

Lincolnshire SACRE Annual Report 2018-19



Contents	Page
Introduction from the Chairman	3
Background information	5
Meetings and membership	5
Summary of Ofsted inspections	7
Annual Report 2017-18	8
NASACRE Annual Conference	8
Commission on RE: Final Report	8
Updates from the Diocese	8
Ofsted update	11
LA RE Adviser: School visits	11
SACRE and Facebook	12
2019 examination results	12
Appendix: SACRE membership 2018-19	18

Images: Permission has been received to use the published images by George Hughes (photographer) and Gregg Hughes (Head Teacher) of St Hughes School Lincoln, The Islamic Association of Lincoln, Rev Sian Wade of Bridge Church and Chris Burke (Photography and Graphic design).

Introduction from the Chairman Cllr Chris Burke MBA.



I was honoured to be elected Chair of SACRE in 2018 during my last month in office as Mayor of Lincoln in my second period serving on the SACRE Board. I first served as a County Councillor between 2001 and 2009. I succeeded Neville McFarlane BEM as Chairman. He had steered our ship through some very difficult

waters when substantial cuts to local government budgets had made the changes needed in RE hard to achieve. I believe Neville's well-deserved British Empire Medal award was for his service to SACRE as well as The Salvation Army. Changes in the structure of educational provision and the decline of the LA function in favour of academies among other things had changed the educational landscape and made our job of engagement more complex. Thanks to Neville and his predecessor Cllr Christine Talbot, along with our members and officers, we have an active SACRE. We are making a significant contribution to RE thinking in Lincolnshire and at a national level through NASACRE and our regional relationships facilitated so effectively by Wendy Harrison, the LA Religious Education Adviser. Wendy has also provided that vital level of professional knowledge and action central to our operation. Our Diocesan relationship with the Church of England has also been crucial and the excellent support and advice and guidance from the Diocesan RE Adviser, Gillian Georgiou, has been invaluable. Jill Chandar-Nair has provided the very important links with the LA and County Council structure and line management so important to our medium term and strategic activities. Steve Blagg has provided brilliant officer support and advice. Our SACRE members are active and engaged and largely represent the communities of schools and faiths we are there to serve although there are some gaps to fill.

It has been a fascinating and enjoyable first year for me and I have felt very supported by our officers, Vice Chair Cherry Edwards OBE and our members. Mark Plater and I attended the NASACRE Annual Conference in 2019 which was my first. It was a real pleasure to share this experience with Mark and I was delighted that we were able to contribute. I was also impressed by the work of other SACRE's and NASACRE which I felt we could learn from at the conference.

In the spring of 2019 our SACRE meeting took place at the recently opened mosque in Lincoln. I was pleased that we began meeting away from the County Offices and we were all made to feel very welcome by SACRE member Tanweer Ahmed, MBA, and other Mosque members. We hope to hold some future meetings at different

places of worship. I also feel that building our Facebook page has started us along the road to a better social media presence.

I look forward to a very different climate for RE and SACREs as the need for a growing understanding of faith and diversity is better appreciated in the light of recent increases in anti-Semitism and Islamophobia and other forms of prejudice. I believe that as times change SACREs will become more influential in their role and this will be reflected in our widening membership and increasing engagement at all levels.

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 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.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 Local Authority.

Also in attendance at Lincolnshire SACRE meetings

Steve Blagg: Clerk

Jill Chandar-Nair: LA

Jack Dryden: Co-opted Humanist member

Gillian Georgiou: Diocesan RE Adviser

Wendy Harrison: LA RE Adviser

[See Appendix, p.20, for details of Lincolnshire SACRE membership.]

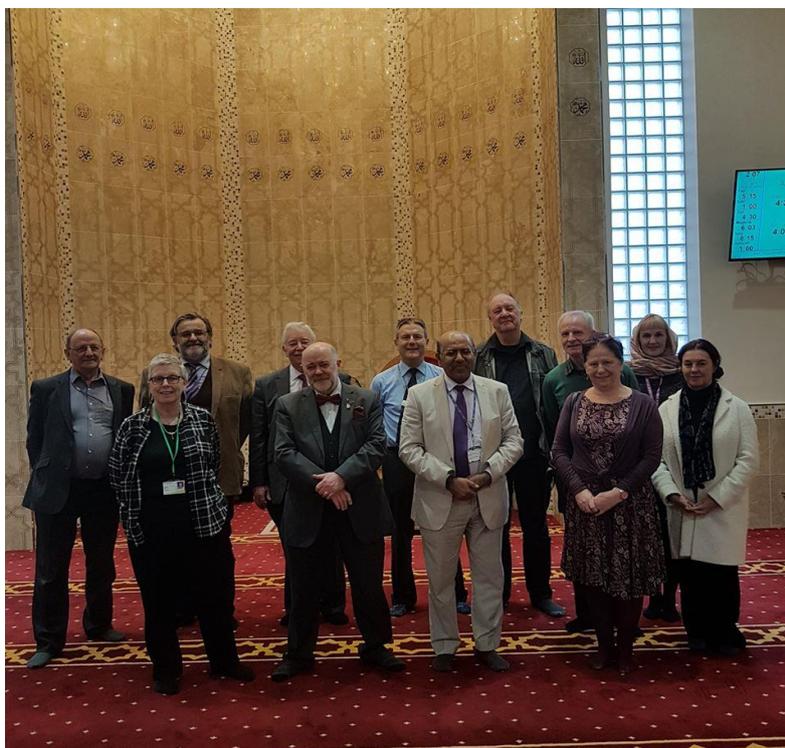
2: Meetings and Membership

Lincolnshire SACRE met three times during 2018/19 – in November 2018, March 2019 and July 2019. The November and July meetings were held at the County Offices, Newland, Lincoln and in March, at the Lincoln Mosque (which opened in April 2018). This was a new venture for Lincolnshire SACRE – up to this point all meetings have been held at the County Offices. The meeting was well attended and members received a presentation from Tanweer Ahmed (SACRE member) in which he outlined the history and development of the mosque. He talked about his role as Chairman of the Lincoln Islamic Association and highlighted the hard work that had been undertaken by him and others to move the project forward. This included addressing initial objections from some sections of the local community. A great deal of effort went into building up good relationships, including arranging visits for local residents so that they could understand more about the purpose and role of the

1

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

mosque. As a result, the mosque now receives numerous requests to visit from schools and other organisations, and the local community is very supportive.



Members supported the opportunity to hold some future meetings of SACRE in places of worship. Above are SACRE members at Lincoln Mosque, March 2019, hosted by SACRE Member Dr Tanweer Ahmed MBA.

Election of Chairman and Vice Chairman

At the beginning of the academic year, in accordance with the procedures for election of the Chairman detailed in SACRE's constitution, it was moved and seconded and resolved that:

- Chris Burke be elected Chairman of SACRE for 2018/19.
- Cherry Edwards be elected Vice-Chairman of SACRE for 2018/19

Neville McFarlane BEM – retirement from SACRE

Members paid tribute to Neville McFarlane's service to SACRE over many years, making particular reference to his wisdom and calm influence as Chairman. Members wished him a happy and healthy retirement. Neville thanked everyone for their best wishes, stating that it had been a pleasure to be a member of SACRE. He said that while the last few years had been difficult they had still been interesting. He thanked everyone for their co-operation and wished them well for the future.

During the March meeting Chris Rose (representing the Society of Friends) resigned due to an increased workload in other areas of his work. Christina Barnes (the Salvation Army's nomination to SACRE) resigned from the Salvation Army just before she was due to be appointed to SACRE. Replacements for the other vacancies were being pursued.

In July the Chairman welcomed Claire Simons from the Salvation Army as a new member to replace Neville McFarlane and also Sian Wade from the Pentecostal church who initially attended the meeting as an observer.

Ongoing review of SACRE'S membership

Throughout the year the Clerk updated members regarding vacancies, for example, to represent the Salvation Army, Ground Level network, the Church of England and the teachers' panel.

3.Summary of OFSTED inspections of Lincolnshire schools with reference to pupils' Spiritual, Moral, Social and Cultural development (SMSC)

Throughout the year the LA RE Adviser, Wendy Harrison (WH) presented members with an analysis of Ofsted inspection reports, with regard to SMSC, Religious Education (RE) and British values.

Summary of inspections during 2018-19

Number of primary schools: 58

Number of secondary schools: 8

Number of special schools: 2

[Please note, reports are only included if they include specific comments about SMSC, British values and RE.]

Overall, comments about SMSC were overwhelmingly positive, even for schools placed into an Ofsted category. In a minority of cases, when schools were told they need to make improvements, they were offered support from the LA RE Adviser. During the year the following schools received a letter from the Chairman congratulating them on the positive remarks made by inspectors:

- Aegir - A specialist Academy, Gainsborough.
- Belmont Community Primary School
- Billingborough Primary Sleaford
- Boston CE Primary School
- Cowbit St Mary's CE Primary School
- Donington-on-Bain Primary School
- Edward Richardson Primary School
- Gipsy Bridge Academy
- Hartsholme Academy, Lincoln
- Helpringham School, Sleaford
- Holton Le Clay Junior School
- Horncastle St Laurence School
- Linchfield Community Primary School
- Long Bennington CE Academy
- Morton CE Primary School
- National Junior CE School, Grantham
- Saint Augustine's Catholic Voluntary Academy
- Spalding Parish CE Day School
- St Peter and St Paul CE Primary School, Skegness
- Tetney Primary School
- Weston Hills CE Primary School
- William Hildyard CE Primary and Nursery school

4.Lincolnshire Annual Report 2017-18

WH provided members with a summary of the above, focusing on examination results. She stated that the number of pupils in England and Wales taking the GCSE Religious Studies Full Course had continued to fall. Data collected by the National Association of Teachers of Religious Education (NATRE) suggested that the law was not being followed by all schools and not all pupils were receiving their entitlement as far as RE was concerned. It was still the case that there were many non-specialists teaching RE. It was hoped that the new Ofsted Framework (2019) might help to address this. WH explained that because the data was a combination of the old and new systems ('unreformed' and 'reformed') it was not possible to make a comparison with the previous year. However, the 2018 results for the GCSE full course showed that overall schools were performing above the national average, but girls were significantly outperforming boys.

5.NASACRE Annual Conference 2019

SACRE received a joint report by the Chairman and Mark Plater on their attendance at the NASACRE Annual Conference 2019. The report was welcomed. For details about the conference see <https://nasacre.org.uk/conference-and-agm/2019>

6.Commission on RE (CORE): Final Report

During the November meeting SACRE received a PowerPoint presentation from WH regarding the above. She stated that the Commission had been set up to examine the place of RE in schools. The report took into account a number of factors including the changing religious landscape of the UK. It proposed making changes to RE to make it more fit for purpose. WH went through the main recommendations and members discussed some in detail, e.g. a national entitlement for schools, a new role for SACRE and a possible review of the right of withdrawal. Members commented on a range of issues, including the effects of social media on RE, the need for pupils to be aware of a range of worldviews and the importance of ensuring that teachers had as much information as possible to enable them to meet the changing needs of all pupils.

In March 2019 WH updated SACRE on the response to CORE by the Rt Hon Damian Hinds, Secretary of State for Education. The government made the decision that no significant changes would be made at this time, mainly because of the need to reduce teacher workload and therefore most of the recommendations of the Commission would not be implemented.

7. Updates from the Diocese

SACRE received regular updates from the Diocesan RE Adviser, Gillian Georgiou (GG). These updates included the following information:

- Regarding curriculum design, the focus continued to be on the promotion of the 'Balanced RE' approach, particularly in light of Ofsted's renewed focus on a broad and balanced curriculum.

- The Diocesan Board of Education was providing training on the new agreed syllabus and schools were also being supported by new material being made available on the Diocesan Education website.

Funding was finalised for the second phase of 'RE Connecting Lincolnshire', a large scale project that aims to develop religious literacy for pupils, teachers and parents. The second phase of the project included working with clusters of secondary and primary schools in both the East Coast region and Grantham areas and supporting schools in light of the new Statutory Inspection of Anglican and Methodist Schools (SIAMS) under Section 48 of the Education Act 2005).

From RE News (produced by Gillian Georgiou)

News from schools

Bishop King Church of England Primary School: Word mats

In a challenging and complex world of religion and belief positions, the key way in which RE can contribute to a child's education is to help them develop confident religious literacy. In order to do this, they need the language that will enable them to communicate about matters of religion, belief and different ways of looking at the world. In this school, staff have been focusing on helping pupils, many of whom have English as an additional language, to develop the technical language they need to develop religious literacy. Nicki Knapp, the RE subject leader, has focused on developing word mats for pupils to use during RE lessons. These word mats ensure consistency across classes and help pupils identify and embed key terms that underpin RE subject knowledge and understanding.

Ellison Boulters CE Academy: Encountering Sikhism

By a pupil:

'On May 22nd, me and my fellow pupils in Ellison Boulters' year 5 and 6 participated in a Sikh Langar Experience. Firstly, to show respect, we removed our shoes and socks and washed our hands. We were split into two groups of servers and those playing the role of people going in. As servers, we had to wear vibrantly coloured headscarves and treat our customers with respect. Next, Mrs Sagi, who was born in India, demonstrated how to make chapattis, helped by her son (Pranav) one of our class mates. After that, the food was served by the helpers. We had potato curry and chapattis. We then listened to a well-known Sikh story, 'The King and the Guru', which taught us that everyone entering a langar should be treated equally, a strong belief for Sikhs as taught by the Gurus. After the brilliant story we watched a film of a Sikh man going to the Golden Temple where tens of thousands of meals are served every day in the langar. All of our teachers dressed up as if they were helping out at the langar. All food is free and if you are homeless and cannot afford a meal you can go to the Gurdwara where the langar is. The langar taught us to respect and treat others with equality, no matter how rich or poor they are. We were grateful for our food as people had given up their time to provide us with a spectacular experience. The langar was an amazing experience which I will never forget through my school life!'

Little Gonerby Church of England Infant school: I Wonder...?

Years 1 and 2 Children at Little Gonerby CE Infant school in Grantham are able to enjoy a weekly club entitled 'I wonder...?' which is led and planned by Mrs Jennie Fytche who is a school's worker for Grantham Christian Ministries Trust. This project

aims to provide an opportunity in a creative safe space for children to have fun and explore Christian beliefs through the stories of the Christian faith. Each week the children experience a story from the Bible in the style of a Godly Play group storytelling, with some individual response and group discussion. Following this, children are invited to use craft materials during their reflection time to explore the story further. Children are invited to ask and answer big questions and respond to what they have heard. The responses of the children are often quite profound as the experience of the Bible is explored and meaning formed reflectively. This lunchtime club provides a multi-sensory approach to learning, it develops language and communication skills and provides everyone with an opportunity to speak to be listened to. It is a time for reflection, where time is given to learn.

Long Bennington CE Primary School

During 2019 pupils in years 4 and 5 engaged with Christianity and Hinduism in RE lessons. In year 4, pupils learnt about the key concepts of dharma, karma and moksha in Hinduism. To help them make connections between these concepts and Hindu practice, they played a special version of snakes and ladders. This helped them explore the idea of duty (dharma) and think about the consequences of actions (karma) that do or don't fulfil a person's duty. In year 5, pupils used the Understanding Christianity resource to investigate key concepts in Christianity and think about how they impact on diverse ways of living as a Christian. They particularly enjoyed engaging with the 'Big Frieze', an artistic representation of the 'big story' of Christianity. The RE subject leader, Lindsey Kirkham, recorded the pupils' thoughts, for example:

"In the panel about the Incarnation, I think it shows that Jesus' death is more important than his birth because the picture of the stable is smaller than the picture of the cross."

"In the panel about Gospel, I can see a plaster in shape of cross—I think this means that Jesus helps make the world better."



RE Quality Mark (REQM)

Barrowby Church of England Primary School was awarded the Gold level of the REQM.

RE Statement of Entitlement (2019)

Along with the new SIAMS Evaluation Schedule, 2019 saw the publication of an updated Statement of Entitlement for RE. This document sets out the expectations of RE in church schools; it emphasises the ways in which effective RE can help prepare children and young people for "life in all its fullness" (John 10.10), as well as fostering a respectful attitude towards human dignity, difference and diversity. The SIAMS Evaluation Schedule draws on the Statement of Entitlement to set out its description of effective RE in church schools. In a church school, pupils and parents can expect that RE will have a high priority within the broad and balanced curriculum. This needs to be modelled by senior leadership teams, including school

governors, who can clearly articulate the ways in which effective RE contributes to the whole school curriculum and the ways in which it can help the school community move towards realising its vision.

8.Ofsted update

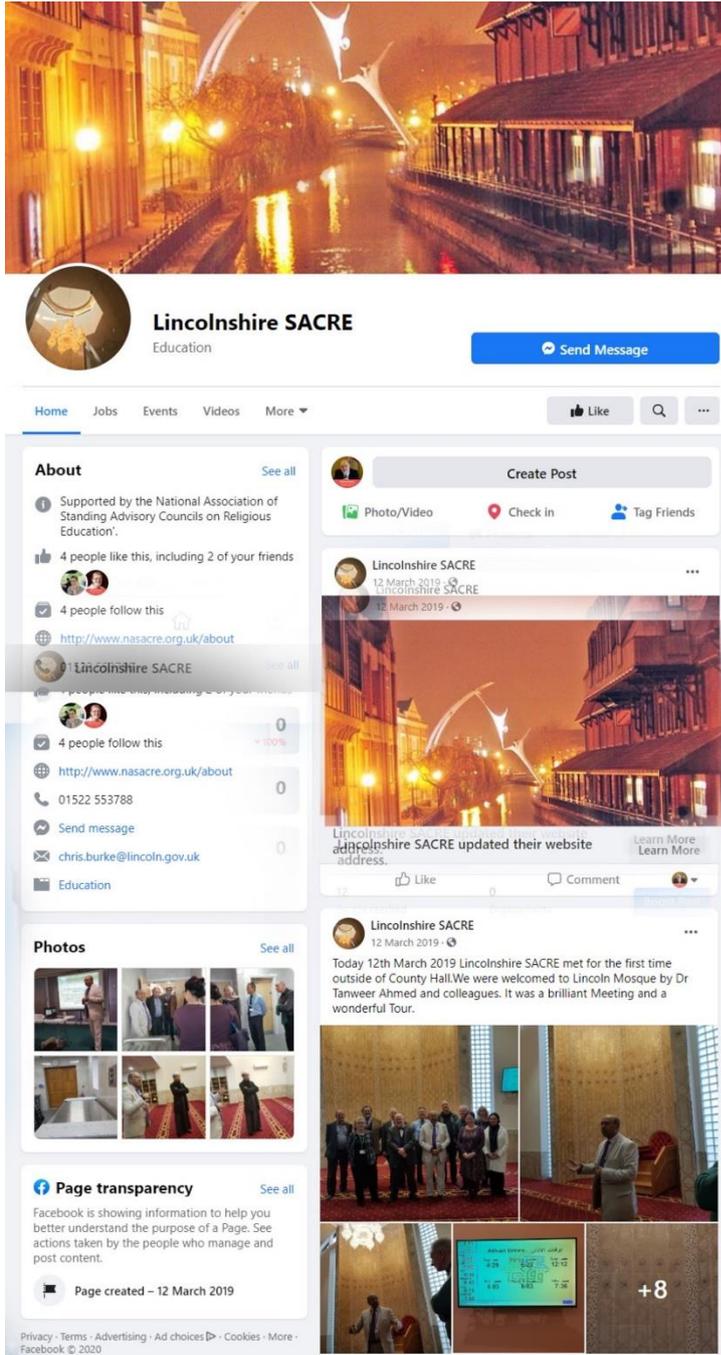
WH updated members on the proposed new Education Inspection Framework (EIF) for Ofsted (September 2019) which would have a focus on the 'wider curriculum', including RE. In recent years there had been an emphasis on data and achievement in maths and English. RE was mentioned several times in the new EIF and schools were reminded of their statutory obligations. SACRE had a responsibility to follow up issues around compliance and could challenge schools if necessary. WH drew members' attention to a letter sent by NASACRE to the DfE this year outlining issues around compliance.

9.LA RE Adviser: School visits

WH stated that since the completion of the 2018 agreed syllabus she had been able to re-engage with school visits. Approximately thirty schools had responded to a flyer outlining her offer of support. In addition, schools could also request help from the Diocese which meant that they were being well supported with the implementation of the new syllabus. WH provided members with details about the schools she had visited – these included academies and independent schools.

During the March meeting WH stated that SACRE had between £5,000 and £6,000 available to spend in the financial year 2019/20. Members welcomed this and agreed that it would seem reasonable to spend at least £2,000 on resources to support WH in her visits to schools and CPD. It was also agreed that the funds should be used to fund attendances at conferences; the payment of expenses to members for attendance at SACRE meetings and events to promote the work of Lincolnshire SACRE. Following that meeting WH reported that she had been able to purchase a range of resources, including artefacts and books which would support teacher training and visits to schools.





10. SACRE and Facebook

During the March and July meetings the Chairman stated that he had set up an initial Facebook page for Lincolnshire SACRE. Discussions took place about the use of Facebook to publicise the work of SACRE. Examples were given of the type of information which might be shared, including photographs. Members' views were sought, including whether access should be open or by invitation. It was agreed that schools and faith communities needed to be better informed about the role of Lincolnshire SACRE.

11. 2019 Examination Results

Statement from the REC (Religious Education Council): 2019 Examination results²

The number of pupils in England and Wales taking GCSE Religious Studies (RS) Full Course has fallen for the third year in a row, down 1.6% against 2018 to 237,862.

² <https://www.religiouseducationcouncil.org.uk/news/religious-studies-gcse-entries-fall-despite-popularity-among-pupils/>

In addition, the number of pupils in England and Wales taking the short course GCSE in RS has fallen even more sharply, down 19.7% from last year to 27,384. RS remains by far the most commonly taken Short Course GCSE, accounting for 94.4% of all Short Course GCSEs taken in England and Wales.

The decline is greater in Wales than in England. In England the number of entries for GCSE RS Full Course has fallen by 0.6% to 227,913. In Wales the equivalent figures are down by 20.8% to 9,949.

When the entries for the Full Course and Short Course GCSE are combined, the picture is of significant decline in the number of pupils taking a qualification in RS. Entries for GCSE RS (combined Short and Full Courses) in England and Wales peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4.

The long term picture is more positive for the Full Course GCSE where there has been strong growth in the number of entries for most of the last decade. In 2009 there were 170,303 entries for RS in England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline since this peak, the number of pupils receiving a Full Course GCSE in RS is still 39.7% greater than in 2009.

All schools, including academies, have a legal requirement to provide RE to all pupils at all key stages, but today's figures, together with the government's own school workforce data, suggest that this is not sufficient to ensure that all pupils in England get to study the subject at key stage 4. A key driver of this behaviour is almost certainly the fact that 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. At a time when greater religious literacy is even more necessary than ever before, the decline across England and Wales in pupils taking GCSE RS 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.

The key outcomes in 2019 are as follows:

- There were 237,862 entries for the Full Course in GCSE RS, a fall of 1.6% from 2018 (241,749)
- There were 27,384 entries for the Short Course in GCSE RS, a decline of 19.7% from 2018 (34,087)
- There were 265,246 entries for GCSE RS (combined Short and Full Courses), a decline of 3.8% from 2018 (275,836). Entries for GCSE RS peaked in 2011 at 461,795. Today's figures show a decline in entries of 42.6% in eight years with almost 200,000 fewer pupils achieving a qualification in RS at the end of KS4.
- 29.8% of entries for the Full Course in GCSE RS were awarded at least an A or a 7
- 23.5% of entries for the Short Course in GCSE RS were awarded an A or an A*

Comment from Rudolf Elliott Lockhart, Chief Executive, Religious Education Council of England and Wales (REC):

'Today's figures show the long term impact in England of reforms introduced when Michael Gove was Secretary of State for Education. The exclusion of Short Course GCSEs from the performance indicators by which schools are monitored, coupled with RS not being included in the Ebacc, has had a disastrous impact on RS at GCSE. There are now almost 200,000 fewer key stage 4 pupils studying for a qualification in RS than there were in 2011. This is particularly distressing given how popular the subject is with pupils and how relevant it is in today's world. Last year the independent Commission on RE offered proposals for how to secure the future of RE that had widespread support from stakeholders across education. It is time that the Government engages fully with the recommendations and for it to take action to support high quality RE for all pupils in all schools.'

As former Education Secretary and architect of the original GCSE, Lord Kenneth Baker, pointed out earlier this week, the narrowing of the curriculum is a damaging trend that the current Government needs to urgently address before it leads to a generation of young people whose education and prospects are severely weakened.'

GCSEs: The new grading system

The present scale is aligned to key grades on the old A* to G scale. Grades 9, 8 and 7 are *broadly equivalent* to an A* and A. Grades 6, 5 and 4 are in line with B and C grades. A grade 3 would be broadly similar to a D grade, with 2 and 1 taking in grades E, F and G. There is still a U - ungraded - mark.

Grade 4 will be known as a 'standard pass'. Grade 5 will be known as a 'strong pass' and will be equivalent to a high C and low B on the old grading system.

Lincolnshire results

GCSE Full Course

Number of entries: 2391(1444 girls, 947 boys) compared to 2245 in 2018. This does not reflect the national picture, which shows a decline in entries.

	National 2018: %	Lincs: 2018: %	National 2019: %	Lincs 2019: %		
9-5						
All	60.4	65.0	61.1	59.0		
Girls	68.6	75.0	68.9	70.0		
Boys	50.8	50.0	51.8	42.0		
9-4						
All	71.9	77.0	72.6	73.0		
Girls	79.0	86.0	79.3	82.0		
Boys	63.5	65.0	64.5	58.0		

Results at 9-5: Results for Lincolnshire schools in 2019 show a decline since 2018, for all pupils and girls and boys separately. Results are lower than the national average overall, but with girls achieving above. Girls also out-performed boys, which reflects the national picture.

Results at 9-4: Overall, results were in line with the national average, with girls performing above and boys below. Results show a decline on 2018.

Schools achieving above national average (61.1%) at 9-5

1. Bourne Academy: 67.5
2. Bourne Grammar: 83.5%
3. Boston high School: 88%
4. Caistor Grammar School: 93%
5. Caistor Yarborough Academy: 100% - *entries:1*
6. Gainsborough The Queen Elizabeth's High School: 97.5% - *entries: 19 girls, 3 boys*
7. Grantham and Kesteven & Grantham Girls' School: (97%)
8. Grantham The King's School: 81%
9. Grantham Walton Academy: 95%
10. Horncastle Queen Elizabeth's Grammar School: 93%
11. Kesteven & Sleaford High School Selective Academy: 83%
12. Lincoln Christ's Hospital: 82%
13. North Hykeham Sir Robert Pattinson Academy:100% - *entries:1*
14. Queen Elizabeth's Grammar School Alford: 77%
15. Skegness Grammar School: 90%
16. Somercotes Academy: 100% - *entries: 9*
17. Spalding High School: 95%
18. St George's Academy: 62%
19. William Farr CE Comprehensive School:74%

GCSE Short course

No national data available

	Lincs 2019				
9-5					
All	23.0				
Girls	39.0				
Boys	11.0				
9-4					
All	34.0				
Girls	52.0				
Boys	19.0				

A and AS Level

From the Religious Education Council (REC), August 2019³

The growing number of secondary schools in England and Wales that are failing to provide RE to all pupils until the age of 16 is continuing to have an impact on RS A-level entries. While the reduction in the number of students taking an RS A-level examination in England and Wales slowed this year, the number of entries has declined significantly since its peak in 2016. Figures show a drop of 5.1% in 2019 and 22.8% in 2018. The decline comes in the context of a smaller cohort of 18-year-olds this year and an overall reduced number of A-level entries across all subjects. Nonetheless, the number of schools failing to provide RE at Key Stage 4 has been increasing. The latest data from the Department for Education's School Workforce Census suggest that a third (33.4%) of all schools are failing in their legal duty to offer the subject, which in turn has consequences for A-level entries.

The figures are an indication that RE remains vulnerable and that the Government should engage further with the recent recommendations for change from the Commission on RE. The key outcomes of the 2019 A-level results in England and Wales for Religious Education are as follows:

- 17,490 RS A-level entries were recorded, a small decrease of 5.1% on 2018. Much of this decrease is explained by a decrease in the number of 18-year-olds in England, Wales, and Northern Ireland of 2.9%.
- Despite the decrease in entries for RS, there are still 57% more entries than in 2003 (11,132 entries were recorded in 2003).
- The 5.1% decrease in entries for RS is considerably smaller than equivalent figures for many other subjects such as English Language (down 21.8%), English Literature (down 7.8%), Further Maths (down 10.0%), and Drama (down 9.4%).
- The increase of 57% in the number of entries for RS A-level since 2003 is greater than equivalent changes over the same period for such as Geography (down 1%), Law (down 6%), and History (up 23%). Among arts, humanity or social science subjects, only Sociology (up 58%), Economics (up 77%) and Political Studies (up 114%) have seen stronger growth since 2003.
- Entries for RS A-level have declined since a peak of 24,849 in 2016, although this year's decline in entries of 5.1% is considerably less than the equivalent figure of 22.8% last year.
- 5% of entries for RS A-level were awarded an A or an A*.
- There were 3,911 entries for RS at AS-level, a decrease of 35% on 2018, this reflects the decline across all subjects where the number of AS entries fell by 49% across England and Wales.

The decline in entries for RS A-level adds further evidence to the case for action to secure the future of RE as a subject for all pupils in all schools. The Commission on Religious Education published its final report in 2018 making recommendations for changes that have so far only been partially taken up by the Government.

The decline in entries comes after warnings in recent years of insufficient action to support the subject. In 2017 the REC and NATRE published analysis based on data

³ <https://www.religiouseducationcouncil.org.uk/news/a-level-results-day-2019/>

from the Department for Education showing that 28% of secondary schools in England report that they are not meeting their statutory obligation to teach RE.

The reduction in entries is surprising given that RS at A-level continues to be a favourable gateway to university and jobs. The importance of RS A-level as a subject for Higher Education entry and for graduate recruiters is increasingly recognised by independent bodies. The Russell Group of top universities has made it clear that RS A-level provides 'suitable preparation for entry to university generally', and both Oxford and Cambridge University include Religious Studies in the top level list of 'generally suitable Arts A-levels'.

The drop in the number of pupils taking A-level and AS-level Religious Studies is all the more concerning at a time when there is a shortfall in recruitment for teacher training in RE in some areas of the country. Evidence collected by NATRE) suggests that headteachers are finding it increasingly difficult to recruit RE specialists.

Comment from Rudolf Elliott Lockhart, Chief Executive, Religious Education Council of England and Wales (REC):

'Although today's figures are less alarming than last year, and overall A-level entries are significantly higher than they were there 15 years ago, we are nevertheless witnessing an ongoing decline. This is, in our view, a direct impact of the increasing number of schools – now around a third – that are failing to meet their legal obligation to provide RE to all pupils up to the age of 16. This makes the need for a National Entitlement to Religion and Worldviews, as recommended by the Commission on RE in its report last year, even more pressing. With swift Government action, it can make a significant impact and ensure more pupils benefit from important preparation for life in a multicultural Britain and a globalised economy.'

Lincolnshire results

	2017	2018	National 2019	Lincs 2019
AS level	A*- C	A*- C	A*- C	A*- C
All	82%	80%	75.9	48%
A level				
All	69%	74%	63.6	79%

Please note: AS entries – numbers very low (9)

A more detailed analysis of all examination results is always presented to members during the summer term meeting.

Appendix: SACRE Membership 2018-19

Committee A: Christian and Other Religious Denominations

Neville McFarlane BEM, Chairman, Salvation Army *(July 18)*

Cllr Chris Burke MBA, Roman Catholic Church *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Peter Crosby, Baptist Church *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Lynette Gaylard, Ground Level Network of Churches in Lincolnshire *(July 18)*

Amanda Grant, Jewish Community *(Mar 19) (Jul 19) (Nov 19)*

Andrew Hornsby, Methodist Church *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Claire Simons, Salvation Army *(Jul 19) (Nov 19)*

Swathi Sreenivasan, Hindu Community *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Dr Tanweer Ahmed MBA, Islamic Association of Lincoln *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Chris Rose, Society of Friends *(July 18) (Nov 18)*

Sian Wade, Assemblies of God Pentecostal *(Nov 19)*

Robin Young, Jewish Community *(July 18) (Nov 18)*

Committee B: Church of England

David Clements *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Cherry Edwards OBE *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Lynsey Norris *(Jul 19) (Nov 19)*

Mark Plater *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Committee C: Associations Representing Teachers

Catherine Williamson, NAS/UWT *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Elizabeth Moore, NAS/UWT *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Kay Sutherland, NAHT *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Sarah Thornton, NUT *(July 18)*

Committee D: The Local Authority

Councillor Bob Adams *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Councillor Jackie Brockway *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Councillor Mark Whittington *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Co-Optee

Jack Dryden *(July 18) (Nov 18) (Mar 19) (Jul 19) (Nov 19)*

Officers/Advisers in attendance

Steve Blagg, Clerk to SACRE

Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)

Gillian Georgiou (Diocesan RE Adviser)

Wendy Harrison (RE Adviser, Local Authority)

This page is intentionally left blank