

**ISLE OF WIGHT  
LOCAL AUTHORITY**

The Standing Advisory Council  
for Religious Education  
Annual Report

**SCHOOL YEAR 2018-2019**

## **Foreword by the Chairman**

It has been my great privilege to represent secondary schools on the Isle of Wight SACRE for a number of years now and, having been the Chair of the Isle of Wight SACRE for a year, I get to have the additional privilege of presenting our Annual Report. The Isle of Wight SACRE is a dynamic group who have a passion for and dedication to Religious Education. SACRE seeks to ensure all our schools offer the highest provision to enable our children and young people to explore their own lives and develop their own thinking based on engaging intellectually with a range of perspectives.

This year we have continued the important work of representing the Isle at the South Central Hub of SACRE's that meets in Winchester. Our monitoring group has been meeting regularly to evaluate the provision for RE in our schools and we have continued to work alongside the RE inspectors in Hampshire to ensure our young people have access to a challenging curriculum that suits their needs and helps them develop their own understanding of what it means to be religious or live a religious life.

We are pleased to report that in the last year a network for secondary school RE teachers has been established allowing more sharing of good practice and professional development for these teachers and new initiatives, although in the early stages, are being developed, including a SACRE Youth Voice group made up of secondary age children from across the schools.

I would like to take this opportunity to thank all members of the Isle of Wight SACRE for their continued commitment to our children and young people. It really is a pleasure to get to meet and work alongside so many passionate people who give up their valuable time to support the continued development of RE in order to enable our children and young people to experience religion in a way which has meaning to them. I have great pleasure in commending this report to you.

Beth Feltham

## **SACRE's Role**

Local Authorities have been required since 1988 to establish SACREs.

### **SACRE:**

- Is responsible for advising the Local Authority in matters concerning the teaching of Religious Education and Collective Acts of Worship. It also has a monitoring role in this subject.
- Decides on applications for determinations of cases in which requirements for Christian collective worship is not to apply. (Never been called upon to do so on the Island.)
- Can require the LA to review its Agreed Syllabus.
- Is required to publish an Annual Report of its work

SACRE should reflect broadly the proportionate strength of religions or denominations in the area. \*

\* **See Annexe 1 for Membership**

### **Context of this Annual Report**

The SACRE Annual Report is in two parts. First concerning provision made during this period to implement Living Difference III and ensure RE teaching across the Isle of Wight is according to the Agreed Syllabus. This includes analysis of 2018 GCSE data and reflection on the provision of religious education at Key Stage 4 across the Island. Data for 2019 has not yet been received for analysis or discussed by SACRE at the time of this report (November 14<sup>th</sup> 2019).

The second part of the report concerns the well-being of SACRE itself.

## **Agreed Syllabus**

***Living Difference III*** was adopted as the Agreed Syllabus for Religious Education on the Isle of Wight in January 2017. Much work has continued through the period of this Annual Report to ensure there continues to be provision for training head teachers and senior leaders as well as ongoing provision for development among subject leaders in all phases of education. ***Living Difference III*** continues to be well received in schools and professional development opportunities available to support schools in their consistent implementation of the syllabus.

SACRE professional adviser and HIAS inspector/advisers enable SACRE to monitor the effectiveness of the Agreed Syllabus in various ways.

## **Implementation of *Living Difference III***

Significant progress has been made during this reporting period in ensuring there is more consistent provision for RE in Isle of Wight secondary schools, especially at key Stage 3. For the first time in many years, during 2018/19 academic year, a regular network for secondary RE heads of department has been organised and funded. There has been excellent attendance at these meetings, bringing together secondary RE teachers across the Island to plan together and share good practice. This network meeting, run by SACRE's professional adviser, has been an opportunity also to discover where there are short comings in provision for RE in Isle of Wight secondary schools; thus, monitoring the implementation and impact of the Agreed Syllabus, *Living Difference III*.

As has been the case for several years, the regular Primary RE groups have continued to run once each term and have also been well attended. SACRE and the local authority working together are not able to be more certain that all schools are using *Living Difference III* well, and that there is progression through KS1, KS2 and onto KS3. Teachers in both primary and secondary schools are not becoming more confident with planning to *Living Difference III*. More examples of good practice are emerging, especially in primary schools.

The regular Primary Schools' network meetings support the formal training offer and introductory sessions for new subject leaders. RE support networks have continued to develop and evolve and is well attended. Teachers report that they find the inputs, and the opportunity to share good practice, invaluable. Guest speakers from different faiths have been very popular and teachers are given a better understanding of those faiths through the opportunity to question those living the faiths.

In October 2018 the first Isle of Wight RE SACRE conference for teachers was held in Newport. This was well attended by teachers (especially primary) and workshops were provided by SACRE members. Funding to support the conference was received gratefully from the Culham St Gabriel's Trust. SACRE has agreed to hold this conference biannually in October every other year.

## **Young people's access to Religious Education at Key Stage 4, including Isle of Wight GCSE performance in 2018.**

### **Background information**

- Religious Education (RE is statutory at Key Stage 4 (KS4). Many schools on the Isle of Wight have until recently entered all young people at this stage of their education for a formal qualification in Religious Studies. Formerly in some schools this was the 'Short Course'. However, the changes to accountability measures at KS4 from the Department for Education as monitored by Ofsted, there has been a change to teaching the Full Course or to teaching no examination at KS4. The impact of both EBacc and the Short Course no longer 'counting' for the school's benefit has resulted in significant change on the Isle of Wight at KS 4.
- Where young people are prepared for a GCSE course on the IoW it is now for the Full Course.
- The GCSE Full Course is planned to be taught in 120 hours.
- It is important to note that some schools have been attempting to teach RS GCSE in one lesson per week over two or three years. Usually in these schools, teachers are non-specialist teachers.
- The Specification for the RS GCSE was changed in 2016, for examinations first sat in 2018. This new course has more subject content to be studied and has new criteria for assessment.
- Schools which have the best results for RS are those which enable students to access the full amount of time recommended for the GCSE and to be taught by specialist teachers.

### **Overall findings**

- In 2018 70% of young people were entered for the Full Course RS GCSE. This was well above the 30% nationally. However, these entries were from just 4 of the Isle of Wight Schools. 2 schools did not enter any young people for the GCSE examination.
- The average point score for the Isle of Wight was 4.00 compared to 5.00 nationally. Students achieving 4+ was 55% on the Isle of Wight, as compared to the national figure of 70%. The lower achievement in RS GCSE overall is because of one school where all students were entered, and so able to access a good RS course at KS4 but were taught in less half the amount of required time.

### **Full Course GCSE Analysis and Commentary: -**

- Across the Isle of Wight there continues to be a wide disparity in achievement in RS GCSE school by school. This can be accounted for by the teaching time that is given to RS at GCSE.
- Achievement in most cases is on a par, or just below, national 4+ where there is adequate time given to teaching the GCSE and where it is taught by specialist teachers.
- It is continued to be strongly recommended to schools that students should be taught by RE specialist teachers or teachers who have access to on-going CPD in religious education at GCSE and that adequate time should be given to GCSE teaching, at least that which is recommended by the examination boards.

- Where GCSE is not taught at KS4, students must have access to a rich religious education curriculum that meets the requirements of the Agreed Syllabus and is at least ensuring schools meet the OFSTED requirements for religious education as set out in the appropriate Ofsted Inspection Handbook.
- SACRE is increasingly concerned that some young people on the Isle of Wight are not able to access their entitlement to high quality religious education at KS4.

### **Determinations**

There have been no applications for Determinations in Collective Worship during this past year. Nor have there been any complaints about Collective Worship.

### **Management of SACRE and Partnership with the LA and other Key Stake Holders.**

### **Attendance**

<b><u>October 2018</u></b>	
Committee A (Representatives of Religious Bodies)	80% (78% in 2017)
Committee B (Representatives of the Church of England)	25% (50% in 2017)
Committee C (Representatives of Teacher Associations)	25% (50% in 2017)
Committee D (Representatives of the Authority)	33% (50% in 2017)
<b><u>March 2019</u></b>	
Committee A	90% (66% in 2018)
Committee B	0% (25% in 2018)
Committee C	25% (75% in 2018)
Committee D	0% (25% in 2018)
<b><u>June 2019</u></b>	
Committee A	80% (22% in 2018)
Committee B	25% (0% in 2018)
Committee C	25% (50% in 2018)
Committee D	0% (25% in 2018)

### **Commentary**

1. SACRE Attendance is a concern among most groups apart from group A. The meetings in March and June 2019 were poorly attended and not quorate.
2. Although the original constitution states that there should be 4 Representatives of the LA, only 3 have been identified. SACRE was pleased to be informed of a new (second) elected member as a LA Representative, however, that member has never attended a meeting. Unfortunately, another member in that group has suffered from long-term illness which has prevented him attending.

SACRE was pleased to welcome a representative of the Quaker faith into group A and also an additional representative of the Buddhist faith. The latter will be taking the place of a potential retiring Buddhist representative.

3. SACRE has continued to meet in a variety of locations. Each meeting is preceded by a Reflection presented by volunteering members. This gives members the opportunity to be made aware of the views and perspectives of members of faiths other than their own.

During this year SACRE met at St Mark's Church, Wootton Bridge, The Bay Secondary School and County Hall. At the meeting at the secondary school, members were up-dated about the challenges of teaching RE and the pressures on curriculum time. Often schools do not consider RE as a priority subject and staff find it difficult to deliver the curriculum in the allocated time.

4. SACRE is grateful for the continuing support and advice given by the RE Inspectors from Hampshire. Their commitment to improving and developing RE is greatly appreciated. Their national involvements ensure they are able to bring SACRE completely up to date on current developments in Religious Education. Once again, evidence of this support can be seen in the detailed analysis of the Island's RE GCSE results reported to SACRE.
5. Unfortunately, the planned training for new members did not take place. This would also have been the opportunity for refresher training of experienced members. It was hoped to deliver this training on the Island.
6. SACRE's Development Plan is reviewed at each meeting and the latest version is attached here (Annexe 2). This enables SACRE to monitor if, and how, it's achieving its stated aims at supporting schools in RE.
7. The newly established "Monitoring Group" met twice in advance of SACRE meetings. This enabled the RE Inspector to give more, confidential, detail about individual schools, than is possible at full SACRE meetings.

The Clerk continues to act as a liaison between the Inspectors and the Island schools.

### **Funding**

SACRE continues to be well supported by the LA through an allocated budget.

The basic budget is £4000 per annum. The amount covers administration by an appointed Clerk and members' expenses as necessary.

## **Summary**

As last year, through continued links with Hampshire, SACRE has benefited from the support of the two Hampshire RE inspector/Advisers; one of whom is designated as the Professional Adviser to SACRE. Their expertise and advice continue to be invaluable in supporting SACRE fulfil its statutory duties.

A strength of the Isle of Wight SACRE is the membership of Group A, reflecting the variety of faiths active on the Island and in neighbouring communities. A representative of the Hindu faith travels from Portsmouth to help and give advice. SACRE is still seeking a member from the Methodist community.

The Clerk continues to act as a link between SACRE and schools and representatives of different faiths. SACRE members are engaged with visiting schools as well as supporting training for teachers. Church of England Diocesan networks also run on the Isle of Wight for subject leaders in Church Schools. Some of these teachers also attend the LA network meetings. All schools are teaching the Locally Agreed Syllabus Living Difference III.

The Isle of Wight SACRE continues to have a strong sense of team spirit, commitment and cooperation. Meetings are held in an open, frank, manner. The four groups of SACRE ensure SACRE is able to meet its statutory responsibilities



## Annexe 1

### SACRE Membership

#### Committee A

##### **Members representing the “Free Churches”**

Mrs Sue Cox

##### **Two members representing the Roman Catholic Church**

Sister Stella Kelly

Mrs Alison Burt

##### **Co-opted members representing non-Christian faiths**

Dr. Lionel Alexander	(Jewish faith)
Mr. David Downer	(Buddhist)
Mrs Anne Sechiari	(Buddhist)
Mr Praful Thaker	(Hindu)
Mr Simon Bligh	(Humanist)
Mrs Norma Corney	(Baha'i)
Mr Ebrahim Jeewa/ Mr. Abdul Basith	(Muslim)
Mr David Harrison	(Quaker)

#### Committee B (4 members in total)

##### **Representing The Church of England**

Ms Diane Walsh

Reverend Sue Paterson

Ms Vicky Bridle

Mrs Beryl Miller

#### Committee C (4 members in total)

##### **Representing the teachers of the Isle of Wight. Nominated by appropriate groups.**

Secondary	Miss Beth Feltham	Sandown Bay Academy
Primary	Mrs Kirstie Thomas	Cowes Primary School
Special	Mrs Hannah Bowkis	Medina House
Headteacher	Mrs Nicki Mobley	All Saints CE, Freshwater

#### Committee D (4 members in total)

##### **Representing the Local Authority. Two elected Members. Two nominated by the Director of Education (To be resolved)**

Cllr Debbie Andre

Cllr Brian Tyndall

Mr. Stuart Brenchley Christ the King College

#### In attendance

Harry Kirby Clerk/Coordinator

Dr. Patricia Hannam RE Inspector (Secondary)

Justine Ball RE Inspector (Primary)

## Annex 2

### low Development Plan

**Isle of Wight SACRE 3 year Action Plan for SACRE 2018, 2019 & 2020** to be reviewed at each monitoring group meeting and progress reported to each SACRE meeting through Monitoring Group Report. SACRE review Action Plan annually as part of annual report

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
<b>1.</b>	<b>Maintaining SACRE Effectiveness and Leadership</b>				
1.1	SACRE to meet once each term and be quorate	SACRE Professional Adviser and SACRE Clerk	Once each term	For Isle of Wight SACRE to be effective	
1.2	Representative appointments to all four groups of SACRE to be in place	SACRE Professional Adviser and SACRE Clerk	When necessary	For Isle of Wight SACRE to be effective	
1.3	Introductory training offered to new SACRE members	SACRE Professional Adviser	When necessary	For Isle of Wight SACRE to be effective	
1.4	Regular training offered to all SACRE members regarding new national initiatives relevant to RE	SACRE Professional Adviser	When necessary	For Isle of Wight SACRE to be effective	
1.5	SACRE Members appointed to attendance South Central SACRE RE Hub once each term and NASACRE AGM and other events as deemed fitting by SACRE	SACRE Professional Adviser SACRE Chair and Vice Chair and SACRE Clerk	Various	For Isle of Wight SACRE to be effective and take active part in NASACRE and SACRE events in the region	
D 1.6	SACRE engage in monitoring Collective Worship across the county and identify examples of best practice in secondary, primary and special schools	Monitoring Group with SACRE Professional Adviser & SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Isle of Wight SACRE to be effective	

	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
1.7	SACRE monitor withdrawal from RE and Collective Worship and develop guidance for IoW schools	Monitoring Group with SACRE Professional Adviser & SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Isle of Wight SACRE to be effective	
<b>No.</b>	<b>Actions</b>	<b>Who</b>	<b>Target completion date</b>	<b>Intended outcomes</b>	<b>Status and RAG rating</b>
<b>2. Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III</b>					
2.1	Monitoring Group to meet once each term and report to each following SACRE meeting	SACRE Clerk and SACRE Professional Adviser with SACRE Monitoring Group	Once each term	For Isle of Wight SACRE to be effective	
2.2	Monitoring visits to take place in schools	SACRE Clerk and SACRE Professional Adviser with SACRE Monitoring Group	Once each term	This and other data (e.g. annual ascertain provision of RE in Isle of Wight Schools & overall findings presented to SACRE	
2.3	Monitoring and reporting of GCSE results	SACRE Monitoring Group and SACRE Professional Adviser	Once each year	Verified results to have been considered by Monitoring group once each year and findings presented to SACRE	
2.4	Monitoring in-service Professional Educational opportunities attended by teachers: (i) Feedback from teachers on need (ii) Uptake of IoW RE Networks and other Hampshire courses (primary and secondary and special)	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of data including feedback from teachers on courses undertaken by inspector/Advisers	
2.5	Monitoring group reporting on Ofsted Visits to Isle of Wight Schools mentioning or inferring messages about religious education	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of information from Ofsted inspections of Isle of Wight Schools	

3.4	Ensure a rolling programme of briefing for head teachers and separately for governors regarding Living Difference III across the Isle of Wight	Isle of Wight Inspector/Advisers	ongoing	For Isle of Wight teachers at all stages of their careers to have access to high quality appropriate professional education opportunities	Status and RAG rating
<b>No.</b>	<b>Actions</b>	<b>Who</b>	<b>Target date</b>	<b>Intended outcomes</b>	
<b>Resourcing Living Difference III</b>					
4.					
4.1	Ensure teachers in primary, secondary and special schools have access to resources to support the teaching of Living Difference III	Isle of Wight RE Inspectors/Advisers, Isle of Wight Curriculum RE Centre manager and SACRE members and teachers	Progress on these elements reviewed annually by Monitoring group	Relevant publications available for teachers at all key stages to enhance the teaching of RE with Living Difference III	
4.4	Review KS4 provision in secondary schools especially non examination courses in light of developments with GCSE	Isle of Wight County RE Inspector/Adviser		Ensure all young people have access to Good Quality RE at KS 4 and able to receive their entitlement for RE.	
<b>SACRE Youth Voice</b>					
5.					
	Development of SACRE Youth Voice	Inspector/Advisers, SACRE Chair and members	Ongoing through the period of this development plan		
5.1	Summer SACRE Youth Voice conference to take place	Inspector/Advisers, SACRE Chair and members	Summer 2019		

2.6	Monitoring group reporting on other HIAS visits made to schools revealing information about RE	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of information from HIAS school visits to Isle of Wight Schools	
2.7	Monitoring withdrawal from RE and Collective Worship through annual questionnaire – ensuring that this is received in schools by the right person to complete	SACRE Clerk and SACRE Professional Adviser with SACRE Monitoring Group	Once each year	Analysis of questionnaire reported to SACRE	
<b>No.</b>	<b>Actions</b>	<b>Who</b>	<b>Target completion date</b>	<b>Intended outcomes</b>	<b>Status and RAG rating</b>
<b>3. Meeting training needs of Isle of Wight teachers and school leaders</b>					
3.1	Review professional education offer through a questionnaire to teachers	Isle of Wight Inspector/Advisers	Autumn term 2018	Identify and meet any gaps in current professional education provision	
3.2	Be aware of professional education offer across partner and neighbouring SACREs	Isle of Wight Inspector/Advisers	ongoing	Identify and meet any gaps in current professional education provision	
3.3	Support on-going development of an annual pattern of professional education for: <ul style="list-style-type: none"> <li>(i) New RE leaders in primary schools</li> <li>(ii) Experienced RE leaders in primary schools</li> <li>(iii) NQT, HoD and other specialist courses</li> <li>(iv) Courses for non-specialist secondary teachers of RE</li> <li>(v) special education teachers</li> <li>(vi) Subject booster opportunities available</li> <li>(vii) Governor training</li> </ul>	Isle of Wight Inspector/Advisers	ongoing	ensure pattern of professional education is relevant and well timed	

## Annexe 3

### Isle of Wight Survey into Withdrawal from Collective Worship and RE

A survey was issued on the 20 April 2016 on withdrawal. The aim was to find out what the current situation was with requests for withdrawal. This was the first time such a survey has been undertaken, it was sent out to Island schools across the following categories:

Infants, Junior, Primary, Secondary, Secondary with 6<sup>th</sup> form and Special schools (who reported under the heading of Primary schools). The breakdown of the schools that replied to the survey was as follows:

18 schools replied out of a total of 51 schools (35% return rate). The number of children on roll in these schools was 5,784.

Of these: 66.67% were Primary

11.11% were Secondary KS3 and 4

22.22% were Secondary with 6<sup>th</sup> form

3.3 The first question asked was “Has your school received any requests for withdrawal from Collective Worship in the last two years?”.

8 schools said yes they had received a request (44.4% of the schools replying to the survey) and 8 went on to give a very brief comment.

The comments mentioned that in all cases except 1 the reason given was that the family were Jehovah’s Witnesses.

3.4 The second question asked was around requests for withdrawal from RE in the last two years. 7 schools ((38.89% of the schools replying to the survey) stated that they had received such a request. 7 schools went on to give a brief comment. All stated that the reason given for withdrawal was that the family were Jehovah’s Witnesses.

3.5 In conclusion the number of children withdrawn from Collective Worship was given as 22 and 9 for RE out of the total of 5,784 children on roll. it is not clear if these numbers are a complete or partial withdrawal.

3.6 It has been a worthwhile exercise and it is recommended that this should become an annual survey in the school year.