



ISLE OF WIGHT LOCAL AUTHORITY

The Standing Advisory Council
for Religious Education
Annual Report

SCHOOL YEAR 2015-2016

Foreword by the Chairman

Having completed the last year of my present term as chairman of the Isle of Wight SACRE, it has been good to reflect upon the progress that this advisory council has achieved. This report serves to illustrate the work of the past year, but the picture needs to be viewed from the context of recent years. Since the implementation of the partnership between Hampshire and the Isle of Wight, it has been possible to implement positive steps to address the quality of the provision of Religious Education in Isle of Wight schools. This has been part of a wider strategy to improve the provision of teaching and learning in Island schools, and it has been of great assistance to this SACRE to have the services of the RE inspectors and advisors of the partnership.

The Island SACRE has always been a body that has functioned with a strong sense of commitment and purpose. It is with a spirit of thankfulness that it is possible to celebrate the collaborative achievement of the church and faith group members, the teachers, the local authority members and particularly our advisors and clerk. Monitoring of the RE in schools has continued, and this has placed us in a good position to carry out our statutory duty to advise the local authority of the quality and provision of RE. This again, has only been practical through RE advisors and SACRE members undertaking school visits together. By far the greatest achievement of this past year is about to come to fruition in the form of 'Living Difference III'. This is soon to be the Agreed Syllabus for RE in Isle of Wight schools and it is the product of Isle of Wight teachers and SACRE members working collaboratively with their counterparts from Hampshire, Portsmouth and Southampton. A concept-based syllabus has been used by the mainland schools for several years, and those who have worked on this project from the Island have fully engaged with this task of revising the current 'Living Difference', contributing insights and ideas beneficial to the final result.

There is still much to do in developing a high quality of religious understanding and in the promotion of greater tolerance and awareness, particularly when some elements in contemporary society may seem to be working against this. I believe that this report demonstrates that the Isle of Wight has the means to enable our young people to go towards a fair and just society that fully respects individual beliefs and culture.

Ralph Hodd
Chairman, IW SACRE

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 Hampshire County Inspector Adviser RE/history

1. GCSE: Report regarding the IW GCSE performance in 2015

This report offers an analysis of the 2015 GCSE data available regarding Full course GCSE Religious Studies (RS) Exam on the Isle of Wight. As mentioned previously, when comparing GCSE results year against year, it is very important to note that it is not the same group of students and not always the same teachers teaching the GCSE that we are comparing. In other words, we are not comparing like with like. Therefore, it is important to consider the results a year at a time, to look carefully what this reveals for any one particular year and in order to draw conclusions about any action that should be taken.

Background information

- The GCSE Full Course is in general 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. Occasionally schools enable students to sit the examination at the end of year 10 rather than year 11. All but one Isle of Wight school in 2015 took all students through the full course GCSE.
- The GCSE is planned to be taught in 120 hours. That equals to 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 existing GCSE was first available for examination in 2011, and is being replaced by a new course, which will be available for examination for the first time in 2018.
- Assessment Objectives for the current GCSE Religious Studies course are :
 - 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 not only knowledge but the capacity to *analyse* and *to use evidence and reasoned argument to express and evaluate*. Teaching must enable students to do this. RS GCSE success is about higher order thinking, not just facts. Challenging children to analyse evaluate and in other ways reason well at KS3 and KS4 is known to raise standards at GCSE.

Overall findings, conclusions and recommendations for improvement

- 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. In general this has to be a good thing that more students are being able to access a qualification in religious studies.
- Entries for GCSE Full Course on the Isle of Wight have continued to rise. However there has been a rapid decline in the short course 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.

- This means that most young people on the Isle of Wight have been able to access an entitlement to religious education in 2014/15 at KS4.
- National residual data has not been available 2015. Therefore it has not been possible to compare loW residual data with the national. This means it is not possible to compare the loW Data accurately with previous years.
- The critical challenge now, in order to secure improvement in the GCSE results, will be to ensure that the amount of teaching time given to Full Course GCSE, where the full cohort is taking RE GCSE is adequate for teaching a GCSE. Where only 1 lesson per week is given over 2 years, this amounts to less than half the recommended teaching time for GCSE Religious Studies. High Achievement will be unlikely in this situation.
- In addition to this it is going to be essential to recruit more specialist RE teachers onto the loW to make sure that the quality of teaching rises to ensure that all children are making good progress in GCSE Religious Studies and achieving the overall grade they are able to achieve.
- Two further things to bear in mind for the future. In 2015 Data will be analysed according to the progress being made and in 2016 a new GCSE will be available for teaching. The new GCSE is more 'knowledge heavy' and will put more demands upon teachers.

2. Monitoring visits made to Secondary Schools

In the last two years two out of the three Local Authority secondary Schools have been visited as part of the enabling SACRE to monitor the effectiveness of the Agreed Syllabus. A third school has been visited as part of general HIAS work in supporting.

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

All meetings were quorate.

Attendance

<u>October 2015</u>	
Committee A (Representatives of Religious Bodies)	78%
Committee B (Representatives of the Church of England)	100%
Committee C (Representatives of Teacher Associations)	75%
Committee D (Representatives of the Authority)	75%
<u>March 2016</u>	
Committee A	78%
Committee B	50%
Committee C	50%
Committee D	75%
<u>June 2016</u>	
Committee A	67%
Committee B	75%
Committee C	50%
Committee D	50%

One member representing the Local Authority, and one representing non-Christian faiths did not attend any meetings of SACRE. At the Summer meeting Ralph Hodd retired as Chairman. Through a range of circumstances, he has been in the role for many years. He does however, continue to serve on SACRE as a representative of the Roman Catholic faith.

SACRE has continued to meet in a variety of locations; Westridge Training and Development Centre, Ryde Academy and Quarr Abbey. SACRE requires the services of the RE Inspectors to support and advise. It has been expedient, therefore, to link SACRE meetings with days that the inspectors are on the Island. Training carried out by them is usually Ryde-based. That is the reason this year's SACRE meetings have been held in that area. At the meeting at Ryde Academy the RE Lead (Mr. Richards) gave members an insight into the courses run by the academy. Members were also pleased to hear two students' positive views on their RE courses. As representatives retired or moved from the Island new members joined SACRE. These included 3 new CE representatives, 1 Headteacher and 1 member representing the Muslim faith. Unfortunately shift-patterns restricted the latter's involvement.

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.

Members continue to attend meetings with other local SACREs. These meetings, held three times per annum at Winchester, are now known as "The South-Central Hub. This now consists of representatives from 12 SACREs. The University of Winchester also sends a representative.

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. Once again, evidence of this support can be seen in the detailed analysis of the Island's RE GCSE Results.

In last year's Annual Report, SACRE reported that it had commissioned the Inspectors to carry out some monitoring. The results of this can be seen at **Annexe 4**

The key findings were:

- a) That the development of the RE networks should continue.
- b) That opportunities should be arranged for the Secondary Sector to have the opportunity to understand "Living Difference".
- c) That the support of Senior Management for RE should be developed.
- d) Ensure staff feel that they are valued

One colleague attended the Hampshire Secondary sector RE Conference. New members attended initial training in Winchester and found that worthwhile. One member appreciated the fact that the experience was shared by colleagues from a range of faith backgrounds. Two members attended the NASACRE AGM where the point was made that "RE in England is considered the best in Europe. The role of SACREs may be the key to this." Another attended the NATRE Conference.

As in previous years, the "Development Plan Sub-Committee" met to review SACRE's areas of focus. The detail and progress can be seen in the attached **Annexe 2**. Following that meeting there was a SACRE Development session on the subject of Living Difference.

Individual members of SACRE have visited schools to talk to classes, or in Acts of Worship about their own beliefs and practices. Schools appreciate the enrichment their inputs provide in the life experiences of pupils.

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 own Agreed Syllabus (approximately 4 years ago). It is this extra funding which enabled SACRE to commission the RE inspectors to carry out the monitoring of RE in 8 Island schools.

The Agreed Syllabus

Following last year's decision by SACRE to be involved with the review of Hampshire's Agreed Syllabus, "Living Difference", the Island has been well represented at the review meetings. Teacher reps. from all sectors, including Special Schools, have been involved in the "writing" sessions. Other SACRE members have attended a variety of planning meetings. **Annexe 3.** Currently schools are obliged to use the Isle of Wight Agreed Syllabus but many have been using that of Hampshire to complement/enhance their RE practice. It is expected, subject to necessary procedures being carried out that "Living Difference" will be adopted by the LA early in 2017

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

This has been another exciting, dynamic year for SACRE. Through the LA's links with Hampshire, SACRE has continued to benefit from the help and support of the two RE inspectors. Their expertise and advice have been invaluable in helping SACRE fulfil its statutory duties.

SACRE has been able to commission each of them to monitor a selection of the Island's schools, thus enabling the Council to better advise the LA in matters pertaining to Religious Education; it has been proactive in contributing to, and supporting, the development of the new Agreed Syllabus, which will be launched in the New Year; it has retained a membership reflecting faiths and beliefs practiced on the Island; members have been proactive in supporting schools in RE matters; it has engendered a sense of purpose and direction in supporting the LA's schools; it has been involved in national and regional activities and it has responded, through the clerk, to requests and queries received from schools in matters related to Religious Education.

As always, there is a strong sense of team spirit, commitment and cooperation among all members of SACRE. Meetings are lively, informative and focused on considering the best ways to support schools so that Island pupils receive quality teaching of Religious Education.

There is a concern that without adequate funding in the future, SACRE may find it difficult to continue its monitoring role. The main consequence of this would be SACRE's inability to meaningfully advise the LA.

The relevance of Religious Education in today's world might well be summed up in the words recently used by a member of SACRE, " How important is our work therefore in RE; helping young people hopefully to think more carefully for themselves (but with others) about what it could be like to live with humility (rather than hubris) in a world where difference was understood as uniqueness, irreplaceability and absolute preciousness."

Annexe 1

SACRE MEMBERSHIP

Committee A

Members representing the "Free Churches"

Mrs Sue Cox

Two members representing the Roman Catholic Church

Sister Stella Kelly

Mr. Ralph Hodd

Members representing non-Christian faiths

Dr. Lionel Alexander (Jewish faith)

Mr. David Downer (Buddhist)

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

Mr Praful Thaker (Hindu)

Mr Simon Bligh (Humanist)

Mrs Norma Corney (Baha'i)

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 and two nominated by the Director of Education

Cllr Julia Baker-Smith

Cllr John Hobart

Mrs Patricia Goodhead/Stuart Brenchley

Mrs. Patricia Hannam (RE Inspector)

In attendance

Harry Kirby Clerk

Justine Ball RE Inspector, Primary.

Annexe 2

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 opportunities for supporting staff in delivery of quality RE and to keep informed of national developments. • Promote greater cohesion between Church schools and other schools. 	SACRE/RE Inspectors/Diocese		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.

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
<p><i>Raise the profile of SACRE</i> in teaching and learning role</p>	<ul style="list-style-type: none"> SACRE members to visit schools to establish productive links 	Clerk	Nil	Autumn 2015- Autumn 2018	Stakeholders aware of role, function and impact of SACRE	
<p>Establish method of hearing voice of students</p>	<ul style="list-style-type: none"> Resources delivered to SACRE to be distributed to schools Continue to meet in different educational establishments and places of worship Establish "Youth Voice" Committee. Questionnaire to students on views on RE in their school through school councils. 	Chair/Clerk				
<p>Ensure SACRE has access to funds to enable it to make decisions about its priorities</p>	<ul style="list-style-type: none"> Clerk/Chairman to consult with LA from January each year 	Clerk				
		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
		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		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.	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 • Work with REsilience project • 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

Review of County Agreed Syllabus

**** All meetings will be held in the Cromwell Room at Falcon House, Monarch Way, Winchester SO22 5PL**

Title of Meeting	Date	Time	No attending	Refreshments required	Ordered
Review Group (inc Writing Group)	Fri 17 Jul 2015	13:30-16:30	22 to 25	Tea/coffee on arrival and mid afternoon	
Review Group (inc Writing Group)	Tues 15 Sep 2015	13:30-16:30	22 to 25	Tea/coffee on arrival and mid afternoon	
Writing Group	Wed 9 Dec 2015	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Writing Group	Mon 18 Jan 2016	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Writing Group	Mon 11 Apr 2016	Full day	10 to 12	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	
Review Group (inc Writing Group)	Tues 12 Jul 2016	Full day	22 to 25	Tea/coffee on arrival, mid morning, lunch and mid afternoon. Buffet lunch – sandwich, cake and fruit	

Annexe 4

Report on Primary Schools SACRE Monitoring Visits

5 Sacre monitoring visits have taken place between June and December 2015 across the Isle of Wight. The visits were undertaken by Justine Ball, Hampshire Primary RE Inspector/Advisor and different members of the Island Sacre. The following is a summary of the findings and recommendations taken from the visits as a whole. No names will be given of the schools concerned.

Findings:

1. At the beginning of the visits, schools were using the Island syllabus more for teaching RE. Towards the end of the visiting period, many of the schools were in the process of moving over to the Hampshire Living Difference (Revised) Syllabus. This varied from school to school as schools could choose which syllabus to follow during this period, but as the year progressed, the Hampshire approach was seen more.
2. 4 out of the 5 schools visited now attend the Island's Primary RE network meetings to keep up to date on RE training and the latest developments in the syllabus. The numbers for this network, which meets 4 times a year, currently number 17.
3. RE has been taught in weekly blocks, but schools are now moving towards blocking RE as they adopt the Hampshire Syllabus. In some schools it is still a mixture of blocked and weekly, but all schools have been advised that blocking RE works well and is Ofsted recommended practice.
4. Schools are making good progress with linking RE in with their whole school emphasis on SMSC and British Values, especially the promotion of tolerance and respect for other religions. Some have gone further and held British Values weeks or International Days, to promote the value of RE and understanding other faiths. One school seen has written up their approach to RE and British Values for the Summer term Primary RE newsletter. This will be sent to Sacre.
5. Schools have surveyed the staff following the move towards using Hampshire's syllabus and found that staff like the syllabus, find teaching with it straightforward and like the emphasis on childrens' views. Understanding teaching using the cycle of enquiry has been the main area teachers have found needed further training through a staff meeting slot.
6. Some of the schools have produced an RE action plan, which has included information being given to parents at curriculum evenings and displays of childrens' work to help explain the RE approach to parents. This is recommended for all schools as evidence of good practice.
7. The schools seen were teaching Christianity and two other religions using the Island syllabus and the discussion was held about moving to Christianity and three other religions when fully adopting the Hampshire approach. This fits in well with the requirement to promote tolerance and respect for a range of different religious and world views.

8. All of the schools visited had very positive links to their local communities and clearly promoted the school's important role in helping children understand their place in society and the role they contribute to the local and national community.
9. Headteachers and RE leads were all very positive about their commitment to RE and could clearly see its role in helping children interpret religion and world views in relation to their own experience. All schools seen committed to further training and information to help them in this regard.

Recommendations:

- Once schools have moved over to using the Hampshire syllabus and attended training on the syllabus, it is recommended that they then concentrate on assessment and using it clearly to help children make progress in RE. This will form the focus for the January and March primary RE network meetings, so that teachers have a clear idea of next steps in RE. RE leads should give teachers advice about marking to the RE outcome rather than the English outcome and being clear about the progress they would like to see across the school from year R to 6.
- It is recommended that every teacher have a display of the cycle of enquiry in their classrooms so that they become familiar with each step of the cycle and can explain this to the children.
- Displays of RE should be concept centred, so that the focus is on the concept rather than on facts about the religion.
- It has been a recommendation to all schools that the approach to RE using the Hampshire syllabus is put on the school's website, together with further information about the right of withdrawal so that the approach is clear to see and the links to SMSC are also clear.
- Philosophy for Children has been recommended to some schools to help them teach controversial areas of RE in a positive, engaging way and to help children understand areas where RE is complex (such as the recent Paris attacks). This links in very well with the approach recommended for Prevent in government guidance.
- From January 2017, schools will need to produce a long term plan for RE which shows the concepts being taught across the school every half term and will need to use the medium term plans found on the RE moodle and curriculum site consistently. This will help develop childrens' progress in Re and show that they are taking on more complex RE topics as they get older.

In summary, schools have put in a lot of work in developing the move from the Island syllabus to the Hampshire syllabus and this has shown in the visits as there has been a strong commitment to RE seen and a willingness to promote RE across the school.