terms of working in partnership with partners (the LA, schools, communities, parents, pupils)?
3. How well do we know our schools?
4. What do we need to do to support our schools more effectively?
5. How can we work with partners more effectively?
6. What good practice nationally can we learn from? (RE Quality Mark? Young Ambassadors? Youth SACREs? NASACRE? NATRE?)

And the BIG question:

7. How good is RE in Bucks and what do we need to do to make it better?

Notes from discussion on the Development Day

How well do we know our schools?

- Not well enough

What do we do well to support and monitor schools?

- Asking schools to share visit and visitor experiences
- Website?
- Newsletter
- Inset training
- 2 x training days per year for RE
- Hold 6 meetings a year – 3 in schools and 3 in faith communities
- Ask quite challenging questions

What do we need to do to support our schools more effectively?

- Raise profile of RE Council
- Create an award (similar to Swan Award and RE Quality Mark). Local Award will be better and less expensive for schools
- Buddy system – SACRE act as broker for RE buddies - school to school
- Raise profile of SACRE
- Offer support to schools
- Raise profile of SACRE within the County Council
- Look at having a Youth SACRE (see Warwickshire SACRE)
- Could do a day visit for teachers and SACRE members to visit 4 faith venues (see Wokingham SACRE)
- After visit to school venue could arrange a follow up meeting

What do we do well in terms of working with partners?

- Twilight sessions: RE and Community links (Governors, schools and faith groups)

Who are our partners and who can we work with?

- Culham St Gabriel
- Universities
- RE Alliance
- Local Authority
- NATRE
- Interfaith groups
- Faith Communities
- BLT
- Students
- Governors
- Headteachers
- Oxford Diocese
- Other SACREs
- Hubs (could form our own ie. Bucks, Berks, Oxon, Milton Keynes, Oxford Brookes & Farmington)

How can we work with partners more effectively?

- Form a Hub
- Use social media ie. Twitter and Facebook

What are our aims?

- Help maintain good quality RE in our schools
- Contribute to a meaningful and visionary approach to education
- To promote effective, meaningful and inclusive Collective Worship in our schools
- Develop relationships with all groups who share our concerns and vision
- That all children in Bucks are enriched by opportunities for quality RE and meaningful CW in the context of a broad and balanced education
- Pupils can talk about and explore Big Questions
- Enable mutual understanding and respect
- Challenge learning

What is our vision?

Local Collective Worship and RE that are:

Spiritually enriching

Affirming

Challenging

Respecting

Educational

Appendix 3 - SACRE Membership and attendance (September 2013 – July 2014)

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group	Name	Represents
A Other Denominations and Faiths	Mrs Val McFarlane	Quaker
	Vacancy	Roman Catholic
	Mrs Frankie Fisher	Methodist
	Nr R Kenrick Jones	Baptist
	Mrs Sushma Sahajpal	Hindu
	Mr Zahid Jawed	Muslim
	Mr Barry Shine	Jewish
	Vacancy	Sikh
	Steve Terry	Buddhist
	Other faiths yet to be represented	Pentecostal
B The Church of England	Ms Jo Fageant	Church of England
	Mr Nick Waldron (left Feb14)	Church of England
	Mr Jonny Walker (wef Feb14)	Church of England
	Rev'd Tim Harper (wef May14)	Church of England
	Mr Toby Long (wef May14)	Church of England
C Teacher representatives	Ms Sue Bowen	NUT
	Mrs Margaret Dean	ATL
	Vacancy	NASUWT
	Mrs Olwyn Davison-Oakley	NAHT
	Mr Mark Mayne	ASCL
D The Local Authority	Mrs Marion Clayton	County Council
	Cllr David Watson	County Council
	Cllr Andy Huxley (left Feb14)	County Council
	Cllr Darren Hayday (wef Feb14)	County Council
	Mrs Ann Beaton	Governors
Co-opted	Mrs Elaine Lever	Humanist
Co-opted	Mr Rob Johnston	Governors
Deputies	Ms Suma Din	Muslim Deputy

SACRE is advised and supported by Bill Moore, School Improvement Adviser.

The Clerk to SACRE, Allison Holley can be contacted at: Buckinghamshire Learning Trust, School Improvement Service, Unit 9, The Abbey Centre, Weedon Road, Aylesbury, Bucks, HP19 9NS. Tel: 01296 382146 / Email: aholley@learningtrust.net

Members	Group Represented	23 rd Sept 2013	28 th Nov 2013	10 th Feb 2014	24 th Mar 2014	15 th May 2014	Dev. Day 17 Jun 2014	17 th July 2014
Val McFarlane, Chair	Quaker	✓	✓	✓	✓	✓	✓	X
Frankie Fisher	Methodist	✓	✓	✓	✓	✓	✓	✓
Kenrick Jones	Baptist	✓	✓	✓	X	X	✓	X
Sushma Sahajpal	Hindu	✓	X	✓	✓	X	✓	✓
Zahid Jawed	Muslim	X	✓	X	X	X	X	✓
Suma Din	Muslim Deputy	X	X	X	X	X	SD	X
Barry Shine	Jewish	X	X	X	✓	X	✓	✓
Steve Terry	Buddhist	X	X	X	X	X	X	X
Jo Fageant	Church of England	✓	✓	✓	✓	✓	X	X
Nick Waldron	Church of England	X	✓	X				
Jonny Walker	Church of England			✓	✓	✓	✓	✓
Rev'd Tim Harper	Church of England					✓	X	X
Toby Long	Church of England					✓	X	X
Margaret Dean	ATL	✓	X	✓	✓	✓	X	✓
Olwyn Davison-Oakley	NAHT	X	X	✓	✓	X	✓	X
Sue Bowen	NUT	✓	✓	✓	✓	✓	✓	✓
Mark Mayne	ASCL	X	X	X	X			
Marion Clayton	County Council	✓	✓	X	✓	✓	✓	✓
David Watson	County Council	X	X	X	✓	✓	X	✓
Andy Huxley	County Council		X					
Darren Hayday	County Council			X	✓	X	X	X
Ann Beaton	Governors		✓	✓	✓	✓	✓	✓
Elaine Lever	Co-opted	X	✓	✓	✓	✓	✓	✓
Rob Johnston	Co-opted		✓	X	X	X		
Bill Moore	Adviser	✓	✓	✓	✓	✓	✓	✓
Allison Holley	Clerk	✓	✓	✓	✓	✓	✓	✓

✓ = Attended X = Absent SD Standing Deputy

Learning and growing through challenging RE

SACRE is advised and supported by Bill Moore, School Improvement Adviser.

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