

County Offices
Newland
Lincoln
LN1 1YL

3 November 2014

Standing Advisory Council on Religious Education

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 11 November 2014** in **Committee Room One, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely



Tony McArdle
Chief Executive

Membership of the Standing Advisory Council on Religious Education

Christian and Other Religious Denominations (Group A)

Councillor C Burke, Roman Catholic Church
Mrs C Dring, Baptist Church
Mrs L Gaylard, Ground Level Network of Churches in Lincolnshire
Mr A Hornsby, Methodist Church
Mr N McFarlane BEM, Salvation Army
Mr F Sperring, Society of Friends
Mrs S Sreenivasan, Hindu Community
Professor B Winston, Lincolnshire Jewish Community
Dr T Ahmed MBA, Islamic Association of Lincoln
1 Vacancy (United Reformed Church)

Church of England (Group B)

Mr D Clements, Church of England
Mr D R Scoffield, Church of England
Mrs J Sheldrake, Church of England

The Teachers Panel (Group C)

Mrs C A Williamson, Secondary Schools

Mrs E Moore, Primary Schools

Ms S Thornton, Primary Schools

1 Vacancy (National Association of Head Teachers)

Lincolnshire County Council (Group D)

Councillors Mrs J Brockway, Mrs E J Sneath and C L Strange

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA
TUESDAY, 11 NOVEMBER 2014**

| Item | Title | Report Reference |
|-------------|--|-----------------------------|
| 1 | Opening Reflections <i>(Opening Reflections to be delivered by Mrs C Dring)</i> | |
| 2 | Election of Chairman | |
| 3 | Election of Vice-Chairman | |
| 4 | Apologies for Absence | |
| 5 | Declarations of Members' Interests | |
| 6 | Minutes of the Meeting held on the 12 November 2013 | (Pages 5 - 12) |
| 7 | Chairman's Correspondence/Report <i>(The Chairman to present a verbal update to SACRE on correspondence received)</i> | |
| 8 | Membership and Vacancies <i>(SACRE to receive an updated Attendance List for information purposes)</i> | (Pages 13 - 14) |
| 9 | SACRE Action Plan <i>(That the status of the current Action Plan and Archive version be approved and/or amended)</i> | (Pages 15 - 24) |
| 10 | Approval of Annual Report 2012/2013 <i>(SACRE is required to approve the Annual Report for 2012/2013)</i> | (Pages 25 - 50) |
| 11 | Lincolnshire SACRE Conference 2015 <i>(To receive a verbal update from Wendy Harrison, Religious Education Adviser, on the progress of next year's 2015 Conference)</i> | |
| 12 | Diocese of Lincoln - Statutory Inspection of Anglican and Methodist Schools (Section 48) - January 2014 to October 2014 <i>(SACRE to receive and comment upon the Statutory Inspection of Anglican and Methodist Schools, Section 48)</i> | (Pages 51 - 52) |
| 13 | Summary of OFSTED Inspections of Lincolnshire Schools with reference to the provision for Pupils' Spiritual, Moral, Social and Cultural Development <i>(SACRE to receive and comment upon an analysis of pupils' spiritual, moral, social and cultural development in schools)</i> | (Pages 53 - 60) |

- 14 Summary of Monitoring Visits to Lincolnshire Schools**
(The Committee is invited to note the report which summaries the positive features and areas for development in schools monitored during the Summer and Autumn terms 2014) (Pages 61 - 64)
- 15 Ofsted Framework**
(To receive a verbal report from Wendy Harrison, Religious Education Adviser, on the new Ofsted Framework)
- 16 Newsletter from Diocese**
(The Committee to receive the Diocese Newsletter)
- 17 Proposed Dates of Future Meetings**
(SACRE to confirm the proposed dates for future meetings)

Thursday 2 April 2015 – 2 pm
Thursday 25 June 2015 – 2 pm
Tuesday 24 November 2015 – 2 pm

Democratic Services Officer Contact Details

Name: **Judith Gilbert**
Direct Dial **01522 552109**
E Mail Address judith.gilbert@lincolnshire.gov.uk

Please Note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

All papers for council meetings are available on:
www.lincolnshire.gov.uk/committeerecords



**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
12 NOVEMBER 2013**

PRESENT:

Christian Denominations and Other Religions in the Area (Group A)

Mrs L Gaylard (Ground Level Network), Mrs C Dring (Baptist Church), Mr A Hornsby (Methodist Church), Mrs S Sreenivasan (Hindu Community) and Councillor C Burke (Roman Catholic) and Mr N McFarlane (Salvation Army)

The Church of England (Group B)

Mr D Clements, Mr D Scoffield and Mrs J Sheldrake

The Teachers' Panel (Group C)

Mrs C A Williamson (Secondary Schools)

Lincolnshire County Council (Group D)

Councillors C L Strange and Mrs E Sneath

Officers/Advisers

Wendy Harrison (RE Adviser), Sue Ashe (Religious Education – Head of Service for Leadership Development, CfBT Education Trust) and Judith Gilbert (Democratic Services Officer and Clerk to SACRE)

Observer

Luke Thompson, Lincoln University

PRAYERS

Prayers were said by Mrs C Dring.

The RE Adviser introduced and welcomed Judith Gilbert, Democratic Services Officer who had been appointed as Clerk to SACRE. Luke Thompson from Lincoln University was also welcomed to the meeting as an observer.

1 **ELECTION OF CHAIR**

On the nomination of Councillor C L Strange, seconded by Mr D Clements and there being no other nominations, it was

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 NOVEMBER 2013**

RESOLVED

That Mr N McFarlane, (Salvation Army), be elected as Chair to SACRE for 2013/2014.

The Chair thanked the Committee for their confidence in his ability and indicated the post would be a great responsibility at a very difficult time due to, for example, many schools in Lincolnshire becoming Academies thus alleviating the right of access to them in order to monitor and enhance Religious Education.

2 ELECTION OF VICE CHAIR

On the nomination of Councillor C L Strange, seconded by Mr N McFarlane and there being no other nominations, it was

RESOLVED

That Councillor C Burke, (Roman Catholic), be elected as Vice-Chairman to SACRE for 2013/2014.

3 NATIONAL FRAMEWORK FOR RELIGIOUS EDUCATION

A document was circulated to the meeting outlining the non-statutory National Framework for RE and it was reported that more information on the National Framework would be available at the next meeting.

RESOLVED

That the report be noted.

4 APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr F Sperring (Society of Friends), Professor B Winston (Lincolnshire Jewish Community), Councillor Mrs J Brockway and Mr M Plater, Bishop Grosseteste University.

5 MINUTES OF THE MEETING HELD ON THE 12 MARCH 2013

With regard to the meeting held on the 12 March 2013 regarding Lincoln Mosque, the Chair noted that the visit by the RE Adviser and Chair to Lincoln mosque had yet to be arranged.

Minute Number 38 regarding the formulation of a new action plan was discussed and it was proposed that group time be dedicated to the new action plan at the next meeting.

Minute Number 39 regarding a RE Adviser role within the Diocese was discussed, and it was noted that a full-time appointment had been made with effect from 1

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 NOVEMBER 2013

January 2014 to work part-time within the Diocese, and part-time as a schools' officer at the Cathedral. It was proposed that the new RE Adviser be invited to the next meeting of SACRE and to the 2014 Spring training day on the agreed Syllabus, if her time permitted.

RESOLVED

That the minutes of the previous meeting held on the 12 March 2013 be confirmed and signed by the Chairman as a correct record.

6 CHAIRMAN'S ANNOUNCEMENTS/CORRESPONDENCE

There were no Chairman's announcements.

7 UPDATE ON RELIGIOUS EDUCATION ADVISER POST

Sue Ashe, CfBT Educational Services, reported that she had now taken over the role as the RE Adviser's Line Manager as well as Head of Service for Leadership Development with particular responsibility for recruitment training. It was felt that, in the majority of schools, RE was no longer given a high priority in the curriculum. This was due to a number of factors including the lack of subject specialists. However, as an example of good practice, it was noted that a visit had been made to a special school. The pupils showed much enthusiasm for the subject and it was reported that the visit had been well managed and areas for improvement had been identified from this visit. It was hoped that these visits would continue.

It was reported that the RE Adviser had made a huge difference in supporting RE in schools across the County and concern was expressed that this could only be continued with financial support from Lincolnshire County Council for the work undertaken by SACRE. The Council had hitherto agreed to continue to support this role, partly to help SACRE carry out its statutory functions and also to monitor provision for pupils' spiritual, moral, social and cultural development.

It was confirmed that no information had been received by Councillors present at the meeting that it was Lincolnshire County Council's intention to withdraw funding and support for SACRE. The RE Adviser informed SACRE that her contract would expire at the end of March 2014 unless funding was available for it to be renewed.

It was therefore agreed that a document be prepared by the Chair and the RE Adviser outlining the work SACRE undertakes together with a resume of the key points identified in the recent 2013 Ofsted report and the All Party Parliamentary Group report. It was agreed that these documents be discussed, along with the importance of funding and support, with the Leader of the Council and the Chief Executive. It was emphasised that Lincolnshire County Council had a statutory obligation with regard to RE being provided to Lincolnshire's schools as well as to SACRE.

RESOLVED

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 NOVEMBER 2013

That the verbal report be noted.

8 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS
WITH REFERENCE TO PROVISION FOR PUPILS' SPIRITUAL, MORAL,
SOCIAL AND CULTURAL DEVELOPMENT

The RE Adviser presented a summary of Ofsted Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development. The report summarised inspectors' judgement on schools' provision for pupils' development which had been inspected by Ofsted since the last report was presented to SACRE on the 9 July 2013.

Whilst welcoming Ofsted's recommendations, members were frustrated that the main obstacle in their ability to fulfil statutory functions of monitoring RE in local schools still remained, for example, the absence of relevant information in Ofsted Inspectors' reports. Members were also disheartened that subject inspections no longer appeared to take place and that during Section 5 inspections there appeared to be an inconsistency in the way statutory requirements for RE and acts of worship were investigated.

SACRE asked in future for specific locations of the schools referred to in the Ofsted report and also pupil numbers for each school to be presented.

RESOLVED

That the report be noted.

9 DRAFT ANNUAL REPORT 2011/2012

SACRE's Annual Report for 2011/2012 was presented to the Committee. It was reported that 2012/2013 was also near completion and would be available at the next SACRE meeting for members. Members were asked to submit any comments to the RE Adviser for the 2011/2012 Annual Report as soon as possible. It was confirmed that in the past Annual Reports were circulated to NASACRE and all schools in Lincolnshire.

RESOLVED

That the Annual Report be noted.

10 NATIONAL UPDATES ON RELIGIOUS EDUCATION

It was agreed that this item encompasses Minute No 10, 11 and 12 as detailed below.

RESOLVED

That this be encompassed in Minute 10, 11 and 12.

11 THE ALL PARTY PARLIAMENTARY GROUP INQUIRY ON RELIGIOUS
EDUCATION (SUMMARY)

The RE Adviser circulated a report by The All Party Parliamentary Group on Religious Education entitled "The Truth Unmasked". The main findings of the included:

- In over half of the 300 primary schools which participated in the Inquiry, some or all pupils were taught RE by someone other than their class teacher. In a quarter of primary schools, RE was taught by teaching assistants
- Half of primary teachers and trainee teachers lacked confidence in teaching RE
- Over 50% of secondary school teachers of RE had no qualification or expertise on this subject
- Applications for secondary RE teacher training courses were currently 143 down on a similar time last year. It was felt that the loss of bursaries for RE were amongst one of the reasons for this.

The Inquiry's recommendations were discussed and emphasis was given to the fact that RE was now regularly taught by non-specialists. Teachers felt unsupported in this subject as they were often not allowed to attend centralised training. As a result, RE courses were often cancelled.

It was agreed after discussion a letter from the Chair of SACRE be sent to all Members of Parliament for Lincolnshire and the HMI with responsibility for RE. The letters should outline that whilst SACRE welcomed Ofsted's recommendations, SACRE members were very frustrated that one of the main obstacles preventing SACRE from fulfilling their statutory function of monitoring RE in schools remained, for example, lack of rigorous inspection of RE under the present framework. SACRE members were also disheartened that subject inspections no longer appeared to take place and that during inspections there appeared to be an inconsistency in the way statutory requirements for RE and acts of collective worship were investigated. They were encouraged by the Secretary of State's admission that RE had become a casualty of recent curriculum reforms. It was noted that the Secretary of State was interested in rectifying the situation brought about by the mistaken belief that the special status afforded to RE by law was sufficient protection. SACRE members acknowledged that neither his statement nor the All Party Parliamentary Group recommendations were of value unless they were actually actioned.

RESOLVED

That the report be noted.

12 OFSTED REPORT

The Chairman agreed that this matter had been discussed fully previously.

13 SUMMARY OF MONITORING VISITS TO SCHOOLS

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**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
12 NOVEMBER 2013**

A report was received outlining the RE Adviser's recent monitoring visits to six primary schools and three special schools in Lincolnshire. It was noted that where there appeared to be a good support for RE from the senior management of primary schools then the subject was given a high profile. The areas for improvement identified in primary schools were that it was evident, in one primary school in particular, that RE was neglected in the lead up to SATs. It was noted that some primary schools still needed to make additional effort to provide pupils with first-hand experience of faiths other than Christianity. It was also noted that one primary school had introduced the concept of "immersive learning" where pupils engaged in role play and classrooms were transformed into special places which related to a particular topic being taught. It was found that this was extremely effective in engaging with pupils and raising standards.

It was reported that RE was being taught in a very meaningful context in Special Schools with good links with the local community and good systems for assessment.

14 DIOCESE OF LINCOLN RE NEWSLETTER AND DIOCESAN EDUCATION UPDATE

An update was received from the Diocese of Lincoln which covered a whole range of issues which SACRE needed to be aware of. It was noted that the update was circulated to Church Schools in Lincolnshire.

A RE Education News update was also received from the Deputy Director of Education. It was noted that the children of Edenham Church of England Primary School last June visited Walsingham in Norfolk and talked about their beliefs.

RESOLVED

That the reports be noted.

15 NASACRE AUTUMN NEWSLETTER 2013

The Autumn Newsletter for 2013 was received. Members were asked to read prior to the next meeting Pages 54 and 55 of the report as this matter would be fully discussed.

16 PROPOSED FUTURE MEETING DATES 2014

The following dates were agreed for SACRE meetings for 2014

Tuesday 1 April 2014 – Committee Room 1, County Offices, Newland, Lincoln – (prayers to be undertaken by Councillor Chris Burke, Roman Catholic Church)

Thursday 10 July 2014 – 2 pm

Tuesday 11 November 2014 – 2 pm

RESOLVED

That the dates be noted.

The meeting closed at 3.45 pm.

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Agenda Item 8

LINCOLNSHIRE COUNTY COUNCIL
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (S.A.C.R.E.)

| <u>CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS (GROUP A)</u> | <u>PRESENT</u> |
|---|-----------------------|
| Dr Tanweer Ahmed (Islamic Association of Lincoln) | |
| Mrs L Gaylard (Ground Level Network) | |
| Mr F Sperring (Society of Friends) | |
| Mrs C Dring (Baptist Church) | |
| Professor B Winston (Lincolnshire Jewish Community) | |
| Mr A Hornsby (Methodist Church) | |
| Mr N McFarlane BEM (Salvation Army) (CHAIRMAN) | |
| Mrs S Sreenivasan (Hindu Community) | |
| Mr C Burke (Roman Catholic) (VICE-CHAIRMAN) | |
| vacancy (United Reform Church) | |
| <u>CHURCH OF ENGLAND (GROUP B)</u> | |
| Mr D Clements | |
| Mr D Scoffield | |
| Mrs J Sheldrake | |
| <u>THE TEACHERS PANEL (GROUP C)</u> | |
| vacancy (National Association of Head Teachers) | |
| Sarah Thornton (Primary Schools) | |
| Elizabeth Moore (Primary Schools) | |
| Mrs C A Williamson (Secondary Schools) | |
| <u>LINCOLNSHIRE COUNTY COUNCIL (GROUP D)</u> | |
| Councillor Mrs J Brockway | |
| Councillor Mrs E J Sneath | |
| Councillor C L Strange | |

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|---------------------------------------|--|
| NAME OF COMMITTEE: | STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION |
| DATE OF MEETING: | 11th November 2014 |
| SUBJECT: | SACRE Action Plan |
| REPORT BY: | Religious Education Adviser |
| NAME OF CONTACT OFFICER: | Wendy Harrison |
| CONTACT OFFICER TEL NO: | 07540 604842 |
| CONTACT OFFICER EMAIL ADDRESS: | wendyanneh@aol.com |
| IS THE REPORT EXEMPT? | No |
| IS THE REPORT CONFIDENTIAL? | No |

SUMMARY: Update of items currently included in the Action Plan.

DISCUSSION: Members of SACRE undertook a self-evaluation task using a guide and tool developed by the Qualification & Curriculum Authority (QCA). A template was prepared for the Action Plan and suggestions made by SACRE members have been progressively incorporated. An archive version has also been prepared.

RECOMMENDATION: That the status of the current Action Plan and Archive version be approved and/or amended.

APPENDICES – these are listed below and attached at the back of the report.
Appendix 1 – SACRE Action Plan including the Archive Version

BACKGROUND PAPERS: The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
|-------------------|---|-------------|---|
| QCA Guide | SACRES & SELF EVALUATION: A GUIDE | Nov 2004 | School Improvement Service County Offices |

Lincolnshire SACRE Action Plan 2014-2016

Objective: To increase the effectiveness of SACRE

| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
|--|---|-------------------|------------|------------------------------|---|-------------|
| 1.To continue to fund RE Adviser post | | SACRE | April 2015 | | Contract renewed from April 2015 | LCC funding |
| 2.To recommend key actions for the RE Advise | 2.1 To monitor RE provision and collective worship in cross-phase non Church maintained schools | SACRE/ RE Adviser | April 2014 | On-going 3x per year | Written reports prepared for Schools. Composite report for SACRE. | |
| | 2.2 To provide analysis of SMSC in Ofsted reports | RE Adviser | April 2014 | On-going 3 x per year | Written summary provided for SACRE. Good and outstanding practice identified. Schools with areas for development visited by RE Adviser to ensure improvement. | |
| | 2.3: To promote the locally Agreed Syllabus and support teachers by providing high quality CPD | SACRE/RE Adviser | April 2014 | On-going | AS promoted in schools through training and support. Improved teaching and | |

| | | | | | | |
|---|---|-----------------------|--------------|------------|---|------------------|
| | | | | | learning. | |
| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
| | 2.4: To respond to national initiatives in RE | SACRE/RE Adviser | April 2014 | On-going | SACRE members kept informed. Representatives of national bodies such as Ofsted, local MPs, etc. are made aware of SACRE's views on key issues. | |
| | 2.5. To update and address any changes in the OFSTED Inspection Framework | SACRE/RE Adviser | April 2014 | On-going | Members kept up to date about Information about the impact of Ofsted on RE, acts of collective worship and SMSC. | |
| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
| | 2.6: To provide training for SACRE members | RE Adviser | April 2014 | On-going | SACRE members better informed about RE, acts of collective worship, SMSC and as a result feel more confident about their role. | |
| | 2.7. To advise on and participate, where appropriate, in INSET | SACRE/ LCC | April 2014 | On-going | INSET programme drawn up and delivered, positive impact in schools. | |
| 3. To produce Annual Report | 3.1: To write report, distribute where appropriate. | RE Adviser | Annually | On-going | Schools and other bodies kept informed about the work of SACRE. | LCC |
| 4. To support schools not meeting legal requirements | 4.1: To receive report from RE Adviser (see 2.1 above) | SACRE/RE Adviser | April 2014 | On-going | Reports received, impact of RE Adviser's actions seen, schools meeting requirements. | |

| | | | | | | |
|--|--|--------------------|---------------|----------|---|--|
| 5. To maintain effective liaison between SACRE and the Diocesan Authority | 5.1: To convene meetings between Diocesan and LCC Religious Advisers | Diocese/SACRE | April 2014 | On-going | Collaborative arrangements strengthened still further. | |
| | 5.2: To consider specific projects for shared funding | Diocese/SACRE | April 2014 | On-going | Projects successfully identified. | |
| | 5.3. To hold a SACRE conference every 18 mths. | Diocese/RE Adviser | November 2014 | On-going | Improved networking for schools, positive impact upon classroom practice. | |

SACRE Action Plan 2010-2014

Archived version

Objective: To increase the effectiveness of SACRE

| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
|---|--|--------------------------|-----------|----------|---|---|
| 1. To encourage the LA to appoint an RE Adviser | 1.1. Finance allocated | CT/ Director | Sept 06 | | Finance secured for at least a part time post | £20 000 Allocated initially by LCC |
| | 1.2. Post advertised | CfBT | July 06 | N/a | Applications received | N/a |
| | 1.3. Interviews held | CfBT Principal Inspector | July 06 | N/a | Appropriately qualified applicant(s) interviewed | N/a |
| | 1.4. Appointment made | CfBT/LCC | July 06 | N/a | RE Adviser appointed to a post dedicated to RE issues | £20 000 |
| 2.To seek better funding for general purposes and to provide for the RE Adviser post | 2.1. To seek an increase from the present £3000 to £5000 for the general budget. | CT | April 06 | March 08 | Appropriate funding stream more closely matches SACRE's identified needs. | £5000 from LCC confirmed. |
| | 2.2. To increase funding to support the RE post. | CT | Sept 2007 | Annual | Increase in funding secured for 2007 in the first instance. | £38,000 from LCC (2007/2008) |
| | 2.3. LCC working party set up | RE Adviser | Feb 08 | On-going | Issues of concern debated by LCC non-church schools (to include all phases/types of school, senior/middle management, SACRE colleagues, other contacts. | Funding (e.g.supply) via SACRE general budget |

| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
|---|---|----------------|-----------|----------|---|---|
| 3. To embed the revised Agreed Syllabus | 3.1. To deliver INSET with focus upon the terms of reference of the new Agreed Syllabus launched in Feb 06. INSET provided for Key Stages 1 – 4 | RDM/PB | 05/06/06 | 11/12/06 | Delivery of high quality INSET. School survey reveals the degree of acceptance and application of the AS. | Cost to be met from SACRE budget plus schools' PDA |
| 4. To hold a SACRE Conference | 4.1. To convene a Working Party to plan and coordinate the event | PB | March06 | June 07 | Details presented to SACRE | SACRE's budget and schools' PDA |
| | 4.2. To agree date and venue for Conference: 26th June 2007 at Horncastle College | PB/SACRE | N/a | N/a | Date and venue jointly agreed by Diocese and SACRE | |
| | 4.3. To invite Speakers | PB/SACRE | N/a | N/a | Mark Chater (QCA) Lat Blaylock (Consultant) accept invitation | |
| | 4.4. Conference held | PB/SACRE | June 2007 | N/a | Well supported by teachers and SACRE members Excellent feedback from course participants | |
| 5. To hold an Annual Special Schools Day | 5.1. To base the Day on the theme of 'Stories from the Religions' with seven religions represented | PB | Oct 2007 | N/a | Receipt of very positive evaluations of the event | 70 pupils/helpers attending at cost of £3 per head. Shortfall of £52.96 met from SACRE general budget |
| | 5.2. To increase funding to support the RE post | CT | Sept 07 | Annual | Increase in funding secured for 07/08 in first instance | £38,000 from LCC (07/08) Funding from base budget 08/09 |
| 6. To monitor recruitment and retention | 6.1. RE Adviser to keep SACRE informed of current situation, and LCC's Recruitment Manager consulted where necessary. | SACRE | Sept 06 | Ongoing | Situation kept under review | |

| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
|---|---|---|-------------------|----------|---|---|
| 7.To prepare bid for Young Inter-faith Award Project (2009/2010) | 7.1.To investigate whether any current County Council Projects could be linked into applications | Assistant Director (Universal) Children's Services | Jan 09 | March 09 | Details presented to SACRE | £5000 awarded to SACRE |
| | 7.2. To disseminate information of Young Inter-faith Award to Youth Cabinet and Communications Lead Officer | LCC Head of Participation and Inclusion | March 2009 | t.b.d. | Information circulated | |
| | 7.3. To plan Award Project | Assistant Director (Universal) | Summer/ Autumn 09 | t.b.d | Award planned in line with guidelines sent by NASACRE | Funding for publicity and awards through Children's Services budget |
| | 7.4. To submit a bid for funding from NASACRE to permit an exploration of the diversity of faiths within the County and to support the development of teaching materials. | Assistant Director (Universal) | March 09 | 09/10 | Bid prepared and submitted. SACRE award granted. | Award not granted – action carried forward |
| 9. To monitor and report on collective worship | 9.3 To receive report from RE Adviser | LCC/Diocesan RE Adviser | April 2008 | Nov 2009 | SACRE kept informed. | |
| | 9.4. To issue further guidelines where required | SACRE/RE Adviser | On-going | | Receipt of detailed information of current situation. | |
| | 9.5. To suggest that Acts of Collective Worship be an agenda item at Heads/Governors meetings | Clerk to contact Andy Breckon – SACRE (via Andy Breckon and Hilary Wells) | | | Guidelines issues and applied in school. | |

| Priority | Actions | Responsibility | Begin | End | Success criteria | Resources |
|---|--|------------------------|--------------|------------|--|------------------|
| 10. To review the Agreed Syllabus | 10.1. Consult teachers through a questionnaire 10.2. Set up an Agreed Syllabus Conference 10.3. Set up a teachers' working party to undertake review 10.4 Complete/implement review | ASC/RE Adviser | 2010-2012 | | Revised syllabus in schools, improved teaching and learning. | |
| 11. To establish a Directory of Visitors and places of worship | 11.1. To prepare for inclusion on web-page | Diocese and RE Adviser | Autumn 2011 | On-going | Directory drawn up and transferred to web-page. | |

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LINCOLNSHIRE COUNTY COUNCIL

Lincolnshire

Standing Advisory Council

on

Religious Education

(SACRE)

ANNUAL REPORT

2012 – 2013



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DRAFT

Introduction from the Chair

The year 2012-13 continued to witness Lincolnshire SACRE's monitoring function within schools in the manner our previous Chairman, Councillor Mrs Christine Talbot, had tirelessly supported. The regular update reports on the quality of RE and acts of collective worship in Lincolnshire schools ensured that members were kept well informed. Despite pressures on funding and the hours of the RE Adviser, it was still possible to provide support and training tailored to individual schools' needs and based upon areas identified as requiring development. The continued retention of the services of the Adviser has been vital to SACRE's ability to fulfil these monitoring and support functions.

SACRE continues to receive information about Ofsted's evaluation of pupils' Spiritual, Moral, Social and Cultural (SMSC) development, although concerns remain about the lack of rigour and consistency in some of the reports, and additional information from the Diocese about Section 48 inspections, albeit in a less detailed format, has been invaluable.

In the course of the year the updated Agreed Syllabus and the revised documentation made available to schools. Additionally several training days for teachers of RE, to introduce the revised syllabus and its implications, have been well attended. It is SACRE's hope that the increasing number of Lincolnshire schools seeking Academy status will still choose to use this resource to enable them to carry out their statutory duty to teach RE at all levels.

Members were kept informed of the recent reports of the All Party Parliamentary Group and of Ofsted, and directed me, on their behalf, to enter into correspondence with local Members of Parliament, the Department and Ofsted concerning the implications of these reports.

Members have supported all these initiatives with enthusiasm and in a professional manner. They are aware of the difficulty, particularly in a rural area, of providing pupils with first-hand experience of different faiths, and have sought ways of supporting schools in this matter. I am convinced that, despite the many quite fundamental changes in educational provision and governance, SACRE will still have a role in ensuring that Lincolnshire children and young people are as well prepared as any for life in our multicultural society.

Neville W McFarlane
Chairman of Lincolnshire SACRE

1. Background

The Education Reform Act (1988) established Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE 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) locally 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:

- a) Christian denominations and other religions and religious denominations;
- b) The Church of England;
- c) Teachers' associations;
- e) The Local Authority.

2. Meetings of SACRE

There were three meetings of Lincolnshire SACRE during the academic year 2012/2013 - in November 2012, March 2013 and July 2013. However, the July meeting was inquorate with no Chair present. As a result there are no formal minutes but during this meeting the RE Adviser spent some time updating SACRE members on various initiatives and news. For the majority of meetings fixed items on the agenda include the monitoring of inspection reports in relation to SMSC development, feedback about Section 48 inspection reports, reports on the RE Adviser's monitoring visits to schools and an ongoing review of SACRE's Action Plan. The composition and management of SACRE changed during the year with the resignation of the long standing Chair, Councillor Mrs Christine Talbot in March 2013. SACRE's work has been guided by its Action Plan, which is reviewed during every meeting. A working party is to be set up to consider the next phase of the Action Plan.

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.

Changes to membership

During the meeting in March 2013 the Chair, Cllr Mrs Christine Talbot announced that although she would be standing for re-election to the County Council she had decided to stand down both as Chair and as a member of SACRE. Cllr Talbot has been a tireless campaigner for RE in Lincolnshire. She enabled the appointment of an RE Adviser and regularly corresponded with bodies such as Ofsted and the DfE regarding RE and collective worship. She thanked everyone for their support over the years but felt it was time to pass on the responsibility of chair to someone else.

3. Religious Education

i) Standards in RE

Key stages 4-5: Examination results

[see Appendix 1 for tables]

Background – national picture

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6%, the growth has been eradicated by a drop of almost 30% (28.7%) in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS this year, reversing an upward trend since 1995. It is

thought to be a direct result of the discounting of the short course as a measure of school performance and the introduction of the EBacc. Both are leading to a decline in specialist teacher provision, and lessons being cut despite a legal obligation to teach RE.

By contrast, Religious Studies results at both GCSE and A Level remain strong, bucking the national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

National picture

GCSE Full Course

A* - C: 72.1% (2012: 73.7) All subjects: 68.1%

A* - G: 98.3% (2012: 98.5) All subjects: 98.8%

Girls:

A* - C: 78.3% - 1.1% lower than in 2012

A* - G: 98.9% - in line with 2012

Boys

A* - C: 65.5% - 1.6% lower than in 2012

A* - G: 97.5% - in line with 2012

GCSE Short Course

A* - C: 53.9% (2012: 53.8%) All subjects: 54.6%

A* - G: 95.0% (2012: 95.5%) All subjects: 95.8%

Girls

A* - C: 61.8% - in line with 2012

A* - G: 96.9% - in line with 2012

Boys

A* - C: 46.1% - in line with 2012, significantly lower than girls

A* - G: 93.2% - in line with 2012

GCE A Level

2013 saw a slight fall in the number of A Level entries (approx. 11,000 less entrants)

A* - A: 25.5% - in line with 2012 - All subjects: 26.3%

A* - B: 55.3% - in line with 2012 - All subjects: 52.6%

A* - E: 98.8% - in line with 2012 - All subjects: 98.1%

Girls

A* - A: 26.3% - in line with 2012

A* - B: 57.0% - in line with 2012

A* - E: 99.0% - in line with 2012

Boys

A* - A: 24.0% - in line with 2012

A* - B: 51.7% -1.2% lower than in 2012

A* - E: 98.4% - in line with 2012

GCE AS Level

A-B: 39.8% - in line with 2012
A-E: 88.3% - in line with 2012

Girls

A-B: 46.6% - in line with 2012
A-E: 93.1- in line with 2012

Boys

A-B: 40.3% - in line with 2012
A-E: 90.4% - in line with 2012

Results in Lincolnshire schools 2013

GCSE Full course

Number of entries: 2769 candidates. This is an increase on 2012 numbers.

A* - C

All pupils: 73.70% - in line with national average but lower than in 2012 (77.8%).

Girls: 80.5% – above national average (78.3%), slightly below 2012 (83.7%)

Boys: 66.6% – slightly above national average (65.5%), below 2012 (71.9%)

A* - G: 98.2% – in line with national average (98.2%)

Girls: 99.1% - slightly above national average, close to 2012

Boys: 97.4% - close to national average, slightly below 2012

Summary

Results in Lincolnshire schools show a slight decline since 2012 but close to the national average at A*-C and A*-G. Girls out-perform boys, though boys are above the national average at A*- C and close at A*-G

GCSE Short course

Number of entries - 3020. This is a significant fall of 534 from 2012 (3554).

A* - C

All pupils: 51% (2012: 54.6%) – below the national average (53.9%)

Girls: 60.3% - above national average (53.9%), below 2012 (63.9%)

Boys: 42.8% - slightly above national average (46.1%), below 2012 (45.3%)

A*-G

All pupils: 96.6% - above national average (95.0%)

Girls: 97.3% - above national average (96.9%), in line with 2012 (97.9%)

Boys: 95.9% - above national average (93.2%), in line with 2012 (93.3%)

Summary

Overall this is a mixed picture, but generally schools achieved above or close to the national average. Girls out performed boys and results were in line with or below 2012 results for Lincolnshire.

GCE A level

229 out of 3413 students were entered for A level (2.6%).

A*-A: 23.6% - below national average (26.4%)
A*-E: 100% - in line with national averages (99.1%)

GCE AS level

351 students were entered for AS level compared to 241 in 2012.

A*-A: 24.% - below national average (26.4%)

A*-E: 92.0 % - in line with national averages (99.1%)

ii) School reviews: report from RE Adviser

The main focus of the RE Adviser's work remains that of monitoring teaching and learning in RE and monitoring the quality of provision for collective worship and SMSC. But is also supportive and co-ordinators report back that they value the visits and find them helpful. Systems for monitoring remain unchanged since the last Annual Report. Based on a relatively small number of schools visited the following strengths and areas for development can be identified:

Areas of Strength:

- Commitment and enthusiasm of many RE co-ordinators.
- Positive attitudes towards learning.

Areas for improvement:

- Assessment – the 8 level scale could be used much more effectively to provide a clear picture of the achievement and progress of groups and individuals and target areas for improvement.
- Schools need to continue to provide pupils with first hand experiences of religions other than Christianity (links with churches are generally good) through more visits out and visitors in.
- Insufficient monitoring of standards, e.g. of pupils' work, pupil interviews.

Schools where there are significant areas for development are re-visited to monitor progress made. A data-base is now in place showing all school visits and significant outcomes. This has eased the task of selecting which schools to visit and made it possible to see at a glance where re-visits are needed and where there has been improvement.

Analysis of SMSC judgements in all Section 5 reports

There are inconsistencies in reports with some inspectors making little or no mention of SMSC and some writing in great detail. However, comments are overwhelmingly positive, even in schools requiring improvement. There has been a significant reduction in the criticism of schools' promotion of cultural development. In the past the Chair has sent out a letter to all schools receiving an 'outstanding' grade for SMSC. Given the changes in the current framework (i.e. no grade for SMSC) it was agreed that it would be impossible to continue this practice.

iii) Section 48 inspections

iv)

Members considered reports by the Diocese of Lincoln which set out summaries of church schools' inspections. These show examples of the good and positive practice that exists and also highlight areas for development which help schools become more effective as church schools with a distinctive Christian ethos.

4. Continued Professional Development/Support for schools

Local Authority

During 2012/13 there has been no centralised training but support has been offered in house to individual schools.

Diocese

RE Cluster Meetings

These meetings are well attended with a good mix of new and experienced teachers coming together to discuss a variety of issues pertinent to RE. There has been a real focus on the positive impact of RE within schools and the sharing of resources and ideas.

July 2013: Spiritual Development through music and RE – led by Lat Blaylock, Fiona Moss and Stepen Fischbacher, this day demonstrated how children's emotional, social and spiritual health and well-being can be supported through song.

The summer edition of the Diocesan newsletter, RE News, focused on good and outstanding RE practice in primary schools.

5. Acts of Collective Worship

The majority of primary schools have assemblies but not all have daily acts of collective worship (ACWs). There are examples of outstanding practice identified by Ofsted but judgements are not made about compliance. In most primary schools there is a different type of assembly/ACW each day, with many having a 'celebration assembly' on Fridays. Representatives from local churches make positive contributions and churches are used well to celebrate key festivals.

It is more difficult to obtain information about the situation in secondary schools, as it is rare to meet with head teachers during visits.

In addition to set agenda items SACRE also considered the following during 2012/13:

a) Ofsted

The RE Adviser (who also carries out inspections for Ofsted) ensures that members are kept updated in relation to any changes to the inspection process. Ongoing concern has been expressed during meetings about the lack of reference to RE in inspection reports and the inconsistent way in which SMSC development appears to be judged and commented upon. There has also been concern about inspectors' apparent lack of interest in whether or not schools were meeting statutory requirements for acts of collective worship. Correspondence has taken place between the Chair of SACRE and Richard Brooks, Director, Strategy, Ofsted. This was in connection with the concerns of SACRE over the current Ofsted framework.

Ofsted subject reports

Occasionally subject inspections of RE are carried out. During 2012 Holbeach Bank Primary School received such an inspection and the overall effectiveness was judged to be satisfactory. RE in the school makes a strong contribution to pupils' spiritual, moral, social and cultural development.

b) Partnership with Diocese

Following the appointment of the new Diocesan Director of Education, Jackie Waters-Dewhurst, it was announced that Paul Thompson would no longer be attending SACRE meetings and that the Diocese would no longer be providing reports for SACRE. Should SACRE wish to use the services of the Diocese a charge would be made. This decision was a reflection of the current financial situation. David Clements would continue to attend meetings as a member of the Church of England group and in that capacity would respond to appropriate queries regarding Diocesan matters. The Director attended the March SACRE meeting. This followed a meeting at the end of the previous term with the RE Adviser and the Chair of SACRE – points made during that meeting were confirmed and can be summarised as follows:

- Recent changes mean that the Diocese has a more involved role in terms of monitoring standards in schools, Due to the added pressure on the budget the Diocese cannot continue to support two officers attending SACRE.
- The function of the Diocese (nationally as well as locally) is not to support SACRE – this is the role of the LA.
- David Clements from the Diocese would continue as a member of SACRE in the capacity of a CE representative.
- Diocesan reports were previously produced by Paul Thompson and based on quarterly reports presented for the Board of the Diocese. It was suggested that these might be produced in summary form for SACRE.
- The Diocese valued the relationship with SACRE but it was acknowledged that further discussion was needed to clarify the partnership.
- The Diocese would continue to work with schools with no demarcation between church and maintained schools.
- It was planned to appoint a Diocesan RE Adviser and this person would hopefully work closely with the LCC Adviser.
- It was clarified that if any additional reports/work be requested from the Diocese by SACRE, a procurement procedure would have to be followed.

c) All Party Parliamentary Group and RE subject review

Members were kept up to date with the progress of both initiatives.

d) 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: Examination results

GCSE Religious Studies 2013 : Results Analysis

| Lincolnshire | Count of Entries | Count of Pupils | % of Cohort |
|-------------------|------------------|-----------------|-------------|
| GCSE Full Course | 2,769 | 8,420 | 32.9% |
| GCSE Short Course | 3,020 | 8,420 | 35.9% |

| Lincolnshire | * | A | B | C | D | E | F | G | U |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| GCSE Full Course | 263 | 493 | 662 | 623 | 342 | 177 | 101 | 61 | 47 |
| GCSE Short Course | 212 | 304 | 479 | 573 | 514 | 402 | 262 | 174 | 100 |

| Lincolnshire | Gender | * | A | B | C | D | E | F | G | U |
|-------------------|----------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|
| GCSE Full Course | F | 203 | 319 | 318 | 297 | 144 | 63 | 27 | 29 | 12 |
| GCSE Short Course | F | 169 | 210 | 277 | 290 | 237 | 175 | 108 | 61 | 41 |
| Total | F | 372 | 529 | 595 | 587 | 381 | 238 | 135 | 90 | 53 |
| GCSE Full Course | M | 60 | 174 | 344 | 326 | 198 | 114 | 74 | 32 | 35 |
| GCSE Short Course | M | 43 | 94 | 202 | 283 | 277 | 227 | 154 | 113 | 59 |
| Total | M | 103 | 268 | 546 | 609 | 475 | 341 | 228 | 145 | 94 |

| Lincolnshire | Count of Entries | Count of Pupils achieving A*-C | % of Pupils achieving A*-C | Count of Pupils Achieving A-G | % of Pupils Achieving A-G |
|-------------------|------------------|--------------------------------|----------------------------|-------------------------------|---------------------------|
| GCSE Full Course | 2,769 | 2,041 | 73.7% | 2,722 | 98.3% |
| GCSE Short Course | 3,020 | 1,568 | 26.0% | 2,920 | 96.7% |
| National | Count of Entries | Count of Pupils achieving A*-C | % of Pupils achieving A*-C | Count of Pupils Achieving A-G | % of Pupils Achieving A-G |
| GCSE Full Course | 229,000 | 168,600 | 73.6% | 224,900 | 98.2% |
| GCSE Short Course | 158,032 | 78,960 | 50.0% | 146,735 | 92.9% |

| DfE Number | School Name | Qualification Type | Gender | * | A | B | C | D | E | F | G | U |
|----------------|---|---------------------|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9251105 | The Lincolnshire Teaching and Learning Centre | GCSE Full Course | F | - | - | - | - | - | 1 | - | - | - |
| 9251105 | The Lincolnshire Teaching and Learning Centre | GCSE Short Course | F | - | - | - | - | - | 1 | - | - | - |
| 9251105 | The Lincolnshire Teaching and Learning Centre | GCSE Short Course | M | - | - | 1 | - | - | 1 | 1 | 3 | 1 |
| 9251105 | The Lincolnshire Teaching and Learning Centre | School Total | | - | - | 1 | - | - | 3 | 1 | 3 | 1 |
| 9254000 | The Bourne Academy | GCSE Full Course | F | 6 | 14 | 15 | 27 | 13 | 6 | 2 | - | 1 |
| 9254000 | The Bourne Academy | GCSE Full Course | M | - | 5 | 15 | 22 | 21 | 10 | 7 | 1 | - |
| 9254000 | The Bourne Academy | GCSE Short Course | F | - | - | 2 | 4 | 5 | 3 | 3 | - | - |
| 9254000 | The Bourne Academy | GCSE Short Course | M | - | - | - | 2 | 7 | 6 | 2 | 4 | 1 |
| 9254000 | The Bourne Academy | School Total | | 6 | 19 | 32 | 55 | 46 | 25 | 14 | 5 | 2 |
| 9254001 | University Academy Holbeach | GCSE Short Course | F | 1 | 14 | 24 | 10 | 13 | 19 | 8 | 7 | 7 |
| 9254001 | University Academy Holbeach | GCSE Short Course | M | - | 8 | 19 | 23 | 23 | 10 | 10 | 9 | 5 |
| 9254001 | University Academy Holbeach | School Total | | 1 | 22 | 43 | 33 | 36 | 29 | 18 | 16 | 12 |
| 9254002 | Spilsby The King Edward VI Humanities College | GCSE Full Course | F | - | - | 1 | 5 | - | 2 | 2 | - | - |
| 9254002 | Spilsby The King Edward VI Humanities College | GCSE Full Course | M | - | - | 1 | - | - | - | - | - | - |
| 9254002 | Spilsby The King Edward VI Humanities College | GCSE Short Course | F | - | - | - | 1 | - | - | - | - | - |
| 9254002 | Spilsby The King Edward VI Humanities College | GCSE Short Course | M | - | - | - | 1 | - | - | - | - | - |
| 9254002 | Spilsby The King Edward VI Humanities College | School Total | | - | - | 2 | 7 | - | 2 | 2 | - | - |
| 9254003 | Cordeaux Academy | GCSE Short Course | F | - | 2 | 3 | 4 | 12 | 6 | 4 | 3 | 2 |
| 9254003 | Cordeaux Academy | GCSE Short Course | M | - | - | 7 | 8 | 10 | 14 | 6 | 10 | 3 |
| 9254003 | Cordeaux Academy | School Total | | - | 2 | 10 | 12 | 22 | 20 | 10 | 13 | 5 |
| 9254004 | Grantham Kesteven & Grantham Girls' School | GCSE Full Course | F | 60 | 48 | 38 | 14 | 5 | - | - | - | - |
| 9254004 | Grantham Kesteven & Grantham Girls' School | School Total | | 60 | 48 | 38 | 14 | 5 | - | - | - | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | GCSE Full Course | F | 4 | 7 | 1 | - | - | - | - | - | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | GCSE Short Course | F | 51 | 37 | 15 | 5 | 1 | - | - | - | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | School Total | | 55 | 44 | 16 | 5 | 1 | - | - | - | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| 9254010 | The Deepings School | GCSE Full Course | F | 5 | 17 | 24 | 24 | 12 | 4 | - | - | - |
| 9254010 | The Deepings School | GCSE Full Course | M | 3 | 10 | 25 | 32 | 12 | 1 | - | - | - |
| 9254010 | The Deepings School | GCSE Short Course | F | - | 1 | - | 6 | 7 | 6 | 1 | 1 | - |
| 9254010 | The Deepings School | GCSE Short Course | M | - | - | - | 6 | 7 | 10 | 11 | 1 | - |
| 9254010 | The Deepings School | School Total | | 8 | 28 | 49 | 68 | 38 | 21 | 12 | 2 | - |
| 9254017 | West Grantham Academy Charles Read High | GCSE Short Course | F | - | - | 1 | - | - | 1 | - | - | - |
| 9254017 | West Grantham Academy Charles Read High | GCSE Short Course | M | - | 1 | 1 | 1 | 4 | - | - | - | - |
| 9254017 | West Grantham Academy Charles Read High | School Total | | - | 1 | 2 | 1 | 4 | 1 | - | - | - |
| 9254019 | Grantham The Walton Girls' High School Academy | GCSE Full Course | F | 1 | 2 | 1 | 1 | - | - | - | - | - |
| 9254019 | Grantham The Walton Girls' High School Academy | GCSE Short Course | F | 6 | 12 | 30 | 28 | 22 | 14 | 9 | 6 | 1 |
| 9254019 | Grantham The Walton Girls' High School Academy | School Total | | 7 | 14 | 31 | 29 | 22 | 14 | 9 | 6 | 1 |
| 9254022 | Boston High School | GCSE Full Course | F | 11 | 22 | 16 | 23 | 7 | 1 | - | - | - |
| 9254022 | Boston High School | GCSE Short Course | F | - | - | 1 | 1 | - | - | - | - | - |
| 9254022 | Boston High School | School Total | | 11 | 22 | 17 | 24 | 7 | 1 | - | - | - |
| 9254027 | Spalding High School | GCSE Full Course | F | 18 | 17 | 8 | 2 | - | - | - | - | - |
| 9254027 | Spalding High School | GCSE Short Course | F | 43 | 30 | 20 | 9 | - | - | - | - | - |
| 9254027 | Spalding High School | School Total | | 61 | 47 | 28 | 11 | - | - | - | - | - |
| 9254028 | Kirton Middlecott School | GCSE Full Course | F | - | 3 | 2 | 1 | 2 | - | - | - | - |
| 9254028 | Kirton Middlecott School | GCSE Full Course | M | - | - | 1 | 1 | - | - | - | - | - |
| 9254028 | Kirton Middlecott School | GCSE Short Course | F | 1 | 2 | 7 | 16 | 12 | 6 | 1 | - | - |
| 9254028 | Kirton Middlecott School | GCSE Short Course | M | - | 1 | 1 | 4 | 6 | 11 | 2 | - | - |
| 9254028 | Kirton Middlecott School | School Total | | 1 | 6 | 11 | 22 | 20 | 17 | 3 | - | - |
| 9254030 | Long Sutton The Peele School | GCSE Short Course | F | - | - | 2 | 7 | 7 | 4 | - | - | - |
| 9254030 | Long Sutton The Peele School | GCSE Short Course | M | - | 1 | 1 | 4 | 15 | 6 | 1 | - | - |
| 9254030 | Long Sutton The Peele School | School Total | | - | 1 | 3 | 11 | 22 | 10 | 1 | - | - |
| 9254048 | Alford John Spendluffe School | GCSE Short Course | F | 2 | 5 | 8 | 6 | 3 | 1 | - | 2 | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| 9254048 | Alford John Spendluffe School | GCSE Short Course | M | - | - | 4 | 4 | 5 | 5 | 3 | 1 | - |
| 9254048 | Alford John Spendluffe School | School Total | | 2 | 5 | 12 | 10 | 8 | 6 | 3 | 3 | - |
| 9254049 | Caistor Yarborough Academy | GCSE Full Course | F | - | - | - | 11 | 4 | 4 | - | 2 | - |
| 9254049 | Caistor Yarborough Academy | GCSE Full Course | M | - | - | 1 | 1 | - | - | - | - | - |
| 9254049 | Caistor Yarborough Academy | GCSE Short Course | F | - | - | 1 | 2 | - | 2 | 4 | 1 | - |
| 9254049 | Caistor Yarborough Academy | GCSE Short Course | M | - | - | - | - | - | 1 | 1 | 2 | - |
| 9254049 | Caistor Yarborough Academy | School Total | | - | - | 2 | 14 | 4 | 7 | 5 | 5 | - |
| 9254050 | Horncastle Banovallum School | GCSE Full Course | F | 2 | 6 | 15 | 12 | 15 | 6 | 3 | 4 | 1 |
| 9254050 | Horncastle Banovallum School | GCSE Full Course | M | - | - | 5 | 7 | 17 | 15 | 9 | 2 | 4 |
| 9254050 | Horncastle Banovallum School | School Total | | 2 | 6 | 20 | 19 | 32 | 21 | 12 | 6 | 5 |
| 9254061 | North Somercotes The Birkbeck School | GCSE Full Course | F | - | - | 2 | - | 1 | - | - | - | - |
| 9254061 | North Somercotes The Birkbeck School | GCSE Full Course | M | - | - | 3 | 2 | - | - | - | - | - |
| 9254061 | North Somercotes The Birkbeck School | School Total | | - | - | 5 | 2 | 1 | - | - | - | - |
| 9254062 | Cherry Willingham Community School | GCSE Full Course | F | 2 | 1 | 3 | 10 | 9 | 2 | 4 | 2 | - |
| 9254062 | Cherry Willingham Community School | GCSE Full Course | M | - | 1 | 2 | 6 | 2 | 1 | 3 | - | - |
| 9254062 | Cherry Willingham Community School | GCSE Short Course | F | - | - | - | 1 | 1 | 1 | 1 | 7 | 3 |
| 9254062 | Cherry Willingham Community School | GCSE Short Course | M | - | - | - | - | - | 5 | 7 | 4 | 2 |
| 9254062 | Cherry Willingham Community School | School Total | | 2 | 2 | 5 | 17 | 12 | 9 | 15 | 13 | 5 |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCSE Full Course | F | 15 | 19 | 7 | 2 | - | - | 1 | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCSE Full Course | M | 2 | 1 | - | - | - | - | - | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCSE Short Course | F | 9 | 9 | 20 | 4 | 3 | - | - | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCSE Short Course | M | 2 | 8 | 12 | 11 | 2 | 2 | - | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | School Total | | 28 | 37 | 39 | 17 | 5 | 2 | 1 | - | - |
| 9254067 | Stamford Queen Eleanor Community School | GCSE Short Course | F | 1 | 6 | 7 | 10 | 3 | - | - | - | - |
| 9254067 | Stamford Queen Eleanor Community School | GCSE Short Course | M | - | - | 5 | 12 | 8 | 7 | 2 | 1 | - |
| 9254067 | Stamford Queen Eleanor Community School | School Total | | 1 | 6 | 12 | 22 | 11 | 7 | 2 | 1 | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9254072 | Boston The Haven High School | GCSE Full Course | F | 2 | 2 | 9 | 35 | 17 | 8 | 6 | 11 | 5 |
| 9254072 | Boston The Haven High School | GCSE Full Course | M | - | - | 7 | 28 | 19 | 23 | 9 | 10 | 21 |
| 9254072 | Boston The Haven High School | School Total | | 2 | 2 | 16 | 63 | 36 | 31 | 15 | 21 | 26 |
| 9254501 | Bourne Grammar School | GCSE Full Course | F | 17 | 15 | 3 | 3 | - | - | - | - | - |
| 9254501 | Bourne Grammar School | GCSE Full Course | M | 1 | 6 | 3 | 1 | 1 | 1 | - | - | - |
| 9254501 | Bourne Grammar School | School Total | | 18 | 21 | 6 | 4 | 1 | 1 | - | - | - |
| 9254507 | Donington The Thomas Cowley High School | GCSE Full Course | M | 1 | - | - | - | - | - | - | - | - |
| 9254507 | Donington The Thomas Cowley High School | School Total | | 1 | - | - | - | - | - | - | - | - |
| 9254514 | Market Rasen De Aston School, Academy Trust | GCSE Short Course | F | - | 1 | 4 | 4 | 3 | - | - | - | - |
| 9254514 | Market Rasen De Aston School, Academy Trust | GCSE Short Course | M | - | 3 | - | 1 | - | - | - | - | - |
| 9254514 | Market Rasen De Aston School, Academy Trust | School Total | | - | 4 | 4 | 5 | 3 | - | - | - | - |
| 9254516 | Stickney William Lovell C of E School | GCSE Full Course | F | - | - | 3 | 3 | 3 | 1 | - | - | - |
| 9254516 | Stickney William Lovell C of E School | GCSE Full Course | M | - | 1 | 3 | 3 | 4 | 3 | 1 | - | 1 |
| 9254516 | Stickney William Lovell C of E School | School Total | | - | 1 | 6 | 6 | 7 | 4 | 1 | - | 1 |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | GCSE Full Course | M | 2 | 18 | 36 | 37 | 13 | 8 | 1 | 1 | - |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | School Total | | 2 | 18 | 36 | 37 | 13 | 8 | 1 | 1 | - |
| 9255400 | Skegness Grammar School | GCSE Full Course | F | - | 3 | 3 | 4 | - | - | - | - | - |
| 9255400 | Skegness Grammar School | GCSE Full Course | M | - | 2 | 1 | - | - | - | - | - | - |
| 9255400 | Skegness Grammar School | GCSE Short Course | F | - | - | 2 | - | - | 1 | - | - | - |
| 9255400 | Skegness Grammar School | School Total | | - | 5 | 6 | 4 | - | 1 | - | - | - |
| 9255401 | Alford Queen Elizabeth's Grammar School | GCSE Full Course | F | 9 | 18 | 11 | 6 | - | - | - | - | - |
| 9255401 | Alford Queen Elizabeth's Grammar School | GCSE Full Course | M | 2 | 3 | 18 | 9 | 3 | - | - | 1 | - |
| 9255401 | Alford Queen Elizabeth's Grammar School | School Total | | 11 | 21 | 29 | 15 | 3 | - | - | 1 | - |
| 9255402 | Grantham The King's School a Selective Academy | GCSE Full Course | M | 4 | 26 | 49 | 23 | 16 | 6 | 1 | - | - |
| 9255402 | Grantham The King's School a Selective Academy | GCSE Short Course | M | - | - | 1 | 3 | 4 | 3 | 3 | - | - |
| 9255402 | Grantham The King's School a Selective Academy | School Total | | 4 | 26 | 50 | 26 | 20 | 9 | 4 | - | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| 9255403 | Sleaford Carre's Grammar School | GCSE Full Course | M | 21 | 24 | 31 | 21 | 9 | 7 | - | 1 | - |
| 9255403 | Sleaford Carre's Grammar School | GCSE Short Course | M | - | - | 1 | - | - | - | - | - | - |
| 9255403 | Sleaford Carre's Grammar School | School Total | | 21 | 24 | 32 | 21 | 9 | 7 | - | 1 | - |
| 9255405 | Louth King Edward Vi Grammar School | GCSE Short Course | F | 2 | 3 | 3 | 3 | 1 | - | - | - | - |
| 9255405 | Louth King Edward Vi Grammar School | GCSE Short Course | M | - | 1 | 4 | 5 | 4 | 1 | 1 | - | - |
| 9255405 | Louth King Edward Vi Grammar School | School Total | | 2 | 4 | 7 | 8 | 5 | 1 | 1 | - | - |
| 9255406 | Caistor Grammar School Academy | GCSE Full Course | F | 10 | 18 | 19 | 4 | - | - | - | - | - |
| 9255406 | Caistor Grammar School Academy | GCSE Full Course | M | 4 | 7 | 18 | 11 | 4 | 1 | - | - | - |
| 9255406 | Caistor Grammar School Academy | School Total | | 14 | 25 | 37 | 15 | 4 | 1 | - | - | - |
| 9255407 | Lincoln Castle Academy | GCSE Full Course | F | 2 | 6 | 5 | 12 | 4 | 5 | - | 1 | - |
| 9255407 | Lincoln Castle Academy | GCSE Full Course | M | - | 1 | 7 | 10 | 7 | 1 | 2 | 2 | - |
| 9255407 | Lincoln Castle Academy | GCSE Short Course | F | - | - | - | - | - | - | 1 | - | 2 |
| 9255407 | Lincoln Castle Academy | GCSE Short Course | M | - | - | - | - | - | 2 | - | 1 | 2 |
| 9255407 | Lincoln Castle Academy | School Total | | 2 | 7 | 12 | 22 | 11 | 8 | 3 | 4 | 4 |
| 9255408 | Lincoln Christ's Hospital Academy | GCSE Full Course | F | 8 | 9 | 20 | 14 | 3 | - | - | - | - |
| 9255408 | Lincoln Christ's Hospital Academy | GCSE Full Course | M | - | 7 | 8 | 6 | 5 | - | - | - | - |
| 9255408 | Lincoln Christ's Hospital Academy | GCSE Short Course | F | - | - | 5 | 11 | 5 | 4 | 5 | 3 | 1 |
| 9255408 | Lincoln Christ's Hospital Academy | GCSE Short Course | M | - | - | 7 | 9 | 11 | 16 | 7 | 1 | - |
| 9255408 | Lincoln Christ's Hospital Academy | School Total | | 8 | 16 | 40 | 40 | 24 | 20 | 12 | 4 | 1 |
| 9255409 | Tattershall Gartree Community School | GCSE Full Course | F | 1 | 10 | 8 | 8 | 9 | 7 | 4 | 1 | 4 |
| 9255409 | Tattershall Gartree Community School | GCSE Full Course | M | 1 | 1 | 1 | 7 | 10 | 5 | 11 | 4 | 2 |
| 9255409 | Tattershall Gartree Community School | School Total | | 2 | 11 | 9 | 15 | 19 | 12 | 15 | 5 | 6 |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCSE Full Course | F | 3 | 8 | 14 | 5 | 6 | 1 | - | - | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCSE Full Course | M | 2 | 7 | 10 | 5 | 1 | 1 | 2 | - | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | School Total | | 5 | 15 | 24 | 10 | 7 | 2 | 2 | - | - |
| 9255412 | North Hykeham North Kesteven Academy | GCSE Full Course | F | 5 | 15 | 12 | 11 | 3 | 1 | - | - | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9255412 | North Hykeham North Kesteven Academy | GCSE Full Course | M | 1 | 4 | 4 | 6 | - | 2 | - | - | - |
| 9255412 | North Hykeham North Kesteven Academy | GCSE Short Course | F | 5 | 13 | 13 | 11 | 7 | 2 | 1 | 1 | - |
| 9255412 | North Hykeham North Kesteven Academy | GCSE Short Course | M | - | 4 | 15 | 17 | 9 | 5 | 7 | 6 | 2 |
| 9255412 | North Hykeham North Kesteven Academy | School Total | | 11 | 36 | 44 | 45 | 19 | 10 | 8 | 7 | 2 |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCSE Full Course | F | 1 | 4 | 11 | 16 | 9 | 4 | 3 | 1 | - |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCSE Full Course | M | - | - | 15 | 20 | 16 | 9 | 2 | 1 | - |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCSE Short Course | F | - | - | - | 5 | - | - | 1 | - | - |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCSE Short Course | M | - | - | 1 | 5 | - | - | - | - | - |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | School Total | | 1 | 4 | 27 | 46 | 25 | 13 | 6 | 2 | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCSE Full Course | F | 15 | 28 | 33 | 17 | 6 | - | - | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCSE Full Course | M | 8 | 16 | 33 | 27 | 8 | 1 | - | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCSE Short Course | F | - | - | - | 2 | 1 | 2 | 1 | 1 | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCSE Short Course | M | - | - | 1 | 9 | 11 | 6 | 5 | 1 | 1 |
| 9255415 | William Farr CofE Comprehensive School Academy | School Total | | 23 | 44 | 67 | 55 | 26 | 9 | 6 | 2 | 1 |
| 9255416 | Spalding Sir John Gleed School | GCSE Full Course | F | - | - | 1 | - | - | - | - | - | - |
| 9255416 | Spalding Sir John Gleed School | GCSE Full Course | M | 2 | 8 | 11 | 13 | 13 | 11 | 12 | 2 | 3 |
| 9255416 | Spalding Sir John Gleed School | GCSE Short Course | F | 4 | 9 | 22 | 29 | 22 | 17 | 17 | 3 | 3 |
| 9255416 | Spalding Sir John Gleed School | GCSE Short Course | M | - | 1 | 4 | 4 | 8 | 8 | 5 | 5 | - |
| 9255416 | Spalding Sir John Gleed School | School Total | | 6 | 18 | 38 | 46 | 43 | 36 | 34 | 10 | 6 |
| 9255417 | Louth Monks' Dyke Technology College | GCSE Short Course | F | - | 8 | 15 | 12 | 21 | 18 | 8 | 5 | 4 |
| 9255417 | Louth Monks' Dyke Technology College | GCSE Short Course | M | - | 3 | 4 | 16 | 15 | 16 | 19 | 6 | 7 |
| 9255417 | Louth Monks' Dyke Technology College | School Total | | - | 11 | 19 | 28 | 36 | 34 | 27 | 11 | 11 |
| 9255418 | Branston Community Academy | GCSE Full Course | F | 2 | 9 | 12 | 3 | - | - | - | - | - |
| 9255418 | Branston Community Academy | GCSE Full Course | M | 1 | 9 | 16 | 1 | - | - | - | - | - |
| 9255418 | Branston Community Academy | GCSE Short Course | F | - | - | - | 10 | 8 | 6 | 4 | - | - |

| | | | | | | | | | | | | |
|----------------|---|---------------------|---|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| 9255418 | Branston Community Academy | GCSE Short Course | M | - | - | 4 | 11 | 13 | 4 | 2 | 1 | - |
| 9255418 | Branston Community Academy | School Total | | 3 | 18 | 32 | 25 | 21 | 10 | 6 | 1 | - |
| 9255420 | Welbourn Sir William Robertson High Sch | GCSE Short Course | F | - | 1 | 12 | 21 | 15 | 17 | 6 | 5 | 1 |
| 9255420 | Welbourn Sir William Robertson High Sch | GCSE Short Course | M | 1 | 4 | 9 | 18 | 23 | 17 | 16 | 7 | 3 |
| 9255420 | Welbourn Sir William Robertson High Sch | School Total | | 1 | 5 | 21 | 39 | 38 | 34 | 22 | 12 | 4 |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCSE Full Course | F | 3 | 5 | 6 | 5 | 6 | 4 | 1 | 5 | 1 |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCSE Full Course | M | 5 | 8 | 7 | 14 | 8 | 5 | 4 | 1 | 1 |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCSE Short Course | F | - | - | - | 1 | - | - | - | - | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCSE Short Course | M | - | - | - | 2 | - | - | - | 2 | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | School Total | | 8 | 13 | 13 | 22 | 14 | 9 | 5 | 8 | 2 |
| 9255422 | West Grantham Academy St.Hughs College | GCSE Short Course | F | - | - | - | - | - | - | - | 1 | - |
| 9255422 | West Grantham Academy St.Hughs College | School Total | | - | - | - | - | - | - | - | 1 | - |
| 9255423 | Old Leake The Giles Academy | GCSE Full Course | F | - | 1 | 1 | 4 | - | - | - | - | - |
| 9255423 | Old Leake The Giles Academy | GCSE Full Course | M | - | 1 | 1 | - | - | - | - | - | - |
| 9255423 | Old Leake The Giles Academy | School Total | | - | 2 | 2 | 4 | - | - | - | - | - |
| 9255424 | Boston Grammar School | GCSE Short Course | M | 7 | 10 | 23 | 18 | 12 | 5 | 1 | - | - |
| 9255424 | Boston Grammar School | School Total | | 7 | 10 | 23 | 18 | 12 | 5 | 1 | - | - |
| 9256905 | Lincoln The Priory Witham Academy | GCSE Short Course | F | - | 4 | 1 | 11 | 6 | 7 | 3 | 1 | - |
| 9256905 | Lincoln The Priory Witham Academy | GCSE Short Course | M | - | 1 | 5 | 14 | 5 | 4 | 2 | 3 | - |
| 9256905 | Lincoln The Priory Witham Academy | School Total | | - | 5 | 6 | 25 | 11 | 11 | 5 | 4 | - |
| 9256906 | The Priory City of Lincoln Academy | GCSE Full Course | F | 1 | 7 | 8 | 10 | 7 | 4 | 1 | 2 | - |
| 9256906 | The Priory City of Lincoln Academy | GCSE Full Course | M | - | 2 | 4 | 7 | 8 | 3 | 8 | 4 | 2 |
| 9256906 | The Priory City of Lincoln Academy | GCSE Short Course | F | 1 | 1 | 3 | 8 | 9 | 8 | 3 | 5 | - |
| 9256906 | The Priory City of Lincoln Academy | GCSE Short Course | M | - | - | - | 1 | 6 | 7 | 8 | 1 | - |
| 9256906 | The Priory City of Lincoln Academy | School Total | | 2 | 10 | 15 | 26 | 30 | 22 | 20 | 12 | 2 |
| 9256907 | Lincoln The Priory Academy LSST | GCSE Full Course | F | - | 1 | - | - | - | - | - | - | - |

| | | | | | | | | | | | | |
|----------------|--|---------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9256907 | Lincoln The Priory Academy LSST | GCSE Short Course | F | 43 | 44 | 27 | 6 | 3 | 1 | - | - | - |
| 9256907 | Lincoln The Priory Academy LSST | GCSE Short Course | M | 32 | 45 | 39 | 15 | 7 | - | - | - | 1 |
| 9256907 | Lincoln The Priory Academy LSST | School Total | | 75 | 90 | 66 | 21 | 10 | 1 | - | - | 1 |
| 9256908 | Trent Valley Academy | GCSE Short Course | F | - | - | - | - | - | - | 4 | - | - |
| 9256908 | Trent Valley Academy | GCSE Short Course | M | - | - | - | - | - | - | 1 | 3 | 1 |
| 9256908 | Trent Valley Academy | School Total | | - | - | - | - | - | - | 5 | 3 | 1 |
| 9256909 | St George's Academy | GCSE Full Course | F | - | 3 | 6 | 4 | 3 | - | - | - | - |
| 9256909 | St George's Academy | GCSE Full Course | M | - | 2 | 2 | 2 | - | - | 1 | - | - |
| 9256909 | St George's Academy | GCSE Short Course | F | - | 7 | 24 | 27 | 33 | 23 | 17 | 7 | 6 |
| 9256909 | St George's Academy | GCSE Short Course | M | - | 1 | 8 | 26 | 37 | 38 | 22 | 23 | 19 |
| 9256909 | St George's Academy | School Total | | - | 13 | 40 | 59 | 73 | 61 | 40 | 30 | 25 |
| 9256910 | The Priory Ruskin Academy | GCSE Full Course | F | - | 1 | - | - | - | - | - | - | - |
| 9256910 | The Priory Ruskin Academy | GCSE Full Course | M | - | 4 | 5 | 3 | - | - | - | 1 | 1 |
| 9256910 | The Priory Ruskin Academy | GCSE Short Course | F | - | 1 | 5 | 15 | 14 | 5 | 6 | 1 | 11 |
| 9256910 | The Priory Ruskin Academy | GCSE Short Course | M | 1 | 2 | 25 | 33 | 24 | 17 | 8 | 17 | 10 |
| 9256910 | The Priory Ruskin Academy | School Total | | 1 | 8 | 35 | 51 | 38 | 22 | 14 | 19 | 22 |
| 9256911 | Skegness Academy | GCSE Full Course | F | - | - | - | 1 | - | 2 | - | - | - |
| 9256911 | Skegness Academy | GCSE Full Course | M | - | - | - | - | - | - | 1 | 1 | - |
| 9256911 | Skegness Academy | GCSE Short Course | F | - | - | - | - | - | - | - | 1 | - |
| 9256911 | Skegness Academy | School Total | | - | - | - | 1 | - | 2 | 1 | 2 | - |
| 9257029 | The Phoenix School | GCSE Full Course | M | - | - | 1 | 1 | 1 | - | - | - | - |
| 9257029 | The Phoenix School | GCSE Short Course | M | - | - | - | - | 1 | - | 1 | 1 | - |
| 9257029 | The Phoenix School | School Total | | - | - | 1 | 1 | 2 | - | 1 | 1 | - |
| 9257032 | Lincoln The Sincil School | GCSE Short Course | M | - | - | - | - | - | - | - | - | 1 |
| 9257032 | Lincoln The Sincil School | School Total | | - | - | - | - | - | - | - | - | 1 |

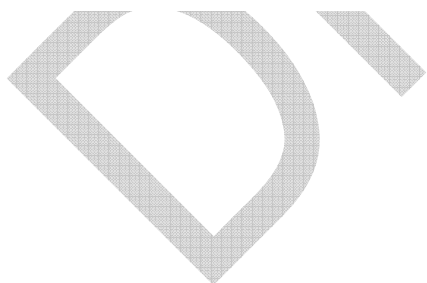
Religious Studies A and AS Level: Results Analysis

| Lincolnshire | Count of Entries | Count of Pupils | % of Cohort |
|--------------|------------------|-----------------|-------------|
| GCE A level | 229 | 3,413 | 2.6% |
| GCE AS level | 351 | 3,413 | 3.9% |

| Lincolnshire | * | A | B | C | D | E | U |
|--------------|---|----|----|----|----|----|----|
| GCE A level | 9 | 45 | 65 | 68 | 33 | 9 | - |
| GCE AS level | - | 87 | 75 | 64 | 62 | 35 | 28 |

| Lincolnshire | Gender | * | A | B | C | D | E | U |
|--------------|----------|----------|------------|------------|-----------|-----------|-----------|-----------|
| GCE A level | F | 9 | 33 | 50 | 42 | 19 | 6 | - |
| GCE AS level | F | - | 70 | 63 | 48 | 43 | 29 | 20 |
| Total | F | 9 | 103 | 113 | 90 | 62 | 35 | 20 |
| GCE A level | M | - | 12 | 15 | 26 | 14 | 3 | - |
| GCE AS level | M | - | 17 | 12 | 16 | 19 | 6 | 8 |
| Total | M | - | 29 | 27 | 42 | 33 | 9 | 8 |

| Lincolnshire | Count of Entries | Count of Pupils Achieving A*-A | % of Pupils Achieving A*-A | Count of Pupils Achieving A*-E | % of Pupils Achieving A*-E |
|--------------|------------------|--------------------------------|----------------------------|--------------------------------|----------------------------|
| GCE A level | 229 | 54 | 23.6% | 229 | 100.0% |
| GCE AS level | 351 | 87 | 24.8% | 323 | 92.0% |
| National | Count of Entries | Count of Pupils Achieving A*-A | % of Pupils Achieving A*-A | Count of Pupils Achieving A*-E | % of Pupils Achieving A*-E |
| GCS A Level | 27,448 | - | 26.4% | - | 99.1% |
| GCE AS Level | 19,171 | - | - | - | 91.6% |



A and AS level: school results

| DfE Number | School Name | Qualification Type | Gender | * | A | B | C | D | E | U |
|----------------|---|---------------------|--------|----------|----------|-----------|-----------|----------|----------|----------|
| 9255401 | Alford Queen Elizabeth's Grammar School | GCE A level | F | - | 1 | 1 | 1 | - | - | - |
| 9255401 | Alford Queen Elizabeth's Grammar School | GCE AS level | F | - | 1 | 1 | 2 | 2 | - | - |
| 9255401 | Alford Queen Elizabeth's Grammar School | GCE AS level | M | - | 1 | - | 1 | 1 | - | 1 |
| 9255401 | Alford Queen Elizabeth's Grammar School | School Total | | - | 3 | 2 | 4 | 3 | - | 1 |
| 9255424 | Boston Grammar School | GCE A level | F | - | - | 1 | 3 | - | - | - |
| 9255424 | Boston Grammar School | GCE A level | M | - | 1 | - | 3 | 1 | - | - |
| 9255424 | Boston Grammar School | School Total | | - | 1 | 1 | 6 | 1 | - | - |
| 9254501 | Bourne Grammar School | GCE A level | F | - | 1 | 7 | 4 | 1 | - | - |
| 9254501 | Bourne Grammar School | GCE A level | M | - | 1 | 3 | 2 | 2 | - | - |
| 9254501 | Bourne Grammar School | GCE AS level | F | - | 1 | 5 | 2 | 5 | 2 | - |
| 9254501 | Bourne Grammar School | GCE AS level | M | - | - | - | - | 1 | 2 | - |
| 9254501 | Bourne Grammar School | School Total | | - | 3 | 15 | 8 | 9 | 4 | - |
| 9255406 | Caistor Grammar School Academy | GCE A level | F | - | 1 | 2 | 2 | - | - | - |
| 9255406 | Caistor Grammar School Academy | GCE A level | M | - | 4 | - | - | - | - | - |
| 9255406 | Caistor Grammar School Academy | GCE AS level | F | - | 1 | 3 | - | - | 1 | - |
| 9255406 | Caistor Grammar School Academy | GCE AS level | M | - | 1 | - | - | 1 | - | - |
| 9255406 | Caistor Grammar School Academy | School Total | | - | 7 | 5 | 2 | 1 | 1 | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCE A level | F | 2 | 2 | 4 | 3 | 1 | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCE AS level | F | - | 5 | 4 | 6 | - | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | GCE AS level | M | - | 1 | 1 | 1 | 1 | - | - |
| 9254065 | Gainsborough Queen Elizabeth's High School | School Total | | 2 | 8 | 9 | 10 | 2 | - | - |
| 9254004 | Grantham Kesteven & Grantham Girls' School | GCE A level | F | - | 2 | 2 | 1 | - | - | - |

| | | | | | | | | | | |
|----------------|---|---------------------|---|----------|-----------|----------|-----------|-----------|----------|----------|
| 9254004 | Grantham Kesteven & Grantham Girls' School | GCE AS level | F | - | 6 | 2 | 6 | 7 | 2 | - |
| 9254004 | Grantham Kesteven & Grantham Girls' School | School Total | | - | 8 | 4 | 7 | 7 | 2 | - |
| 9254019 | Grantham The Walton Girls' High School Academy | GCE A level | F | - | 1 | 3 | - | - | - | - |
| 9254019 | Grantham The Walton Girls' High School Academy | GCE AS level | F | - | - | 6 | 4 | 1 | - | - |
| 9254019 | Grantham The Walton Girls' High School Academy | School Total | | - | 1 | 9 | 4 | 1 | - | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCE A level | F | - | 1 | 4 | 5 | 2 | 2 | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCE A level | M | - | 2 | 2 | 4 | 3 | - | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCE AS level | F | - | 7 | 2 | 5 | 4 | 2 | 1 |
| 9255411 | Horncastle Queen Elizabeth's Grammar | GCE AS level | M | - | 3 | 1 | 2 | 2 | - | - |
| 9255411 | Horncastle Queen Elizabeth's Grammar | School Total | | - | 13 | 9 | 16 | 11 | 4 | 1 |
| 9255407 | Lincoln Castle Academy | GCE A level | F | - | - | - | 1 | 2 | - | - |
| 9255407 | Lincoln Castle Academy | GCE AS level | F | - | - | - | 1 | 1 | 1 | 3 |
| 9255407 | Lincoln Castle Academy | School Total | | - | - | - | 2 | 3 | 1 | 3 |
| 9255408 | Lincoln Christ's Hospital Academy | GCE A level | F | - | 1 | - | - | 1 | - | - |
| 9255408 | Lincoln Christ's Hospital Academy | GCE A level | M | - | - | 1 | - | - | - | - |
| 9255408 | Lincoln Christ's Hospital Academy | GCE AS level | F | - | 2 | 2 | - | 1 | 1 | - |
| 9255408 | Lincoln Christ's Hospital Academy | GCE AS level | M | - | 2 | - | 2 | 1 | 2 | - |
| 9255408 | Lincoln Christ's Hospital Academy | School Total | | - | 5 | 3 | 2 | 3 | 3 | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCE A level | F | 2 | - | - | 1 | 1 | - | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCE A level | M | - | - | 1 | 3 | - | - | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCE AS level | F | - | 3 | 6 | - | - | 1 | - |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | GCE AS level | M | - | 4 | 2 | 2 | 2 | - | 2 |
| 9255421 | Lincoln Saint Peter and Saint Paul High School | School Total | | 2 | 7 | 9 | 6 | 3 | 1 | 2 |
| 9256907 | Lincoln The Priory Academy LSST | GCE A level | F | 2 | 4 | 6 | 5 | 1 | - | - |

| | | | | | | | | | | |
|----------------|---|---------------------|---|----------|-----------|-----------|----------|----------|----------|----------|
| 9256907 | Lincoln The Priory Academy LSST | GCE A level | M | - | 1 | 1 | 2 | 2 | - | - |
| 9256907 | Lincoln The Priory Academy LSST | GCE AS level | F | - | 7 | 3 | 1 | 2 | 1 | - |
| 9256907 | Lincoln The Priory Academy LSST | School Total | | 2 | 12 | 10 | 8 | 5 | 1 | - |
| 9255417 | Louth Monks' Dyke Technology College | GCE A level | F | - | 1 | 1 | 1 | - | 1 | - |
| 9255417 | Louth Monks' Dyke Technology College | GCE A level | M | - | - | - | 1 | 1 | - | - |
| 9255417 | Louth Monks' Dyke Technology College | GCE AS level | F | - | - | 2 | 3 | 1 | 3 | 4 |
| 9255417 | Louth Monks' Dyke Technology College | GCE AS level | M | - | - | 1 | - | - | - | - |
| 9255417 | Louth Monks' Dyke Technology College | School Total | | - | 1 | 4 | 5 | 2 | 4 | 4 |
| 9255412 | North Hykeham North Kesteven Academy | GCE A level | F | - | - | 1 | - | 1 | - | - |
| 9255412 | North Hykeham North Kesteven Academy | GCE AS level | F | - | 3 | 5 | 3 | 5 | 4 | 7 |
| 9255412 | North Hykeham North Kesteven Academy | School Total | | - | 3 | 6 | 3 | 6 | 4 | 7 |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCE A level | F | - | - | - | - | 1 | - | - |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | GCE AS level | F | - | - | - | - | 1 | - | 1 |
| 9255413 | North Hykeham Sir Robert Pattinson Academy | School Total | | - | - | - | - | 2 | - | 1 |
| 9255400 | Skegness Grammar School | GCE A level | F | 1 | 2 | 2 | 2 | 1 | 1 | - |
| 9255400 | Skegness Grammar School | GCE A level | M | - | 1 | - | - | - | - | - |
| 9255400 | Skegness Grammar School | GCE AS level | F | - | 6 | 2 | 3 | - | - | 2 |
| 9255400 | Skegness Grammar School | GCE AS level | M | - | 1 | 1 | - | - | - | - |
| 9255400 | Skegness Grammar School | School Total | | 1 | 10 | 5 | 5 | 1 | 1 | 2 |
| 9255403 | Sleaford Carre's Grammar School | GCE A level | M | - | 1 | 1 | 4 | - | 2 | - |
| 9255403 | Sleaford Carre's Grammar School | GCE AS level | F | - | - | - | 1 | 1 | 1 | - |
| 9255403 | Sleaford Carre's Grammar School | GCE AS level | M | - | - | 2 | 3 | 3 | 1 | - |
| 9255403 | Sleaford Carre's Grammar School | School Total | | - | 1 | 3 | 8 | 4 | 4 | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | GCE A level | F | - | 3 | 4 | - | - | - | - |

| | | | | | | | | | | |
|----------------|---|---------------------|---|----------|-----------|-----------|----------|----------|----------|----------|
| 9254005 | Sleaford Kesteven & Sleaford High School | GCE AS level | F | - | 2 | 5 | 2 | 2 | 1 | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | GCE AS level | M | - | - | - | 1 | - | - | - |
| 9254005 | Sleaford Kesteven & Sleaford High School | School Total | | - | 5 | 9 | 3 | 2 | 1 | - |
| 9254027 | Spalding High School | GCE A level | F | 1 | 3 | 6 | 5 | 4 | - | - |
| 9254027 | Spalding High School | GCE A level | M | - | - | 3 | - | - | - | - |
| 9254027 | Spalding High School | GCE AS level | F | - | 13 | 5 | 1 | 2 | 2 | - |
| 9254027 | Spalding High School | GCE AS level | M | - | - | 1 | - | - | - | - |
| 9254027 | Spalding High School | School Total | | 1 | 16 | 15 | 6 | 6 | 2 | - |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | GCE A level | F | - | 1 | 1 | 2 | 1 | 1 | - |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | GCE AS level | F | - | - | 1 | 2 | 2 | 2 | - |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | GCE AS level | M | - | 1 | - | 2 | 1 | - | 5 |
| 9254603 | Spalding Queen Elizabeth Royal Free Grammar | School Total | | - | 2 | 2 | 6 | 4 | 3 | 5 |
| 9256909 | St George's Academy | GCE A level | F | - | 1 | - | 1 | 1 | 1 | - |
| 9256909 | St George's Academy | GCE A level | M | - | - | - | 1 | - | - | - |
| 9256909 | St George's Academy | GCE AS level | F | - | - | 1 | - | 1 | 1 | 1 |
| 9256909 | St George's Academy | GCE AS level | M | - | - | - | 1 | - | - | - |
| 9256909 | St George's Academy | School Total | | - | 1 | 1 | 3 | 2 | 2 | 1 |
| 9254000 | The Bourne Academy | GCE A level | F | - | - | - | - | 1 | - | - |
| 9254000 | The Bourne Academy | GCE A level | M | - | - | - | 2 | - | 1 | - |
| 9254000 | The Bourne Academy | GCE AS level | F | - | - | - | 1 | - | 4 | 1 |
| 9254000 | The Bourne Academy | GCE AS level | M | - | - | - | - | - | 1 | - |
| 9254000 | The Bourne Academy | School Total | | - | - | - | 3 | 1 | 6 | 1 |
| 9254010 | The Deepings School | GCE A level | F | 1 | 3 | 3 | 3 | - | - | - |
| 9254010 | The Deepings School | GCE A level | M | - | - | 2 | 2 | - | - | - |

| | | | | | | | | | | |
|----------------|---|---------------------|---|----------|-----------|-----------|----------|----------|----------|----------|
| 9254010 | The Deepings School | GCE AS level | F | - | 10 | 3 | 2 | 1 | - | - |
| 9254010 | The Deepings School | GCE AS level | M | - | 3 | - | - | 6 | - | - |
| 9254010 | The Deepings School | School Total | | 1 | 16 | 8 | 7 | 7 | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCE A level | F | - | 5 | 2 | 2 | - | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCE A level | M | - | 1 | 1 | 2 | 5 | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCE AS level | F | - | 3 | 5 | 3 | 4 | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | GCE AS level | M | - | - | 3 | 1 | - | - | - |
| 9255415 | William Farr CofE Comprehensive School Academy | School Total | | - | 9 | 11 | 8 | 9 | - | - |

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Appendix 2: Membership of Lincolnshire's SACRE

GROUP A

Christian and other religious denominations

| | |
|------------------------|------------------------------|
| Mr B Ahmed | Muslim Community |
| Mr F Sperring | Religious Society of Friends |
| Mrs C Dring | Baptist Church |
| Mrs L Gaylard | Ground Level Network |
| Professor B Winston | Jewish Community |
| Mrs S Sreenivasan | Hindu community |
| Mr A Hornsby | Methodist Church |
| Rev E McDonald | United Reformed Church |
| Mr N McFarlane | Salvation Army |

GROUP B

The Church of England

Mr D Clements
Mr D Scoffield
~~Ms C Wright~~
Mrs J Shel Drake

GROUP C

Teacher Associations

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

GROUP D

The Local Authority

Councillor Mrs C M
Farquharson
Councillor Mr P A
Robinson
Councillor Mrs C A Talbot

Advisers/Officers

Paul Thompson-Diocese Assistant Director of Education
Wendy Harrison-Religious Education Adviser
Mark Plater-Bishop Grosseteste University College
~~Graham Watts-Clerk to SACRE, Democratic Services~~

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

Diocese of Lincoln

Statutory Inspection of Anglican
and Methodist Schools
(Section 48)

January 2014 to October 2014

Section 48 Inspections Spring 2014

| | | Latest Inspection Grade | | | | | | | | | |
|--|------------------|-------------------------|----------|---------------------|----------|--------------------|----------|-----|----------|-----|----------|
| | | OVERALL GRADE | Movement | Christian Character | Movement | Collective Worship | Movement | RE | Movement | L&M | Movement |
| NAME OF SCHOOL | Type | | | | | | | | | | |
| Rauceby Church of England Primary | Acad (VC) | 1 | → | 1 | → | 1 | → | N/A | N/A | 1 | → |
| Welton William Farr Acadmey | Acad (VC) Sec | 1 | → | 1 | → | 1 | ↑ | N/A | N/A | 1 | → |
| St Michael's Church of England Primary Thorpe on the Hill | VC | 1 | ↑ | 1 | → | 1 | ↑ | N/A | N/A | 1 | ↑ |

Sec 48 Summer term 2014

| | | | | | | | | | | | |
|---|-----------|---|---|---|---|---|---|-----|-----|---|---|
| Spalding Parish CE Day School | VA | 2 | → | 2 | → | 2 | ↑ | 3 | ↓ | 2 | → |
| Horbling Brown's Church of England Primary | VC | 2 | → | 2 | → | 2 | → | N/A | N/A | 2 | → |
| Nettleham Church of England Junior | VA | 1 | ↑ | 1 | → | 1 | ↑ | 1 | → | 1 | ↑ |
| Lincoln St Peter-in-Eastgate Church of England Infants | VC | 1 | → | 1 | → | 1 | → | N/A | N/A | 1 | → |
| Tattershall Holy Trinity Church of England Primary | VC | 1 | ↑ | 2 | → | 1 | ↑ | N/A | N/A | 1 | ↑ |
| Gainsborough Parish Church Primary | Acad (VA) | 2 | → | 2 | → | 2 | → | 2 | → | 2 | → |
| Grantham Little Gonerby Church of England Infant | Acad (VA) | 1 | ↑ | 1 | ↑ | 1 | ↑ | 1 | ↑ | 1 | ↑ |

Sec 48 AUTUMN term 2014

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|-----|-----|---|---|
| Cowbit St Mary's (Endowed) Church of England Primary | VA | 2 | → | 2 | → | 2 | → | 2 | → | 2 | → |
| Stickney Church of England Primary | VC | 1 | ↑ | 1 | ↑ | 2 | → | N/A | N/A | 1 | ↑ |
| Baston Church of England Primary | VC | 1 | ↑ | 1 | → | 1 | → | n/a | N/A | 1 | ↑ |

| | |
|---------------------------------------|---|
| NAME OF COMMITTEE: | STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION |
| DATE OF MEETING: | 11th November 2014 |
| SUBJECT: | Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development. |
| REPORT BY: | Religious Education Adviser |
| NAME OF CONTACT OFFICER: | Wendy Harrison |
| CONTACT OFFICER TEL NO: | 07540 604842 |
| CONTACT OFFICER EMAIL ADDRESS: | wendyanneh@aol.com |
| IS THE REPORT EXEMPT? | No |
| IS THE REPORT CONFIDENTIAL? | No |

SUMMARY: The report summarises inspectors' judgements on schools' provision for pupils' SMSC development in those schools inspected by OFSTED since the last report presented to SACRE on 10th July 2014

DISCUSSION: The present inspection framework (Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. There is no longer a requirement to report on community cohesion.

RECOMMENDATION: That the report be noted and any comments made as necessary.

APPENDICES - None

BACKGROUND PAPERS: The following background papers, as defined in the Local Government Act 1972, were relied upon in writing this report.

| PAPER TYPE | TITLE | DATE | ACCESSIBILITY |
|---------------------------|--------------|-------------|---|
| OFSTED Inspection Reports | | Various | School Improvement Service County Offices |

**Analysis of SMSC in Ofsted reports for Lincolnshire
SACRE meeting November 11th 2014**

[Significantly positive comments in italics]

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|---|-----|---------------------|-----------------------|--|
| PRIMARY | | | | |
| Ingoldmells Academy, Skegness | 120 | 8-9 May 2014 | Good | Pupils' spiritual, moral, social and cultural development is promoted well through the academy's clear vision and beliefs. This contributes to the strong sense of community. Pupils accept clearly defined boundaries of what is right or wrong and develop a good understanding of religious and cultural diversity in modern Britain. |
| Bourne Westfield Primary Academy, Bourne | 631 | 13-14 May 2014 | Outstanding | <i>Pupils' spiritual, moral, social and cultural development is promoted exceptionally well.</i> Links with a local school in very different circumstances and with schools abroad extend pupils' cultural horizons. Pupils have many opportunities for thought and reflection in assemblies and at many other times. |
| Mabletorpe Primary Academy | 324 | 21-22 May & 26 June | Good | The good behaviour and positive attitudes to learning evident around the school, particularly from pupils whose family experience of education was not necessarily a positive one, show that <i>the academy successfully promotes high standards of spiritual, moral, social and cultural development.</i> |
| Kirton PS, Boston | 481 | 22-23 May 2014 | Good | Pupils lead class assemblies and show how thoughtful and reflective they are. This contributes well to their spiritual, moral, social and cultural development. A strong pastoral programme ensures the all-round development of each pupil. |

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|---|-----|-----------------|-----------------------|---|
| The Holbeach William Stukeley CE (VA) PS, Spalding | 263 | 4-5 June 2014 | Good | The school gives pupils rich and stimulating learning experiences. Topics and themes are greatly enhanced by exciting trips and visits. This helps to motivate pupils and contributes strongly to their spiritual, moral, social and cultural development. The school celebrates and shares pupils' positive achievements during assemblies and collective worship and these lie at the heart of the school's very caring ethos. <i>The school promotes pupils' spiritual, moral, social and cultural awareness exceptionally well.</i> Its ethos and values permeate through all of its work, having a highly positive effect on pupils' own personal qualities. |
| Gedney Church End PS, Spalding | 62 | 11-12 June 2014 | Requires Improvement | Pupils' spiritual, moral, social and cultural development is good. They have numerous opportunities to broaden their understanding through visitors to the school, and to go on trips and visits. This promotes their learning and their spiritual, moral, social and cultural development effectively. |
| Lutton St. Nicholas PS, Spalding | 75 | 11-12 June 2014 | Requires Improvement | Pupils enjoy a wide range of activities including daily assemblies that contribute well to their spiritual, moral, social and cultural development. |
| Skegness Junior Academy | 350 | 24-25 June 2014 | Good | A suitably broad range of subjects and activities is provided. This promotes pupils' personal development, particularly their social and moral development well and contributes to their enjoyment and progress. |

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|--|-----|-----------------|-----------------------|--|
| The St.Gilbert of Sempringham CE (VA) PS, Pointon, Sleaford | 59 | 25-26 June 2014 | Good | When pupils come together as a whole school for assembly they are well behaved and respectful. Strong links with the church and careful attention to extending pupils' knowledge of other cultures make a particularly good contribution to their spiritual, moral, social and cultural development. |
| Marshchapel PS, Grimsby | 68 | 1-2 July 2014 | Good | Teaching makes a significant contribution to pupils' excellent spiritual, moral, social and cultural development. Pupils work extremely well with others, consider what is right and wrong, study a range of faiths and cultures, have a good understanding of history and take part in musical, sporting and technological activities. |
| Willoughton PS, Gainsborough | 40 | 8-9 July 2014 | Good | The opportunities pupils have to work together and the visits and visitor programmes contribute well to their good spiritual, moral, social and cultural development. |
| Coningsby St.Michael's CE (VA) PS, Lincoln | 281 | 15-16 July 2014 | Good | Pupils' personal development and their spiritual, moral, social and cultural development are good. This lays a solid foundation for their good academic progress. In respect to spiritual development, the school's links with the church are prominent. Staff work effectively to raise pupils' awareness of other cultures and beliefs. The recently established links with a school in China are proving to be particularly meaningful to pupils. |
| Whaplode CE (VC) PS, Spalding | 191 | 15-16 July 2014 | Good | The school's core values of "Inspire, Believe, Achieve" are at the heart of every aspect of school life. There is a climate of mutual respect and regard shown by all within the school community. <i>The school promotes pupils' spiritual, moral, social and cultural awareness particularly well.</i> Its values permeate through all of its work, having a positive effect on pupils' own personal qualities. |

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|---|-----|-----------------|-----------------------|--|
| Sutton St James Community PS, Spalding | 92 | 11-12 Sept 2014 | Requires Improvement | Pupils' spiritual, moral, social and cultural development is well promoted and they are given opportunities for reflection in lessons and assemblies. Their cultural development is limited because they have little understanding of people from backgrounds different from their own. This restricts the extent to which they are being prepared to take their place in modern British society. The school needs to strengthen pupil's awareness of the cultural diversity of modern Britain by creating opportunities for them to have first hand interaction with their counterparts from different backgrounds. |
| The Gonerby Hill Foot CE (VC) PS, Grantham | 306 | 17-18 Sept 2014 | Good | The school's strong ethos of respect and tolerance promotes pupils spiritual, moral, social and cultural development well. The whole school ethos of tolerance, fairness and respect for adults starts from the first day children arrive in reception class, and continually thereafter as they grow older and more mature. Strong links with the church underpin this. By the time they reach year 6 pupils are considerate young citizens with well-balanced views of life in multicultural Britain in 2014. |
| Mercers Wood Academy, Gainsborough | 180 | 17-18 Sept 2014 | Outstanding | <i>The range of subjects taught and the effective way they are organised and assessed result in outstanding academic outcomes and excellent spiritual, moral, social and cultural development. The many opportunities to take on responsibility, consider other points of view, get involved in the community and learn about other cultures prepare pupils well for life in modern Britain.</i> |

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|---|-----|-----------------|-----------------------|---|
| Carlton Road Academy, Boston | 439 | 17-18 Sept 2014 | Outstanding | <i>A wide range of activities that promote outstanding spiritual, moral, social and cultural development are built into the curriculum. The promotion of all four aspects have been woven seamlessly into the work of the academy. The annual multi-faith days are a success.</i> |
| Walcott PS, Lincoln | 79 | 23-24 Sept 2014 | Good | The curriculum is varied and interesting and promotes pupils' awareness of spiritual, moral, social and cultural issues well. For example, a trip to Leicester gives pupils a better understanding of other cultures and an urban environment. Pupils clearly understand the difference between right and wrong. Thought provoking assemblies also ensure they understand the importance of tolerance and respect for those different to themselves. Pupils are well prepared for the next stage of their education and for life in modern Britain. |
| Sutton-on-Sea Community Primary School | 168 | 24-25 Sept 2014 | Good | There is a good focus on high-quality provision for pupils' spiritual, moral, social and cultural development. This helps prepare them for life in modern Britain. The school provides a good range of clubs and extra-curricular activities, including residential visits, which enhance pupils' learning. |
| SECONDARY | | | | |
| Skegness Grammar School | 561 | 13-14 May 2014 | Good | Teachers in all subjects promote students' spiritual, moral, social and cultural development well, by providing opportunities for reflection on moral issues and for developing teamwork. The social, moral, cultural and spiritual development is very strong. |

| School | NOR | Date inspected | Overall Effectiveness | SMSC |
|---|-----|----------------|-----------------------|--|
| King Edward V1 Academy, Spilsby | 384 | 14-15 May 2014 | Good | <i>The academy provides excellent opportunities to promote students' spiritual, moral, social and cultural development. In a year 8 religious education lesson, students were highly articulate and passionate in expressing their views of racism during the 1936 Olympics and using a "hot seat" activity to question Jesse Owens about Hitler's actions. Students treat each other with mutual respect and are tolerant of each other's differences. Students' spiritual, moral, social and cultural development is strengthened through the exceptional and extensive selection of additional activities offered since becoming a part of the trust.</i> |
| SPECIAL SCHOOLS | | | | |
| Warren Wood Community School, Gainsborough | 57 | 14-15 May 2014 | Good | Spiritual, moral, social and cultural development is promoted well. Pupils learn about a range of cultures and beliefs, such as Indian stories and dance, Christian celebrations and historical events. |
| Aegir community School, Gainsborough | 127 | 14-15 May 2014 | Good | <i>Students' students' spiritual, moral, social and cultural development is promoted exceptionally well through a wide range of activities and beyond the school, through links with schools internationally. Students develop a sense of responsibility and what it means to be a good citizen, through the school council and enterprise projects. Students have an outstanding appreciation of cultural diversity through strong links with schools in Ghana, Pakistan and Beijing.</i> |

| | |
|---------------------------------------|---|
| NAME OF COMMITTEE: | STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION |
| DATE OF MEETING: | 11th November 2014 |
| SUBJECT: | Summary of monitoring visits to Lincolnshire schools. |
| REPORT BY: | Religious Education Adviser |
| NAME OF CONTACT OFFICER: | Wendy Harrison |
| CONTACT OFFICER TEL NO: | 07540 604842 |
| CONTACT OFFICER EMAIL ADDRESS: | wendyanneh@aol.com |
| IS THE REPORT EXEMPT? | No |
| IS THE REPORT CONFIDENTIAL? | No |

SUMMARY: The report summarises the positive features and areas for development in schools monitored during the summer and autumn terms 2014.

DISCUSSION: These school visits assist Lincolnshire SACRE to carry out its statutory functions, i.e. *Circular 1/94 states that the main function of SACREs is 'to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus...'* (p.26, para 90). It also states that *'the broad role of a SACRE is to support the effective provision of RE and collective worship in schools'* (p.26, para 91) and *'LEAs are encouraged to keep their SACRE fully informed on all matters relating to RE and collective worship in their schools'* (p.27, para 95)

RECOMMENDATION: That the report be noted.

APPENDICES – these are listed below and attached at the back of the report.

BACKGROUND PAPERS: No background papers of the Local Government Act 1972 were used in the preparation of this report.

Lincolnshire SACRE 11.10.14

Summary of school visits

Since the last SACRE meeting visits have been made to three primary schools, one secondary school and two special schools. All schools were very welcoming and well prepared for the visit. At one school the Vice Chair of Governors attended the meeting.

Strengths

- Very strong leadership and management. Co-ordinators shows clear vision, are well organised and understands exactly where the subject needs to go. Where there are newly appointed co-ordinators there is a clear understanding of priorities.
- Strong support of the headteacher – all visits included some input from headteachers.

Areas for development

1. The recording of work is unsatisfactory. Sometimes RE is recorded in 'topic books' and not easy to access. Sometimes work is hardly recorded at all. This means that standards are difficult to monitor and there is no clear idea of continuity and progression.
2. Systems for assessment need to be more rigorous. Many schools are reviewing how they will move forward in all schools, given the move away from levels.
3. RE teachers need more opportunities to access good CPD. The LA has responded to this by providing centralised training during 2014/15.
4. More careful monitoring of teaching and learning is required using a range of methods such as learning walks, work scrutiny, interviews with pupils, etc.
5. Pupils need more first hand experience of a range of different faiths.

In one special school

1. At key stage two planning appears to show that teaching is mainly about Christianity - it needs to reflect more diversity. The school could also extend the range of places to visit beyond mainly Christian.
2. Pupils need a hands on approach to RE and this was not evident in the lesson seen. It may be that artefacts could be used more - but if this is the case teachers need to be told how to use them effectively and this may point to the need for some CPD in RE.

Other comments

One school, Monk's Abbey Primary School, deserves a special mention. The RE co-ordinator was extremely well prepared for the visit and sent WH a full programme for the morning as well as useful information about RE and acts of collective worship. This ensured that the visit ran very smoothly. Activities included observation of lessons and collective worship, a tour of the school

and scrutiny of pupils' work. The headteacher was fully involved and made sure time for feedback was built in. Overall, RE in the school is at least good with the potential to be outstanding.

By way of contrast, a re-visit to another primary school (requested by the RE co-ordinator) reflected lack of communication between the RE co-ordinator and senior management. The co-ordinator appears to have a lack of knowledge about how the RE curriculum is developed within the context of the whole school curriculum. Long term planning shows topics which are largely humanities-based but do not explicitly include RE. Two senior teachers contributed to the meeting but this highlighted the lack of communication as they produced different plans to the ones the co-ordinator was using.

WH
30.10.14

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