

LINCOLNSHIRE COUNTY COUNCIL

Lincolnshire's

Standing Advisory Council

for

Religious Education

(SACRE)

ANNUAL REPORT

2008 – 2009

DRAFT

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1. Introduction from Chairman

This year has continued to witness the establishment of Lincolnshire SACRE's monitoring function within schools. The regular update reports on the quality of RE and acts of collective worship in Lincolnshire schools keep SACRE well informed. They also enable the RE Adviser to provide support and training tailored to individual schools' needs based upon areas identified as requiring development. The impact of such events is carefully monitored. We remain confident that funding will continue to be made available to retain the services of an Adviser so that improvements in provision and outcomes can be sustained.

SACRE also remains well informed about Ofsted's evaluations of pupils' Spiritual, Moral, Social and Cultural (SMSC) development and the very detailed information that the Diocese provides through its Section 48 Inspections.

An ongoing issue is the serious concerns we have about the lack of rigour and consistency shown in some Ofsted reports, both in relation to SMSC but also curricular provision for RE and the legal requirement for a daily act of collective worship. This appears to be a growing problem with each new framework for inspection. The result is that sometimes we find our hands are tied when it comes to challenging, for example, schools not meeting statutory requirements who have been told by Ofsted that their provision is satisfactory, or better. Within the Personal Development section of the report SMSC is sometimes lost or the four aspects treated as one. This makes it difficult to understand or get to grips with the evidence for judgements about spiritual and cultural development. We are aware that a significant number of our schools are told by Ofsted that they need to improve pupils' understanding of life in a multi-cultural society. While we appreciate the problems faced by many, in terms of providing pupils with first hand experience of different faith communities, we are constantly looking for new ways to support schools in this area.

I continue to be grateful to the members of SACRE for their enthusiasm, the professional and challenging quality of debate they provide during meetings, and their commitment to the individual roles they perform. The quality of continuing professional development for RE continues to be high, the Agreed Syllabus is now well embedded in school practice, and academic results overall in Religious Studies are above the national average.

Taking all of the above into account I am confident when I think about the future and the significant contribution Lincolnshire SACRE can make to the local and national picture. We will continue to build bridges and stronger relationships with different faith communities so that our children and young people can develop fully as citizens in a multi-cultural, cohesive society.

Councillor Mrs Christine Talbot
Chairman of Lincolnshire SACRE
January 2010

2. Background

Standing Advisory Councils for Religious Education (SACRE) were established by the Education Reform Act (1988). The main function of SACREs is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) Agreed Syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA.

The membership of SACRE comprises four groups together with nominated Advisers. The groups are:

1. Christian denominations and other religions and religious denominations;
2. the Church of England;
3. teachers' associations;
4. the Local Authority.

There were three meetings of Lincolnshire's SACRE during the academic year 2008/2009. Fixed items on the agenda included the monitoring of inspection reports in relation to SMSC development; analysis of Section48 inspection reports, reports on the Adviser's monitoring visits to schools and an ongoing review of SACRE's Action Plan.

3. Meetings of SACRE

There were three meetings of Lincolnshire's SACRE during the academic year 2008/2009, in November 2008, March 2009 and July 2009. Fixed items on the agenda included the monitoring of inspection reports in relation to SMSC development; analysis of Section48 inspection reports, reports on the Adviser's monitoring visits to schools and an ongoing review of SACRE's Action Plan. The composition and management of SACRE has remained unchanged, with the Chairman, Councillor Christine Talbot being unanimously elected for another year as well as the Vice Chairman, Mr Neil McFarlane. Attendance generally remains good. The strength of debate has ensured that issues have been dealt with efficiently and that the priority areas of the Action Plan have been addressed.

4. Standards in RE

Key stages 1-3

Assessment remains something of an issue in RE. More schools in the county have assessment systems in place but frequently there is uncertainty about what the data and information actually says about standards and achievement. Based on evidence from monitoring visits carried out by the RE Adviser it would appear that standards are generally in line with the expectations of the Agreed Syllabus. During 2009/10 there will be a focus on *how* judgements about standards are reached and what teachers are doing to raise standards and use the higher levels.

Examination Results (2009) – see Appendix 1

GCSE

National overview

In line with results nationally there has been an increase in the percentage of students receiving A* - C grades – 0.9 up on 2008. There has also been a growth in the number taking the subject. The Religious Studies Short course maintains its place as the most popular GCSE, with 56.3% of all students taking it. Obviously, this reflects the fact that schools have a statutory duty to provide RE to all registered pupils and most would

prefer to follow an examination course where they will have a qualification to show for their efforts. Girls significantly out-performed boys, particularly in the top gradings.

Lincolnshire

It is a credit to Lincolnshire students and their teachers that results for the full and short courses are above national averages. Girls out-performed boys, which reflects the national picture, but both girls' *and* boys' results were above the national average. There has been an increase of 7% in the number of students taking the full course and 3% taking the short course. However, results were lower than in 2008 (-5% for full and short course) which does not reflect the national picture.

A and AS levels

National

As with GCSEs there has been an increase in the number of students taking the subject. Numbers in 2009 rose by 4.7%. The average growth for all subjects is well below RS at 2.4%. Overall, in all subjects a record number of students received A grades. The numbers for RS have remained relatively consistent.

Lincolnshire

At A level results are 2.0% above the national average. Girls significantly out-performed boys (by 19% - much higher than the national average). Results were in line with the national average at AS level. Although the girls' results were 4% higher, boys' results were 1% higher than the national average for boys. There has been an increase in 1% of students taking A level with AS level remaining the same. Results were above those for 2008, especially at AS level (+ 11%).

Clearly the message for Lincolnshire is to keep on pressing for excellence at GCSE and if possible exceed the figures achieved in 2009. During the RE Adviser's visits to secondary schools examination data will continue to be discussed along with strategies for improvement. Overall, results confirm the findings of reports written during 2008/09

5. School reviews: report from RE Adviser

The work of the RE Adviser continues to develop. The main focus remains that of monitoring provision for RE and collective worship but also includes a support role. Systems for monitoring remain unchanged since the last Annual Report. A range of primary, secondary and special schools are selected following Section 5 inspections. The overall effectiveness grade is also taken into account to give a balance in relation to outcomes. Visits focus upon provision and outcomes and may include lesson observations, discussion of documentation, interviews with pupils, scrutiny of work and dialogue with headteachers. Many schools prepare by completing the 'Self Evaluation Toolkit', available on-line. Following the visit the school receives a summary report which outlines good practice and possible areas for improvement. Where there are particular concerns the school may receive extra support. The report can be used by schools as evidence for further Ofsted visits (including subject inspections) and for their School Improvement Partner meetings. The visits are now well established and schools see them as positive and developmental, leading to an overwhelmingly positive response from headteachers, co-ordinators and heads of department.

Summary of outcomes from visits:

Areas of Strength:

- Effective subject leadership, especially where there is support from the senior management of the school.
- Positive attitudes from pupils.
- Good cross curricular links and creative approaches to teaching.
- Good planning based firmly upon the Agreed Syllabus.

Areas for improvement:

- Assessment systems in place but not used effectively to judge standards or move pupils forward in their learning.
- Monitoring and evaluation activities not linked clearly to standards and progress.
- 'Learning from' religion not addressed sufficiently.
- The quality and quantity of recorded work.
- The subject's low profile in some secondary schools, especially where there are non-specialists teaching the subject.
- The lack of first hand experiences of faiths other than Christianity

Multi-cultural development remains high on the agenda of many Lincolnshire schools, but because of their location (many schools are very isolated) and the fact that many of them are predominantly mono-cultural, there are difficulties with this. Websites continue to be used for 'virtual' visits to places of worship, and some schools have developed links with inner city, multi-racial schools. Increasingly individuals from a range of faith communities are offering their services to schools and providing presentations about their beliefs.

Acts of Collective Worship

The overall picture is positive in the sense that schools do value assemblies as a time for strengthening a spirit of community and celebrating achievement. Themes are usually based around moral and ethical issues, and some built in time for reflection and prayer. One inspection report notes that the singing in assemblies was 'uplifting' and this has been the case in some of the schools visited by the Adviser. Key festivals from different faiths are celebrated with services to celebrate Christian festivals often held in the local church. Members of the local clergy are frequently involved in assemblies. There is a continuing awareness that this area will not necessarily be inspected rigorously, but despite this there is evidence of some good practice. Concerns remain about schools where such good practice is not satisfactorily embedded.

Support for schools

The RE Adviser also provides support for schools. During 2008/09 this has covered the following areas:

- Support for secondary heads of department on a one to one basis, including those who receive little or no support from the senior management of the school.
- Leading staff meetings to help teachers develop the 'learning from' attainment target.
- Support for co-ordinators who are not RE specialists.
- Support for a school's senior management team regarding community cohesion.
- Scrutiny of key documentation (policies, planning, etc.) by email.

Parents also seek support and advice, usually over the telephone, e.g. regarding the right of withdrawal and legal requirements regarding provision for RE.

6. Section 48 inspections

Section 48 Inspection Reports provide SACRE with a very detailed picture of RE and collective worship in church schools. The table below shows the breakdown of Section 48 grades for the overall effectiveness of the school as a Church school. It also provides a comparison with the overall effectiveness grades made by Ofsted in the Section 5 Inspection. Overall, the grades in the Section 48 Inspections are more generous than those given by Ofsted (especially when making judgements of 'outstanding.') but it has to be remembered that the two inspections are not comparing like with like. Ofsted Section 5 inspections have a very strong focus on standards and achievement and to an extent, that grade informs all the others. Section 48 on the other hand looks at the effectiveness of the distinctive Christian ethos on all learners. It is only when the Section 48 Report is actually read alongside the Section 5 report that a full and complete picture of the school is really provided.

Lincolnshire Church Schools Inspection results Academic Year September 2008 to September 2009.

Grades		OfSTED Section 5 Inspection	SIAS Inspection Section 48	Collective Worship	Religious Education. V.A. schools only.
1	Outstanding	5	18	17	3
2	Good	24	22	21	4
3	Satisfactory	13	4	6	1
4	Notice to improve	2	0	0	0
4	Special Measures	0	0		

An extract of the common threads arising from Section 48 Inspections:

KEY STRENGTHS:

Impact on all learners

- Pupils and staff feel valued and special.
- Pupils, irrespective of their ability or social background, achieve as a result of being nurtured and valued.
- A clear focus on the welfare, personal and social development of pupils.
- The Christian ethos impacts positively upon behaviour.
- the school environment enhances spiritual development;
- Every Child Matters (ECM) is outworked as part of the Christian character of the school.
- School/Pupil Councils provide a very good voice for children enabling them to have an input in the direction and decision making process of the school.

- School Councillors feel that their ideas are listened to and acted upon and that they have an important voice in the way in which the school is being developed.
- Christian values of love, compassion and forgiveness are central to the school being happy and deeply caring.
- An established and inclusive atmosphere of acceptance and support help pupils to enjoy their work and confidently explore and develop their individual talents and skills.
- Through an outstanding atmosphere of nurture and challenge children are visually and verbally reminded that they all have abilities and talents.
- Good quality displays, often with a spiritual or moral focus, are used to both celebrate the pupils' achievements and to reinforce learning.
- Staff are role models for the shared values of the school which are seen by pupils and adults alike as crucial to the school's success in achieving a place with a 'wrap around' family feeling.
- The building, management systems, teaching methods, shared values and positive relationships are spearheaded by a headteacher, who is supported by the local clergy and staff with a vision of a community where everyone is valued as an individual who has great possibilities.
- The pupils are able to articulate the shared values of the school and understand that these are also explored in collective worship and RE in a meaningful way.

Collective worship

- Collective worship is enhanced when all staff participate and when there is active involvement of the pupils.
- Collective worship impacts when it is at the heart of the school day and when the school provides a special place for worship that is accompanied by music and singing.
- Christian worship impacts when it underpins Christian relationships in the school and the community.
- Collective Worship allows for the celebration of Christian festivals and those of other faiths.
- There is an expectation that staff attend collective worship as participants rather than 'wardens', consequently the pupils' behaviour is very good.
- Collective worship successfully develops the pupils' spiritual, moral, social and cultural understanding.
- In collective worship pupils can speak unaffectedly about matters of faith, belief and Christian behaviour.
- Signing is used in greetings, songs and prayers so that all can engage in the worship.
- The vibrancy, school rituals and spiritual dimension make collective worship an activity where everyone of any age can nurture their spiritual life.
- The church, school and community come together in a positive way for church services.
- The pupils believe that collective worship is a really important part of the daily routine.

Religious education

- Religious Education (RE) impacts on spiritual, moral and social development.
- RE impacts on personal, social and health education.

- The positive direction provided by the subject leader/co-ordinator for RE impacts on the delivery, organisation and management of the subject area.
- RE widens the understanding of Christianity and other faiths.
- The Locally Agreed Syllabus is used to good effect.
- Pupils enjoy and value RE lessons as a place to explore and discuss understandings of God and faith. They speak easily of values they experience on a daily basis.

Key areas in need of further development:

Impact on all learners

- The need for greater understanding of the important links between the achievement of pupils and the distinctive Christian ethos of an effective Church school; i.e. the impact that the distinctive nature has on the relationships in the school as a whole and the way in which pupils behave, learn and achieve.
- The need to clarify the importance of the Christian distinctiveness of the school in its Aims and Mission statement.
- The need to improve spiritual development.

Collective worship

- To develop opportunities for reflection.
- To encourage more staff to be part of Collective Worship.
- To provide opportunities for children to contribute as leaders in the delivery of Collective Worship.
- To develop a range of approaches for the delivery of collective worship.
- To broaden provision for collective worship in order to provide planned differentiation for different ages and stages of pupils.
- To establish systems for monitoring and evaluating the impact of worship upon the development of pupils.

Religious education

- To develop assessment procedures for RE.
- To extend cultural development and the understanding of other faiths.
- To review those aspects of RE and collective worship that have an impact across the school.

7. Section 5 inspections: Spiritual, moral, social and cultural development

SACRE receives regular reports analysing judgements about pupils' spiritual, moral, social and cultural development found in Section 5 Inspections. These reports show the overall grade along with the positive features and areas for development for each school. A breakdown of grades can be seen below.

SMSC in Primary Schools, 2008/09

Total number: 103

	Spiritual	Moral	Social	Cultural
Grade 1 (Outstanding)	25	26	26	25

Grade 2 (Good)	63	62	62	59
Grade 3 (Satisfactory)	15	15	15	19
Grade 4 (Inadequate)	0	0	0	0

It can be seen clearly that the majority of primary schools are judged to provide good opportunities for pupils' spiritual, moral, social and cultural development. More schools achieve an outstanding grade than a satisfactory one but the aim must still be to increase the number of 'outstanding' grades. Cultural development remains an area for development, mainly in the area of developing pupils' awareness of a range of faiths and cultures.

SMSC in Secondary Schools, 2008/09

Total number: 14

	Spiritual	Moral	Social	Cultural
Grade 1 (Outstanding)	7	7	7	7
Grade 2 (Good)	6	6	6	6
Grade 3 (Satisfactory)	2	2	2	2
Grade 4 (Inadequate)	0	0	0	0

The majority of secondary schools have received an 'outstanding' grade. Grades for pupils' cultural development are in line with the other grades, unlike in the primary school sample (but caution should be shown here as the secondary numbers are significantly smaller). As with primary schools, a greater percentage receive an 'outstanding' grade than a satisfactory one.

SMSC in Special Schools, 2008/09

Total number: 5

	Spiritual	Moral	Social	Cultural
Grade 1 (Outstanding)	2	2	2	2
Grade 2 (Good)	3	3	3	3
Grade 3 (Satisfactory)	0	0	0	0
Grade 4 (Inadequate)	0	0	0	0

It is encouraging that no schools have been judged 'inadequate' in any of the four areas.

Figures do not total 100% because of rounding and also because in some cases judgements are unclear.

Analysis of reports shows a very inconsistent approach, ranging from comments about all four aspects to no mention at all. Since Ofsted's requirement is only to provide one grade for SMSC (on the judgement recording form at the back of the report) it is easy to see how this situation has arisen. SACRE has continued to express its very serious concerns about this and has questioned the process of how judgements are made. Further, there is no longer a requirement to state in the report whether schools are meeting requirements for acts of collective worship.

Areas identified for development

- Pupils are not sufficiently aware of the diverse range of cultures in Britain or globally. *This comment was made in a significant number of reports.*
- There are not currently enough opportunities for pupils to think quietly and reflect on their learning either in assemblies or in lessons.

8. Training and other events

2008 and 2010 SACRE Conferences:

The 2008 conference, held in November, was a huge success. The title of the conference was '20-20 Vision – Inspiring the new generation'. The keynote speech was presented by Dave Francis, National Subject Adviser for RE and workshops included 'Happy Birthday Buddha', 'Engaging with life's big questions and making RE personal', 'Stilling, Reflection and Guided Story', 'Powerful Thinking' and 'Literate RE.' Fiona Moss, Vice Chair of NATRE and RE Adviser for Leicester, brought the conference to a close and updated delegates on the current issues facing teachers of RE.

Planning began for the 2010 conference with the Bishop of Lincoln and Lat Blaylock confirmed as keynote speakers. Details to be worked out during the autumn term 2009 and the date was set for 2nd March at the same venue as in 2008, Bishop Grosseteste University College. It was agreed that administration would be carried out by the Diocesan office but it was noted that this might need further discussion in the future due to the Diocesan Adviser's retirement at the end of the autumn term. All SACRE members would be welcome at the conference.

Diocese

The annual Special Schools Day took place during the autumn term 2008 and was a huge success. The theme was Stories from Religions and included a number of workshops such as puppet making; African Christianity and Dance and Godly Play. Other events during the year included Teaching The Mystery of Easter and Christmas through Godly Play; workshops for individual schools; work with cluster groups and the input into the Lincolnshire Heads Conference. All were very well received and a number of schools are now using the Godly Play method. There was also an RE Co-ordinators' day with individual workshops on SMSC which included a session on Children's Dreams about God. There have been visits to the Buddhist garden, Beth Shalom and roof tours of the Cathedral as well as a series of pilgrimages to Walsingham, Lincoln Cathedral, Sempringham and Stow Minster.

A conference for primary schools on acts of collective worship took place in March under the title 'Lighting the Candle.' This was an excellent event and very well attended. A further event planned for secondary schools in July did not take place but was put forward to the autumn term 2009.

Local Authority

The RE Adviser provided centralised training for primary and secondary non-specialists as well as in house training for individual schools. The latter has included support for subject leaders; training for staff on thinking skills in RE; developing assessment systems and guidance on planning/policy. Training has taken place across all phases.

9. Review of the year

SACRE's work has been guided by its Action Plan which is reviewed during every meeting.

Changes to membership

In the November meeting the Chairman was pleased to welcome Mrs Debbie Barnes, Assistant Director, Children's Services, to her first meeting of SACRE. Mrs Barnes would be deputising for Helen Longland who had been seconded to the DCSF. The Chairman also welcomed Mrs Swathi Sreenivasan, representing the Hindu community. In March 2009 Mr David Clements from the Diocesan Education department replaced Mr Michael Green. In January 2009 Mr D Gould resigned from SACRE because of ill health. During his last meeting the Chairman thanked him for all the contributions he had made over the years and also to the Council for Christians and Jews. Professor Brian Winston was welcomed to the group as a possible replacement for Mr Gould. Mr John Haden (Methodist Church) resigned as he was leaving the area.

In addition to set agenda items (analyses of inspection reports, Action Plan update), SACRE also considered the following:

- The development of the SACRE website – working party to take this forward, consisting of Ms W Harrison, Mrs S Sreenivasan, Miss C Turner and Mr D Clements.
- Application for funding – SACRE is also seeking to promote the Young Inter-Faith Award Projects (organised by NASACRE), and it was noted that several agencies from within the Directorate for Children's Services could provide a basis for submission in 2008. Lincolnshire faces a challenge due to the relatively small number of children from minority ethnic and faith groups. Many schools are nevertheless committed to exploring and understanding the beliefs and cultures of others. The County Council has a very committed small team working to ensure participation and inclusion, and this reflects expertise within the Ethnic Minority Achievement Service. There is also a Youth Cabinet that needs to be engaged in inter-faith opportunities as part of its commitment to reflecting the diversity of views and experiences across the county. A bid was made for a NASACRE award to develop multi-cultural resources for primary school teachers. This was turned down but the Assistant Director was successful in obtaining the funds from the County Council. It was agreed that the resources should be developed by teachers with the RE Adviser having oversight and management of the project.

- Academies - SACRE expressed concern that it would not be possible to monitor RE in these establishments in the same way as community schools. As they are outside the LA to all intents and purposes (in many ways, similar to private schools), visits could only be made if the school was agreeable. Obviously where Academies were church sponsored there was unlikely to be a problem, but in other cases there could be issues. The main problem for SACRE would be how exactly to get information, given that there are no given rights of intervention. There would be an ongoing dialogue on this matter between the RE Adviser and the Principal School Improvement Adviser.
- Update on the primary school curriculum – SACRE submitted a response to the DCSF's consultation document, commenting on the good aspects but asking for the statutory basis of RE to be strengthened.
- Update on the Guidance on Religious Education document (to replace Circular 1/94) –SACRE submitted a response, again asking for the statutory aspects be emphasised, clearer links to be made to the primary curriculum review and clearer advice to be provided regarding Academies.

Close liaison is maintained between the County Council through its contract with The Centre for British Teachers (CfBT) for delivery of educational services and the Diocese of Lincoln Board of Education. This allows for effective joint planning of INSET and safeguards against overlap of provision. Where schools have required additional advice and support, the availability of the RE Adviser has proved invaluable. These developments have helped to consolidate Lincolnshire's Revised Agreed Syllabus. SACRE continues to send Letters of Commendation to schools that have received 'outstanding' evaluations of pupils' SMSC development in Section 5 Inspections. Appreciative letters received from the schools testify to their acknowledgement of SACRE's role in monitoring and supporting them. In return the schools are invited to share their good practice with other colleagues.

SACRE members continue to remain well informed about local and national developments. The strength of SACRE's interest, however, owes much to the energetic and dedicated direction of its Chairman.

10. Determinations and Complaints

No requests have been received from schools for determinations that Collective Worship should not be wholly or mainly of a broadly Christian character. No complaints have been received by SACRE about Collective Worship.

Appendix 1: Lincolnshire's GCSE/A/AS Entries and Results 2009

Figures in red indicate national results

GCSE FULL and SHORT COURSE

Religious Studies		Grade (No.)										Percentage of 11 Cohort		
		A*	A	B	C	D	E	F	G	U	X		Grd Total	
GCSE Full Course	Girls	137	214	231	166	85	38	20	9	1	0	901	11%	
	Boys	46	153	206	186	127	62	29	7	1	0	817	10%	
GCSE Short Course	Girls	177	424	475	430	296	232	152	64	27	0	2277	27%	
	Boys	68	176	376	419	362	296	192	156	73	0	2118	25%	
Grand Total	All	428	967	1288	1201	870	628	393	236	102	0	6113	72%	
											Total GCSE Students end of KS4		8522	100%

Religious Studies		Grade (%)										Grand Total	% A* to C	A	
		A*	A	B	C	D	E	F	G	U	X				
GCSE Full Course	Girls	15%	24%	26%	18%	9%	4%	2%	1%	0%	0%	100%	83%	78%	10
	Boys	6%	19%	25%	23%	16%	8%	4%	1%	0%	0%	100%	72%	67%	10
GCSE Short Course	Girls	8%	19%	21%	19%	13%	10%	7%	3%	1%	0%	100%	67%	61%	9
	Boys	3%	8%	18%	20%	17%	14%	9%	7%	3%	0%	100%	49%	47%	9

		Grade (%)										Grand Total	% A* to C	A*	
		A*	A	B	C	D	E	F	G	U	X				
GCSE full course all		10.7%	21.4%	25.4%	20.5%	12.3%	5.8%	2.9%	0.9%	0.1%	0.0	100.0%	77.9%	73%	99
GCSE short course all		5.6%	13.7%	19.4%	19.3%	15.0%	12.0%	7.8%	5.0%	2.3%	0.0	100.0%	57.9%	54.3%	99

A and AS LEVEL

Religious Studies		Grade (No.)					Grand Total
		A	B	C	D	E	
GCE A level	Girls	33	68	55	18	2	176

	Boys	10	20	19	17	4		70
GCE AS level	Girls	15	12	15	11	5	3	61
	Boys	6	2	7	3	5		23
Grand Total	All	64	102	96	49	16	3	330
Religious Studies		Grade (%)						
		A	B	C	D	E	U	Grand Total
GCE A level	Girls	19%	39%	31%	10%	1%	0%	100%
	Boys	14%	29%	27%	24%	6%	0%	100%
GCE AS level	Girls	25%	20%	25%	18%	8%	5%	100%
	Boys	26%	9%	30%	13%	22%	0%	100%

A Level

	A - C	A - G
Girls	89% 82%	100%
Boys	70% 79%	100%
All	83% 81%	100%

AS Level

	A-C	A-G
Girls	69% 70%	95%
Boys	65% 64%	100%
All	68% 68%	96%

Appendix 2: Membership of Lincolnshire's SACRE

GROUP A

Such Christian and other religious denominations, which in the opinion of the Authority appropriately reflect the principal religious traditions of the area

Mr B Ahmed
Mr F Sperring

Muslim Community
Religious Society of Friends

Mrs C Dring Baptist Church
 Mr D Gould Jewish Community
 Mrs S Sreenivasan Hindu community
 Mr J Hayden Methodist Church
 Rev E McDonald United Reformed Church
 Mr N McFarlane Salvation Army
 Mrs C Tovey Roman Catholic Church

GROUP B
The Church of England

Mr P Staves Diocesan Director of Education
 Mrs A Parry-Jones
 Ms C Wright

GROUP C
Such Associations representing teachers, which in the opinion of the Authority ought to be represented

Mrs J Austin National Association of Headteachers
 Miss C Turner Primary Schools
 Mrs C Williamson Secondary Schools

GROUP D
The Authority (3)

Councillor Mrs C M H Farquharson
 Councillor L C Burke
 Councillor Mrs C A Talbot

Advisers/Officers

Mr Peter Duxbury	Director of Children's Services
Debbie Barnes	Assistant Director (Universal) Children's Services
Mrs P Bissell / Mr M Green/D Clements	Lincoln Diocesan Advisers for Religious Education
Mark Plater	
Ms Wendy Harrison	Religious Education Adviser
Graham Watts/Neil Wright	Clerk to SACRE, County Secretary and Solicitor's Office

Appendix 3: Links with other Bodies and Agencies

Links have been maintained with the following bodies and agencies:

- The National Association of SACRE
- Diocese of Lincoln Board of Education
- Religious Education Today/NATRE
- All Christian denominations

- All main stream faith organisations
- Lincoln Inter-Faith Forum

DRAFT