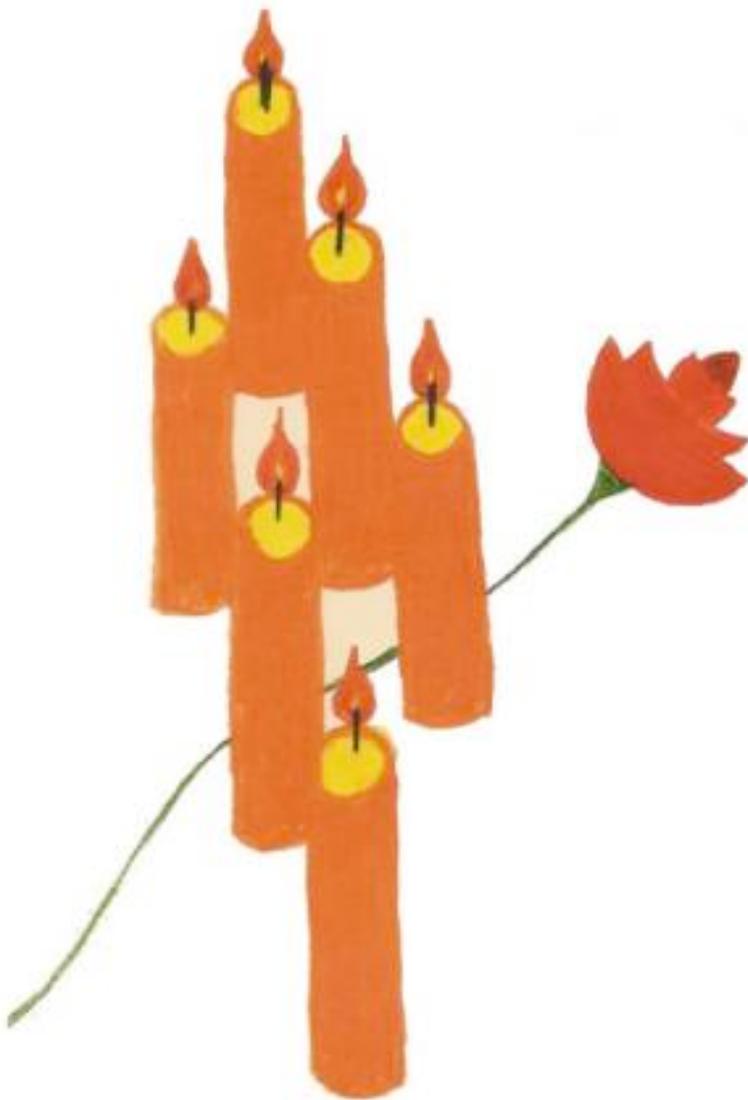


North Somerset  
Standing Advisory  
Council on  
Religious  
Education (SACRE)

19th Annual  
Report  
2014 – 2015



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## FOREWORD

Welcome to the 19th Annual Report.

It is encouraging to see yet another year with excellent exam results. I am also pleased to report an improvement in exam grades compared with last year. I congratulate staff and students and thank them for all their efforts in this achievement.

Sadly the predicted decline in short course take-up has continued as a result of the exclusion of RE from the EBacc. However, entry to the full course has held at previous levels with ten participating schools. Significantly, numbers completing the A level course rose dramatically by 51 percent - an all-time high of 65 students. This level of interest demonstrates that RE remains of relevance to the secondary school curriculum.

Importantly, Ofsted has had a renewed interest in RE provision largely as a result of national concern and debate regarding radicalisation, extremism and social cohesion. The latter was a theme of the South-West Area SACREs' annual conference attended by our SACRE members. Developments at national and regional level have indeed kept the SACRE and Associate Adviser very busy during the year together with planning the five-year review of North Somerset's locally agreed syllabus, Awareness, Mystery and Value (AMV). It is anticipated that changes will not be major. A consultation process has been agreed which aims to ensure that the syllabus remains responsive to the changing RE landscape particularly in relation to approaches to assessment.

The SACRE agreed to provide support to schools to work towards the Religious Education Quality Mark (REQM). Trinity Anglican Methodist Primary School and Worle Village Primary School are congratulated on achieving a gold and silver award respectively.

I am very grateful to our Associate Adviser, Dave Francis, for his advice and guidance in supporting the smooth running of the SACRE. His tireless working and expertise has been critical in meeting a challenging workload during the year.

I would also like to thank members of the SACRE, Leo Taylor and Tim Nelson, Democratic Services Officers, for their commitment and support in helping to ensure children in North Somerset receive quality RE provision.

Tony Moulin

**Councillor Tony Moulin**

**Chairman**

North Somerset Standing Advisory Council on Religious Education

## 1 STANDARDS AND QUALITY OF RELIGIOUS EDUCATION (RE) PROVISION IN NORTH SOMERSET SCHOOLS

SACRE monitors and evaluates the quality of teaching and learning in religious education, through analysis of examination results, discussions with teachers and visits to schools by the Associate Adviser for RE and other school improvement service advisers.

During the year this work was further promoted at termly cluster and network subject meetings as well as various conferences for Continuing Professional Development (CPD) as indicated in this report.

SACRE was pleased to support two schools in applying for the RE Quality Mark and was delighted to hear that *Trinity Anglican Methodist Primary School* had received a Gold Award and *Worle Village Primary School* had received a Silver Award. The diocese of Bath & Wells and SACRE had each contributed £200 towards the assessment of these schools.

### (a) Evidence from School Self-evaluation in RE

In order for SACRE to gain such information about RE and collective worship in North Somerset schools, SACRE has begun to send a short survey to a proportion of schools on a rotational basis each year.

In 2015, the first complete cycle of SACRE questionnaires was completed. All 74 North Somerset primary, secondary and special schools have had at least one opportunity to complete the survey. At the time of writing, replies had been received from 26 of these schools (35%). These responses were from two community infant schools, one community first school, six community primary schools, five voluntary controlled primary schools, five voluntary aided primary schools, one church primary academy, two community secondary schools and four secondary academies. All bar three of these were providing an average of at least 50 minutes of RE on the timetable each week. In terms of a budget for RE, seven schools said that they had no budget but could request money as needed, seven provided at least £1.50 per pupil for RE resources and only one less than 50p.

Only two schools (a community primary and a secondary academy) reported that one or two pupils were being withdrawn from *all* of RE by their parents, and only one school (a community primary) reported that one or two pupils were being withdrawn from *part* of the RE programme.

Eight of the schools reported average levels of attainment in RE and 16 above average. Only two schools (both VA primaries) reported that attainment was high in relation to expected levels. None of the schools reported that attainment was low overall. In terms of the standard of progress and learning in RE, four schools reported a need for improvement, 17 that standards were good and four (one VC primary, one VA primary and two secondary academies) outstanding.

All bar three schools (one community infant, one community primary and one VC primary) had an RE leader in place but there was a very mixed picture of continuing professional development (CPD) with 16 of the schools not engaging in any internal training for staff in the previous year. At the same time, all bar four of the schools

had organised training for at least one member of staff on a course external to the school during the year. No schools, however, reported that any teacher had received RE training of more than one day over the year.

All but eight of the schools had organised visits for pupils in the previous year, with six having conducted more than two visits. All but six had received outside visitors to contribute to RE lessons. All had built up their own artefact collections. 13 of the schools subscribed to RE Today, but only six had current membership of National Association of Teachers of RE (NATRE). Nine schools (35%) reported that they had no contact with an RE adviser (from the LA, Diocese or faith community) in support of RE during the year.

All the schools but one (a secondary academy) reported compliance with the agreed syllabus requirements in each year, though four (two community primaries, one community secondary and one secondary academy) reported that there was insufficient time for RE in some years.

## **(b) Evidence from Ofsted**

From September 2014 to July 2015 full OFSTED inspection reports were received on five community primary schools, four voluntary controlled (VC) church schools, one VC junior school, one church academy and two secondary schools in North Somerset.

Only three reports mentioned **religion** or **religious education**. At *Bournville Community Primary School* it was a pleasure to read that 'Pupils learn about tolerance and to respect other beliefs and communities during religious education lessons, ensuring that there is no discrimination of any kind in the school. Pupils experience cultural days at school, when they are joined by their parents in studying the range of religions and cultures found in Britain and the wider world.' At *Flax Bourton CofE VC Primary School*, it was noted that 'The curriculum provides very good opportunities for pupils to develop a range of skills, develop their understanding of global issues and enhance their respect for other faiths, religions and cultures. At *Nailsea Secondary School* inspectors noted that 'Assemblies and religious education lessons give many opportunities for students to reflect on cultural diversity, the importance of tolerance, respect and the rule of law. As a result, students are well prepared for life in modern Britain.'

There were several reports that mentioned good practice in providing opportunities for pupils' **spiritual development**. At *Bournville Community Primary School*, for example, it was noted that 'The school provides a stimulating curriculum that is highly successful in widening the pupils' experiences and promoting their spiritual, moral, social and cultural development.' At *Flax Bourton CofE VC Primary School*, it was noted that, 'Pupils' spiritual, moral, social and cultural development is effectively developed by a highly engaging curriculum, along with the rich and caring Christian ethos of the school.' *Kingshill Church School* was noted as 'a good, and rapidly improving, school where the pupils' spiritual, moral, social and cultural development and their academic progress are promoted equally successfully.' At *St Peter's CofE Primary VC Primary School*, it was noted that 'The school gives high priority to pupils' spiritual, moral, social and cultural development. As a result pupils develop into responsible, caring young people.' At *Nailsea Secondary School* inspectors

noted that 'The sharp focus throughout the school's work on the promotion of spiritual, moral, social and cultural development enables students to develop leadership skills and teamwork to excellent levels.'

### **(c) Examinations and Certificates**

This year there were 1,064 students entered for the **GCSE full course** in RS, 112 fewer than the previous year's record number of entries, with Backwell, Priory and Worle Schools entering nearly all their Year 11 students for the examination. Of the whole entry 72% gained A\*-C grades, an improvement on the previous year by nearly 2%. 48.4% achieved at least a B grade.

- **Backwell School** entered 242 students and 47.1% gained at least a B grade;
- **Broad oak Mathematics and Computing College** entered 35 students and 91.4% gained A\*-B grades;
- **Churchill Academy** entered 94 students of whom 63.8% gained A\*-B grades;
- **Clevedon School** entered 146 students of whom 47.3% gained A\*- B grades;
- **Gordano School** entered 33 students of whom 90.9% gained A\*-B grades;
- **Hans Price Academy** entered 18 students of whom 50% gained A\*-B grades;
- **Nailsea School** entered 8 students of whom 37.5% gained A\*-B grades;
- **Priory Community School** entered 228 students of whom 45.2% gained A\*-B grades;
- **St Katherine's School** entered 19 students of whom 68.4% gained A\*-B grades;
- **Worle Community School** entered 241 students of whom 34% gained A\*-B grades.

It was not possible this year to obtain information from North Somerset's statistics team on how many students entered the **GCSE short course** in religious studies.

65 students were entered for '**A**' level Religious Studies, 22 more than the previous year. 26 of these achieved an A\*-B grade (six from Backwell, two from Churchill, four from Clevedon, nine from Gordano, three from Nailsea and two from Weston College).

Just three students were entered for '**AS**' Level RS this year. One from Gordano achieved B grade, one from St Katherine's achieved a C grade and one from Churchill achieved an E grade.

*SACRE would like to pass on its congratulations to the staff and students for all their efforts.*

Full tables of results may be found in *appendix A* of this report.

## 2 SACRE ACTIVITIES AND DEVELOPMENTS

### Meetings

Three full meetings of the North Somerset SACRE were held. These were on Tuesday 4 November (at the Campus, Weston-super-Mare), on Thursday 12 March (at Kingshill Church School, Nailsea) and Thursday 2 July (at Clevedon Secondary School). The membership list and attendance is recorded in *appendix C* of this report.

### Membership and Training

New SACRE members receive a welcome letter from the Chair of SACRE, and a pack of materials that includes the locally agreed syllabus, recent SACRE Newsletters, a NASACRE guide to SACREs and minutes of recent North Somerset SACRE meetings. During the Autumn Term meeting **Jan Thomson** was welcomed as the new representative of the Primary Headteachers Association of North Somerset (PHANS); at the Spring Term meeting **Cathy Cowell** was welcomed as a new Church of England representative, and **Chris Sammons** was confirmed as the new Secondary Headteachers in North Somerset (SHINS) representative; and in the Summer term meeting **Tony Moulin** was confirmed as a new representative for the Church of England (having previously represented the Local Authority) and Councillors **Sarah Codling** and **Deborah Yamanaka** were welcomed as new representatives of the Local Authority.

At the Autumn Term meeting, **Jo Backus** was elected as Vice-Chair of SACRE and Tim Nelson was welcomed as the new Clerk to SACRE; members registered their thanks to Leo Taylor, who had completed a second spell as Clerk.

Members expressed their thanks to **Cllr Roz Willis**, who retired from SACRE during the year, for her excellent contribution to the Council's work, particularly in developing inter-faith activities in and beyond the authority.

All members were invited to an annual training seminar, together with school governors and headteachers. This year's seminar was led by Andy Midwinter, who introduced delegates to the RE Quality Mark as a way of supporting and rewarding high standards in RE, and demonstrated how schools could balance content and skills in outstanding RE.

Five North Somerset SACRE members (Dave Francis, Jo Backus, Jan Thomson, Pauline Dodds and Tony Moulin) were amongst those who attended the South-West SACREs conference held at Dillington House, Ilminster, this year on 'Confident SACREs: Confident RE and Collective Worship'. The conference included a presentation by Dr Joyce Miller, Chair of the Religious Education Council of England and Wales, on Community Cohesion, as well as national updates and a choice of several workshops.

### SACRE Development

SACRE keeps North Somerset Council advised on its activities through an annually reviewed development plan – see *appendix B*. It produces this Annual Report and distributes it to relevant individuals and organisations (see *appendix D*).

During the year, SACRE's Associate Adviser and members undertook the following initiatives:

- issuing questionnaires to a selection of schools in order to support the monitoring of standards in RE and collective worship across the LA;
- commenting on examination results;
- supporting two schools in applying for the RE Quality Mark;
- considering the question of representing non-faith beliefs in the RE curriculum;
- editing and uploading new schemes of learning to the new agreed syllabus website in partnership with Somerset, Bath & NE Somerset and Bristol SACREs;
- engaging with the RE Council of England and Wales, particularly through the Associate Adviser, who had been appointed Chair of the Expert Advisory Group (EAG) on RE, on the implications of its review of RE in the curriculum, and with the Christianity Project being conducted by the Church of England;
- supporting local training events on RE for teachers, including those provided by the Diocese of Bath & Wells;
- considering possible opportunities for joint working with Bath & North East Somerset SACRE;
- undertaking planning for, and participating in, the review of Awareness, Mystery and Value (AMV): the agreed syllabus for RE in North Somerset, which began in the Summer Term and would conclude in the next school year;
- considering implications of new examination specifications for GCSE and A level religious studies;
- responding to the letter sent to SACREs by Lord Nash, highlighting the importance of improving the numbers of sufficiently trained teachers in religious education;
- considering implications of the proposed bill on counterterrorism;
- considering implications of the Commission on Religious Belief in Public Life, chaired by the Rt. Hon Baroness Butler-Sloss of Marsh Green GBE. North Somerset SACRE's Vice-Chair, Jo Backus, gave evidence at the Commission and will be reporting back on its findings;
- considering three questions about the future of RE and collective worship posed by the National Association of SACREs (NASACRE) following the publication of a report by Charles Clarke and Linda Woodhead of Lancaster University;
- supplementing the SACRE Resources collections;
- supporting interfaith events being held in the region, such as the 'Your North Somerset' event, the Alliance for Harmony Group and the North Somerset Faith and Culture Forum;
- sending delegates to the South-West area SACREs annual conference;
- preparing for and delivering the annual SACRE seminar in the Autumn Term;
- continuing to maintain links with academies and free schools for example by inviting governors and headteachers in those institutions to apply for places at the annual SACRE seminar and to send a representative to SACRE meetings;

- linking with other LAs who have adopted our locally agreed syllabus for RE, *Awareness, Mystery and Value (AMV)*, and with a proposal to extend the 'Learn-Teach-Lead Project currently underway in Cornwall and Devon, to a wider South-West area.

### **Financial and Adviser Support**

Agreement on a development plan (see *appendix B*) and SACRE budget for the coming year was reached. The SACRE was advised by an Associate Adviser, Dave Francis. Three electronic RE newsletters were produced and promoted via the e-bulletin *Noticeboard* to all Headteachers, Chairmen of Governors and Heads of RE / RE Co-ordinators in all North Somerset Schools.

### **Training Activities for Teachers**

During the year there were opportunities for teachers to participate in RE training provided within the Local Authority. There was one joint training session for primary and secondary RE teachers where Lat Blaylock, for RE Today provided practical demonstrations of good practice in RE.

There were two RE network meetings specifically for secondary RE teachers. These featured consultations on new criteria for GCSE and A level specifications in religious studies, and implications for RE leaders of the duty to 'preparing pupils for life in modern Britain', with reference to the Ofsted inspection framework.

There was a further RE network meetings for RE leaders in primary schools. This featured latest information on new guidance on assessing pupils' progress in RE without levels and a presentation from Jacqui Heber, RE Co-ordinator at *Trinity Anglican/Methodist School*, on a *StorySack* she had developed for Reception/Year 1.

In addition, the Associate Adviser for RE led another training event for teachers in North Somerset and Somerset on the effective application of the agreed syllabus with new units for the different phases of the primary RE curriculum. A workshop was also led by Jan Lever, the author of a scheme of work called *Discovery RE*. The scheme was being developed so that it fulfilled the requirements of *Awareness, Mystery and Value (AMV)*. This conference was held at the Canalside Conference Centre, Bridgwater, in February.

### 3 THE EFFECTIVENESS OF THE LOCALLY AGREED SYLLABUS

An agreed syllabus, named 'Awareness, Mystery and Value 2011', is available online at <http://amv.somerset.gov.uk> and is supported with additional documentation. During the year, further materials were added, and a plan for the five yearly review put in place..

The syllabus has been adopted by Bath & North-East Somerset, Bristol City, Haringey, North Somerset, Somerset, and The Isles of Scilly LAs. Other SACRE's publications continue to be available on the North Somerset Council website at: [www.n-somerset.gov.uk](http://www.n-somerset.gov.uk) (search > 'standing advisory council' – or directly via: <http://tinyurl.com/NSSACREFAQs>).

The SACRE FAQ web pages contain an introduction to the work, plans and membership of North Somerset SACRE, advice approved by the Local Authority on the new agreed syllabus, assemblies and collective worship, spiritual development, links between RE, citizenship and personal, social, health and economic education (PSHEe) and contact details for SACRE's officers.

Schools are regularly reminded, through the termly RE Newsletter, of local places of worship, speakers and artefacts collections which may be borrowed free of charge from the SACRE RE resource centres now at *Churchill CofE Primary School*, BS40 5EL (tel. 01934 852 446), *Mary Elton Community Primary School*, Clevedon, BS21 7YL (tel: 01275 876432) and *St Georges CofE/Methodist VA Primary School*, Weston-super-Mare (tel. 01934 426901). Details can be found in the newsletters archived on the SACRE FAQ website above.

#### **Complaints and determinations**

The Local Authority/SACRE received no formal complaints concerning RE or Collective Worship. There were no requests from schools to vary the legal requirement for collective worship.

### 4 COLLECTIVE WORSHIP AND SPIRITUAL DEVELOPMENT IN NORTH SOMERSET SCHOOLS

#### **Practice and Provision for Collective Worship**

SACRE's guidance on collective worship contains advice on legal requirements, spiritual development, a rationale and policy exemplar for collective worship in schools, ideas for planning and using themes in collective worship and guidance for using visitors to lead assemblies. There is also an extensive list of websites that can assist in planning and resourcing collective worship.

The Guidance can be found on the North Somerset Council website via: <http://tinyurl.com/NSSACREFAQs>. Also available there is the North Somerset SACRE working group report, *Spiritual, moral, social and cultural development*, which provides additional information about the contribution of RE and collective worship to school life. Termly SACRE/RE Newsletters with information about suitable resources for use in collective worship and are also archived on the site.

## **Monitoring the Provision of Collective Worship**

### **(a) SACRE Survey**

In 2015, the first complete cycle of SACRE questionnaires was completed. All 74 North Somerset primary, secondary and special schools have had at least one opportunity to complete the survey. At the time of writing, replies had been received from 26 of these schools (35%). These responses were from two community infant schools, one community first school, six community primary schools, five voluntary controlled primary schools, five voluntary aided primary schools, one church primary academy, two community secondary schools and four secondary academies.

Four of these schools (one community infant, two community secondaries and one VC primary) had between two and nine pupils being withdrawn from acts of collective worship by their parents. One (a community primary) had one pupil withdrawn. The others reported no withdrawals at all.

All the schools bar five (one community primary, two community secondaries and one secondary academy) received support from local ministers of religion, though three of these (one community infant, one community primary and one VA primary) reported only one visit in the year. All bar one community primary received contributions to collective worship from visitors other than a local minister of religion.

Only eight schools (31%) reported that there was a genuine opportunity for pupils to participate in an act of worship every day. Four schools (two community primaries, one community secondary and one secondary academy) reported that there were no genuine opportunities for pupils to participate in collective worship each week. Overall, around 46% of the schools reported that there were fewer than three opportunities to worship each week.

Nine of the schools considered that the quality of pupils' experience of assemblies / acts of collective worship was 'outstanding'. Twelve reported that the experience was 'good'. In three schools (two community primaries and one secondary academy) the quality was judged to be 'requiring improvement'.

### **(b) Evidence from Ofsted**

From September 2014 to July 2015 full OFSTED inspection reports were received on five community primary schools and two secondary schools in North Somerset. (Voluntary aided and voluntary controlled schools receive reports on arrangements for collective worship from the relevant diocesan inspection authorities.)

None of the reports on community schools specifically mentioned collective worship, though some mentioned the good contribution of assemblies to pupils' spiritual, moral, social and cultural development. At *Worle Village Primary School*, for example, inspectors reported that 'There is very good support for pupils' spiritual, moral, social and cultural development. Teachers give pupils knowledge of other faiths and cultures, and relate this to an understanding of British values such as tolerance. For example, in a class assembly older pupils took it in turns to give their views on how controversial incidents centring around issues of faith are represented in the media and affect popular opinion. This sort of activity, followed up by work in books, prepares pupils very well for life in modern Britain as well as broadening

pupils' awareness of the wider world.' At Blagdon Primary School, inspectors reported that 'Pupils show good respect for and enjoy assemblies'.

No school was therefore reported to be failing to provide a daily act of collective worship.

## **5 THE CONTRIBUTION OF SACRE TO THE WIDER LOCAL AUTHORITY AGENDA**

### **National Links**

One way in which North Somerset SACRE keeps in touch with initiatives to support community cohesion is by maintaining its membership of the National Association of SACREs (NASACRE). In addition, the Associate Adviser, Dave Francis, is an executive member of the National Association of Teachers of RE (NATRE), a trustee of the Religious Education Council of England and Wales (REC), Chair of the national Expert Advisory Group (EAG) on RE and a member of the Association for RE Inspectors, Advisers and Consultants (AREIAC). He provides SACRE with regular reports and updates on the business of these key RE bodies.

### **Local links**

SACRE member and Cllr Roz Willis (Mayor of Weston-super-Mare), reported that the work of the North Somerset Faith and Cultural Forum was continuing, and holding many events throughout the year, from music to meditation.

Cllr Willis continued to work with and support the ethnic community and had become the Patron of the Multicultural Friendship Association. Many different cultural and religious groups were amongst those who had helped raise money for the Mayor's designated charities.

North Somerset's officers and the Associate Adviser for RE continue to work with the Diocese of Bath and Wells' schools advisers in preparing support for RE, collective worship and spiritual and moral development. The Associate Adviser also maintains links with colleagues in neighbouring South-West authorities and makes reports to SACRE on developments in the region.

## Appendix A

### SUMMER 2015 EXAMINATIONS

#### Tables of GCSE Full Course Religious Studies, GCSE Short Course Religious Education and GCE Advanced level results

#### GCSE Religious Studies Full Course (Provisional)

GCSE RS FULL COURSE	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %	QCA Av Pts
2015 (10 schools)	463	601	1,064	9.0	16.0	23.4	21.8	70.2	14.3	7.0	4.0	2.8	98.3	41.2
2014 (10 schools)	549	627	1,176	9.7	17.3	23.6	19.1	69.7	12.8	8.2	5.1	2.6	98.4	41.4
2013 (9 schools)	506	570	1,076	9.2	17.8	23.9	19.2	70.1	11.4	7.2	5.6	3.7	98	41
2012 (8 schools)	505	516	1,021	6.4	14.5	25.5	23.2	69.6	13.7	8.2	5.1	2.4	99	40.7
2011 (9 schools)	406	506	912	5.6	17.2	21.9	21.4	66.1	11.7	8.2	6.8	4.1	96.9	39.3
<b>2015 (England)</b>	126,236	145,681	271,917	10.7	18.9	23.5	18.9	72	11.9	7.3	4.5	2.6	98.3	n/a

Grade Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0

#### GCSE Religious Studies Short Course (Provisional)

GCSE RS SHORT COURSE	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %	QCA Av Pts
2015 (x schools)			0					0					0	n/a
2014 (7 schools)	411	325	736	6	9.2	13.4	13.4	42	13.2	13.1	10.3	9.7	88.3	15.8
2013 (9 schools)	497	381	878	2.1	5.7	10.8	17.1	35.7	18	15.9	13	9.5	92.1	15.5
2012 (8 schools)	571	528	1,099	4.5	9.8	13.9	18.6	46.8	17.7	13.5	9.4	6.8	94.2	17.2
2011 (8 schools)	514	504	1,018	1.9	8.2	17.7	24.3	52.1	16.2	12.5	9.6	6.1	96.5	17.6
<b>2015 (England)</b>	35,937	32,953	68,890	7.6	11.8	19.0	18.2	56.6	15.3	11.6	7.7	5.1	96.3	n/a

Grade Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0

## GCE Religious Studies A Level (Provisional)

GCE A LEVEL	Male	Female	TOTAL	A* %	A %	B %	C %	Tot. A-C %	D %	E %	QCA Av Pts
2015 (5 schools + Weston College)	42	23	65	6.2	9.2	24.6	32.3	<b>72.3</b>	15.4	12.3	216.5
2014 (5 schools + Weston College)	14	29	43	0	7	16.3	27.9	<b>51.2</b>	41.9	4.7	198.8
2013 (4 schools + Weston College)	9	36	45	0	15.6	26.7	37.8	<b>80.1</b>	15.6	4.4	220
2012 (5 schools + Weston College)	15	35	50	2	8	34	30	74	16	2	204
2011 (5 schools + Weston College)	17	45	62	3.2	14.5	22.6	29	<b>69.3</b>	21	8.1	213.9
<b>2015 (England)</b>	6,759	14,818	21,577	5.3	18.6	30.0	25.5	<b>79.4</b>	14.0	5.2	n/a

QCA Points: A = 270; B = 240; C = 210; D = 180; E = 150; N/U = 0

## GCE Religious Studies AS Level (Provisional)

GCE A Subsidiary LEVEL	Male	Female	TOTAL	A %	B %	C %	Tot. A-C %	D %	E %	QCA Av Pts
2015 (3 schools)	3	0	3	0	33.3	33.3	66.6	0	33.3	100
2014 (5 schools+ Weston College)	9	22	31	9.7	16.1	6.5	32.3	19.4	22.6	73.5
2013 (4 schools+ Weston College)	6	21	27	11.1	11.1	7.4	29.6	14.8	14.8	60.6
2012 (5 schools+ Weston College)	17	61	78	11.5	23.1	16.7	51.3	20.5	12.8	88.8
2011 (6 schools + Weston College)	6	13	19	0	21.1	15.8	36.9	26.3	15.8	77.4
<b>2015 (England)</b>	10,921	23,909	34,830	21.3	23.9	23.5	<b>68.7</b>	15.5	8.9	n/a

QCA Points: A = 135; B = 120; C = 105; D = 90; E = 75; N/U = 0

## **Appendix B**

### **DEVELOPMENT PLAN 2014-2015**

#### **1. Mission Statement**

To provide high quality, informed advice to the local authority and to schools regarding Religious Education and collective worship in North Somerset.

North Somerset SACRE will therefore endeavour to ensure that:

- a) schools are fully aware of the value of Religious Education and collective worship, especially in contributing to pupils' spiritual, moral, social and cultural development;
- b) schools are challenged to provide high quality collective worship and high quality Religious Education which meets the requirements of the agreed syllabus;
- c) schools are supported by SACRE in providing them with information, in-service training opportunities and professional advice; and that
- d) the local authority is informed of SACRE's work and findings through reports to the appropriate education scrutiny committee.

#### **2. The Purposes of SACRE**

The statutory responsibilities of SACRE are to:

- a) advise the local authority upon such matters connected with religious worship in community schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit. This may include advising on methods of teaching, choice of teaching materials and provision of teacher training, and the monitoring of the delivery of the agreed syllabus and collective worship;
- b) require a review of the agreed syllabus;
- c) deal with applications from Headteachers of community schools for total or partial exemption from providing Christian worship;
- d) publish an annual report as to the exercise of SACRE's functions.

### **3. Current SACRE Initiatives, Practices and Issues**

- a) Publishing and promoting the agreed syllabus, 'Awareness, Mystery and Value 2011' through a programme of newsletters and training opportunities for key partners and stakeholders – see <http://amv.somerset.gov.uk>;
- b) Promoting the schools questionnaire on provision of and standards in RE and collective worship;
- c) Reviewing and updating guidance on collective worship and spiritual development in schools – see <http://tinyurl.com/NSSACREFAQs>;
- d) Publication of the annual report;
- e) Liaison with the Diocese of Bath and Wells in providing courses and INSET;
- f) Liaising with national bodies, e.g. DfE, HMI, NASACRE, AREIAC, NATRE;
- g) Addressing issues of leadership and management in RE, e.g., through the RE Quality Mark, see [www.regm.org](http://www.regm.org).

### **4. Development Plan Priorities**

Following consultation with SACRE members, the following priorities were identified:

- a) Promotion of the locally agreed syllabus.
- b) Supporting use of the RE adviser for carrying out SACRE business.
- c) Monitoring schools' performance through the schools questionnaire.
- d) Monitoring collective worship looking for examples of good practice and updating guidance for schools.
- e) Offering professional development. Providing or organising CPD and INSET for teachers, with faith communities to the fore, running conferences, to bring SACRE members, teachers and governors together, or doing courses on new syllabuses, guidance, schemes of work or planning.
- f) Drawing attention to SACRE's work, e.g., through inviting school governors and headteachers to the annual SACRE seminar. Expecting to be noticed in any other ways too: in any local government re-organisation SACREs must be recognised as a core service.
- g) Considering the impact and effectiveness of recent SACRE publications.

**NORTH SOMERSET SACRE ACTION PLAN: FINANCIAL YEAR 2014-2015**  
**(i.e. Terms 5-6 [Summer 2014] of the school year 2014-15 and Terms 1-4**  
**[Autumn 2014 – Spring 2015] of the school year 2014-15)**

<b>Action</b>	<b>Responsibility</b>	<b>Time-scale</b>	<b>Costs £</b>	<b>Outcomes</b>
Secure regular funding for SACRE business to support promotion of RE & collective worship.	DF, Chair, SACRE Group D	Nov/Dec 2014	-	Funding to support SACRE effectiveness in promoting pupils' achievement in RE.
Run productive meetings for members, support their attendance at national and regional conferences, publish & distribute newsletters, reports and guidance.	DF, Chair and Clerk	Ongoing to March 2015	1,140 + Adv, Chair, Clerk time	SACRE members know how to make a difference to pupils' educational experience and progress and put proposals into action.
Hold a training event for SACRE members, headteachers and governors in relation to RE and collective worship.	DF and Admin support	Nov 2014	1,500 + Adv, Chair, Admin time	Raised awareness of the range of good practice in RE and collective worship and of Governor responsibilities related to RE & collective worship.
Continue development of agreed syllabus support materials – especially in the light of national curriculum developments.	DF, SACRE members	Ongoing to Mar 2015	2,280 + Adv and SACRE members' time	New schemes of learning and guidance to take account of national curriculum developments.
Monitor schools' performance in RE and collective worship through issuing and analysis of primary and secondary questionnaires.	DF, Chair, Admin support, SACRE members	On going to March 2015	1,140 + Adv and SACRE members' time	Raised awareness of the range of good practice in collective worship, particularly addressing issues of spiritual, moral, social and cultural development.  Database of management information from which to support progress in provision of RE and collective worship.
Update RE Resource Centres with artefacts, publications and other support materials.	DF, SACRE members	Ongoing to March 2015	340 + Adv time	Enhanced resources, updated and used by schools, selected to fulfil priorities.

## Appendix C

### SACRE Membership 2014-2015

Number of SACRE meetings attended (max = 3)

<b>Group A</b>	<b>Christian and other Religious Denominations</b>	
Jo Backus	Buddhist Community	2
vacancy	Greek Orthodox Community	
Ganga Devi	Hindu Community	1
vacancy	Jewish Community	
Qari Majeed	Muslim Community	0
Joan Willcocks	Society of Friends (Quaker) Community	2
Kevin Magner	Roman Catholic Community	2
Gurdial Singh	Sikh Community	0
Martin Taylor	United Reformed Church	3
Emma Smith	Church of Jesus Christ of Latter Day Saints	1
<b>Group B</b>		
Pauline Dodds	Diocesan Schools Adviser	3
Tony Moulin (from July 2015)		1
Cathy Cowell		1
<b>Group C</b>		
Sarah Voyle	Association of Teachers and Lecturers	0
vacancy	National Association of Headteachers	
vacancy	Headteachers Association of North Somerset	
Wil Farrell	National Association of Schoolmasters/Union of Women Teachers	0
Marianne McAleer	National Union of Teachers	3
Vacancy	VOICE (formerly Professional Association of Teachers)	
Jan Thomson	Primary Headteachers Association North Somerset	2
Chris Sammons	Secondary Headteachers in North Somerset	1
<b>Group D</b>		
Cllr Robert Cleland		3
Cllr Sarah Codling (from July 2015)		1
Cllr Tony Moulin (until July 2015)		2
Cllr Deborah Yamanaka (from July 2015)		0
<b>Co-opted</b>		
Nicole Horler	Jewish Perspectives	0
Dr Don Cameron	British Humanist Association	3
<b>Local Authority Officers</b>		
Sheila Smith	Director of Children and Young People's Services	0
Sue Ivermee	Assistant Director (Learning and Achievement)	2
Dave Francis	Associate Adviser	3
Leo Taylor (until November 2014)	Democratic Services Officer	1
Tim Nelson (from November 2014)	Democratic Services Officer	3

## Appendix D

### CIRCULATION LIST FOR THIS REPORT

- The Secretary of State for Education;
- Her Majesty's Inspectors (Ofsted);
- Councillor Colin Hall, North Somerset Council, Executive Member for Children and Young People's Services;
- Councillor Charles Cave, Chairman of North Somerset Council;
- The Bishop of Bath & Wells;
- North Somerset Public Libraries;
- John Penrose MP, Weston-super-Mare;
- Liam Fox MP, North Somerset.

The following individuals/organisations have been made aware that this report is available on the SACRE Website: <http://tinyurl.com/NSSACREFAQs>

- Members of North Somerset SACRE;
- All North Somerset community and voluntary controlled schools;
- All North Somerset Councillors;
- North Somerset Governors Forum;
- North Somerset Strategic Schools Forum;
- Weston College.
- A pdf copy has been emailed to the National Association of SACREs (NASACRE) at: [memsec@nasacre.org.uk](mailto:memsec@nasacre.org.uk).

For further information about SACRE, this and other publications, please contact:

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