

Brighton & Hove SACRE Annual Report 2013-2014

1. Introduction

Since 1988 local authorities (LA) have had a duty to establish a Standing Advisory Council for Religious Education (SACRE).

1.2 Duties of SACRE

The SACRE advises the LA on matters relating to collective worship in community schools and on religious education given in accordance with the locally agreed syllabus. The agreed syllabus has to be reviewed every five years and was last reviewed in 2013. Religious Education is a statutory part of the basic curriculum for all pupils, but it is not a National Curriculum subject. SACRE also advises on Spiritual, Moral, Social and Cultural (SMSC) development.

1.3 The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on Religious Education (SACRE) from each Local Authority will 'publish a report as to the exercise of its functions and any action taken by the representative groups on the Council during the last preceding year'.

2. Brighton & Hove SACRE

2.1 Membership

The range of faith groups represented at Brighton and Hove SACRE meetings for the year 2013-2014 include: Baha'i Faith, Religious Society of Friends, Methodist Church, Baptist Union and Jewish. The members' details also list the following members: Buddhist, Roman Catholic Church, Coptic Christian Church and Muslim faith; however they have not attended recent meetings. SACRE has taken action and a new representative for the Buddhist faith has been appointed. We have also asked the Roman Catholic Church, Coptic Christian Church and Muslim Faith to renew their representation.

An analysis of the census data in Brighton & Hove shows that overall the representation of faith / belief in SACRE was broadly accurate. There are groups where we do not currently have representation and the Clerk has met with the Brighton & Hove InterFaith group to request their support with this.

A large proportion of the residents in Brighton & Hove do not state a faith/ belief and we have contacted the British Humanist Society to see if they would like to attend as non-voting members of SACRE.

2.2 Attendance at meetings

Attendance from the different committee groups that make up SACRE were as follows for last year:

Committee 1 Faith groups 46% attendance

Committee 2: Church of England 75% attendance

Committee 3: Teacher Associations 25% attendance

Committee 4: Councillors 38% attendance

2.3 Pattern of meetings

Four meetings took place at Kings House, a council building. Venues vary each year as SACRE aims to hold one meeting a year in a schools or faith centre to provide opportunities to speak to teachers and students. Three meetings were not quorate. There was no councillor representation at one meeting and teacher representation at the others. (Teachers should represent the unions however as teachers in Brighton & Hove mainly belong to one union we have agreed that teachers can be brought onto SACRE even if they are from the same union to increase teacher representation).

2.4 Self evaluation

In 2013 SACRE undertook a detailed self-evaluation of its role and effectiveness. Results showed that SACRE members felt in need of more training to be able to fulfil their role effectively. Some training through the NASACRE (National Association of SACREs) CD Rom took place and now all members receive a booklet on what it means to be a SACRE member.

In 2013 the agendas for meetings were changed to reflect SACRE's desire to understand more about the general changes to education and specific local changes which may affect schools in their delivery of a rounded education including religious education.

2.5 SACRE Development Plan

SACRE are working on a Development Plan to improve the engagement of school leaders and teachers in delivering high quality Religious Education and promoting the subject as a way to deliver Spiritual, Moral, Social and Cultural Education which has a raised profile within schools.

The SACRE budget is £8,200. This contributes to the salary of the clerk and all meetings and delivers the action plan. A proportion of the budget is spent on a Religious Education adviser. A new adviser was appointed in 2013 in order to facilitate the development plan. She works with the LA to support SACRE strategically and to support schools directly. SACRE agreed that they wanted to contribute to supporting Continuing Professional Development for teachers and the action plan reflects this. In November 2013 SACRE organised an all-day conference for RE teachers tackling 'Dealing with Difficult Subjects' such as extremism within RE for KS1 and KS2 in the morning and developing Spiritual, Moral, Social and Cultural Education through RE for all schools in the afternoon. The adviser also supports some of the twilight sessions for primary RE coordinators.

As part of the development plan SACRE now receive a termly newsletter from the adviser advising them on national and local issues in RE and the LA officer gives updates on the educational landscape.

3. Religious Education (RE)

3.1 Religious Education is compulsory, but is not part of the National Curriculum. The syllabus is determined locally by SACRE. SACRE has a statutory duty to provide an agreed syllabus for all maintained schools and academies. Brighton & Hove Agreed Syllabus was launched in 2011 and has a five year review period. We have had positive feedback from national bodies about the Agreed Syllabus.

Previously SACRE had a rolling programme of monitoring school self evaluation. We have not done this while we have been introducing the new Agreed Syllabus, but we are planning

to reintroduce this for 2015. There is a need to tighten and focus our ongoing assessment of the quality of Religious Education across the city and we are working on creating a continuous programme of assessment through questionnaires but also through using headteachers to carry out visits to schools.

3.2 Ofsted no longer inspect Religious Education as part of their brief although sometimes it is commented on in relation to pupils' Spiritual, Moral, Social and Cultural Development.. Ofsted do, however, carry out subject surveys and the national report on Religious Education "Realising the Potential" (published October 2013) highlighted eight major areas for concern:

- Low standards
- Weak teaching
- Problems in developing a curriculum for RE
- Confusion about the purpose for RE
- Weak leadership and management
- Weaknesses in exam provision in KS4
- Weak assessment

3.3 **Primary school Religious Education**

Brighton & Hove have an enthusiastic group of primary subject leaders with only two or three having a specialism in RE. The main issue for primary schools is the lack of teachers' subject knowledge in RE and many subject leaders new to RE requiring a support. In order to meet the requirements of the Agreed Syllabus and raise standards for the pupils SACRE has tried to address this issue by providing schools with the following:

- a disc of additional materials outlining subject knowledge and concepts in RE
 - training and twilight Continuing Professional Development
 - Promotion of the REsource bank jointly funded by SACRE and the Diocese of Chichester
- The Twilight sessions held so far have proved to be successful and future sessions and courses are planned for 2014-2015 to address teachers' needs and raise standards.

3.4 **Secondary school Religious Education**

Secondary teachers meet regularly through a network coordinated by the Secondary Teaching and Learning Consultant.

3.5 **KS4 GCSE Results**

- GCSE Provision reflects the national picture. Three schools in Brighton & Hove did not have any entries for RE in 2013-2014: Brighton Aldridge Community Academy, Patcham High and Portslade Aldridge Academy.
- Of the total cohort of the Y11 students 26% were entered for the GCSE Short Course, 22% were entered for the GCSE Long Course and 2% were entered for the GCE AS Level.
- The examination boards only report on the highest qualification that the student received. Therefore these results do not reflect a full picture as several schools enter pupils for both GCSE and AS in the same year.
- The results show a mainly positive picture

- GCSE Short Course
- 61.8% achieving A*-C (98.7% achieved A*-G)
- Full Course GCSE
- 72% achieving A*-C (99% achieved A*-G)
- GCSE AS Level
- 44% attaining an A or B (95% A-E).

GCSE KS4

School	Number on Roll	Number of Exam Entries
Blatchington Mill	302	136
Brighton Aldridge Community Academy		NONE
Cardinal Newman	347	340
Dorothy Stringer	316	272
Hove Park	295	43
Longhill	230	111
Patcham House (Special School)	11	2
Patcham High		NONE
Portslade Aldridge Community Academy		NONE
Varndean High	292	203

AS Level KS4

Blatchington Mill	302	11
Dorothy Stringer	316	34

AS Level KS5

School/ College	Number of Exam Entries
Brighton & Hove Sixth Form College	2
Cardinal Newman	3
Hove Park	4

A level KS5

School/ College	Number of Entries
Cardinal Newman	8
City College	5

SACRE's concern is that schools are not giving pupils their legal entitlement to a qualification in Religious Education. There have also been questions raised about those students who are not entered for an examination when schools have a statutory duty to provide RE to all students from Early Years to post 16.

In 2013 there was uncertainty about the statutory role of RE with the English Baccalaureate and the formation of new academies. This has now been clarified and the law remains unchanged.

4. Complaints about RE and the right to Withdraw from RE

No formal complaints were received directly. However advice was requested from one parent (who did not want to be named) and two schools regarding requests to withdraw from all or part of RE.

5. Collective Worship

5.1 Determinations

SACRE has not been approached for any determinations.

5.2 Primary Schools

From discussions with subject leaders and headteachers it would appear that most primary schools appreciate the value of collective worship as a time for pause and reflection and are meeting statutory requirements. All of our primary church schools are meeting (get catholic and CofE results on worship)

5.3 Secondary Schools

We have no evidence of secondary provision although evidence from SIAMS report shows our Catholic school is meeting requirements fully.

As the SACRE adviser also supports East Sussex there has been a greater sharing of materials including a disc on Collective Worship to update the existing guidance. This is in the process of being adapted for Brighton & Hove schools.

6. The Role of Governors

It is clear from the above results that there is a need for governors to become aware of their statutory duty to ensure young people in Brighton & Hove receive their statutory entitlement to Religious Education and Collective Worship. SACRE will be working with the governor support team to see how we can link with their training team to further develop governors' knowledge and understanding in this area.

7. Pupils' Spiritual, Moral, Social and Cultural Development

Results from Ofsted reports in Brighton & Hove 2013-2014 shows a positive picture as shown by these extracts.

Benfield Primary School

Topics such as 'Superheroes' and 'Victorians' meet their interests and support their spiritual, social, moral and cultural development effectively.

Bilingual Primary Free School

Pupils' spiritual, moral, social and cultural development is promoted well

Carlton Hill Primary School

There are good opportunities for pupils' spiritual, moral, social and cultural development. Pupils engage in creative work, which is represented in many artistic displays. The school's charitable work, 'eco club' and link with a school in Kenya help develop pupils' moral understanding and sense of responsibility. The school actively works against discrimination and promotes equality

through, for example, annual ‘family diversity weeks’ which demonstrate how the school values its pupils and their families. A wide range of clubs provides creative and sporting opportunities.

Hangleton Junior School

Pupils’ spiritual, moral, social and cultural development is promoted very well through a stimulating range of activities and subjects, both in and out of lessons

Patcham Junior School

There is good provision for spiritual, moral, social and cultural development, The school works hard to raise awareness of different cultures and beliefs, as reflected in display work and topics seen in lessons during the inspection, for example when pupils discussed, ‘What makes a good community?’

Queens Park Primary School

Their achievement across the wide range of subjects promotes pupils’ spiritual, moral, social and cultural development very well

St Mary Magdalen Catholic Primary School

There are good opportunities for pupils’ spiritual, moral, social and cultural development. The school has a strong spiritual ethos, which is gently and positively reinforced through assemblies, displays and the overall culture of the school. The inclusive and aspirational nature of the school enables pupils from a wide variety of backgrounds to feel totally accepted. The school actively works against discrimination in its day-to-day work and in special events

St Mary’s Catholic Primary School

Pupils’ spiritual, moral, social and cultural development is very well catered for.

St Nicolas Church of England Primary School

There are wide ranging opportunities to develop the spiritual, moral, social and cultural development of pupils. There are strong links with the church and pupils have many opportunities for reflection. There is a strong team ethic within the whole school community. Parents and carers are overwhelmingly supportive of the school. They value the caring ethos.

Pupils and adults work cooperatively together. Pupils know what is right and wrong and that all actions have consequences. There are appropriate opportunities for pupils to develop cultural awareness through art, sport, drama and music. The performance of ‘Bugsy Malone’ was eagerly anticipated by staff and parents and carers. Pupils from all backgrounds and abilities are welcomed at the school, and all have equal opportunities to do well, with no discrimination.

St Bartholomew’s Church of England Primary School

The school successfully develops pupils’ spiritual, moral, social and cultural development through a wide range of activities, including a link with a school in Sierra Leone. The school plays a positive role in the local community. For example, pupils have recently been involved in plans for the development of local parkland.

St Luke’s Primary School

The school’s curriculum is creative, inclusive and tailor-made to meet the needs of the pupils in the school. It provides excellent opportunities for pupils’ spiritual, moral, social and cultural development. For example, philosophy lessons enable pupils to evaluate and form thoughtful opinions about moral issues and appreciate the value of diversity.

St Margaret's Church of England Primary School

Teachers promote pupils' spiritual and cultural development well by encouraging curiosity about the world and arranging visits to extend pupils' knowledge. Social and moral development is fostered well through opportunities to work together harmoniously, including in school performances, assemblies and sporting competitions.

Stanford Junior School

The school plays an active part in the local community and events, such as the school's participation in the Brighton Festival, contribute well to pupils' spiritual, moral, social and cultural development.

Turnerland Nursery School

A creative and imaginative curriculum promotes children's high achievement and their spiritual, moral, social and cultural development very successfully.

West Hove Infants School

In all year groups, teachers' enthusiasm and dedication to getting pupils to achieve their best have a very positive impact on their spiritual, moral, social and cultural development.

Brighton Aldridge Community Academy

Students' spiritual, moral, social and cultural development is given a high priority.

Dorothy Stringer Secondary School

The school provides well for pupils' spiritual, moral, social and cultural development in many ways, for example through assemblies, encouraging pupils to work together in lessons, and through teaching about the school's values.

Provision for most-able pupils is excellent and enables them to make exceptionally good progress and achieve high levels of attainment, for example, in mathematics, French and in religious education.

Longhill High School

Students' spiritual, moral, social and cultural development is embedded in the work of the school and students benefit from a range of extra-curricular activities and cultural links.

Cedar Centre Special School

There are very good opportunities for pupils to develop their spiritual, moral, social and cultural awareness through themed days, trips, assemblies and world studies.

Patcham House Special School

The school has continued to build on the extensive opportunities to participate in a wide range of artistic, cultural, sporting and technological activities recognised at the last inspection and these opportunities contribute extremely positively to the spiritual, moral, social and cultural development of the students. Students in a Year 10 lesson were debating the rights and wrongs of capital punishment as part of their programme of consideration of ethical questions.

Brighton & Hove Pupil Referral Unit

There is good provision for pupils' emotional development alongside good spiritual, moral, social and cultural development. Pupils learn quickly about other cultures and values through themed topic weeks, cultural visits and visitors together with small group work, mentoring, assemblies and celebratory events.

8. Conclusion

SACRE is grateful for the support from the council and local authority education and inclusion team in enabling them to carry out their statutory responsibilities and help raise standards in this important and statutory area of education