

**Council –20th April 2009**

## **Annual report of Standing Advisory Council for Religious Education 2008**

### **Summary of report**

This report informs Council of the details of the Annual Report of Standing Advisory Council for Religious Education (SACRE) and its work undertaken from November 2007 to November 2008.

### **Recommendations**

That the Annual Report of the Standing Advisory Council for Religious Education be received and noted.

### **Background**

In accordance with the Education Act 1996 SACRE is required to publish an Annual Report with respect to the exercise of their functions and any action taken by representative groups on the Council during the last preceding year. The Annual Report is appended.

**Signed:**



**Interim Executive Director:** Pauline Pilkington

**Date:** 6th April 2009

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# **STANDING ADVISORY COUNCIL for RELIGIOUS EDUCATION - SACRE**

**The Annual report of the Standing Advisory Council on Religious Education – 2008**



**WALSALL METROPOLITAN BOROUGH COUNCIL REPORT OF THE DIRECTOR OF EDUCATION AND COMMUNITY  
SERVICES TO THE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION  
NOVEMBER 2008**

**The annual report of the Standing Advisory Council on religious Education**

**Purpose of the Report**

To inform SACRE members of the annual Report of the Standing Advisory Council on Religious Education

**Background**

The Education Act 1996 requires each SACRE to publish an Annual Report

The secretary of state believes that Local Education Authorities should arrange for copies of annual reports to be sent to schools and to the Qualifications and Curriculum authority and local teacher training institutions.

**Recommendations**

S.A.C.R.E is asked to receive the attached annual for November 2007 to November 2008.

## Summary

The Standing Advisory Council for Religious Education (S.A.C.R.E) for 2007/8 has completed an Ofsted self audit that indicates that the S.A.C.R.E broadly meets the criteria describing established practice. The audit highlighted aspects of monitoring of the agreed syllabus and acts of collective worship as well as advice to schools and teachers of religious Education (RE) that will need further development. The outcomes of the audit will be shared with all SACRE members and will form the basis of the review of the five year plan during 2008/9.

To support the monitoring of the agreed syllabus the S.A.C.R.E have trained members in the use of a set of procedures and protocols that will guide the monitoring activity. During 2008/9 up to 10% of schools will be monitored as part of the work to inform a revision of the agreed syllabus during 2008/9. Monitoring SACRE members will be accompanied by Education Walsall staff and a member of the Lichfield Diocesan Board of Education. Teacher representatives will be advising S.A.C.R.E about RE content and changes to curriculum for 2008/9.

Students taking AS and A level have fallen with boys entries for AS level falling significantly for 2008. The number of boys taking A level remains similar for 2007 and 2008. Walsall is below the national averages for students attaining A-C grades at A level but results are broadly in line with the national averages for students achieving A-E grades. The picture is similar for AS level.

More boys than girls took the GCSE short course in 2008 with more girls than boys achieving \*A-C grades. The full course GCSE has seen an increase in boys taking the examination but girls entries remain higher and they continue to achieve higher. Walsall results are closer to the National averages and are the best for the last three years.

Attendance at S.A.C.R.E meetings remains an issue and the council are seeking different venues to attract higher participation as well as contacting absent members. SACRE continues to be well supported by councillors and representatives from education. Different faith groups have provided briefings on their faiths to council members that have been highly valued. It is proposed to continue with this activity. During 2008/9 SACRE will review its agreed syllabus review procedures for 2009 and plan to hold a conference in the spring of 2009. SACRE has established a steering group to undertake the revision of it's agreed syllabus and has started a wide consultation process. In addition specialist support has been sought to ensure that the process and the final Agreed Syllabus reflects national guidelines and changes to the syllabus at each key stage. Teachers will play a significant role in the writing of the new Agreed Syllabus.

## **Standing Advisory Council for Religious Education (SACRE)**

Chairman's letter

Dear Colleagues

Dear Colleagues

As the newly appointed chair this autumn I am pleased to introduce the 2007/8 SACRE Annual Report. Over the last twelve months we have looked at attendance at meetings and ways to strengthen our level of support and representation from each of the groups who make up SACRE. We are experimenting with providing some light refreshments in view of the fact most of our members come to our meetings after a full day's work. We are also working towards encouraging greater involvement of each of the faith groups. We are devoting time at each of our main meetings to developing our understanding of each other, by invite each group in turn to do a presentation and provide the opportunity for questions and discussion.

2008/9 looks to be an exciting year

- We have begun a review of the Walsall Agreed Syllabus through monitoring of the existing practice and a consultation across Walsall Schools so that we can understand the effectiveness of the current Agreed Syllabus.
- We are hosting our own conference this March entitled 'RE in the 21<sup>st</sup> Century' at the Banks's Stadium. At the conference there will an opportunity for all delegates from Walsall to contribute to the final draft of the new Walsall Agreed Syllabus.
- In due course we will publish a new Agreed Syllabus in which we anticipate examples of good practice as being a key feature.
- We are seeking to encourage additional teacher members to join SACRE.

Do please take time to read the 2007/8 Annual report of the Standing Advisory Agreed Council for Religious Education. (S.A.C.R.E.)

Signed

Elizabeth Snowden

Chair of the Walsall Standing Advisory Agreed Council for Religious Education. (S.A.C.R.E.)

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## **The Annual Report of the Walsall Standing Advisory Council on Religious education 2007**

### **1. Introduction**

The annual report of the Walsall Standing advisory Council on Religious Education (SACRE) attempts to describe the nature and purpose of the body and to outline the main aspects of the work covered during the period up to November 2008.

#### **1.1 Provisions of the education Reform Act 1998 relating to S.A.C.R.E**

Under the terms of the 1994 education, Local education authorities had the option to set up a Standing advisory Council on Religious Education (S.A.C.R.E), in the legislation of the 1988 education Reform Act, however, this became obligatory. The principal function of a S.A.C.R.E is;

***“To advise the authority upon such matters connected with religious worship in county schools and 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.”***

#### **a) Composition**

The S.A.C.R.E comprises four groups representing, respectively:

- i. Such Christian and other religious denominations as in the opinion of the Authority will appropriately reflect the principal religious traditions in the area.
- ii. The Church of England
- iii. Such associations representing teachers as in the opinion of the authority, ought to be represented, having regard to the circumstances of the area.
- iv. The local Education Authority, seven elected members to be appointed by the council

S.A.C.R.E may include co-opted members

**b) Functions**

The S.A.C.R.E has two particular functions:

1. It can require the L.E.A. to review its current agreed syllabus
2. It may determine, on application by the Head Teacher, that the requirement for collective worship in County controlled schools to be wholly or broadly of a Christian character, shall not apply to the collective worship provided for some or all of the pupils in a particular school.

**c) Advisory role to LA**

The L.A. may decide to refer to S.A.C.R.E

- i. Methods of teaching religious Education
- ii. The Choice of teaching materials
- iii. The provision of teacher training and other matters at is discretion

**d) SACRE**

S.A.C.R.E. is not confined to advising on matters referred to it by the L.A.. It may offer advice on any matters related to its functions as it sees fit.

The advice offered by S.A.C.R.E. contains no statutory force.

## **1.2 Constitution**

### **Chairmanship**

A new chair was appointed in October 2008. The chair is the Reverend Elizabeth Snowden.

### **Organisations/Denominations**

Walsall S.A.C.R.E. consists of four groups as defined by the 1988 Education Reform Act.

- i) L.A. representation – 7 members to be appointed by WMBC.
- ii) Teacher representation - 6 members to be nominated by the N.U.T., N.A.S/U.W.T., A.T.L., N.A.H.T., A.S.C.L., and VOICE.
- iii) Church of England representation – 5 members nominated by the Lichfield Diocesan Board of Education.
- iv) Christians and other religious denominations – 21 members;  
8 for the Walsall Council of Churches, 2 for the Walsall Independent Evangelicals and 11 for the Muslim, Sikh, Hindu and Orthodox groups.

### **WALSALL STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION: REPRESENTATIVES**

#### **Local Authority**

Councillor Ault  
Councillor Cook  
Councillor Khan  
Councillor Munir  
Councillor K. Phillips  
Councillor Rochelle  
Councillor Turner

**Lichfield Diocesan Board of Education**

Mrs Susan Blackmore

Mr Colin Hopkins

Vacancy

Reverend Elizabeth Snowden – SACRE chair

Vacancy

**Other Denominations and Faiths**

Father Michael Leadbetter

Vacancy

Mrs M. Gibbons

Mrs P.M. Davies

Mrs. V. Morris

Captain T. Stubbings

Mrs J. Jarvis

Mrs. D. Letford

Pastor B. Powell

Barbara Groombridge

Mr. Mahmood Sacha

Mr K.Patel

Mr Manzoor Hussain

Mr. L.A Pathan

Imam Saeed-UR-Rahman

Molana Monzour Al-Haque

Mr Balbir Singh

Mr. K. Mavi

Harvinder Singh Rai

Father John Nankivell

Vacancy

Roman Catholic

(Archdiocese of Birmingham)

Methodist

Baptist Churches

Salvation Army

United Reform church

New Testament Church of God

Walsall Evangelical Churches

Religious Society of Friends ( or Quakers)

Muslim Welfare Society

Shree Ram Mandir (Walsall)

Pakistan Muslim welfare Association

Anjuman-E-Isha'at-E-Islam

Mosque and Islamic Centre

Bangladesh Islamic association

Guru Nanak Gudwara

Guru Nanak Sikh Temple

Walsall Sikh Community association

Black Country Orthodox Trust

Hindu Samaj Manadal

**Teacher's representatives**

Mr. R. Simmons

National Union of Teachers

Vacancy

National Association of Head Teachers

Mr. Ken Yeates

Secondary Heads Association

Mrs. L. Edwards

Professional Association of Teachers

Vacancy

National association of School Masters/Union of Women Teachers

**1.3 Quorum**

It was resolved to reduce quorum from one third to one quarter of voting members from the 29<sup>th</sup> April 2003. The current Quorum is 10.

**1.4 Meetings in Current Year 2008**

There have been 4 meetings held from January 2008 to November 2008

1. 10<sup>th</sup> March 2008 - inquorate
2. 8<sup>th</sup> July 2008 - inquorate
3. 6<sup>th</sup> October 2008
4. 10<sup>th</sup> November 2008

**1.5 Regulations requiring meetings of S.A.C.R.E. to be held in public**

At the meeting of the Standing Advisory council on Religious Education on 11<sup>th</sup> July, 1994, it was noted that the Section 258 of the Education Act 1993 required meetings of S.A.C.R.E. to be held in public.

**2. Religious Education**

The Education Act (1996) and the School Standards and framework (1998) concerning RE state that the legal requirements are:

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at the request of their parents (S352 (1) (a)).

The law relating to RE for pupils who are not yet in Key Stage One i.e. Foundation Stage is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all students in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all students who wish to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives Religious Education as far as is practicable.

2. Religious Education must be taught in accordance with an Agreed Syllabus in:

- Community schools
- Foundation schools (apart from those with a religious foundation where parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school).
- Voluntary Controlled schools (apart from when parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school).

[1996 Act, Ch 56, S376 (1); 1998 Act, Ch 31 S351 (1)]

3. Religious Education must be taught according to an Agreed Syllabus that reflects the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' [1996 Act, Ch 56 S375 (3)].
4. In schools where the Agreed Syllabus applies, Religious Education must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]
5. The Head Teacher, along with the governing body and the LEA, is responsible for the provision of Religious Education in foundation and community maintained schools and in voluntary controlled schools (See Paragraph 2 above).

### **Reporting on Pupils' Progress and Attainment**

Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education, as for other subjects of the curriculum.

## **Withdrawal from Religious Education**

A parent of a pupil may request:

- that the pupil may be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

## **Teachers**

- with specific exceptions, may withdraw from teaching religious education and they should not be discriminated against for their religious opinions or practices.

**Additional information is provided in Appendix C from the Lichfield Diocesan Board of Education**

### **2.1 Review of the locally Agreed syllabus**

The review of the agreed syllabus will begin with informal consultations during 2008/9 and S.A.C.R.E members will be given support and appropriate training to enable them to carry out this function.

### **2.2 Monitoring**

A small sample of all schools will be visited during 2008/9 to consult upon the impact and outcomes of the current agreed syllabus. Schools will be encouraged to contribute to the review process.

### **2.3 Revised syllabus for Religious Education**

After a successful launch in 2004 of the Revised syllabus school Ofsted inspection reports all indicated that the revised syllabus had been well received by all our schools. Visits to places of worship are a positive feature of religious education practice in many of our schools.

During 2008/9 SACRE has set up an Agreed Syllabus Conference to review its current agreed syllabus against the new framework for religious education

### **Standards**

In secondary schools for GCSE and A level examinations in 2006 and 2007 are included in this report ( appendix A) as well as commentary about trends.

## **2.4 Analysis of trends**

The number of pupils taking short course GCSE has fallen significantly in 2008, with fewer girls than boys taking the short course. Over the last 3 years 2006 to 2008 the Walsall average has exceeded the national average for \*A-G results.

The Walsall average for \*A-C results is below the national average, a gap of 4% for 2008 although this has improved by 5% from 2007.

The number taking the GCSE full course has increased since 2007 with more girls than boys taking the examination. Boys' numbers for 2008 show an upward trend.

The Walsall average for \*A-C full course results has improved from 2007 by 6% but is 4% below the national average. \*A-G results match the national average and have done so for the last 3 years.

The number of pupils taking AS level has fallen significantly in 2008 as a result of a significant drop in boys taking the examination. The Walsall average for A-E results have fallen by 3% from 2007 and are significantly below the national average. This has been the case for the last 3 years.

Numbers taking As level remain low.

The number of pupils taking A level has fallen from 2007 with significantly fewer pupils taking the examination. The A-C results have fallen significantly below the national average – 28% for 2008 and have fallen by 14% compared to the 2007 Walsall average results. The A-E results for 2008 are below the national average and have remained similar – 99% average for the last 3 years.

Although some schools have increased pupil uptake in short course and full course GCSE the overall trend for \*A-C results show only a marginal improvement towards meeting the national average. \*A-G results remain high and meet or exceed the national average for both the short and full course.

As level uptake for boys in 2008 is well below 2007 with fewer pupils overall attaining A-C passes.

A level results have fallen to a 3 year low with a significant gap in the A to G results compared with the national average. A to E results are at or near the national average and have been so for the last 3 years.

Numbers taking A level in 2008 have fallen below the 3 year average for 2006 to 2008.



Walsall pupils perform better at grades C-G at short course and full GCSE. This pattern of attainment is reflected in the AS and A level A to G results

- 2.6** A website has been set up to support the teaching of the syllabus, mainly due to the efforts of Janet Boden, advanced Skills Teacher for RE. Contributions to extend both the resources and share good practice are now needed from the teachers of religious education and from all religious groups.

**2.7 Five year plan and developments**

The five year plan will be reviewed in the light of the outcomes from the self audit and actions will be put in place to secure an established evaluation for 2008/9 and to achieve advanced status by 2012.

**3.0 Standards in RE**

Standards at \*A-C at GCSE and A-C grades at A level remain well below national averages.

**3.1 Ofsted Reports and Inspection findings**

A summary of the main points from both section 5 and section 13 reports for both primary and secondary schools in Walsall.

Changes to the inspection schedule means that schools have fewer days of inspection and the focus is largely upon standards in the core subjects, the evaluation by the school of its strengths and weaknesses (SEF) and commentary by the Ofsted team based upon the schools data. Individual subjects are inspected separately by HMI. Thematic inspections now take place which can be part subject focused, these provide judgements and information for national reports.

The comments provided reflects the range of judgements about spirituality and where judgements are made by school about provision for RE.

Appendix B gives data and information about the inspections from September 2006 and July 2007

**4.0 Teaching, teaching materials and teacher training**

It is proposed that the agreed syllabus monitoring will provide opportunities for teachers to share good practice, advise on additional resources and indicate future training needs. An spring conference in 2009 will provide teachers with the opportunity to review available resources.

**4.1 Courses and support provided on behalf of SACRE**

Monitoring the agreed syllabus

Evaluating acts of collective worship

**4.1 Complaints Concerning RE**

None received

**5.0 Other ( any other aspects of RE)**

None

**6.0 Collective worship**

**6.1 Advice on collective worship**

It is a legal requirement for all schools to hold a daily act of Collective Worship. Walsall S.A.C.R.E sent out guidance to all schools during autumn 2006.

**6.2 Monitoring**

Trained S.A.C.R.E members will be monitoring a small sample of schools in the use of the current agreed syllabus

**6.3 Training**

Training provided for monitoring the agreed syllabus

**6.4 Determinations**

None received for 2008

**6.5 Complaints concerning collective worship**

None received

**6.6**        **Other**  
None

**7.0**        **Links with other agencies**

- Multi faith forum
- NASCRE
- Churches together
- NATRE
- Walsall MBC

**7.1**        **National**

**7.2**        **Local**

**8.0**        **Other issues**

Continued lack of attendance at S.A.C.R.E meetings from non-Christian faith groups

**8.1**        **Governor training**

None provided

**8.2**        **SACRE members training**

See above 7.3

**9.0**        **SACRE arrangements**

SACRE meets 3 times a year in open forum. It has appropriate sub groups and committees to carry out the actions approved by SACRE. There is a financial arrangement with Education Walsall to support initiatives that SACRE wants to take on to support RE.

SACRE has agreed arrangements for monitoring the Agreed Syllabus and those taking part have undergone training.

SACRE has continued to receive presentations from the various faith groups on the history and related aspects of their faith which have proven to be highly valued by SACRE members.

**9.1 Professional and administrative support**

Education Walsall and representatives from the teaching profession provide appropriate support. Walsall council provides excellent administrative support.

**9.2 Financial**

Education Walsall provides financial support for agreed projects and publications.

**10.0 Appendices**

**Appendix A: Examination results**

**Appendix B: Ofsted inspections, findings September 2006 to July 2007**

**Appendix C: What is RE? a paper provided by the Lichfield Diocesan Board of Education**

# APPENDIX A

Examination results 2008

## 2006- 2008 Religious Studies (4610) GCSE Short Course

Taken from NCER EPAS (05-11-08)

|   | Number of entries |      |      |       |      |      |            |      |      | % A*-C |            |       | % A*-G |            |       |      |
|---|-------------------|------|------|-------|------|------|------------|------|------|--------|------------|-------|--------|------------|-------|------|
|   | Boys              |      |      | Girls |      |      | All pupils |      |      |        | All pupils |       |        | All pupils |       |      |
| School  | 2006              | 2007 | 2008 | 2006  | 2007 | 2008 | 2006       | 2007 | 2008 |        | 2006       | 2007  | 2008   | 2006       | 2007  | 2008 |
| Aldridge School   | 6                 | 108  | 100  | 11    | 94   | 98   | 17         | 202  | 198  |        | 76.5       | 58.4  | 55.1   | 100.0      | 99.0  | 99   |
| Barr Beacon School  | 128               | 87   | 49   | 80    | 100  | 67   | 208        | 187  | 116  |        | 35.6       | 24.1  | 61.2   | 96.6       | 92.0  | 99.1 |
| Blue Coat C.E. School   | 15                | 14   | 12   | 5     | 9    | 7    | 20         | 23   | 19   |        | 0.0        | 21.7  | 10.5   | 100.0      | 100.0 | 100  |
| Darlaston   | 0                 | 16   | 6    | 0     | 5    | 10   | 0          | 21   | 16   |        | -          | 61.9  | 12.5   | -          | 100.0 | 75   |
| Frank F. Harrison School  | 13                | 0    | 0    | 35    | 0    | 0    | 48         | 0    | 0    |        | 6.3        | -     | -      | 93.8       | -     | -    |
| Joseph Leckie School  | 0                 | 0    | 0    | 1     | 1    | 0    | 1          | 1    | 0    |        | 100.0      | 100.0 | -      | 100.0      | 100.0 | -    |
| Queen Mary's Grammar School   | 69                | 71   | 72   | 0     | 0    | 0    | 69         | 71   | 72   |        | 98.6       | 85.9  | 100    | 100.0      | 100.0 | 100  |
| Sheffield School  | 91                | 96   | 114  | 99    | 135  | 128  | 190        | 231  | 242  |        | 34.2       | 28.1  | 34.7   | 82.6       | 95.7  | 96.7 |
| Shire Oak School  | 108               | 120  | 83   | 97    | 101  | 82   | 205        | 221  | 165  |        | 54.6       | 57.5  | 29.1   | 98.5       | 97.3  | 90.3 |
| Sneyd School  | 22                | 71   | 24   | 21    | 65   | 39   | 43         | 136  | 63   |        | 41.9       | 11.8  | 33.3   | 100.0      | 91.9  | 98.4 |
| St. Francis of Assisi R.C. School   | 12                | 6    | 1    | 9     | 0    | 0    | 21         | 6    | 1    |        | 42.9       | 16.7  | 100    | 95.2       | 100.0 | 100  |
| St. Thomas More R.C. School   | 0                 | 0    | 1    | 0     | 0    | 0    | 0          | 0    | 1    |        | -          | -     | 100    | -          | -     | 100  |
| Streetly School   | 111               | 6    | 0    | 94    | 13   | 0    | 205        | 19   | 0    |        | 38.5       | 15.8  | -      | 98.5       | 84.2  | -    |
| Willenhall School   | 1                 | 1    | 1    | 0     | 0    | 2    | 1          | 1    | 3    |        | 0.0        | 0.0   | 0      | 0.0        | 100.0 | 100  |
| 596.0    463.0                    523.0    433.0                    1119.0    896.0 |                   |      |      |       |      |      |            |      |      |        |            |       |        |            |       |      |
| LA<br>Average<br>National<br>Average  |                   |      |      |       |      |      |            |      |      |        |            |       |        |            |       |      |
| 42.2          40.7          45.9          94.7          95.8          96.4          |                   |      |      |       |      |      |            |      |      |        |            |       |        |            |       |      |
| 51.2          51.2          51.6          93.4          93.1          93.8          |                   |      |      |       |      |      |            |      |      |        |            |       |        |            |       |      |

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

Taken from NCER EPAS (05-11-08)

LA data taken from NCER EPAS  
National data taken from statistical first release published by DCSF

## 2006- 2008 Religious Studies (4610) AS Level

Taken from NCER EPAS (05-11-08)

Based on pupils in years 12,13 and 14

|         |                                   | Number of entries |      |      |       |      |      |       |      |      |  |  |  |  |  |  |
|---------|-----------------------------------|-------------------|------|------|-------|------|------|-------|------|------|--|--|--|--|--|--|
|         |                                   | Boys              |      |      | Girls |      |      | Total |      |      |  |  |  |  |  |  |
| DCSF No | School                            | 2006              | 2007 | 2008 | 2006  | 2007 | 2008 | 2006  | 2007 | 2008 |  |  |  |  |  |  |
| 3355405 | Aldridge School                   | 0                 | 6    | 3    | 8     | 13   | 20   | 8     | 19   | 23   |  |  |  |  |  |  |
| 3354017 | Alumwell School                   | 3                 | 1    | 1    | 1     | 1    | 0    | 4     | 2    | 1    |  |  |  |  |  |  |
| 3355406 | Barr Beacon School                | 0                 | 0    | 4    | 13    | 3    | 7    | 13    | 3    | 11   |  |  |  |  |  |  |
| 3354602 | Blue Coat C.E School              | 0                 | 0    | 1    | 0     | 2    | 2    | 0     | 2    | 3    |  |  |  |  |  |  |
| 3354057 | Brownhills School                 | 0                 | 0    | 0    | 0     | 0    | 0    | 0     | 0    | 0    |  |  |  |  |  |  |
| 3354016 | Frank F Harrison                  | 1                 | 0    | 0    | 6     | 2    | 0    | 7     | 2    | 0    |  |  |  |  |  |  |
| 3354007 | Joseph Leckie School              | 3                 | 6    | 2    | 1     | 1    | 0    | 4     | 7    | 2    |  |  |  |  |  |  |
| 3354106 | Pool Hayes School                 | 0                 | 1    | 3    | 3     | 2    | 6    | 3     | 3    | 9    |  |  |  |  |  |  |
| 3355404 | Queen Mary's Grammar School       | 9                 | 12   | 5    | 2     | 5    | 0    | 11    | 17   | 5    |  |  |  |  |  |  |
| 3355403 | Queen Mary's High School          | 0                 | 2    | 0    | 2     | 23   | 12   | 2     | 25   | 12   |  |  |  |  |  |  |
| 3354055 | Shelfield Community               | 0                 | 0    | 0    | 0     | 0    | 4    | 0     | 0    | 4    |  |  |  |  |  |  |
| 3355402 | Shire Oak                         | 1                 | 0    | 0    | 0     | 2    | 0    | 1     | 2    | 0    |  |  |  |  |  |  |
| 3354107 | Sneyd School                      | 6                 | 7    | 4    | 1     | 9    | 10   | 7     | 16   | 14   |  |  |  |  |  |  |
| 3354606 | St. Francis of Assisi R.C. School | 1                 | 0    | 0    | 9     | 2    | 2    | 10    | 2    | 2    |  |  |  |  |  |  |
| 3355401 | St. Thomas More R.C. School       | 4                 | 2    | 2    | 5     | 3    | 2    | 9     | 5    | 4    |  |  |  |  |  |  |
| 3355400 | Streetly School                   | 2                 | 1    | 0    | 0     | 3    | 1    | 2     | 4    | 1    |  |  |  |  |  |  |
| 3354105 | Willenhall School                 | 0                 | 4    | 3    | 1     | 4    | 6    | 1     | 8    | 9    |  |  |  |  |  |  |
|         |                                   | 42                |      |      | 28    |      |      | 75    |      |      |  |  |  |  |  |  |
|         |                                   |                   |      |      |       |      |      | 72    |      |      |  |  |  |  |  |  |
|         |                                   |                   |      |      |       |      |      | 117   |      |      |  |  |  |  |  |  |
|         |                                   |                   |      |      |       |      |      | 100   |      |      |  |  |  |  |  |  |
|         |                                   | LA Average        |      |      |       |      |      |       |      |      |  |  |  |  |  |  |
|         |                                   | National Average  |      |      |       |      |      |       |      |      |  |  |  |  |  |  |

| Overall pupil achievement % |       |      |              |       |      |
|-----------------------------|-------|------|--------------|-------|------|
| Total A to C                |       |      | Total A to E |       |      |
| 2006                        | 2007  | 2008 | 2006         | 2007  | 2008 |
| 62.5                        | 47.4  | 56.5 | 100.0        | 84.2  | 87   |
| 50.0                        | 50.0  | 100  | 100.0        | 100.0 | 100  |
| 30.8                        | 0.0   | 18.2 | 92.3         | 100.0 | 63.6 |
| -                           | 50.0  | 33.3 | -            | 100.0 | 66.7 |
| -                           | -     | -    | -            | -     | -    |
| 14.3                        | 50.0  | -    | 42.9         | 50.0  | -    |
| 50.0                        | 42.9  | 50   | 75.0         | 100.0 | 100  |
| 33.3                        | 33.3  | 33.3 | 33.3         | 100.0 | 77.8 |
| 90.9                        | 82.4  | 100  | 100.0        | 100.0 | 100  |
| 100.0                       | 88.0  | 66.7 | 100.0        | 100.0 | 100  |
| -                           | -     | 25   | -            | -     | 100  |
| 100.0                       | 100.0 | -    | 100.0        | 100.0 | -    |
| 0.0                         | 25.0  | 57.1 | 71.4         | 56.3  | 78.6 |
| 30.0                        | 50.0  | 0    | 90.0         | 100.0 | 50   |
| 66.7                        | 20.0  | 25   | 77.8         | 80.0  | 75   |
| 0.0                         | 25.0  | 0    | 50.0         | 100.0 | 100  |
| 0.0                         | 62.5  | 33.3 | 100.0        | 87.5  | 100  |
| 45.1                        | 56.4  | 47   | 82.9         | 88.9  | 85   |
| 67.1                        | 66.7  | 65.1 | 92.4         | 92.1  | 91.7 |

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF



## 2006- 2008 Religious Studies (4610) A Level

Taken from NCER EPAS (05-11-08)

Based on pupils in years 12,13 and 14

| DCSF<br>No | School                            | Number of entries |      |      |       |      |      |       |      |      |
|------------|-----------------------------------|-------------------|------|------|-------|------|------|-------|------|------|
|            |                                   | Boys              |      |      | Girls |      |      | Total |      |      |
|            |                                   | 2006              | 2007 | 2008 | 2006  | 2007 | 2008 | 2006  | 2007 | 2008 |
| 3355405    | Aldridge School                   | 0                 | 0    | 5    | 4     | 4    | 8    | 4     | 4    | 13   |
| 3354017    | Alumwell School                   | 0                 | 2    | 2    | 5     | 8    | 7    | 5     | 10   | 9    |
| 3355406    | Barr Beacon School                | 7                 | 7    | 0    | 12    | 5    | 7    | 19    | 12   | 7    |
| 3354602    | Blue Coat C.E. School             | 7                 | 8    | 3    | 8     | 9    | 5    | 15    | 17   | 8    |
| 3354057    | Brownhills School                 | 0                 | 0    | 1    | 0     | 4    | 3    | 0     | 4    | 4    |
| 3354016    | Frank F Harrison                  | 0                 | 0    | 0    | 0     | 3    |      | 0     | 3    | 0    |
| 3354007    | Joseph Leckie School              | 0                 | 2    | 6    | 0     | 0    | 1    | 0     | 2    | 7    |
| 3354106    | Pool Hayes School                 | 0                 | 0    | 1    | 3     | 0    | 2    | 3     | 0    | 3    |
| 3355404    | Queen Mary's Grammar School       | 9                 | 9    | 7    | 2     | 1    | 3    | 11    | 10   | 10   |
| 3355403    | Queen Mary's High School          | 1                 | 0    | 0    | 7     | 16   | 9    | 8     | 16   | 9    |
| 3355402    | Shire Oak School                  | 2                 | 1    | 2    | 0     | 2    | 2    | 2     | 3    | 4    |
| 3354107    | Sneyd School                      | 2                 | 2    | 2    | 10    | 0    | 4    | 12    | 2    | 6    |
| 3354606    | St. Francis of Assisi R.C. School | 3                 | 0    | 4    | 0     | 3    | 4    | 3     | 3    | 8    |
| 3355401    | St. Thomas More R.C. School       | 5                 | 4    | 3    | 6     | 16   | 12   | 11    | 20   | 15   |
| 3355400    | Streetly School                   | 2                 | 2    | 2    | 6     | 7    | 2    | 8     | 9    | 4    |
| 3354105    | Willenhall School                 | 0                 | 2    | 3    | 0     | 6    | 3    | 0     | 8    | 6    |

39

41

95

72

123

113

**LA Average**  
**National Average**

| Overall pupil achievement % |        |        |              |        |        |
|-----------------------------|--------|--------|--------------|--------|--------|
| Total A to C                |        |        | Total A to E |        |        |
| 2006.0                      | 2007.0 | 2008.0 | 2006.0       | 2007.0 | 2008.0 |
| 75.0                        | 50.0   | 53.8   | 100.0        | 100.0  | 100.0  |
| 100.0                       | 70.0   | 55.6   | 100.0        | 100.0  | 100.0  |
| 52.6                        | 25.0   | 42.9   | 89.5         | 100.0  | 85.7   |
| 86.7                        | 58.8   | 25.0   | 100.0        | 100.0  | 100.0  |
| -                           | 0.0    | 0.0    | -            | 75.0   | 100.0  |
| -                           | 0.0    | -      | -            | 100.0  | -      |
| -                           | 50.0   | 42.9   | -            | 100.0  | 100.0  |
| 66.7                        | -      | 0.0    | 100.0        | -      | 100.0  |
| 100.0                       | 100.0  | 80.0   | 100.0        | 100.0  | 100.0  |
| 100.0                       | 87.5   | 100.0  | 100.0        | 100.0  | 100.0  |
| 50.0                        | 100.0  | 25.0   | 100.0        | 100.0  | 100.0  |
| 41.7                        | 0.0    | 33.3   | 100.0        | 100.0  | 100.0  |
| 66.7                        | 100.0  | 50.0   | 100.0        | 100.0  | 100.0  |
| 63.6                        | 85.0   | 66.7   | 100.0        | 100.0  | 100.0  |
| 25.0                        | 66.7   | 25.0   | 100.0        | 100.0  | 100.0  |
| -                           | 62.5   | 66.7   | -            | 100.0  | 100.0  |

**68.3**

**65.9**

**52.2**

**98.0**

**99.2**

**99.1**

**80.6**

**81.2**

**80.6**

**98.8**

**98.8**

**98.7**

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

## APPENDIX B

Ofsted inspections, findings September 2007 to July 2008

| SCHOOL                         | TYPE             | AGE RANGE | NOR | INSPECTION DATE     | RE COMMENT | OTHER/SMSC  | GRADE |
|--------------------------------|------------------|-----------|-----|---------------------|------------|---|-------|
| Alumwell Infant School         | Community School | 4-7       | 266 | 5 December 2007     | None       | Provision for pupils' spiritual. Moral, social and cultural development is good and lies at the heart of much of the school's work. | 2     |
| Bentley Drive Primary School   | Community School | 3-11      | 424 | 5-6 March 2008      | None       | Spiritual, moral, and cultural development is good.   | 2     |
| Blakenall Heath Junior School  | Community School | 7-11      | 213 | 12-13 June 2008     | None       | Satisfactory  | 3     |
| Chuckery Primary School        | Community School | 3-11      | 456 | 27-28 June 2007     | None       | Satisfactory  | 3     |
| County Bridge Primary School   | Community School | 3-11      | 209 | 14-15 November 2007 | None       | Satisfactory  | 3     |
| Croft Community Primary School | Community School | 3-11      | 209 | 1-2 July 2008       | None       | Good- no specific comment   | 2     |
| Delves Infant School           | Community School | 3-7       | 348 | 3-6 July 2004       |            |   |       |
| Fibbersley Park Primary        | Community School | 3-11      | 438 | 5-6 February 2008   |            | Good- no specific comment   |       |
| Hatherton Primary School       | Community School | 3-11      | 450 | 20-21 May 2008      | None       | Satisfactory  | 3     |
| King Charles Primary School    | Community School | 3-11      | 144 | 25-26 June 2008     | None       | Satisfactory  | 3     |
| Leamore Primary School         | Community School | 3-11      | 240 | 2-3 July 2008       | None       | Good  | 2     |

|  |                             |      |     |                       |  |  |   |
|--|-----------------------------|------|-----|-----------------------|--|--|---|
|  |                             |      |     |                       |  |  |   |
| Lower Farm Primary School              | Community School            | 3-11 | 431 | 20-21 May 2008        | None   | Satisfactory   | 3 |
| Manor Primary School                   | Foundation School           | 3-11 | 297 | 20 May 2008           | None   | Outstanding  | 1 |
| Mossley Primary School                 | Community School            | 3-11 | 233 | 10-11 October 2007    | None   | Good overall   | 2 |
| Old Church CE (C) Primary School       | Voluntary Controlled School | 3-11 | 349 | 28 June – 1 July 2004 |  |  |   |
| Park Hall Infant School                | Foundation School           | 3-7  | 270 | 25 February 2008      | None   | Outstanding – no specific comment                            | 1 |
| Pheasey Park Farm Primary School       | Foundation School           | 3-11 | 716 | 27-28 February 2008   | Good pupil knowledge of a variety of religions | Outstanding – contribution from themed assemblies            | 1 |
| Radleys Primary School                 | Community School            | 3-11 | 224 | 16-17 April 2008      | None   | Good – no specific comment                                   | 2 |
| Rough Hay Primary School               | Community School            | 3-11 | 284 | 22-23 February 2006   | None   | Good – no specific comment                                   | 2 |
| Rushall Junior Mixed and Infant School | Community School            | 3-11 | 220 | 18-19 June 2008       | None   | Good- no specific comment                                    | 2 |
| Ryders Hayes Community School          | Community School            | 3-11 | 445 | 21 November 2007      | None   | Outstanding – no specific comment                            | 1 |
| Short Heath Junior School              | Community School            | 7-11 | 238 | 27-28 February 2008   | None   | Good- but cultural diversity understanding needs development | 2 |

|   |                        |      |     |                      |      |  |   |
|---|------------------------|------|-----|----------------------|------|--|---|
|   |                        |      |     |                      |      |  |   |
| St Josephs Catholic Primary School              | Voluntary Aided School | 3-11 | 235 | 21 September 2007    | None | Outstanding spiritual development underpins the good behaviour and attitudes of pupils                     | 2 |
| St Mary of the Angels Catholic Primary School   | Voluntary Aided School | 3-11 | 238 | 6-7 November 2007    | None | Outstanding – pupils have a strong sense of right and wrong  | 1 |
| St Thomas of Canterbury Catholic Primary School | Voluntary Aided School | 3-11 | 159 | 20-21 June 2007      | None | Satisfactory   | 3 |
| Walsall Wood School                             | Community School       | 3-11 | 209 | 12-13 September 2007 | None | Good- contributes well to the harmonious relationships within school. Cultural development is satisfactory | 2 |
| Whitehall Junior Community School               | Community School       | 7-11 | 295 | 5-6 March 2008       |      | Good   | 2 |

## **APPENDIX C**

What is RE? A paper provided by the Diocesan Board of Education

## What is RE?

National Curriculum documents define each particular subject area. RE however is not nationally prescribed, it is locally agreed – each LEA has its own Agreed RE Syllabus – and as such there is no official national statement on what constitutes Religious Education. The Non-Statutory National Framework for RE (QCA 2004) proposed a particular view of RE, given the document's aim to begin to unify RE provision nationally. A discussion around the rationale of RE is an important exercise to enable teachers to more effectively deliver the RE curriculum. This is particularly so in Church Schools, where RE should be at the heart of the school's curriculum.

Before the 1960's, the position was clear. RI (Instruction) or RK (Knowledge) as it was then, was the teaching of "Scripture" in the primary school, and building on that for secondary pupils in what was called "Divinity". It was the confessional approach. Christianity was assumed as the only faith to be taught. Religious "Knowledge" was non-contentious, Christianity was non-denominational. Religious "Instruction" was based on rebuilding post-war Britain on "positive" ideals, counteracting negative ideals like Nazism.

Times have changed. The 1960's saw the thematic approach to RE in primary, and its reduction – if not disappearance – from the secondary timetable. The 1970's saw the changing nature of British society and led to the development of teaching about (knowledge and understanding of) world faiths, a positive attitude to diversity, in what was called the *phenomenological* approach – i.e. from the outside looking in. Christian teachers were fearful of indoctrinating and there was a climate against sharing personal beliefs or values. The term "RE" or Religious Education came into common usage, later enshrined in the 1988 Education Act. The emphasis had moved from the "religion" to the "education"; the focus was on human development with questions like "Who am I?", "How do I relate to others/the world?".

Since 1988, and strengthened by subsequent legislation, RE has once again become firmly established on the school curriculum. Since the Model Syllabuses of 1994 pupils have to be taught "about" religion, and also to learn "from" religion. RE initiatives, and the statutory inspection process, have led to RE being more vigorous and confident than it has been for many years. However there is some concern for the future of RE, as individual subjects are no longer to be inspected under OFSTED regulations. Will RE decline? And in other ways too it is not all plain sailing; there are still those who favour completely humanising RE (citizenship approach) encouraging pupils to learn from religious

spirituality and so construct their own spirituality/view of life. Additionally, there is the “smorgasbord” or “mish-mash” view, bits taken from various faiths, and so watering down a faith’s tradition and living vitality.

Religious Education in secular schools is a mixture of human development, knowledge and understanding of religion(s), and a positive attitude to diversity in a plural society. Since 1988 the emphasis has moved away from teaching religions, to teaching religion, and its skills. Perhaps we should move away from a particular emphasis of the past and simply call this curriculum area “religion”. RE in church schools should be different; it should be distinctive. The Roman Catholic Bishops of England and Wales in 2003 stated the educational role of RE, but were equally clear that RE should contribute to the faith development of pupils in Catholic schools. This is pertinent to CE schools. In our Aided church schools in particular we explore faith, and in particular Christianity, from within. This is the faith of the school foundation and community. Individual pupils, and staff, may not share this faith, many will not understand it.

RE has an educational process; there needs to be learning ‘about’ RE, which includes teaching about “other” world faiths as well as key Christian material – events in Jesus’ life for example. But there is also equally the process of reaching for understanding – the learning ‘from’ RE; what is the significance of Good Friday and Easter Day to Christians for example. Also most importantly, ‘learning from’ in RE will contribute to a search for meaning in pupils own lives. In a church school, for some this will be a search for, or a development/enhancement of, an individual personal faith.

The Educational focus of RE in the Church school will therefore be formed and enhanced by the vitality of faith on which that particular church school is currently based, as appropriate to each individual school.