

County Offices  
Newland  
Lincoln  
LN1 1YL

2 July 2018

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 10 July 2018** 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



Keith Ireland  
Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Committee "A" upto 10 members)**

Neville McFarlane BEM (Chairman), Salvation Army  
Chris Burke, Roman Catholic Church  
Peter Crosby, Baptist Church  
Lynette Gaylard, Ground Level Network of Churches in Lincolnshire  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln  
Chris Rose, Society of Friends  
Robin Young, Jewish Community

**Church of England (Committee "B" upto 4 members)**

David Clements  
Cherry Edwards OBE  
Mark Plater  
1 Vacancy

**Associations Representing Teachers (Committee "C" upto 4 members)**

Catherine Williamson, NASUWT  
Elizabeth Moore, NASUWT  
Kay Sutherland, NAHT  
Sarah Thornton, NUT

**Lincolnshire County Council (Committee "D" upto 4 members)**

Councillors B Adams, Mrs J Brockway and M A Whittington

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 10 JULY 2018**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
1	<b>Opening Reflections by Mark Plater</b>	
2	<b>Welcome to Jack Dryden, Humanists UK</b> <i>(Jack Dryden, a Humanist, is attending the next meeting of SACRE as an observer. This is an opportunity for Members to ask Jack Dryden about the contributions he could make to SACRE as a co-opted member on SACRE and for SACRE to decide whether it wishes to accept him as a co-opted member)</i>	
3	<b>Apologies for Absence</b>	
4	<b>Declarations of Members Interests</b>	
5	<b>Minutes of the previous meeting of SACRE held on 14 November 2017</b>	(Pages 5 - 14)
6	<b>Correspondence Received by the Chairman</b> <i>(The Chairman wishes to report the resignation of David Scoffield from SACRE. The Church of England has been requested to appoint a replacement and a response is awaited.</i>  <i>The Chairman will give a verbal report on the outcome of his visit to St. Peter and St. Paul Catholic Voluntary Academy, Lincoln</i>  <i>The Chairman will give an update on the Agreed Syllabus)</i>	(Verbal Report)
7	<b>Presentation by Thomas Middlecott Academy, Kirton</b> <i>(Mrs Ruth Baldwin, Head of Year 11, Teacher of Religious Studies and Careers Coordinator, at Thomas Middlecott Academy, Kirton, will give a presentation about RE in her school)</i>	
8	<b>Summary of Ofsted Inspections of Lincolnshire Schools with reference to the provision of Pupils' Spiritual, Moral, Social and Cultural Development (SMSC)</b> <i>(A report by Wendy Harrison, RE Adviser, which provides a summary of the outcome of inspections by Ofsted Inspectors, on the provision of SMSC and British values in schools. SACRE is recommended to indicate those schools it wishes should receive a letter from the Chairman)</i>	(Pages 15 - 26)
9	<b>Lincolnshire SACRE Annual Report 2016/17</b> <i>(Wendy Harrison, RE Adviser, will give an update on the Annual Report 2016/17. This item will be considered in more detail at the next meeting)</i>	(Pages 27 - 40)
10	<b>Lincolnshire NASACRE Annual Conference 2018</b> <i>(To receive a report from Mark Plater on his attendance at the annual meeting of NASACRE)</i>	(Pages 41 - 42)

**11 Diocesan Adviser's Report**

*(To receive a report from Gillian Georgiou, Diocesan RE Adviser, in connection with the latest developments of Diocesan RE activities)*

(Pages  
43 - 44)

**12 Presentation of DVD on British Muslims entitled "What do you think of them?"**

*(Jill Chandar-Nair, Inclusion and Attendance Manager, will present this DVD)*

**13 Date and Time of the Next Meeting**

*(The next meeting (AGM) has been arranged for 2.00pm on Tuesday 6 November 2018 at the County Offices, Lincoln)*

**Democratic Services Officer Contact Details**

Name: **Steve Blagg**  
Direct Dial **01522 553788**  
E Mail Address [steve.blagg@lincolnshire.gov.uk](mailto:steve.blagg@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](http://www.lincolnshire.gov.uk/committeerecords)



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
14 NOVEMBER 2017**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Neville McFarlane BEM (Chairman) (Salvation Army), Lynette Gaylard (Ground Level Network of Churches in Lincolnshire), Peter Crosby (Baptist Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community) and Dr Tanweer Ahmed MBA (Islamic Association of Lincoln)

The Church of England (Committee B)

David Clements, Cherry Edwards OBE, David Scoffield and Mark Plater

Associations Representing Teachers (Committee C)

Elizabeth Moore (NASUWT) and Kay Sutherland (NAHT)

The Local Authority (Committee D)

Councillor Bob Adams, Councillor Mrs Jacqueline Brockway and Councillor Mark Anthony Whittington

Officer/Advisers

Steve Blagg (Democratic Services Officer), Wendy Harrison (RE Adviser) and Gillian Georgiou (Diocesan RE Adviser)

1 OPENING REFLECTIONS BY CHERRY EDWARDS

Cherry Edwards gave the opening reflections.

2 ELECTION OF CHAIRMAN

In accordance with the procedures for election of the Chairman detailed in SACRE's constitution it was moved and seconded and -

**RESOLVED**

That Neville McFarlane be elected Chairman of SACRE for the ensuing year 2017/18.

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(Note: The Chairman informed the meeting that he did not intend to stand for the post of Chairman in 2018/19)

3 ELECTION OF VICE-CHAIRMAN

In accordance with the procedures for the election of Vice-Chairman detailed in SACRE's constitution it was moved and seconded and -

RESOLVED

That Chris Burke be elected as Vice-Chairman for 2017/18.

4 WELCOME TO NEW MEMBERS

The Chairman welcomed Peter Crosby (Baptist Church), Kay Sutherland (representing teacher associations) and Councillor M A Whittington (Lincolnshire County Council), to their first meeting. The Chairman also welcomed Mark Plater as the newly appointed Church of England representative on SACRE.

5 DECLARATIONS OF MEMBERS' INTERESTS

Cherry Edwards requested that a note should be made in the minutes that she was the Chair of the Board of Directors of the West Grantham Academies Trust (minute 10).

6 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 11 JULY 2017

RESOLVED

That the minutes of the previous meeting held on 11 July 2017, be agreed as a correct record and signed by the Chairman, subject to "2018" in bullet point four being amended to "2017". (Minute 53a).

7 ANNUAL REVIEW OF MEMBERSHIP OF SACRE

In accordance with its Constitution, SACRE was required to review its membership on an annual basis.

The Chairman stated that in connection with Committee A (Christian and Other Denominations), the East Midlands Synod of the United Reformed Church had been approached to fill the one remaining vacancy on Committee A but had not responded and therefore a vacancy still existed on this Committee.

RESOLVED

That the review of the membership of SACRE be noted.

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8 ACTIONS ARISING FROM THE MINUTES (IF NOT ALREADY ON THE AGENDA)

8a Training for the New Agreed Syllabus

SACRE noted that training in connection with the introduction of the new Agreed Syllabus was still being examined by Gillian Georgiou and Wendy Harrison.

9 AGREED SYLLABUS

The Chairman stated that this matter was on the agenda for notification purposes only and he made the following comments:-

- He stated that a draft of the new Agreed Syllabus, which was required to be reviewed every five years, had been circulated to members and they had been requested to let Wendy Harrison have their comments on the accuracy of the document. He stated that SACRE had agreed to set up an Agreed Syllabus Conference, comprising members of SACRE, to prepare and approve the final draft before it was approved by the County Council's Executive and then sent to schools in the Spring Term 2018 to be followed by training.
- A copy of the new Agreed Syllabus would be sent to all schools and he hoped that a copy would be put on the www. He was examining publicity of the syllabus with the County Council's Communications section.
- He gave a brief outline of the purpose of the new syllabus.
- He appreciated that it had not been possible to satisfy everyone on the final outcome of the syllabus particularly the compulsory elements in Key Stage 1. He stated that the importance of Judaism in the development of Christianity was recognised and stated that Wendy Harrison had spoken to Robin Young, the newly appointed Jewish representative on SACRE who had some reservations about Judaism's omission from Key Stage 1 as a compulsory focus of study. He stated that it was not possible to reopen discussion on this matter as the responsibility for producing the new syllabus had been delegated to the Agreed Syllabus Conference which had a statutory duty to produce it. He stated that there would be an opportunity to add Appendices to the syllabus and that this would be the time to make reference to Judaism and other religions.

Comments by members included:-

- A member stated that she had taught very well six major religions during her teaching career as indeed so had many more teachers. She had not responded to the recent request for comments on the syllabus because she had made her views known at the previous meeting, i.e. that Judaism should also continue be one of the religions that remained compulsory within the new Agreed Syllabus. She added that while she appreciated that Judaism would be included in the Appendices that it was important that these were written and published as soon as possible after the main document was published and made available to schools. She also added that she thought that the content in the new Agreed Syllabus was very well written indeed.

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- A member was of the view that most schools would retain Judaism and that there would be a need review the effects of the new syllabus in the future.

Wendy Harrison reminded members that it was the Agreed Syllabus Conference that had a statutory duty to produce the Agreed Syllabus and stated that the inclusion of Islam at Key Stage 1 had not been based on census statistics but because of the need to ensure that pupils had a good understanding of Islam. Christianity remained central to the Agreed Syllabus. Hinduism was included as a third compulsory religion so that dharmic traditions were represented, not just the three Abrahamic religions.

Gillian Georgiou explained the opportunities available to schools to learn about other religions, that it was not proposed to minimise the opportunities to teach about other religions and stated that all schools would be supported.

The Chairman welcomed the new Agreed Syllabus and thanked the Agreed Syllabus Conference and the Teachers' Panel for the work they had put in to produce the new syllabus. He stated that there would be an opportunity to review syllabus a year after its implementation.

**RESOLVED**

That the report be noted.

**10 SUMMARY OF OFSTED INSPECTIONS OF LINCOLNSHIRE SCHOOLS WITH REFERENCE TO THE PROVISION FOR PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)**

SACRE received a report by Wendy Harrison, in connection with the summary of inspectors' judgements on schools' provision for pupils' development in those schools inspected since by OFSTED since the last report presented to SACRE on 11 July 2017.

Wendy Harrison stated that those schools which had received negative comments from the inspectors at the last meeting had been written to and most had taken up her offer of support.

Comments by SACRE and the responses of officers, where appropriate, included:-

- The comments made by inspectors in the provision for pupils' spiritual, moral, social and cultural development were inconsistent in quality. This needed to be brought to the attention of Ofsted. Officers stated that this had happened on numerous occasions in the past with little success and to date there had not been any standardisation in their reporting methods.
- The monitorin inspection of The West Grantham Academy St John's, Grantham, had taken place over two days. The inspectors recognised that the school was taking action to overcome the problems detailed in their first inspection and that the major safeguarding issues were being addressed. Councillor Mark Whittington stated that the school was in his electoral Division and that he was

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prepared to offer the school his help if required. Wendy Harrison to offer further support to the school, following her first visit.

- A query was made in relation to the teaching of RE in Secure Units? Officers stated that there was no statutory duty to provide for the teaching of RE in Secure Units but they were prepared to offer any support if it was required. Officers stated that they were working with students at Hill Holt Wood (which took young people not engaged in mainstream education) on British Values. The meeting agreed that the work with young people at Hill Holt Wood should be discussed at the next meeting. Councillor Jackie Brockway stated that she would speak to Debbie Barnes, Executive for Children's Services, about the provision of RE in Secure Units.

#### RESOLVED

(a) That the comments made by SACRE together with the responses of officers, be noted.

(b) That the following schools receive a letter from the Chairman congratulating them on the positive remarks made by the inspectors:-

Waddingham Primary School, Gainsborough; Morton Trentside Primary School, Gainsborough; Bourne Elsea Park CE Primary Academy, Bourne; Waddington Redwood Primary School, Lincoln; St Peter and St Paul Catholic Voluntary Academy, Lincoln; The Barnes Wallis Academy, Lincoln; Caistor Yarborough Academy, Market Rasen; Ambergate Sports College, Grantham; The Ash Villa, South Rauceby, Sleaford.

(c) That the following schools receive a letter from the Chairman, expressing concern about various weaknesses identified by OFSTED:-

South View Community Primary School, Peterborough; Weston St Mary CE Primary School, Spalding; Skegness Academy, Skegness.

(d) That the following schools be visited by officers to discuss specific concerns identified by OFSTED:-

Weston St Mary CE Primary School, Spalding and the West Grantham Academy St John's, Grantham.

(e) That the provision for pupils' spiritual, moral, social and cultural development at Hill Holt Wood be discussed at the next meeting.

#### 11 DIOCESAN RE ADVISOR REPORT

SACRE received a report from Gillian Georgiou in connection with RE matters taking place in the Diocese and highlighted the following matters in her report:-

- The work being done to increase RE literacy in schools and academies in the Diocese on the nationally-accredited training for the Understanding Christianity

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resource and stated that approximately 65% of all church schools in the Diocese and a small number of non-church schools were now using the resource and that it was having a significant impact on pupils' religious literacy.

- The recently published book, "We Need to Talk about Religious Education" included a chapter co-written by Gillian. The book opened up a discussion about what was needed form a new model for RE and covered a range of current issues.
- She referred to the Commission on RE's interim report, "Religious Education for All", pointing out that it had a bias towards the secondary sector.

RESOLVED

That the report be noted.

12 NATIONAL REPORTS

12a The State of the Nation: A report on RE provision within secondary schools in England - REC/NATRE/RE Today

SACRE received a power point presentation from Wendy Harrison on "The State of the Nation: A report on "RE provision within secondary schools in England – REC/NATRE/RE Today". It was agreed that the presentation should be emailed to members.

Wendy Harrison stated that the report showed differences in the provision of RE in different types of secondary schools. Overall, schools with a religious character provided more effective RE with academies performing worst. In many schools students were not receiving the education, in terms of RE, to which they were entitled. Members were asked about the implications for Lincolnshire schools and how the SACRE could respond to the findings. She stated that OFSTED used to report on individual subjects but this was no longer the case therefore it was difficult to know what provision was being made. Exam data would provide some information and needed to more carefully scrutinised.

Wendy Harrison stated that some of the recommendations were very generic and some impractical. There were no recommendations for local authorities. It remained to be seen how the findings of the report could be converted in actions.

Comments by members and the responses of officers, where appropriate, included:-

- The limited teaching of RE in some academies was acknowledged.
- Officers stated that the Diocese supported SACREs in North and North East Lincolnshire District Council areas and schools had been reminded of their statutory duty to teach RE. The schools had also been given an explanation of the role of SACREs and the Diocese and positive responses had been received from headteachers.
- Schools should be made aware that teaching about religion was fundamental to the teaching of British Values. Officers stated that this point had been made by

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schools in their submissions to the report. Gillian Georgiou stated she was prepared to share a letter on this matter subject to North East Lincolnshire giving their agreement to release the letter.

- In response to an enquiry about whether the County Council conducted an audit on the provision of RE in schools, officers stated that a general annual audit was undertaken. Councillor Jackie Brockway stated that the County Council gathered statistics from schools but obtaining data from academies was difficult because they reported direct to the Department for Education. Councillor Jackie Brockway stated that she would speak to Debbie Barnes, Executive Director for Children Services, about this matter.
- Gillian Georgiou stated that she had capacity issues in providing RE training courses to individual schools and stated that individual schools would be put on hold until it was possible to bring a number of schools together and then arrange training. Wendy Harrison stated that she now had more time to consider this matter following the completion of the new Agreed Syllabus.
- There was often little support from school leaders for RE to be taught and therefore it was sometimes a neglected subject.

12b Commission on RE: Interim Report

SACRE received a power point presentation by Wendy Harrison in connection with the "Commission on RE: Interim Report". It was agreed that the presentation should be emailed to members.

Wendy Harrison stated that there were four interim recommendations in the report covering a national entitlement for RE; holding schools to account for the provision of RE; the preparation of a national plan to improve the teaching and learning of RE and a new and expanded role for SACREs. She briefly explained what each recommendation meant, giving more details about the proposed new role for SACREs.

Wendy Harrison also referred to the right of withdrawal. It was a complex issue as it involved Human Rights legislation and a national entitlement that was not unduly influenced by particular faith groups.

Comments by members and the responses by officers, where appropriate, included:-

There was no reliable information on the withdrawal of pupils from RE in Lincolnshire but officers were aware of cases where parents had withdrawn their children from certain parts of the RE curriculum, e.g. visit to certain places of worship. Officers stated that the local authority was obliged to follow legislation on the withdrawal of pupils.

- Having bias was part of the human condition and was important in the teaching of RE. Children were switched on by passionate teaching and bias was not the same as intolerance.
- SACREs had a role in supporting schools to deliver the Agreed Syllabus.
- The funding of SACREs came from local authorities and resources were finite.
- Members were encouraged to engage with the Commission and the closing date for responses was 4.00pm on 4 December 2017.

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Gillian Georgiou stated that she could invite the Commission to visit this area and she noted that responses from teachers to the Commission's consultation had been few to date due to the relatively short consultation period.

RESOLVED

That the report be noted and that members be encouraged to respond to the Commission's consultation by 4 December 2017.

13 IMPLICATIONS FOR THE ACTION PLAN

SACRE received a report from Wendy Harrison in connection with SACRE's Action Plan. Wendy Harrison stated that as the Action Plan contained little detail at the moment, it was -

RESOLVED

(a) That consideration of the Action Plan be deferred to the next meeting of SACRE, when it will be the first item on the agenda.

(b) That, in the meantime, Wendy Harrison email all members to ask them for any suggestions for adding issues to the Action Plan.

14 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)  
NATIONAL QUALITY MARK

SACRE received a verbal report from Wendy Harrison in connection with the Spiritual, Moral, Social and Cultural Development (SMSC) National Quality Mark, which was being piloted in schools and they could apply for on line. She stated that the award had been developed by a working group comprised of educational consultants, staff from the Citizenship Foundation, Headteachers and teachers and cost of obtaining the award was approximately £600. She stated that if members were aware of any school which had received the National Quality Mark it would be nice for SACRE to receive a presentation from them.

RESOLVED

That the report be noted and that SACRE welcomed a presentation from any school that had participated in the SMSC National Quality Mark.

15 PRESENTATION OF DVD BY THE POLICE ON EXTREMISM IN  
SCHOOLS

RESOLVED

That the DVD by the Police on extremism in schools be deferred to the next meeting.

16 DATES AND TIMES OF FUTURE MEETINGS

RESOLVED

That dates and times of future meetings of SACRE be agreed as follows:-

Tuesday 13 March 2018

Tuesday 10 July 2018

Tuesday 6 November 2018

(all meetings to start at 2.00pm)

Mark Plater agreed to do reflections at the next meeting.

The meeting closed at 3.45 pm

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# Agenda Item 8

<b>NAME OF COMMITTEE:</b>	<b>STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION</b>
<b>DATE OF MEETING:</b>	<b>10th July 2018</b>
<b>SUBJECT:</b>	<b>Summary of OFSTED Inspections of Lincolnshire Schools with reference to provision for pupils' spiritual, moral, social and cultural development.</b>
<b>REPORT BY:</b>	<b>Religious Education Adviser</b>
<b>NAME OF CONTACT OFFICER:</b>	<b>Wendy Harrison</b>
<b>CONTACT OFFICER TEL NO:</b>	<b>07540 604842</b>
<b>CONTACT OFFICER EMAIL ADDRESS:</b>	<a href="mailto:wendyanneh@aol.com">wendyanneh@aol.com</a>
<b>IS THE REPORT EXEMPT?</b>	<b>No</b>
<b>IS THE REPORT CONFIDENTIAL?</b>	<b>No</b>

**SUMMARY:** The report summarises inspectors' judgements on schools' provision for pupils' SMSC development, including British values, in those schools inspected by OFSTED since the last report prepared for SACRE on 13<sup>th</sup> March 2018

**DISCUSSION:** The present inspection framework (Section 5) does not require inspectors to grade SMSC but asks for it to be embedded throughout the report. SMSC now includes judgements about the way schools promote British values and prepares pupils for life in modern Britain.

**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.

<b>PAPER TYPE</b>	<b>TITLE</b>	<b>DATE</b>	<b>ACCESSIBILITY</b>
OFSTED Inspection Reports		Various	School Improvement Service County Offices

## Lincolnshire SACRE meeting, 10.07.18

### **Please note: Overall effectiveness (OE) grade**

**This grade is not specifically about RE, SMSC or British values**, though it includes these aspects. It is included in the above analysis to give SACRE members an idea of the overall context of the school and how the SMSC judgement sits alongside that. Inspectors must use all their evidence to evaluate what it is like to be a pupil in the school. In making a judgement about a school's OE inspectors will consider whether the standard of education is good or whether it exceeds good and is outstanding. If it is not good, then inspectors will consider whether it requires improvement or is inadequate. In judging OE inspectors first make judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils
- leadership and management.

Before making the final judgement on OE, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' SMSC development
- the extent to which the education provided by the school meets the needs of pupils with disabilities and special educational needs.

### **Different types of inspections**

#### **Short inspections of schools judged good at their most recent section 5 inspection**

A short inspection determines whether the school continues to provide a good standard of education for the pupils and that safeguarding is effective. These arrangements will also apply to special schools, pupil referral units and maintained nursery schools that were judged outstanding at their previous section 5 inspection. A short inspection does not result in individual graded judgements. It will not change the overall effectiveness grade of the school. Once a school has received its first short inspection, further short inspections will be conducted at approximately three-year intervals.

#### Monitoring visits and support for schools that require improvement in order to become good or outstanding

Schools judged to require improvement or to be inadequate receive monitoring visits from Ofsted.



Analysis of SMSC in Ofsted reports: Nov 2018 – April 2018

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>PRIMARY</b>				
<b>Wrangle PS Boston</b>	65	1-2 Nov 2018	Requires improvement	Pupils sometimes do not demonstrate good behaviour and are not respectful of other adults or each other.
<b>The North Hykeham All Saints CE PS Lincoln</b>		16 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in November 2012.</i> The school promotes pupils' spiritual, moral, social and cultural development well through a Christian ethos. Pupils have opportunities to explore other cultures and religions and to participate in a variety of experiences.
<b>The Old Leake Primary and Nursery School Boston.</b>		11 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in January 2013.</i> Pupils are respectful to each other and to all adults in the school. The spiritual, moral, social and cultural development of pupils is firmly embedded in the school. During school assemblies, the local vicar discussed the importance of belonging, the local community and friendship. Pupils are given opportunities to learn about British values and how these link to their daily lives. One pupil said, 'Tolerance is important. It is about being patient with others and accepting differences.'

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>The North Cotes CE PS</b>		16 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in March 2013.</i> Pupils are praised by adults for showing the school's values of kindness, respect and generosity, which are deep-rooted values of the school. One pupil said that 'respect is important to make better friendships'. The school ensures that the development of pupils' spiritual, moral, social and cultural education is a high priority in the school. On a regular basis during assemblies, pupils' act of kindness is praised by teachers in the school's Values Book. The school's prayer sums up the school's rich ethos that, 'so many hearts make a school'. Pupils value diversity and respect each other's differences.
<b>Heckington St Andrew's CE School, Sleaford</b>		9 Jan 2018	Short inspection letter	<i>The visit was the first short inspection since the school was judged to be good in November 2012.</i> The school's strong ties with local churches and their involvement in a range of charity projects contribute strongly to the school's caring ethos.
<b>St Helena's CE PS Willoughby</b>		23 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in March 2014.</i> Through the broad curriculum, the school has ensured that pupils understand different religions and cultures. Pupils have a good understanding of diversity and equality.
<b>Fleet Wood Lane School Spalding</b>		9 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in May 2013.</i> Pupils have a good understanding of the importance of fundamental British values and have engaged in a number of whole-school events designed to promote tolerance and respect

				for diversity. Expectations for positive learning behaviours are clearly defined in the publication of the school's values, which emphasise respect, tolerance and well-being. A well-developed assembly programme ensures that pupils have a range of opportunities to reflect on their school's values.
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>Clough and Risegate Community PS Spalding</b>		30 Jan 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in March 2014.</i> The school offer opportunities for pupils to deepen their knowledge and understanding in a range of subjects including history, science and religious education.
<b>Kelsey PS Market Rasen</b>		1 February 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in October 2013.</i> Evidence from pupil's books shows a good range of learning in religious education, geography and science, for example.
<b>Louth Eastfield Infants' and Nursery School</b>	310	20-21 Feb. 2018	Requires Improvement	Leaders have ensured that pupils' social, moral, spiritual and cultural development is strong. Pupils are developing their understanding of faiths and cultures different to their own and learning British values including tolerance and respect. Consequently, pupils are being prepared well for life in modern Britain.
<b>Rauceby CE PS Sleaford</b>		8 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in January 2014.</i> The culture of the school is based on the values of forgiveness, honesty, kindness, aspiration and equality. All aspects of the school's work encompass these values. Pupils have a good understanding of diversity. They recognise and accept differences in others.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Great Steeping PS Spilsby</b>		8 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in December 2013.</i> Leaders and those responsible for governance should ensure that the curriculum provides opportunities for pupils to develop their understanding of different cultures, races and religions.
<b>Baston CE PS Peterborough</b>		6 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in March 2014.</i> Pupils have a good understanding of different religions. They know about the similarities and differences between religions, with one pupil saying, 'We do some of the same things, but in different ways.' Leaders track carefully the teaching of pupils' social, moral, spiritual and cultural and emotional education. The school and the leadership team are determined to ensure that the curriculum provides opportunities for pupils to learn about different cultures, faiths and lifestyles.
<b>Newton-on-Trent CE PS Lincoln</b>		21 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in September 2013.</i> Pupils, including younger pupils, have a very good understanding of diversity. They understand different faiths and religions and are respectful of others' values and beliefs.
<b>Swineshead St Mary's CE PS Boston</b>	261	7-8 March 2018	Requires improvement	Beyond the traditional curriculum, pupils have excellent opportunities to develop their social, moral, spiritual and cultural understanding. As a result, pupils are reflective, thoughtful and keen to contribute to the school and its community. The school prepares pupils for life in modern Britain very effectively. For example, the Inter Faith Project, run in conjunction with the Diocese of Lincoln, helped pupils to develop a deeper

				understanding of how different world faiths have many common features.
School	NOR	Date inspected	Overall Effectiveness	SMSC
Lacey Gardens Junior School Louth		6 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in January 2014.</i> The school provides well for pupils' social, moral, spiritual and cultural development. Pupils learn about a range of religions and their cultures. Pupils spoken to understood the need to show respect and tolerance to others.
Tower Road Academy Boston		21 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in March 2014.</i> The school's motto, 'Take pride, give respect', permeates all aspects of school life. The school and staff encourage a positive and inclusive culture, where all are welcome and learning is risk free.
Mablethorpe Primary Academy Mablethorpe		27 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in June 2014.</i> Pupils understand the need to respect all people, including those whose beliefs or values are different from theirs. This is because the staff ensure that pupils receive wide-ranging opportunities to learn about different beliefs, values and cultures. This is preparing them well for life in modern Britain.
St.andrew's CE PS Woodhall Spa		6 March 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in February 2014.</i> Pupils are caring, confident and reflective. Pupils understand the school's work to promote values. Pupils in year 6 told about their understanding of rights, responsibilities and the importance of respecting others. 'We all have the same rights. It is not fair if

				we don't respect certain people'. The school prepares them well for life in modern Britain.
<b>School</b>	<b>NOR</b>	<b>Date inspected</b>	<b>Overall Effectiveness</b>	<b>SMSC</b>
<b>North Somercotes CofE PS Louth</b>		6 March 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in February 2014.</i> Pupils know about faiths and cultures different from their own.
<b>Ingoldmells Academy Skegness</b>		8 March 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in May 2014.</i> Pupils learn about faiths and cultures different to their own, e.g. they were able to describe the five pillars of Islam.
<b>The West Grantham Academy St John's Grantham</b>		13-14 March 2018	Special Measures monitoring inspection	One of the areas for improvement identified during the inspection that took place in February 2017 was to ensure that the curriculum adheres to the requirements of the Equality Act 2010 by promoting tolerance towards people with protected characteristics. Leaders' work to promote pupils' social, moral and cultural development in the curriculum is still at a very early stage. Pupils spoken to did not have a clear understanding of British values. Their understanding of the importance of respecting others, including those who may be from different backgrounds, families or cultures, is not sufficiently developed.
<b>Sutton-on-Sea Community PS Mablethorpe</b>		8 March 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in September 2014.</i> Leaders and those responsible for governance should ensure that pupils are well prepared for life in modern Britain by having a better knowledge and understanding of faiths and cultures different to their own.

School	NOR	Date inspected	Overall Effectiveness	SMSC
Walcott P Lincoln		21 March 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in September 2014.</i> Pupils understand the importance of respecting others.
<b>SECONDARY</b>				
William Lovell CE Academy Boston	312	23-24 Jan 2018	Inadequate	Pupils have good opportunities to explore spiritual, moral, social and cultural matters. The curriculum reinforces these things well in tutor time, religious education lessons and assemblies. Pupils are very accepting of others who are different to themselves and are well prepared for life in modern Britain. One pupil said, for example, 'We don't get racism or homophobia in this school.' Pupils' spiritual, moral, social and cultural awareness is good. Pupils said that they fully accept cultures, beliefs and lifestyles other than their own.
The Boston Grammar School	671	6-7 March 2018	Requires improvement	The school promotes pupils' spiritual, moral, social and cultural development well. Through external visits, the curriculum and assemblies, pupils are able to consider other cultures, religions and beliefs. Pupils have a secure understanding of fundamental British values. They understand the issues in the local area that may affect people's opinions. Pupils recognise the need to respect others who may have beliefs different from their own. The school uses a range of approaches, tutor-time activities and lessons to prepare pupils for life in modern Britain.
The West Grantham Academy St Hugh's Grantham	369	31 Jan- 1 Feb 2018	Inadequate	The pupils are provided with wide-ranging opportunities to broaden their experiences and learn how to be an effective citizen. Community projects and events involve pupils in a range of meaningful deeds, including with the local church.

School	NOR	Date inspected	Overall Effectiveness	SMSC
<b>Lincoln Christ's Hospital School Lincoln</b>	1325	27 Feb-6 March 2018	Good	The school's approach to the spiritual, moral, social and cultural development of the pupils is carefully planned and broadly based. It incorporates many activities to develop the pupils' understanding of British values, for example, through termly themes on topics such as freedom. The impact of the work can be seen in the typically respectful attitudes demonstrated by the pupils. The school promoted equalities well. For example, it makes very effective use of a range of links with external bodies, such as Stonewall, the International School Award, and the REQM to provide the pupils with a broad range of experiences and opportunities to learn about different peoples and cultures.
<b>Skegness Academy</b>		17-18 April 2018	Special measures monitoring inspection	<i>The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in May 2017.</i> The year 9 pupils who spoke with an inspector showed good awareness of different cultures and the importance of respecting people in same-sex relationships.
<b>SPECIAL SCHOOLS</b>				
<b>The Pilgrim school Lincoln</b>		1 Feb 2018	Short inspection letter	<i>The visit was the first short inspection carried out since the school was judged to be good in November 2013.</i> Pupils have a good understanding of British values. A freedom trail around Lincoln enabled pupils to learn about equal rights for women and transgender people.

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# LINCOLNSHIRE SACRE ANNUAL REPORT 2016 – 2017



## **Introduction from the Chair**

During the course of the year SACRE, with a few small changes in membership, has continued to monitor and support the provision of Religious Education and collective worship in the Local Authority area. Members continue to depend heavily on the work and advice of the RE Adviser and are also grateful for the maintenance of good contact with the Diocesan Board of Education.

SACRE continues to receive from the Adviser not only details of her visits to schools, but also the invaluable briefings on Ofsted reports. Members have been assisted in discerning, despite the variations in reporting style and detail, where there has been good practice and where there is need for improvement, and consequently I have been able, at the Committee's behest, to send congratulatory letters to some schools, and also offers of support to those where Inspectors' reports have revealed a need for improvement.

Members are aware of the particular difficulty in small rural schools serving largely mono-cultural communities of preparing young people for life in a multi-ethnic and religiously diverse nation, and have been heartened by reports of specific efforts to overcome this problem. Thus, SACRE was delighted to receive a presentation by members of a rural school which had set up an active link with a city school in Leicester. On another occasion several members were pleased to attend a lively World Religions day which the pupils of one school presented for parents and other members of their local community. SACRE has sought to provide appropriate forms of support and training for teachers and, by setting up an Agreed Syllabus Committee, began the process of reviewing and updating the Local Agreed Syllabus, which we hope will continue to form a sound basis for teaching our young people about the values and beliefs held in the world they inhabit.

Neville W McFarlane  
Chairman of Lincolnshire SACRE

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## **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 locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.

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

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' associations

Committee D: The Local Authority.

[See Appendix A for details of membership.]

## **2: Meetings and Membership**

Lincolnshire SACRE met three times during 2016/17 – in November, March and July. The November meeting was inquorate as there were no representatives from Committee C. SACRE's constitution states that one representative member from each of the four representative groups needs to be present for the meeting to be quorate.

### **Election of Chairman and Vice Chairman**

In accordance with the procedure for election of Chairman and Vice-Chairman detailed in the constitution of the SACRE, it was moved and seconded that Neville McFarlane be elected as Chairman and Chris Burke be elected as Vice-Chairman of SACRE for the ensuing year. Christopher Rose, Society of Friends, was appointed to Committee A.

In accordance with its Constitution SACRE carried out an annual review of its membership. It was noted that there was no headteacher representative on Committee C. It was requested that Mark Plater (who has regularly attended as an observer) should be appointed to the vacancy on Committee B.

During the March meeting SACRE was informed that the Lincolnshire Jewish community had not responded to a request to nominate a representative from that community to represent them on SACRE. It was also noted that no response had been received from the United Reformed Church.

During the summer meeting the Chairman welcomed Councillor Bob Adams from Lincolnshire County Council to his first meeting of SACRE. The Chairman stated that Christina Dring (Baptist Church) had resigned from SACRE due to moving to the north east of England and that the Clerk was in the process of seeking a replacement for her.

### 3: SACRE agenda items

#### **3.1: Summary of OFSTED Inspections of Lincolnshire Schools with Reference to the Provision for Pupil's Spiritual, Moral, Social and Cultural Development**

During 2016-17 inspection reports were analysed from 71 primary schools (including infant and junior), 14 secondary schools (including academies) and 1 special school. In the majority of cases judgements were positive. The most common areas for improvement were related to lack of understanding of different religions and ways of life.

#### **Examples of positive comments from reports**

*'The curriculum teaches pupils effectively about the different cultures and religions in Britain and around the world, including different forms of Christianity. As a result, pupils become thoughtful, reflective and knowledgeable young people who are well prepared for life in modern Britain.'*

*'The excellent provision for pupils' spiritual, moral, social and cultural development lies at the heart of the school...'*

*'Pupils explained how important it is to show respect to those who hold different religious beliefs to their own, or those who have no belief.'*

*'Regular visits to places of worship, such as a mosque in Grimsby and visitors, such as the local rabbi from the synagogue, enhance pupils' understanding of British culture in all its diversity.'*

*'Following an assembly on British values, one pupils wrote, "I am proud to be part of a tolerant community."'*

#### **Examples of areas for improvement**

*'Leaders have not ensured that the curriculum fosters pupils' understanding of diversity. Pupils' spiritual, moral, social and cultural development is inadequate.'*

*'Although the school's attractive displays promote respect and good behaviour, too many pupils do not exhibit these values in their conduct towards others.'*

*'Although the school's population is culturally diverse and pupils get on well together, a less well-developed area of their learning is the extent to which pupils understand faiths and cultures that are different from their own....they are not as well prepared as they could be for life in modern Britain.'*

#### **Letters of Commendation sent by the Chairman to the following schools during the year:**

Tydd St Mary Church of England Primary School  
Skegness Seathorne Primary School  
Deeping St James Primary School  
Boston West Academy

Wyberton Primary Academy  
Branston Community Academy  
Kirkby-la-Thorpe CE primary School, Sleaford  
Belmont Community Primary School, Grantham  
The Lincoln St Peter at Gowts CE primary School, Lincoln  
Hawthorn Tree School, Boston  
William Hildyard CE Primary and Nursery School, Market Deeping  
The Beacon Primary Academy, Skegness  
St Faith's CE Infant School, Lincoln  
Wainfleet Magdalen CE/Methodist School  
Welbourn CE Primary School  
Waddingham Primary School  
Morton Trentside Primary School

In addition, a letter was sent by the Chairman to the Frances Olive Anderson CE (Aided) Primary School, Gainsborough, with a copy to the Chairman of governors, congratulating them on being awarded International School award by the Times Educational Supplement.

Letters were also sent from the Chairman offering support from the RE Adviser to some schools.

### **3.2: School visits made by LA RE Adviser**

Schools identified for support through regular SMSC analysis (see above) were offered support for RE, SMSC and British values from the LA RE Adviser. (Church schools are supported for RE by the Diocesan RE Adviser.) During 2016-17 ten schools (seven primary, three secondary, one special) were visited. The following areas were addressed:

- pupils' understanding of British values – respect, tolerance, knowledge of different religions
- curriculum planning, clarification of what is being taught in order to ensure progression
- monitoring of standards
- review of RE curriculum (2 visits + staff meeting)
- provision at key stage 4
- assessment

### **3.3: RE/SACRE conference, Bishop Grosseteste University, 20<sup>th</sup> October 2016/ Lincoln City Faiths Walk**

The Chairman stated that it had been hoped to hold an RE/SACRE Conference at Bishop Grossteste University on 20<sup>th</sup> October 2016 but due to lack of response this Conference had to be cancelled. In its absence it was agreed to have a 'walkabout' in Lincoln with a group of teachers. Visits were organised to the Bailgate Methodist Church, Lincoln Cathedral, Lincoln mosque and the Alive Church. SACRE welcomed the practical aspects of this idea and recognised the value of visiting different religious places of worship. Members appreciated that for some schools this was difficult due to their location and lack of religious diversity.

### **3.4: Review of the Lincolnshire Agreed Syllabus**

During the November SACRE meeting members received a report summarising the initial meeting of the Agreed Syllabus Conference (ASC) held on the 17<sup>th</sup> October 2016, set up to oversee the review of the Lincolnshire Agreed Syllabus for RE. The Chairman reminded the meeting that it was the ASC that would make any key decisions. It was further explained that a teachers' working party had been set up and this would have a key role in preparing draft documents. The RE Adviser stated that it was necessary to review the current AS for a number of reasons:

- there was a statutory duty to do so
- the present document was no longer fit for purpose
- there had been significant changes in society reflected in the 2011 census
- there was an increase in the amount of RE taught by non-specialists
- it was considered that the current agreed syllabus (AS) was longer supporting teachers in the way that it should.

She stated that there was no change to the statutory requirement that Christianity remained compulsory throughout the RE curriculum. It was proposed that the new AS would also include the study of Islam and Hinduism as part of compulsory units. Alongside these were 'additional units', which would allow schools to teach other faiths such as Judaism or develop themes, such as a local study. In addition, there was nothing to prevent a school including aspects of Judaism, for example, in teaching of the compulsory units. The distinction was made between using Old Testament texts to support the teaching of Christianity and teaching about Judaism as a religion in its own right. Some members felt that there was some potential for confusion, particularly for very young children – it was suggested that only Christianity should be emphasised at this early stage. It was pointed out that in the previous syllabus there had been a requirement to teach two religions in depth at key stage 1.

During the summer meeting it was noted that the AS would be emailed to members at the beginning of the autumn term to allow them to comment. It would then be passed to the County Council for approval and then launched to schools. One hard copy would be provided for each school (including academies) and a copy of the syllabus would be put on the website. It was proposed to launch the syllabus during the spring term 2018 and introduced into schools from the autumn term 2018. Training would be provided by Wendy Harrison and Gillian Georgiou.

### **3.5: Updates from the LA RE Adviser, Wendy Harrison The Commission on RE (CORE)**

SACRE received a report and presentation about this high profile, independent commission which has a remit to make recommendations designed to improve the quality and rigour of RE and its capacity to prepare pupils for life in modern Britain. The Commission proposes to bring out an interim report during 2017.

### **Association of RE Inspectors, Advisers and Consultants' (AREIAC) Conference**

SACRE received a verbal report and presentation in connection with national initiatives in RE discussed at the annual AREIAC conference. The main focus of the conference had been on assessment and progress. The key message from the conference had been "do less but in more depth". Dr Barbara Winterskill gave a presentation about the Big Ideas project, to be published later in the year.

### **3.6: Annual Conference in York on 16<sup>th</sup> May 2017**

The Chairman stated that the SACRE had been invited to attend the annual NASCRE conference in York on the 16<sup>th</sup> May 2017. Andrew Hornsby expressed an interest in attending the conference. The SACRE received a report for Andrew Hornsby on his attendance at the Annual Conference in York on 16<sup>th</sup> May 2017

### **3.7: Lincolnshire SACRE Annual Report 2015-16**

SACRE considered the draft Lincolnshire SACRE Annual Report 2015/16, together with a presentation, before it was sent to NASACRE. Members drew attention to the following points:

- There was an increase in the number of pupils taking the GCSE RE full course but a reduction in the number of pupils taking the GCSE RE short course.
- The results needed to be examined in more detail to explain why there appeared to be significant outcomes in terms of gender in some schools, e.g. it was suggested that actual numbers should be examined instead of percentages.
- The teaching of RE was a core subject in Church of England schools.
- There was concern that when a school offered a non-examination course on RE then the subject became "crowded out" by other subjects.
- Religious Studies often compared unfavourably with other subjects such as English in terms of time allocation.

### **3.8: SACRE Action Plan Progress Report**

The Action plan continued to be discussed during meetings with a view to presenting a final version to SACRE during 2017-18.

## **4: Diocese news/events**

### **4.1: The Statement of Entitlement for RE**

This document sets out the expectations of the CofE in relation to RE. It outlines the way in which the Church understands the purpose of RE, the relationship between the teaching of Christianity and other faiths/non-religious belief systems, and the role expected of church school leaders in supporting high quality RE.

### **4.2: Understanding Christianity**

This is a resource from the CofE Education Office and RE Today Services. Its key purpose is to support pupils in developing their understanding of Christianity. The resource is suitable for both church and non-church schools but sets the bar for the quality of teaching and learning about Christianity in

church schools. The Statement of Entitlement (see above) explicitly states that it expects pupils to progress in their knowledge and understanding of core religious concepts in RE, which is the approach taken to the teaching of Christianity in this resource.

#### **4.3: REConnecting Lincolnshire: Culture, Creativity, Community**

This initiative began as a community event in Swineshead as a response to a particular need at that time. From there a project was brought together to enrich understanding about Christianity and Islam, the two largest faith communities within the region. On the 16<sup>th</sup>, 22<sup>nd</sup>, and 23<sup>rd</sup> November 2016 three performances were presented, bringing together pupils from Scunthorpe CofE Primary School, Stallingborough CofE Primary School, and Swineshead St Mary's CofE Primary School. Parents, teachers, members of faith communities and other local representatives attended these events. The purpose of these events was to support and develop general levels of religious literacy in the region.

#### **4.4: Lincoln Faiths Festival**

The inaugural Lincoln Faiths Festival took place between 21<sup>st</sup> April and 1<sup>st</sup> May 2017. The aim of the festival was to celebrate faith and belief diversity in and around Lincoln and to acknowledge the contribution made by faith/belief groups to the wider community. A range of events took place, including visits to local places of worship, exhibitions in public spaces and a 'web of faiths' walk around the city.

### **5. 2017 Examination results**

#### **5.1: National overview - taken from the National Association of Teachers of Religious Education (NATRE)<sup>1</sup>**

The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the first time in more than a decade, down 4.6% against 2016 to 269,839. In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 24.6% from last year to 53,071.

The decline is driven by a fall in entries in England where the number of entries for GCSE Religious Studies full course has fallen by 5.2% to 256,729. In contrast, the equivalent figures for Wales are up by 8.5% to 13,110, a record high.

All schools, including academies, have a statutory duty to offer RE at all key stages, but today's figures suggest that this is not sufficient to ensure that all pupils in England get to study the subject at Key Stage 4. In too many cases, there are no consequences for those schools that decide to flout their legal obligation, with RE not featuring in measures such as the EBacc that are used to hold them to account. This impact is made clear from a comparison of entry patterns between England and Wales. In contrast to the decline in entries at exam centres in England, in Wales, where the EBacc is not a performance indicator, the number of entries for full course GCSE have reached a record high.

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<sup>1</sup> <https://www.natre.org.uk/news/latest-news/falling-numbers-of-religious-studies-gcse-entries-suggests-schools-struggling-to-meet-legal-obligations/>

At a time when greater religious literacy is even more necessary than ever before, the decline across England in pupils taking GCSE Religious Studies is troubling.

The fall in entries comes despite pupils emphasising how much they value and enjoy studying RE (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the Government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

This year's drop in entries should not detract from a decade of strong growth for Religious Studies GCSE. In 2007 there were 158,607 entries for Religious Studies in England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline this year, the number of pupils receiving a full course GCSE in Religious Studies is still 70.1% greater than in 2007.

It has been encouraging to hear that Ofsted intend to pay closer attention to whether schools are meeting their requirements to teach Religious Education. Today's figures show how important it will be for Ofsted to do this.

The key outcomes for Religious Education in England and Wales at KS4 in 2017 are as follows:

- There were 269,839 entries for the full course in GCSE RS, a fall of 4.6% from 2016 (282,915)
- There were 53,071 entries for the short course in GCSE RS, a decline of 24.6% from 2016 (71,299)
- There were 322,910 entries for GCSE RS (combined short and full courses), a decline of 8.6% from 2016 (353,276)
- 28.3% of entries for the full course in GCSE RS were awarded an A or an A\*
- 16.3% of entries for the short course in GCSE RS were awarded an A or an A\*

## Examination results for Lincolnshire 2017

### GCSE Full Course

Number of entries: 3020 compared to 3497 in 2016

	National 2017 (2016 in brackets) A*-C	Lincs 2017 A*-C	Lincs 2016 A*-C	Lincs 2015 A*-C
All pupils	71.1% (71.5%)	70%	70%	69%
Girls	77.6% (78.1%)	78%	76%	75%
Boys	64.0% (63.9%)	62%	64%	63%

Lincolnshire results for A\*- C are broadly in line with the national average for all pupils and girls. Girls out-performed boys with boys achieving below the national average.

**Schools achieving around/above the national average (71.1%):**

1. Boston Grammar School: 86%
2. Boston High School: 92%
3. Bourne Academy: 72%
4. Bourne Grammar School: 100%
5. Caistor Grammar School Academy: 94.5%
6. Deepings School: 80.5%
7. Gainsborough Queen Elizabeth High School: 100% (12 entries)
8. Grantham Kesteven and Grantham Girls' School: 96%
9. Grantham The King's School: 100.0%
10. Grantham the Walton Girls' High School Academy: 100% (14 entries)
11. Horncastle Queen Elizabeth's Grammar School: 88%
12. Kesteven and Sleaford High School Selective Academy: 96.5
13. Lincoln Castle Academy: 79% (10 entries)
14. Lincoln Christ's Hospital Academy: 91.5%
15. Lincoln The Priory Academy LSST: 81.5%
16. Market Rasen De Aston: 100% (12 entries)
17. North Hykeham Robert Pattinson Academy: 79%
18. Priory Ruskin Academy: 83.5%
19. Queen Elizabeth's Grammar Alford: 76.5%
20. Sleaford Carres Grammar: 77%
21. Spalding high School: 92%
22. Spilsby The King Edward VI Academy: 71.5 (10 entries)
23. St George's Academy: 75%
24. Tattershall The Barnes Wallace Academy: 94.5% (11 entries)
25. Thomas Middlecott Academy: 79%
26. William Farr CE Comprehensive School Academy: 92.5%
27. William Lovell CE Academy: 79% (10 entries)

**Schools requiring support**

1. Boston The Haven High: 40.5% (Girls: 58%, Boys: 23%)
2. Caistor Yarborough Academy: 50% (Girls:33%, Boys 67%)
3. Charles Read Academy: 38.5% (Girls: 60%, Boys: 17%)
4. Cherry Willingham Community School: 40%
5. Lincoln the Priory City of Lincoln Academy: 45%
6. Long Sutton The Peele Community College: 0% (1 entry)
7. Louth Academy: 19% (Girls:31%, Boys 7%)
8. Somercotes Academy: 0% (1 entry)
9. Stamford Welland Academy: 47% (Girls: 37%, Boys: 57%)
10. St Peter and St Paul, Catholic Voluntary Academy: 46.5%
11. The Gainsborough Academy: 37.5%

**GCSE Short course**

**Number of entries:** 757 compared to 805 in 2016.

	<b>National 2017 (2016 in brackets)</b>	<b>Lincs 2017</b>	<b>Lincs 2016</b>	<b>Lincs 2015</b>
<b>A*-C</b>				
All	54.3% (56.4%)	68.5%	78%	69%
Girls	63.3% (64.6%)	79%	86%	73%
Boys	54.3% (48.7%)	58%	67%	39%

Lincolnshire results for A\*- C are above the national average. Girls significantly out-performed boys but both were above the national average.

**Schools achieving in line/above the national average at A\*-C (54.3%):**

1. Gainsborough Queen Elizabeth High School: 66%
2. Grantham The King's School: 100%
3. Kesteven and Sleaford High School Selective Academy: 97%
4. Spalding High School: 95%
5. Louth King Edward VI Grammar School: 81.5%
6. Spalding High School: 95%
7. University Academy Holbeach: 61.5%
8. West Grantham Academy St Hugh's: 79%

**GCE A Level** [Note: there are some inconsistencies in the data]

**Number of entries: 257**

	<b>National 2017 2015 in brackets</b>	<b>Lincs 2017</b>	<b>Lincs 2016</b>	<b>Lincs 2015</b>
<b>A*- C</b>				
All pupils	80.8% (80.4%)	82%	84%	81%
Girls	81.7 (81.5%)	82%	84%	83%
Boys	78.5% (77.7%)	82%	83%	74%

Lincs results are above the national average for girls and boys.

**AS level**

**Number of entries:** 131 compared to 334 in 2016

	<b>National 2017 (2015 in brackets)</b>	<b>Lincs 2017</b>	<b>Lincs 2016</b>	<b>Lincs 2015</b>
<b>A*-C</b>				
All pupils	71.5% (69.3%)	74.5%	73%	73%
Girls	72.5% (70.6%)	65%	74%	75%
Boys	69% (66.0%)	84%	70%	66%

Lincolnshire results are above the national average with boys' results significantly higher the national average and girls' results.

**Appendix**

## **Membership of SACRE 2016-17**

### **Committee A: Christian and Other Religious Denominations**

Neville McFarlane BEM, Chairman, Salvation Army  
Chris Burke, Roman Catholic Church  
Christina Dring, Baptist Church  
Lynette Gaylard, Ground Level Network of Churches in Lincolnshire  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Dr Tanweer Ahmed MBA, Islamic Association of Lincoln  
Chris Rose, Society of Friends

### **Committee B: Church of England**

David Clements  
Cherry Edwards OBE  
David Scoffield

### **Committee C: Associations Representing Teachers**

Catherine Williamson, NAS/UWT  
Elizabeth Moore, NAS/UWT  
Kay Sutherland, NAHT  
Sarah Thornton, NUT

### **Committee D: The LA**

Cllr Mrs J Brockway  
Cllr Mrs E J Sneath  
Cllr C L Strange

### **Officers/Advisers in attendance**

Steve Blagg, Clerk to SACRE  
Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)  
Gillian Georgiou (Diocesan RE Adviser and Lincoln Cathedral Schools Officer)  
Wendy Harrison (RE Adviser, LA)  
Mark Plater (Bishop Grosseteste University)

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## 25th Anniversary of NASACRE Annual Conference: Stronger Together- celebrating the power of community.

24th May, 2018, at Merchant Taylors' Hall,  
30 Threadneedle Street, London EC2R  
8JB.

Well over 100 people attended the day conference, and at least 51 SACREs were represented.

The **Rt Hon Charles Clarke, Patron**, opened the conference with recognition and praise for the work of SACREs over 25 years, and highlighted the growing importance of their work in contemporary UK. He proposed that they should develop their remit even further, to include a wider role of encouraging community cohesion, and development of stronger links with university departments of Theology and Religious Studies.

**Keynote 1: Dr Vanessa Ogden, HT of Mulberry Girls School, and CEO of Mulberry Schools Trust**, argued that RE today had four key tasks: to develop religious literacy/articulacy, in an age of the www, media misconceptions and fake news; to develop 'rich personal development' and awareness of self/identity in an age of social media, confusion and mental health concerns; for RE to engage directly in inter-faith dialogue, in order to experience real religion; to accept that the time had come for a national syllabus for RE, so that we can explain what we do to society, and provide well qualified /supported teachers to teach the subject.

We then held table discussions on points raised, and prepared feedback and questions for the afternoon Panel discussion.

After lunch, **David Hampshire, former Chairman of NASACRE**, gave a second Keynote talk on the work of the **Inter Faith Network Youth Project**, highlighting some of the outcomes, and lessons learned from it. Lessons for SACREs: 1. Know your area (lots of RE teachers live outside their school's local area); 2. We (adults) think in 'succession' models, trying to maintain structures, whereas YP focus on the work itself, regardless of institutional structures.

We then had **brief presentations from three SACREs**, highlighting recent projects: **Bradford**- a Collective Worship project, with special focus on schools who have determinations; **Hampshire**- A 'youth voice to SACRE' project (with key messages being: a) the primary school experience is very mixed; b) YP want broader information about religions rather than focussing on just a few); **Newham**- an anti-bullying project, providing video resources for RE & CW e.g. <https://vimeo.com/253115572> (P/W: StudentSacre2018)

In the next **Panel session**, various questions were discussed: Should we have a National Syllabus for RE? (2xYes; 1xNo; 1xMaybe); What should SACREs do where the LA is not supporting them? (CC-Legal powers are unclear on this); How can NA/SACREs encourage more RE teachers and RE Ambassadors?; How much impact can RE have, against social media, etc?; What can we do where there are home-school disconnects in values?; What should SACREs do about narrow provision 'faith' schools? (CC-Government needs to define various typologies of faith school; we need to challenge narrow provision).

**AGM-Business Meeting:** Reports were provided by various Exec members and agreed, new members were appointed, and it was confirmed that subscriptions will increase to £105. SACREs are also informed that the Final RE Commission

Report is due 12th September, and forewarned of a future proposal for consideration/ discussion, that the NASACRE Exec should mirror the four SACRE subgroups.

**Tables exhibiting resources** provided an interesting indication of the range of activities carried out across the country by different SACREs. Most of these were for looking only, but I did collect some take-away materials produced by Hampshire and Newham.

Although a very busy day, the event was very informative and enjoyable, and it was great to meet up with old and new RE friends from across the country. Merchant Taylors' Hall was a very grand venue, and they provided an excellent lunch!



Lunch in the open courtyard

*Mark Plater, 30 May 2018.*

## **Report for Lincolnshire SACRE – 2 July 2018**

The last few months have focused on supporting schools as they prepare to implement the new Lincolnshire Agreed Syllabus for RE. All schools in the Lincoln Anglican Academy Trust have opted to use this syllabus as the basis of their RE, which means that I have been working with schools across three local authorities that will be utilising the syllabus.

The exemplar curriculum plans I produced as part of the SACRE training on the new syllabus are being used by a number of schools in the county and I have been working to produce bespoke versions of this curriculum plan to meet the needs of schools with mixed-age and cross-phase classes. These have been designed for schools that use the *Understanding Christianity* resource and those that do not. I will use the summer holidays to produce a bank of suggested teaching and learning activities to support teachers with their delivery of the compulsory units on Islam and Hinduism. I have also begun to put together some exemplar end-of-phase expectations that relate to the balanced RE model I have been working on nationally ('believing', 'living' and 'thinking').

This work on balanced RE takes up a significant amount of my time at the moment. It is being discussed by the Commission on RE as they prepare to present their final report in September. My colleagues have produced blogs for the Theos think tank and I have recently submitted an article on this work to *Impact*, the journal associated with the Chartered College of Teaching. I will also be working with Merelina Haughton at Bishop Grosseteste University to produce an article for RE Today on the impact of the *Understanding Christianity* training in the region. We have recently completed our fifth tranche of training on this resource and will begin the sixth tranche in autumn term.

The final key element of my recent work is delivering subject knowledge enhancement sessions on Christianity, Hinduism and Islam. For the most part, schools are requesting that this be delivered as twilight sessions, sometimes for a collaborative network of schools.

**Gillian Georgiou**

**Diocesan RE Adviser**

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