

**Lincolnshire SACRE Annual Report
2022-23**



Contents	Page
Introduction from the Chair	3
Background information	4
Meetings and membership	4
Updates from the Diocese	4
Updates from the LA Adviser	5
Analysis of SMSC in Ofsted reports	6
Analysis of SIAMs inspections	7
NASACRE Self-Assessment Toll	7
Review of Agreed Syllabus	8
Annual Report 2021-22	8
NASACRE Annual Conference 2023	8
School Award	8
Report on time allocation in Lincolnshire schools	9
2023 Examination results	9
Collective Worship	11
Links with other bodies/organisation	11
Training for SACRE	11
LA Budget	11
Appendix: SACRE membership and attendance	11

Introduction from the Chairman Cllr Chris Burke MBA.



Chris Burke
Chair of Lincolnshire SACRE

1. Background Information

The Education Reform Act (1988) established compulsory Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with religious education (RE) and collective worship. SACREs also oversee the five-yearly revision of the locally agreed syllabus for RE and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.¹

The membership of SACREs 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 LA.

Also in attendance at Lincolnshire SACRE meetings 2022-23

Jill Chandar-Nair (JCN): LA

Gillian Georgiou (GG): Diocesan RE Adviser

Wendy Harrison (WH): LA RE Adviser

Emily Wilcox (EW): Clerk to SACRE

[See Appendix, p.11 for details of Lincolnshire SACRE membership.]

2: Meetings and Membership

During 2022-23 there were three SACRE meetings: in November 2022, March 2023 and June 2023. In the December meeting it was resolved that Chris Burke be re-elected Chair of Lincolnshire SACRE and that Cherry Edwards be re-elected as Vice Chair. SACRE noted a vacancy for a Baptist Church Representative. In December SACRE had the privilege of welcoming Jasmit Kaur Phull, the Sheriff of Lincoln to the meeting. During her talk Jasmit reflected on her experiences of growing up in the Sikh faith and the importance of the lessons faith teaches about morals, respect and love.

3. Updates from the Diocese

GG shared information about the range of her work including the National Worldviews Project; work on action research projects to determine the measures for high quality religious education; school visits; training and mentoring teachers. She has also contributed to the creation of a Podcast series, the Empowering Voices project. These serve to help children and young people in their understanding of religious and non-religious worldviews through examples of lived experiences.

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf

During the summer term meeting she made reference to a national focus on supporting schools, especially the secondary phase, regarding the recruitment and retention of teachers.

News from schools

Spalding Parish Church of England Day School

Pupils had the opportunity to explore big questions about life, the universe and everything when the team from [God and the Big Bang](#) visited in the autumn term. The team, which included scientists who are also people of faith, worked with the pupils to engage with questions like, 'Can science support faith in God?' and 'Does science make it difficult to believe in God?' Pupils had great fun taking part in various scientific experiments whilst also thinking carefully about their own responses to these questions and understanding better why they think what they think. [God and the Big Bang](#) provides lots of resources to help explore the relationship between science and religion, and the team are always happy to visit individual schools or clusters of schools.

Living Faith: Barton St Peter's CE Primary School

The RE subject leader has worked hard to ensure that pupils gain a confident understanding of the ways in which context affects ways of believing, living and thinking. Pupils in KS1 have been learning about Mary, the mother of Jesus, and have been exploring the different ways in which people around the world depict Mary artistically, looking at Jyoti Sahi's *Dalit Madonna* (© Methodist Modern Art Collection). They have been supported to reason about why different Christians might imagine and depict Mary in different ways, and what this might mean about their beliefs and practices. KS2 pupils have also had the opportunity to visit the Islamic Centre in Scunthorpe and talk with Imam Sayful Ahmed about what it is like living as a Muslim in our region.

Living Faith: Scamblesby CE Primary School

Pupils have been learning about the global nature of Christianity and the impact of geography and culture on Christian practice and life. In addition, they have been developing their ability to reason about the importance of diversity within religious and non-religious worldviews.

Exploring Muslim Worldviews: Market Rasen CE Primary School

Years 3/4 welcomed some Muslim visitors from Grimsby Mosque for their RE topic. They spoke about the Hajj and explained that it is a pilgrimage that Muslims must do at least once in their lifetime. Pupils were told what happened during the Hajj and what Muslims are expected to do when they are there.

RE Quality Mark: Bishop King CE Primary School

During 2023 the school was assessed for the RE Quality Mark. The assessor met virtually with the RE leader, to find out more about teaching and learning, the RE curriculum and subject leadership. The school achieved the Gold Award.

4. Updates from the LA RE Adviser

WH updated members on her work with schools which included online training for teachers, support for schools with curriculum planning and initial work on a new agreed syllabus for Lincolnshire. She made the point that following Covid there had been an increase in the number of schools asking for face-to-face meetings. To meet this need she had provided support for Scampton Primary School, Crowland South View Primary School, St Gilberts Church of England Primary School, Belmont

Community Primary School, Donington-on-Bain Primary School, Metheringham Primary School and Wellbourne Primary School. As part of this support WH had urged schools to be cautious when using commercially produced R.E schemes as some were overly expensive and still required significant adaptation to ensure they could fit in with locally agreed syllabuses and current thinking on RE.

5. Analysis of SMSC in Ofsted reports

Ofsted reports reflected some inconsistency regarding knowledge of different faith and beliefs in key stage 2. Assurance was given that schools raising concern would be contacted and offered support. Concerns were raised regarding the teaching of the 'Life' curriculum for R.E, and the assumption being made by some inspectors that this equated to good quality RE. The importance of offering a balance of religions within the syllabus was highlighted. More evidence was required to determine what kind of support was required to improve the teaching of RE in Lincolnshire schools but this might include:

- Identifying whether school leaders understand the need to promote respect for different faith and beliefs within and beyond the RE curriculum.
- Clarifying whether some inspectors fully understand the purpose of RE. Some appeared to hold the view that the curriculum equated to teaching about six major world religions, which was not supported by the Lincolnshire locally agreed syllabus or national guidance. A lack of training for Ofsted inspectors was identified as one reason for the comments.
- Ensuring that school leaders understood their statutory responsibilities regarding RE. GG and WH emphasised the importance of working with school leaders to equip them with the evidence to demonstrate that they were meeting statutory requirements. Schools also needed to note the points raised in the Ofsted R.E Research Review (2021).

Throughout the year members were reminded that RE was no longer inspected as a separate subject, unless it was identified for a deep dive. The subject could be referred to under the 'Personal Development' section within 'Spiritual, Moral, Social and Cultural Development' and 'British Values'. It was noted that some reporting was overly descriptive and often failed to provide consistent evaluations.

SACRE was assured that the locally agreed syllabus met the expectations of the Ofsted R.E Research Review (2021) but inspections did not always appear to take note of the recommendations of the review. Schools were advised to direct inspectors towards this document to provide assurances that R.E was being taught in line with the guidance given.

GG was in the process of analysing the questions inspectors asked R.E teachers during the inspection to provide anecdotal evidence to the Ofsted National Lead for R.E that more training should be provided to inspectors.

During consideration of the analysis it was noted that Ofsted reports featured overly generalised feedback which was not meaningful for schools, pupils, parents or the LA as a whole.

6. Analysis of SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspections

During the December meeting consideration was given to a report by GG which provided an update on SIAMS inspections. Members were advised that only one inspection had taken place, due to an increase in the number of inspectors taking retirement during the pandemic and difficulties in training new inspectors during school closures. It was expected that the number of inspections would increase as trainee inspectors completed the necessary training. During the summer term GG confirmed that a higher number of SIAMS inspections had taken place. Most schools were rated 'Good', and some received 'Excellent' classifications.

7. NASACRE Self-Assessment Tool

During the year the Vice-Chair invited SACRE to review its performance using the NASACRE Self-Assessment Tool. This noted the challenging and diverse work of SACRES and highlighted an opportunity for Lincolnshire SACRE to identify its strengths and weaknesses and draw up a plan showing areas for development. The following points were made by members in relation to the different sections of the Self-Assessment Tool:

- Lincolnshire SACRE is very well served by two RE Advisers who support schools and keep members updated about key local and national initiatives.
- SACRE is clerked efficiently: agendas are prepared well in advance of meetings, enabling documents to be sent out to members in good time.
- LA representatives could play a greater role in local LA forums in terms of communicating the needs and views of SACRE. SACRE needed to be better informed about broader Lincolnshire County Council education strategies.
- SACRE highlighted the benefits of regular communication with schools to inform and update its work and provide them with advice and offers of support. This could be through regular updates in Diocesan newsletters or notifying schools of points of contact.
- The diverse nature of Lincolnshire SACRE was acknowledged. Members welcomed more opportunities to use SACRE to represent and celebrate all faiths to enrich the learning opportunities for others, such as regularly inviting guest speakers, and holding meetings at different places of worship.
- Lincolnshire CC has supported RE/SACRE well over the years and members recognised the impact this has had, mainly through the work of the LA Adviser.
- There was a need to develop a training programme which would support both new and well-established members.

In considering members' responses, WH made the following points:

- The importance of the relationship between a SACRE and the LA was acknowledged.
- The need for more training would be addressed.
- There might need to be a greater focus upon collective worship. Although SACREs have a responsibility to keep the LA informed about the quality of collective worship, there was generally more emphasis on RE due to time constraints.

- Members had questioned the extent of pupil involvement. WH informed SACRE that some LAs had Youth SACREs where pupils were invited to join discussions about RE. Some even held their own meetings separately from the main SACRE. WH suggested that this could be one way of involving pupils in the review of the agreed syllabus.
- Lincolnshire SACRE maintains good communication with LA maintained schools but it was noted that this was more difficult with academies.
- Assurances were given that the Action Plan would include information about the syllabus review as well as a tentative completion date.
- Lincolnshire SACRE shares a syllabus with North and North-East Lincolnshire SACREs; GG made the point that involving all three LAs and the Dioceses in the syllabus review would be highly beneficial.

Members considered that completing this document was a useful exercise and it would provide a good starting point for a new Action Plan. However, It was noted that the Self Evaluation Tool was very detailed. It was possible that this may have discouraged some SACREs from completing it. It was suggested that a slimmed down version be drawn up.

8.Review of Agreed Syllabus

Consideration was given to a report by WH, which asked SACRE to agree the process for the review of Lincolnshire's agreed syllabus for RE. The report noted that at this point it was not clear whether a detailed rewrite was required. However, members had to also consider that many changes had taken place since the present syllabus was produced. These were set out in the report and would have to be considered when producing a new syllabus. Changes include the Ofsted Research Paper (2021), a new Ofsted Framework (2019) and the publication of the Worldviews Project Materials, including guidance resource for syllabus writers. Members were therefore told to be open to the possibility of a more in-depth re-write of the syllabus. GG noted that the current syllabus was rooted in building knowledge of certain religions, whilst providing a balance of religious worldviews, and questioned whether there was a need to move towards looking at concepts of worldviews to transform learning, rather than focusing solely on teaching specific religious worldviews. A vote was taken and members unanimously voted to request a deferral of the review of the agreed syllabus, in line with guidance from NASACRE. This would provide time for more thought to be given to how the review should be approached. It was therefore recommended to the LA that the review of the agreed syllabus be deferred for a year. Following this decision, NASACRE were consulted on the matter and confirmed that it was satisfied with the deferral, given that the actual process of review had begun in 2023.

9.Annual Report 2021-22

Consideration was given to a report by WH, which invited the committee to consider and comment on the draft SACRE Annual Report 2020-21 prior to it being finalised. It was noted that no examinations had taken place within the 2020-21 academic year. Members were happy with the final report, following some minor changes.

10. NASACRE Annual Conference 2023

Mark Plater provided an update following his attendance at the NASACRE Conference. The conference marked the 30-year anniversary of NASACRE, and included a wide range of activities and input from a number of speakers.

11. School Award

SACRE was delighted to hear that William Farr Church of England Comprehensive School had been awarded the REQM (Religious Education Quality Mark) Gold Award which recognised outstanding learning in religious education. The Subject Leader (and SACRE member), Jennifer King, expressed pride in receiving the award and explained to members how rigorous the process had been. She commended the knowledge and efforts of pupils during interviews and thanked GG for supporting the school in maintaining an excellent standard of learning in religious education. Members congratulated Jennifer King and all those at William Farr for an excellent achievement.

12. Report on time allocation in Lincolnshire schools

WH referred SACRE to the information provided by Deborah Weston (Religious Education Council), detailing RE time allocation in Lincolnshire's secondary schools. This had to be considered within the context of a national expectation that around 5% of curriculum time should be allocated to RE. The report appeared to show that this expectation was not being met in many cases. A number of reasons for this were identified such as recruitment and retention, particularly on the east coast of Lincolnshire. However, it was also noted that the data needed to be interrogated further as it raised questions but did not tell the full story. WH and GG would work with secondary schools to help ensure that requirements were being met. WH made the point that the introduction of the 'Life' curriculum in many secondary schools was problematic.

13. 2023 Examination results

An overview, based on NATRE report.²

Key points:

1. In both England and Wales, GCSE entries for RS Full Course **have risen** substantially.
2. Since 2010, GCSE entries for RS Full Course in England have risen by just over 30% (51,645) from 170,767 to 222,412.
3. Similarly, GCSE entries for RS Full Course in Wales, have risen by just over 36% (3537) from 6100 to 222,412.
4. **Short Course** entries in both nations in the same period, **have fallen dramatically**, but in England more rapidly than in Wales, almost certainly due to the removal of the short course in all subjects from performance measures in England.
5. In the same period, Short Course entries in England have fallen by just over 92% from 254,698 to 18,837.
6. Far fewer pupils in England and Wales leave school with a qualification in RS in 2023, than did in 2010.

² <https://www.natre.org.uk/uploads/NATRE%20News/2023/Report-on-GCSE-Religious-Studies-2023.pdf>

7. Whereas around 425,465 pupils in England entered a GCSE qualification in 2010, in 2023 only 241,249 pupils did so in 2023 – a fall of 184,216 pupils (43%).
8. The trend in RS Full Course entries over the last 5-6 years has been stable at around 22,000 students in England and between 9 and 10,000 in Wales.
9. When compared to the other Humanities subjects, the number of entries for RS are relatively similar but whereas the trend for RS is stable, the trend for History and Geography is upwards.
10. There are significant **regional** variations in rates of entry for GCSE and performance. These warrant further investigation.

Results for Lincolnshire

GCSE Full course

National Averages in brackets

2022		
Gender	% of 9-4 (Standard pass)	% of 9-5 (Strong Pass)
Male	68%	53%
Female	86%	75%
All	79%	66%
2023		
Gender	% of 9-4 (Standard pass)	% of 9-5 (Strong Pass)
Male	59%	44%
Female	79%	66%
All	71% (72.2%)	58% (61.3%)

Summary

Overall, 2023 results are lower than 2022 and lower than national averages. Girls out-performed boys. Lincs schools are almost in line with NA at 9-4 (standard pass) but below 9-5 (strong pass).

The performance of individual schools was discussed during the SACRE meeting.

GCSE Short course

2023		
Gender	% of 9-4 (Standard pass)	% of 9-5 (Strong Pass)
Male	31%	20%
Female	33%	24%
All	32%	21%

No comparison data for 2022.

2023 A level/AS level

National in brackets

	A level % A* - C	AS level % A* - C
Male	78	40
Female	78	18
All	78 (79)	29 (63.8%)

Caution needs to be applied when interpreting AS data as numbers are so low.

14. Collective worship

There are no determinations for acts of collective worship at present.

15. Links with other bodies and organisations

Lincolnshire SACRE has links with organisations such as the National Association of SACREs (NASACRE), RE Today/National Association of Teachers of Religious Education (NATRE), Association of RE Inspectors, Advisers and Consultants (AREIAC), the Religious Education Council (REC) as well as local faith communities.

16. Training for SACRE

Members are kept up to date about local and national initiatives through regular training in meetings delivered by the LA and Diocesan advisers. However, the NASACRE Self Evaluation Tool has highlighted the need for more focused training.

17. LA Budget

Lincolnshire CC has supported SACRE well for many years, demonstrating its commitment to RE and collective worship. The ongoing funding continues to support the work of the LA RE Adviser for approximately four days per month.

Appendix A: SACRE Membership 2022-23

	22 November 2022	7 March 2023	20 June 2023
Committee A: Christian and Other Religious Denominations			
Chris Burke (Chairman), Roman Catholic Church	Present	Present	Present
Peter Crosby, Baptist Church	Present	Apologies Received	No longer a member of SACRE
Andrew Hornsby, Methodist Church	Present	Present	Present
Swathi Sreenivasan, Hindu Community	Present	Present	Present
Atikur Rehman Patel, Islamic Association of Lincoln	Apologies Received	Absent	Absent
Amanda Grant, Jewish Community	Apologies Received	Present	Present
Claire Simons, Salvation Army	Present	Present	Apologies Received
Sian Wade, Assemblies of God Pentecostal	Present	Apologies Received	Present
Committee B: Church of England			
Cherry Edwards OBE (Vice-Chairman)	Present	Present	Present
Lynsey Norris	Present	Present	Present
Mark Plater	Present	Present	Present
Committee C: Associations Representing Teachers			
Jennifer King, NAS/UWT	Present	Present	Present
Elizabeth Moore, NAHT	Apologies Received	Present	Present
Chris Thompson, NEU	Absent	Absent	Absent
Jayne Watson, NAHT	Absent	Absent	No longer a member of SACRE
Committee D: The Local Authority			
Councillor Ashley Baxter	Present	Present	Present
Councillor Mrs J Brockway - Councillor - M A Whittington	Apologies	Present	Present
	Absent	Apologies Received	Present
Co-Optee			
Jack Dryden, Humanist	Absent	Absent	Absent