



## THE ANNUAL REPORT OF THE NORTHAMPTONSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION



2012 – 2013

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**kindest thanks are extended to all the schools who have contributed photographs which feature in this Report.**



## **FOREWORD BY ELISABETH DRAGE**

### **CHAIR OF THE NORTHAMPTONSHIRE SACRE**

Welcome to the 2012-13 Annual Report of the Northamptonshire SACRE. The SACRE has met four times during the academic year and it would like to thank the organisations that have kindly hosted our meetings.

The SACRE has had a full year working towards the priorities outlined in the current Development Plan. The SACRE has also responded to the Religious Education Council's review of Religious Education and provided evidence to the All Party Parliamentary Group on RE (APPG), contributing to the direction and health of Religious Education in the future.

The SACRE is grateful to Lesley Pollard (School Improvement Officer), who was the Local Authority's Officer to SACRE for the period covered by this report, for driving our work forward and keeping us abreast of developments in Religious Education nationally. Regrettably, due to restructuring within the Local Authority, Lesley is no longer part of the Local Authority. However, we have plans to draw on her wealth of knowledge and expertise by commissioning her time to help us drive the priorities of the Development Plan forward in the future.

This year we have said a sad goodbye to Jonathan Gardiner who has stood down as Chair, and has left after serving on the SACRE for nearly a decade. The SACRE would like to thank him for the continuous hard work and commitment that he gave during that time and wish him all the best with his future pursuits.

There have been other changes in the representatives sitting on the SACRE, with sad farewells being said to Frederick Frith and Laura Richards, but we are pleased to welcome the new members who have joined us. It is important that we have a membership drawn from the Faith Groups found locally as they help to ensure that the SACRE is reflective of the diversity found in Northamptonshire.

The Northamptonshire SACRE would like to remind schools that LGGS does not currently offer professional development for Religious Education. This, combined with the impact of the absence of RE from the English Baccalaureate in secondary schools, causes the SACRE great concern that Religious Education may not be apportioned the same importance as other subjects in the school curriculum. If, as a part of their monitoring cycle, schools identify RE or Collective Worship as an area that needs development, they need to look for their own bespoke training. The SACRE can provide contact details of a local independent RE Adviser if required.

We are very pleased to be able to commend this Annual Report to all those in education and to those who have an interest in Religious Education in Northamptonshire. The report provides a wealth of information and advice for

schools. It will also help them to compare their own provision for, and standards in, Religious Education with other schools in the county.

Our best wishes go to you all from the SACRE.

A handwritten signature in black ink, appearing to read 'Elisabeth Drage', on a light blue background.

Elisabeth Drage

Chair of the Northamptonshire SACRE

## INTRODUCTION

The 1988 Education Reform Act established the statutory requirement for all Local Authorities (LA) to establish a permanent body called a Standing Advisory Council for Religious Education (SACRE). The Northamptonshire SACRE is an independent body which advises the LA on matters concerned with the provision of RE and Collective Worship. Further information about the statutory duties of the SACRE can be found in [Appendix 1](#) and The Terms of Reference for the Northamptonshire SACRE, which were revised in 2013, can be found in [Appendix 2](#).

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

This report covers the work of the Northamptonshire SACRE during the academic year from July 2012 to July 2013.

Four full SACRE meetings were held during the period covered by this report. Meeting dates and attendance of members can be found in [Appendix 3](#) and agendas and minutes of meetings can be found on the SACRE website - [www.northamptonshire.gov.uk/SACRE](http://www.northamptonshire.gov.uk/SACRE).

The report is sent to the Head teachers/Chair of Governors of all schools in the county, to the DFE (Department for Education), The National Association of SACREs (NASACRE), Faith Groups and the Local Authority. The report is also available on the SACRE pages of the Northamptonshire website.

## THE SACRE'S MISSION STATEMENT

To offer Northamptonshire Local Authority high quality, informed advice in relation to the provision of Religious Education and Collective Worship in schools.

### Values

In undertaking its statutory functions the Northamptonshire SACRE will:

- Value and promote cultural diversity and religious, social and racial harmony;
- Respect and value the beliefs, views and opinions of individual members;
- Establish effective, sensitive, respectful and positive partnerships.

### Aims

The Northamptonshire SACRE's aims are:

- To promote a positive understanding of Religious Education and the valuable contribution that it can make to young people's education and personal development;
- To promote high quality Religious Education in Northamptonshire schools, encouraging schools to see the value of the subject as part of the education young people receive;
- To recognise and celebrate high quality provision of Religious Education and to disseminate good practice;
- To help teachers to raise standards in Religious Education by supporting and promoting training for schools and sharing good practice;
- To promote effective teaching and learning in Religious Education which allows pupils to explore what religious belief involves, promotes enquiry, independent thinking, discussion, collaboration, creativity and reflective thinking and enables pupils to develop positive values and beliefs by which to live their lives;
- To help schools to improve the quality of Collective Worship in schools in order that it makes an effective contribution to pupils' spiritual, moral, social, cultural and physical development;
- To monitor and evaluate:
  1. The training and support given to schools;
  2. Standards in RE in Northamptonshire schools;
  3. The effectiveness of the Agreed Syllabus;
  4. The effectiveness of the Northamptonshire SACRE;
- To contribute towards community cohesion by ensuring that local faith communities, schools and the local authority come together to share the common aim of working towards a society which values the individual and the diversity of beliefs; encourages empathy, sensitivity and respect; and which promotes a sense of belonging to local, national and global communities;
- To advise the Local Authority of its statutory duties to effectively support the work of the SACRE.



## EXECUTIVE SUMMARY

### Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

- Schools need to be aware that **no CPD programme for RE is currently being initiated by the LA**; instead schools are expected to identify and access their own training needs. The SACRE is able to advise schools on local RE expertise to provide bespoke training for individuals, departments, full staff or clusters of schools upon request. (Please contact the Chair or Clerk of the SACRE for details);
- It is hoped that the **RE Teacher Network Support Group sessions** will be reinstated in the near future. These sessions can no longer be part funded by the SACRE due to budgetary constraints but the SACRE is currently exploring alternative ways to run these groups. In the past, these sessions have focused on teacher requests and been extremely well attended;
- **The SACRE will continue to publish a RE Newsletter for all schools** three times a year. RE Subject Leaders/RE Co-ordinators are encouraged to read this to keep up to date with developments, new resources and training opportunities and to see examples of good practice from schools around the county. Schools are also encouraged to contribute to the RE Newsletter to share good practice. (Past newsletters can be found on the SACRE website [www.northamptonshire.gov.uk/SACRE](http://www.northamptonshire.gov.uk/SACRE));
- **The SACRE will continue to send e-mail communication to RE Subject Leaders who want it** which is felt to be important or useful to keep schools as up to date as possible with new resources, developments in RE etc. However as the LA is no longer able to send this information to schools directly, RE leaders will be asked to provide their details to the Chair of the SACRE to authorise this to happen;
- In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, **Religious Education has to be taught according to the Northamptonshire Agreed Syllabus. However, the Diocese of Peterborough continues to recommend that all Church of England schools also follow the Agreed Syllabus**;
- **Secondary schools are reminded that Religious Education is a statutory subject** and that all KS4 students must follow an accredited course as is required in the Agreed Syllabus. Whilst RE is not being included in the English Baccalaureate it will count as part of "Performance 8" and is still a requirement by law;
- **Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement.**

Academies in Northamptonshire are invited to use the Northamptonshire Agreed Syllabus to ensure that they fulfil their statutory requirements;

- Senior Leaders and Governing Bodies are urged to ensure that **RE Subject Leaders/RE Co-ordinators are adequately supported** in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;
- Schools are encouraged to **apply for the RE Quality Mark (REQM)**. Three levels – Bronze, Silver and Gold can be achieved and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded ([www.reqm.org](http://www.reqm.org));
- Schools are reminded that the Teachers' Standards (Part One:3) require all **teachers to demonstrate a good subject and curriculum knowledge** and this is crucial within RE in order that pupils develop clear and accurate understanding of different faith communities and world views. Schools are urged to access appropriate CPD to meet the needs of the staff teaching RE;
- All teachers are urged to ensure that **tasks set for all pupils are appropriately challenging** and meet the needs of the learners. Again, this is a requirement of the Teachers' Standards (Part One:1, 2 & 5);
- Schools are also urged to look at the range of activities provided for pupils. At all Key Stages there continues to be a difference in boys' and girls' attainment. **Teachers are asked to use strategies that are known to be more effective with boys** to try to narrow this gap;
- Schools are reminded of the **expectation to assess pupils' progress in Religious Education**. The Agreed Syllabus gives a lot of guidance on assessment and how to use the Level Descriptions and the CD of Support Materials contains "I Can" statements and information on APP for RE;
- All schools are requested to **send the results of their end of Key Stage 1, 2 and 3 assessments to the SACRE at the end of each academic year**. This data is not collected in any other way by the LA or the DFE. The SACRE has a statutory duty to monitor standards and collection of the data helps to fulfil this duty;
- The SACRE encourages secondary teachers to look at **ways in which they might challenge pupils earlier on in Key Stage 3, especially in the development of reasoning and evaluative skills and in developing extended writing skills**. Evidence shows that where schools do this it impacts significantly on performance in GCSE examinations. (The Agreed Syllabus has guidance on skill development and on Personal, Learning and Thinking Skills as well as other advice on Teaching and Learning processes);
- The SACRE encourages schools to continue to look at ways to **raise the standards of Religious Studies at GCE A Level and AS Level**. Whilst

results have improved Northamptonshire is still below the national average. A SACRE Working Party is considering ways to address this concern and teachers of A Level and AS Level RS are urged to **support the SACRE by involving themselves in the Working Party.**

## DETAILS OF NORTHAMPTONSHIRE SACRE'S WORK

### Meetings

The SACRE met four times during the year covered by this report, September, December, March and June, with various Working Parties meeting in-between these full meetings. Membership of SACRE goes beyond attendance at the main meetings. The SACRE expects all of its Members to attend all the main meetings and belong to at least one Working Party, contributing to the overall work as fully as possible with reference to the group that they represent. This helps the SACRE to issue relevant advice to Schools and to the Local Authority. Members are then expected to report back to the Group / Faith Community which they represent and bring back to the next meeting any comments or suggestions.

At each meeting a representative of the place of worship or school at which the meeting was held has led a brief introduction for Members. In the case of places of worship this has included a guided tour and explanation of some of the key beliefs and practices of the people who worship there. This has ensured that Members have learned about each other; the work in schools and the values and commitments of the communities represented. The SACRE has found this to be an extremely rewarding experience for all involved enabling Members to work more cohesively.

Members received reports, updates and presentations at each meeting from the LA Officer to the SACRE, Lesley Pollard. These included updates on local and national developments in RE and Collective Worship, feedback from professional meetings and training and reports from school training and consultancy sessions.

In September the SACRE met at All Saints Church in Kettering. A new Chair and Vice Chair were elected following Jonathan Gardiner stepping down from his position as the Chair. This was sad news for Members as Jonathan had been a member of the Northamptonshire SACRE for 10



years. Members received a presentation from Ellie Hill of the University of Northampton. They were informed of the place of RE in Initial Teacher Training at the local university and of the support and resources available to students there. Members were able to ask questions and received full responses. Members discussed the SACRE Development Plan and reviewed the work of the various Working Parties. Members received detailed reports from the LA Officer to the SACRE, Lesley Pollard, who had attended the National Association of SACRES (NASACRE) Annual Conference and the Association of RE Inspectors, Advisers and Consultants (AREIAC) Annual Conference. They found this information extremely useful in learning about the current position of RE and possible ways to move forward in what are undoubtedly very difficult times.

In December the SACRE met at The University of Northampton and were able to view the RE resources available to trainee teachers. Members reviewed and amended the Terms of Reference for SACRE, appointed a Scrutineer to oversee the

SACRE budget and were presented with the 2012 data analysis for RE in Northamptonshire. Members were disappointed with the decrease in teacher assessment data returns from Key Stages 1, 2 and 3 for 2012 and discussed this and the implication upon the value of the data analysis. They agreed that in 2013 letters and proformas should be sent hard copy to schools in order that they go directly to the RE Subject Leader; in 2012 only electronic forms were sent and these went to the Headteacher of a school. Members were also given information on the progress of the national non-statutory RE Subject Review and were presented with an analysis of RE/SMSC from local Ofsted Reports.

In March 2013 the SACRE met at the Hindu Community Centre in Wellingborough. They received a presentation from the Reverend David Dean from St. Philip's Centre in Leicester. This centre prides itself on being a multi-faith study and engagement centre providing opportunities for both adult and child based learning. Links with Leicestershire faith communities and schools were discussed and Members were fascinated by the breadth of work. It was clear that some schools in the north of our own county could benefit from some of the opportunities offered and it was agreed to put details into a RE Newsletter. Members were informed about the RE Quality Mark (REQM) by Lesley Pollard who has trained as an assessor. This new countrywide process has taken off extremely with over 70 schools already achieving the Bronze, Silver or Gold REQM. It is hoped that schools in Northamptonshire will consider applying for REQM to ensure that good practice in RE is recognised.

In June the SACRE met at Wrenn Secondary School in Wellingborough and were able to view the work of the RE Department there. Members posed questions to Headteacher, William Thallon and RE Subject Leader, Emma Webb. Answers helped Members to understand more about the nature of RE in secondary schools. Members discussed the All Party Parliamentary Group (APPG) report entitled "RE Unmasked" and the implications for RE in general and more specifically for our county. Members were also informed that this would be the last meeting at which they would have Lesley Pollard present as the LA Officer to the SACRE as she would be leaving the county council at the end of July.

Obviously these are very brief notes from the meetings held. Much more was discussed than space allows reporting here. Full details of meetings are available in the minutes of the meetings which can be found on the SACRE website ([www.northamptonshire.gov.uk/SACRE](http://www.northamptonshire.gov.uk/SACRE))

### **Resources**

New resources continue to be outlined to schools in the RE Newsletter, written by Lesley Pollard and published to all schools, three times each year. Past newsletters can be found on the SACRE pages of the Northamptonshire website - [www.northamptonshire.gov.uk/SACRE](http://www.northamptonshire.gov.uk/SACRE)

### **Monitoring Standards**

Schools continue to be required by the SACRE to report on the end of Key Stage One, end of Key Stage Two and end of Key Stage Three attainment, in terms of Teacher Assessment. The SACRE is grateful to schools for ensuring that these end

of key stage proformas are completed. The SACRE is keen to fulfil its statutory requirements and feel that this is one way that helps them to do so.

The SACRE was disappointed to find a decrease in the numbers of schools returning their proformas in 2012 and discussed whether this was in part due to letter and proformas only being sent to schools in electronic format. It was agreed that for 2013 letters would again go in hard copy, addressed to the RE Subject Leader.

### **Teacher Network Groups**

Sadly it was not possible to run any Network Groups for 2012 – 2013. There was due to be one entitled “So you want to know more about Islam?” but due to religious classes being held at Mosques at the end of the school day, finding a convenient date and time to hold the session at the religious building itself proved impossible. In addition, due to a greatly reduced budget for the SACRE it was not possible to hire alternative venues and keep costs at a reasonable level. The SACRE is extremely keen to reinstate these meetings and intend to explore ways to allow this to happen for 2014.

## **SACRE MATTERS**

### **National Links**

National links continued to be developed. The Northamptonshire SACRE remains an active participant in National Religious Education organisations.

The SACRE has maintained its membership of the National Association of SACREs (NASACRE), and has been represented at meetings and national conferences arranged by this body. One of the members of the SACRE is a member of the NASACRE National Executive and his reports provide a valuable insight into national developments.

Two representatives of the SACRE attended the National Conference organised by NASACRE. The focus was “Challenging SACREs” and the key theme was looking at ways in which the SACRE can continue to work effectively in challenging times of budget constraints and loss of LA RE advisers. Alan Brine, HMI for RE with Ofsted and Mark Chater, Director at Culham St. Gabriel’s, gave keynote speeches and led discussions for the participants from across the country. These conferences provide valuable updates for the Northamptonshire SACRE and ideas for future work and initiatives.

The Officer to the SACRE, Lesley Pollard, is a member of The Association of RE Inspectors, Advisers and Consultants (AREIAC). Regular attendance at the Midlands regional meetings and at the national Annual Conference helps to ensure that the SACRE is well informed and updated.

The Officer continued to meet with the Diocesan Schools Officer through the year and was a member of the Schools Curriculum Committee of the Diocesan Board of

Education. The Diocesan Board recommend that all Church of England schools in the county follow the locally Agreed Syllabus.

### **SACRE Arrangements – Professional and Administrative Support**

The SACRE is advised and supported by professional and administrative staff of the Local Authority. Its business is administered by Jane Hall (Governor Services) who acts as Clerk to the SACRE.

A budget for 2012 – 2013 was allocated to SACRE in the form of:

- Clerking Service for the SACRE meetings;
- £6,000 to cover the work of the SACRE as detailed below:

The £6,000 budget was broken down to fund the following areas:

- Membership of the NASACRE;
- Attendance at the NASACRE Annual Conference;
- Attendance at the AREIAC Annual Conference;
- Completion of the SACRE Annual Report;
- The SACRE Development Plan actions;
- RE Newsletters for schools;
- Administration – copying, postage etc.

### **SACRE Development Plan 2011 – 2015**

The SACRE have continued their work on the Development Plan and its five key which are:

- To develop the Northamptonshire SACRE, ensuring its membership is representative of the diversity of faith groups in the county and that members understand the importance of the role they are taking on;
- To engage with the views of young people regarding RE and issues linked to religion and belief;
- To support schools with RE and Collective Worship;
- To embed and monitor the implementation of the new Agreed Syllabus for RE;
- To raise and monitor standards in RE.

Under these priorities a number of targets were set which the SACRE hoped it would be able to action over the coming years. However, due to the reduced budget and lack of LA Officer hours provided, progress against these priorities has been slow and this is of great concern.

The Development Plan is regularly discussed and reviewed at the SACRE Meetings and is coded with RED (not fulfilled), AMBER (part way to completing), GREEN (completed) or left WHITE if not yet timetabled to be addressed. A copy of the current Development Plan from 2011 – 2015 will be available on the SACRE website - [www.northamptonshire.gov.uk/SACRE](http://www.northamptonshire.gov.uk/SACRE)

## **Membership**

During the academic year, a number of members resigned or retired and their service to the SACRE was acknowledged in meetings.

### **Welcome to:**

Anwarul Momen, Andrew Dutton, Ellie Hill, Yvette Timms, Anthony Twigger,

### **Goodbye to:**

Jonathan Gardiner, Laura Richards, Bernard Ingram, Janet Northing

Formal thanks are extended to all these members for their continued support and commitment over their time with the SACRE. We wish them all well. Members were reminded at meetings that, as far as possible, the membership of the SACRE should reflect the representation of the various communities within the area which the SACRE serves.

## **Future Agendas**

The SACRE looks forward to another busy year in 2013 – 2014. Agenda items in the coming year are likely to focus on:

- The SACRE Development Plan and actions to be completed;
- Monitoring the effectiveness of the Agreed Syllabus – “Growing Together”;
- Developing further ways of monitoring Religious Education, Collective Worship and SMSC in county school Ofsted Reports;
- Further development of youth voice for the SACRE;
- Maintaining the SACRE website;
- Producing updated guidance on ICT resources for RE;
- Looking at further ways to raise attainment in RE particularly at GCE A Level and AS level;
- Looking at ways to reintroduce RE Teacher Network Meetings and the RE Newsletter for schools;
- Hearing more about good teaching and learning in Religious Education.

## **RELIGIOUS EDUCATION**

### **The Locally Agreed Syllabus 2011**

Section 390 of the Education Act 1996 requires Local Authorities to institute a review of the locally Agreed Syllabus five years after the completion of its last review. The last review process took place in 2010. The new syllabus, ‘Growing Together’, was required to be implemented in county schools from September 2011 and is being used successfully in many county schools. Feedback about the syllabus has been extremely positive. Academies, Independent and Free Schools in the County are invited to use the locally Agreed Syllabus.



### **Continuing Professional Development (CPD)**

The County CPD programme, through Learning, Skills and Education (LSE) did not include Religious Education during 2012 - 2013.

However, the Officer to the SACRE has:

- Provided schools with bespoke in-house training and consultancy;
- Published a termly newsletter to schools.

The Chair to the SACRE is interested in hearing about the needs of teachers regarding professional development and will report to the SACRE through a standing item on the agenda of meetings. The SACRE will endeavour to support provision of training appropriate to the needs of schools through requesting bespoke training for individuals, departments, full staff or clusters of schools from locally known independent RE Advisers.

### **In School Support for Religious Education**

Over the year the Officer, Lesley Pollard, has made 15 visits to Primary, Secondary and Special Schools to deliver one to one staff support or full staff training sessions.

The SACRE is pleased to see that a number of county schools are still ensuring that Religious Education receives the attention and support deserved of a statutory subject and encourages all Senior Leadership Teams to ensure that RE is considered when identifying school improvement and training needs. This is particularly important with the embedding of a new syllabus to ensure that it is successfully implemented in schools.

A significant amount of the Officer's time was also taken with responding to e-mails and telephone calls from schools, asking for advice, support or resources.

### **RE Newsletter**

The SACRE Members received copies of the termly RE Newsletter circulated to all Northamptonshire and Rutland schools. Through this newsletter schools are kept informed of local and national developments and CPD opportunities. New resources are outlined and schools share their examples of good practice which may be pupils' work, lesson ideas and special events or RE projects. The SACRE welcomes schools submitting work or reports of events and would like to say a big thank you to all the contributors over the past year.

### **Standards in Religious Education**

The Agreed Syllabus emphasises standards of attainment expected at the end of each Key Stage and includes guidance on planning and assessment. The SACRE remind schools that they are required to submit the returns for attainment at the end of Key Stages 1, 2, and 3 so that data can be analysed effectively.

## Key Stage 1

A summary of the results can be found in [Appendix 4](#).

It is noted that there was a 26% decrease in return of data at KS1 this year and the SACRE remind schools that they are required to submit their returns so that data can be analysed effectively.

The SACRE is pleased to note that 87% of KS1 pupils achieved the expected level of attainment (Level 2) by the end of Year Two in 2011 and 15% exceeded that expectation. This shows a small increase at L2 from last year but a 3% decrease at L3. Only 16% of children were not working at the level expected for the end of KS1, slightly less than last year. The SACRE reminds schools that the Agreed Syllabus requires an “enquiry based” approach to RE and was pleased to read in the recently released Ofsted Long Report – “Realising the Potential” that schools where RE was graded as good or outstanding had a very clear enquiry based approach to learning. The Agreed Syllabus provides support and guidance to help schools to understand what is meant by this approach and to help them plan for classroom experiences. The SACRE also asks schools to continue to ensure that they are supporting ALL pupils to achieve in RE by providing appropriately challenging work.

There is now only a slight difference between boys’ and girls’ attainment at Level 2, but the gap at Level 3 remains at 5.4%. It was 5.6% in 2011.

The SACRE continues to urge teachers to consider the types of tasks that they set for pupils to ensure that they address the needs of boys as learners, as well as girls. Collaborative activities, the use of non-literacy based tasks and learning outside the classroom are known to be effective ways to help learning, for boys in particular. Visits to places of worship and visitors from Faith Communities provide first hand learning experiences for pupils and helps them to see religion within a context and in modern day communities.

Schools were also asked to include an analysis of strengths and areas for development in performance. For Key Stage 1 they are summarised as follows:

### Strengths:

- Talking and sharing ideas freely;
- Interest and curiosity in religions and world views;
- Asking questions;
- Knowledge about key people, places and events in Christianity and Judaism;
- Development of empathy;
- The meaning of religious symbols and vocabulary;
- Communicating learning through talk, drama, art.

### Areas for Development:

- Staff knowledge of different faith groups and the range of beliefs within a faith;
- More effective use of displays to encourage deeper thinking and questioning;
- Ensuring all pupils are active learners;
- Developing independent thinking;
- Developing links with wider faith communities;
- Making time for reflection on learning and times of quiet;

- Providing opportunities for spiritual development;
- Ensuring pupils understand the impact of beliefs on individuals, families and communities;
- Making greater use of first hand experiences – visits and visitors;
- Improving the use of technical terminology;
- Recording learning more effectively;
- Making quality time available for RE.

## **Key Stage 2**

A summary of the results can be found in [Appendix 4](#).

It is noted that there was a 26% decrease in return of data at KS2 this year and the SACRE remind schools that they are required to submit their returns so that data can be analysed effectively.

At KS2 82% of pupils achieved the expected level of attainment (Level 4) by the end of Year Six in 2012 compared to 79% the previous year. There were 23% of pupils who achieved above expectations this year, a slight decrease from 2011.

The SACRE urge schools to ensure that teachers look at how they can extend the more able pupils, and move them to the higher levels to avoid further decrease in the future. For example, by ensuring that appropriately challenging and engaging tasks are being devised. The use of philosophy for children (P4C), enquiry based tasks, activities to extend thinking skills and greater use of independent learning challenges are recommended to help these pupils. As with KS1, greater use also needs to be made of local Faith Communities with visits out and visitors into schools enabling firsthand experiences to be provided for pupils.

The SACRE was noted that there is still a difference between boys' and girls' achievement at the lowest and highest levels, but the gap at the expected level (Level 4) has narrowed slightly. Schools are urged to look at the opportunities provided for boys at the lowest and highest levels to ensure that they are appropriate and suitably challenging.

Schools were also asked to include an analysis of strengths and areas for development in performance. For Key Stages 2 they are summarised as follows:

### **Strengths:**

- Interest, curiosity and questioning;
- Discussing religious concepts at increasingly deep levels;
- Comparing and contrasting beliefs and ways of life;
- Understanding the impact of faith upon the lives of religious followers;
- Making links with previous learning;
- Understanding morals and messages behind key teachings;
- Respect and sensitivity towards different points of view;
- Empathy with others.

### **Areas for Development:**

- Staff knowledge and understanding of different belief systems;
- Opportunities for more self-directed learning for pupils;

- Depth of knowledge and understanding of different belief systems;
- Opportunities for more multi-sensory learning activities and first hand experiences;
- Development of extended written based tasks;
- Use of more visits and visitors to support learning;
- Relating more abstract concepts to pupils' own lives;
- Understanding that there are a range of different beliefs within any faith;
- Engagement and attainment of boys.

### **Key Stage 3**

A Summary of the results can be found in [Appendix 4](#).

The SACRE was delighted to see that the percentage of boys and girls achieving the expected Level 5 or above has increased from 2011. For boys there is almost a 10% increase and for girls there is a 4% increase and for the first time boys are outperforming girls at Level 6. In 2012 90% of pupils are working at or above expected levels of attainment compared to 84% in 2011.

The number of boys working below Level 5 has decreased by 10% and the number of girls working below Level 5 has reduced by 4%. This continues the trend from last year and SACRE is pleased to note this. Less than 10% of pupils are currently working below expected levels.

Teachers are asked to continue to look at ways in which they extend the higher attaining children, particularly boys, ensuring that appropriately challenging and engaging tasks are being devised. The results this year are very pleasing and SACRE hopes that this trend will continue. Research shows that the enquiry based learning of the Agreed Syllabus challenges and engages pupils more effectively. Also that learning outside the classroom, the use of information technology, a range of dramatic conventions and opportunities to collaborate can be effective in helping to narrow the gap.

Schools were also asked to include an analysis of strengths and areas for development in performance. At Key Stage 3 they are summarised as follows:

#### **Strengths:**

- Use of IC to support learning;
- Empathy for others;
- Engaging with challenging topics and controversial issues;
- Understanding the impact of faith upon a person's life;
- Appreciation of a range of views;
- Respect and sensitivity towards others;
- Seeing both sides of an argument;
- Backing up opinions with evidence;
- Interpreting a range of sources;
- The use of philosophy and enquiry to explore RE.

#### **Areas for Development:**

- Linking historical development of religions to modern day contexts;

- Developing evaluation skills early in KS3;
- Ensuring study is of contemporary faith groups;
- Developing extended written tasks;
- Increasing percentage of L7+, challenging higher attainers;
- Consistency of attainment and progress across classes;
- Development of more independent enquiry strategies.

The information provided has been very helpful and has enabled the SACRE to have up to date information on pupils' attainment at Key Stage 3 across the county.

### **GCSE and GCE Results**

The tables in [Appendix 4](#) give details of results in 2011 for Short and Full Course GCSE Religious Studies, GCE A/S Religious Studies and GCE A Level Religious Studies.

In 2012 there were fewer entries for Short Course RE than in 2011. There were 900 less girls and 900 fewer boys entered than in the previous year. However this reflects the national picture for the subject. The national average for pupils achieving A\*-C was 50.3%. The SACRE is pleased to note that the overall Local Authority average was 50.4% A\*- C, which is level with the national average. Girls got an average of 58.5%, taking them just above the national average; boys however got 42.9% taking them exactly level with the national average for boys. This is an improvement on comparisons for last year and the SACRE is pleased to note this but encourages schools to look at ways to narrow this gap in attainment.

In Full Course RE the Local Authority average of 70.1% was just below the national average of 72.5% but much improved from last year with a significant narrowing of the gap between the county and the national results. Boys, at 59.9% were 6% below the national average (an improvement for the second year running) and girls, at 77.5%, were less than 1% below the national average of 78.3%. This is also an improvement from last year.

Teachers are asked to continue to look at ways to raise levels in Full and Short Course. There continues to be a need to develop reasoning and evaluation skills much earlier in Key Stage 3 and introduce a wider variety of types of extended writing so that this can be built on in Key Stage 4, rather than leaving such strategies for KS4 when it is often too late. The SACRE ask teachers of pupils in year seven and eight to build more on the prior knowledge and understanding attained in the primary schools and engage and challenge young people so that they are excited by RE.

The SACRE is pleased to note that AS Level entries at KS4 have remained the same and that the results were pleasing overall.

Nationally, 60% of pupils attain A – C at AS level. In Northamptonshire 53% attained A – C, an increase of 5% from 2011. Results for boys remained the same as 2011 but results for girls were up by 7%. This meant that the county bucked the national trend as results for both boys and girls remained the same nationally. However boys remain 11% below the national average and girls are still 6% below so, although the gap is narrowing, there is still a lot of work to be done.

At A Level the number of entries remains the same overall as in the previous year although the SACRE noted that the number of entries for boys was up (down for girls). Results were pleasing with an increase for both boys and girls from 2011 results. Overall, 100% of girls and boys attained A\* - E. In Northamptonshire 61% of boys attained A\* - C, this is a 10% increase from last year. For girls 72% attained A\* - C, a 4% increase from 2011. Whilst these results remain below national averages (75% and 79.8%) the county results have increased this year whilst nationally results have dropped. So whilst boys remain 15% below national averages and girls 8% below, last year we were 25% and 12% below. The SACRE therefore wishes to acknowledge this and hope that this is the beginning of a positive trend.

Results for boys at the highest levels are extremely pleasing with nearly 20% of boys getting A\* or A compared with 19% nationally. As this was a point for development last year the SACRE is encouraged to learn this.

The overall results at all key stages make it clear that there are some key priorities for Northamptonshire teachers. Firstly, schools must ensure that ALL staff teaching RE have access to continuing professional development (CPD) in order to develop the knowledge, skills and understanding required to teach the subject effectively and give all pupils access to a good RE curriculum.

Secondly schools must ensure that all pupils, from Key Stage1 through to KS5, are challenged appropriately, with the least able pupils appropriately supported and the most able pupils challenged and stretched to achieve their full potential.

The SACRE Working Party set up during 2011 to look at ways that it can help schools to raise levels, particularly at AS and A Level will continue and it is hoped that teachers will share their expertise and good practice with others.

### **Ofsted Reports**

One Northamptonshire Primary School underwent an HMI RE Subject Inspection during the year with a pleasing outcome. The result helped to form part of the overall Long Report for Ofsted – “Realising the Potential” (Ofsted 2013).

The SACRE has been considering, and analysing, OFSTED reports for Northamptonshire schools over the past year where there are references to RE and SMSC. This has helped them in monitoring standards of RE.

### **School Self-Evaluation**

The SACRE recommends that all subject leaders for RE in all schools should regularly evaluate the quality of provision in the subject to identify strengths and areas for development.

In addition, the SACRE wishes to remind schools that they are able to recommend a local RE Adviser who is able to carry out RE Subject Reviews in schools and to support schools as they work to develop the provision through RE. This may be through:

- Providing training for subject leaders;
- Supporting schools as they develop planning and assessment in RE;

- Developing the subject knowledge of non-specialist teachers;
- Supporting schools as they carry out their self-evaluation processes;
- In-house/Cluster training.

### **Complaints about Religious Education**

The SACRE did not receive any complaints about Religious Education during the year.

## **COLLECTIVE WORSHIP**

### **“Quality Collective Worship”**

Schools are reminded that the CD Rom, produced by the Northamptonshire SACRE in 2007, gives support as well as guidance on Collective Worship for Northamptonshire Schools.

A Working Party has been looking at this guidance in the light of responses. It is hoped that updated information will be provided for schools in 2014.

### **Determinations**

The 1996 Education Act (section 394 – 1) empowers a SACRE to grant the request of a head teacher for alternative Collective Worship, where it is considered that the nature of a pupil population makes it inappropriate to be wholly or mainly Christian.

In the year of this report, the SACRE has not received any requests from schools for a determination.

### **Complaints Concerning Collective Worship**

The SACRE has not received any complaints about Collective Worship during the reporting year.

## APPENDIX 1

### The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include:-

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Can require the LA to review its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

All SACREs are required by law to produce an Annual Report, a copy of which must be sent to the Qualification and Curriculum Development Agency (QCDA).

The SACRE comprises four groups:

- Group A:** Representatives of Christian denominations and other religions such as Buddhism, Islam, Hinduism, Judaism, and Sikhism, and their denominations, reflecting the principal religious traditions of the area.
- Group B:** Church of England representatives
- Group C:** Teacher representatives
- Group D:** LA representatives

Each group has equal status and voting rights.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.



The Northamptonshire SACRE usually meets three - four times a year. SACRE meetings are open to the general public who may attend as observers.

Membership of the Northamptonshire SACRE can be found in [Appendix 3](#).

## APPENDIX 2

### Northamptonshire Standing Advisory Council for Religious Education

#### Terms of Reference

##### **1. PREAMBLE**

1.1. This document explains the duties and responsibilities of the Standing Advisory Council for Religious Education in Northamptonshire, which shall be called the SACRE from this point on.

1.2. The SACRE shall, in line with the law and guidance issued by Parliament, the Courts, the Department for Education (DFE) and Northamptonshire County Council as the Local Authority (LA), advise on such matters connected with the provision of Religious Education and Collective Worship in schools and other educational establishments in the LA's area, excluding Religious Education and Collective Worship in Voluntary Aided schools, Collective Worship in Voluntary Controlled schools and schools with a trust deed which specifies alternative provision.

1.3. If there is a conflict between these Terms of Reference and the law, the SACRE shall comply with the law.

##### **2. AIMS AND OBJECTIVES**

2.1. The SACRE aims to:

- a) Keep under review provision for Religious Education and Collective Worship in all the LA's schools and to make recommendations to the LA as necessary;
- b) Ensure that Religious Education has equal standing in relation to the core and other foundation subjects within a school's curriculum;
- c) Make recommendations to the LA relating to appropriate training, materials and other resources in the context of the relevant law and guidance;
- d) Advise the LA of the need to review the Agreed Syllabus as required by law.

2.2. In order to achieve the above, the SACRE has set itself the following objectives:

- a) To promote the provision and monitor the standards of Religious Education and Collective Worship in schools;
- b) To prepare and make various recommendations to schools on methods and resources to support good practice in RE and Collective Worship;
- c) To review training needs of teachers and monitor training programmes;
- d) To consider and decide upon applications for determinations in relation to Collective Worship,
- e) To arrange presentations to the SACRE related to good teaching and learning in Religious Education and resources for RE and Collective Worship;
- f) To consider the content of the LA's Agreed Syllabus and advise whether a new or modified Agreed Syllabus is required;
- g) To undertake any other activities necessary to achieve the SACRE's aims and comply with its legal duties.

### 3. RESPONSIBILITIES OF THE SACRE

3.1. In line with the law and current guidance, the SACRE shall:

- a) Offer advice to the LA on matters connected with Collective Worship in its schools and Religious Education in accordance with the Agreed Syllabus; this can include methods of teaching, the choice of materials and the provision of training for teachers;
- b) When requested by a majority of its representative groups, not including that group representing the LA, instruct the LA to review its Agreed Syllabus and to convene a conference for that purpose. Such a review shall **begin not later than five years after the completion of the previous review**. An Agreed Syllabus Conference, established for this purpose, may recommend the inclusion of attainment targets, programmes of study and assessment arrangements in locally determined form. Any new Agreed Syllabus must reflect the fact that the religious traditions in this country are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented here;
- c) Inform schools of any amendments to the Agreed Syllabus and provide guidance to schools on matters relating to the implementation of the law with respect to Religious Education and Collective Worship;
- d) Inform schools of arrangements for seeking a “determination” with respect to Collective Worship. Upon receipt of a written application from a Head Teacher of a community school or any foundation school which has not been designated as having a religious character, to determine whether it is appropriate to disapply the requirement for broadly Christian Collective Worship in the case of that school, or of a class or other description of pupils at the school. Due regard must be given to any circumstances relating to the ages, aptitudes and family backgrounds of the pupils. The ‘determination’ must be reviewed after five years, or earlier if requested by the school;
- e) Publish an annual report on the SACRE’s work, specifying those matters on which advice has been given to the LA, the nature of such advice, and the reasons for offering advice on matters not referred to it by the LA. The report should be sent to schools and the National Association of SACREs and an annual return should be submitted to the DFE each year giving the number and effect of any ‘determinations’ with respect to Collective Worship made by the SACRE;
- f) Consider complaints referred by the LA to the SACRE with respect to provision for Religious Education or Collective Worship.

### 3.2 Budgetary management

The SACRE shall:

- a) Monitor the use of the funds provided by the LA for its activities; and
- b) Appoint a Scrutineer (who shall be elected annually by the SACRE) to oversee the SACRE budget, meet with the Chair and LA Officer to the SACRE at least three times a year and report to the SACRE regularly.

### 4. MEMBERSHIP

#### Representative Members

4.1. In line with the relevant legislation, the SACRE will include members appointed by the LA from the following four representative groups:

- a. Such Christian and other religious denominations not including the Church of England, as in the opinion of the LA, broadly reflect the proportion of those denominations or religions represented in the area;
- b. The Church of England;

- c. Associations representing teachers, as in the opinion of the LA, ought to be represented, having regard to the circumstances of the area; and
- d. The LA.

### **Co-opted Members**

4.2 The SACRE may include co-opted members, who are persons appointed by its own members.

4.3 The relevant appointing body must notify the SACRE Clerk in writing of any representative and co-opted member appointments, prior to the new member's first meeting.

### **Vacancies.**

4.4 In the event of a vacancy on the SACRE the Clerk shall:

- a. Advise the relevant appointing body and/or NASACRE of the vacancy;
- b. Where appropriate, refer any nomination to the LA; and
- c. Where such nominations are agreed, record the person as a member of SACRE.

4.5 In the absence of nominees from a representative group, the LA may nominate and appoint any person that it considers to be representative of that group and it deems appropriate, to fill the vacancy.

### **Term of Office**

4.6 The SACRE shall review the membership annually at the autumn term meeting on receipt of the Annual Report.

### **End of Membership**

4.7 A member shall cease to be a member of the SACRE if:

- a. They write to the SACRE or the Clerk and tender their resignation;
- b. They were appointed by virtue of being representative of the religion, denomination or associations which they were appointed to represent, but in the opinion of the LA, they cease to be such a representative, or to be representative of the authority;
- c. The other members of their representative group notify the LA that the member should no longer act as one of its representative on the SACRE, and the LA agrees to their removal;
- d. The LA determine, on reasonable grounds, that the member is unable, unwilling or an unsuitable person to continue these duties.

### **Officers to the SACRE.**

4.8 The Chair of the SACRE shall be appointed either by the LA or, if the choice is made not to exercise this right, by members in attendance at the relevant meeting, at:

- a. The first meeting each Academic Year, or
- b. Any meeting during the year when the position is vacant.

4.9 Where the Chair is appointed by the voting members this will be by a simple majority.

4.10 The Chair shall be responsible for:

- a. The management of meetings;
- b. Representing the SACRE to other bodies;
- c. Such other duties as the SACRE considers appropriate.

4.11 The Vice-chair shall be appointed by a simple majority of the voting members, at:

- a. The first meeting each Academic Year; or
- b. Any meeting during the year when the position is vacant.

4.12 The Vice-chair shall be responsible for

- a. Deputising for the Chair as required;
- b. Representing the SACRE to other bodies in the absence of the Chair or by agreement with the Chair such other duties as the SACRE considers appropriate.

### **The Clerk**

4.13 The LA shall appoint and supervise a Clerk to:

- a. Attend the meetings of the SACRE;
- b. Take appropriate minutes and notes at the meetings;
- c. Maintain and update the records of SACRE and its meetings; and
- d. Perform any other necessary administrative duties.

## **5 CONDUCT OF MEETINGS**

### **Arrangements for Meetings**

5.1 Meetings will be called by the Clerk in consultation with the Chair and the Officer serving the SACRE and will generally be open to the press or the public.

5.2 The SACRE must meet at least three times a year, unless otherwise agreed in writing by the Chair.

5.3 Special meetings may be called by the Chair and the LA acting jointly.

5.4 Details of the business to be considered at the meeting, which will be included in the agenda, must reach the Clerk not later than ten school days before the meeting.

5.5 The Clerk, in consultation with the Chair, shall no later than five working days before the meeting;

- a. Prepare the agenda; and
- b. Circulate the agenda to those Members and bodies entitled to receive a copy of the minutes.

5.6 Each agenda shall, amongst other matters, include:

- a. An invitation to the SACRE to approve the minutes of the previous meeting; and
- b. Any applications for a determination if any have been received.

5.7 It is expected that all members of the SACRE will attend the meetings planned unless they are prevented from so doing due to circumstances over which they have no control.

If members are aware that they will be unable to attend a meeting they should, as far as possible, arrange for a suitable person within the group that they are representing to stand in for them at the meeting. This representative would then be expected to liaise with the SACRE member to feedback from the meeting so that members remain fully informed.

### **Voting**

5.8 On any question to be decided by the SACRE only the representative groups shall be entitled to vote and each representative group shall have a single vote.

5.9 Each representative group shall determine its own internal voting processes.

5.10 A proposal shall not be deemed to be carried unless it has been approved by at least three representative groups unless otherwise required by the law or guidance issued by Parliament, the Department for Education or the LA.

### **Quorum**

5.11 For the purposes of meetings, the SACRE will be deemed quorate **when three representative groups are represented.**

5.12 For the purposes of voting, the SACRE will be deemed quorate when at least one member of **each of** four Committees and not less than a third of the total membership are present.

### **Report of Proceedings**

5.13 A copy of the minutes of each meeting shall be supplied by the Clerk, as soon as possible after the meeting, to:

- a. Each member of the SACRE; and
- b. The LA.

### **Exclusion of the Public**

5.14 The SACRE shall determine whether its meetings or parts of its meetings are open to the public, for a specific meeting or for the rest of the Academic Year, at:

- a. The first meeting each Academic Year: or
- b. Any meeting during the year at which the issue is raised by a Committee of the SACRE

## **ACKNOWLEDGEMENT**

The members of SACRE would like to acknowledge that these Terms of Reference are based on those of The Staffordshire SACRE. Thanks to them for granting permission to use them as a basis for Northamptonshire's own.

(June 2013)

## APPENDIX 3

### Membership of the Northamptonshire SACRE and Attendance at Meetings 2012 – 2013.

The SACRE has met on the following occasions:

Wednesday 12<sup>th</sup> September 2012 – All Saints Church, William Street, Kettering  
 Wednesday 5<sup>th</sup> December 2012 – School of Education, University of Northampton  
 Wednesday 6<sup>th</sup> March 2013 – Hindu Community Centre, Highfield Road, Wellingborough  
 Wednesday 12<sup>th</sup> June 2013 – Wrenn School, Doddington Road, Wellingborough

#### GROUP ONE

##### Representatives of other churches and other faiths

Mrs Chandrika Lakhani Hindu Community 0/4	Ms Pet Finden Buddhist Community 0/4
Dr Derrick Whitehouse Religious Society of Friends 4/4	Sister Aidan Richards Catholic Diocese 3/4
Mr Harkirat Singh Sikh Community 2/4	Mrs Lindsey Cole United Reform Church 0/4
Dr Daniel Tabor Jewish Community 3/4	Mr Krishna Thakrar Hindu Community 2/4
Mrs Jo Elijah-Sigston Jewish Community 2/4	Mrs Laura Richards Church of Jesus Christ of Latter Day Saints 2/3
Mr Frederick Frith Baptist 1/3	Anwarul Momen Muslim Community 1/2
Mr Anthony Twigger Church of Jesus Christ of Latter Day Saints 1/1	Jo Saunders Methodist 0/1

#### GROUP TWO

##### Church of England Representatives

Reverend Philip Davies 4/4	Reverend Doug Spenceley 2/2
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Reverend Chrys Tremththanmor  
3/4

Reverend Andrew Dutton  
1/2

**GROUP THREE**  
**Primary Schools**

Mr Jonathan Gardiner  
0/2

Mrs Jenny Dixon  
3/4

Mrs Elisabeth Drage  
3/4

Mrs Yvette Timms  
2/3

**Secondary Schools**

Miss Elizabeth Bonner  
1/4

Mr William Thallon  
4/4

Mrs Emma Webb  
3/4

**Special Schools**

Mrs Joy Ward  
4/4

**Initial Teacher Education**

Mrs Ellie Hill  
1/3

**GROUP FOUR**  
**Local Education Authority Representative**

Cllr Dudley Hughes  
3/4

Cllr Bernard Ingram  
1/3

**CO-OPTED**

Mrs Beverley Matthews  
Baha'i  
4/4

**APPENDIX 4****End of Key Stage Results 2012****Religious Education**  
**Teacher Assessments****End of Key Stage 1 Northamptonshire Schools including Academies (32% Return Overall)**

54% return Infant Schools  
43% return Primary Schools  
0% return Lower Schools

	<b>%WT Level 1</b>	<b>%Level 1</b>	<b>%Level 2</b>	<b>%Level 3</b>
<b>Boys</b>	1.80	14.40	68.70	15.10
<b>Girls</b>	0.90	9.10	69.50	20.50
<b>All Pupils</b>	1.35	11.75	69.10	17.80

**End of Key Stage 2 Northamptonshire Schools including Academies (29% Return Overall)**

46% return Junior Schools  
43% return Primary Schools  
0% return Middle Schools

	<b>%Level 1</b>	<b>% Level 2</b>	<b>%Level 3</b>	<b>%Level 4</b>	<b>%Level 5</b>
<b>Boys</b>	0.62	2.40	16.02	59.30	21.66
<b>Girls</b>	0.25	1.28	14.25	59.12	25.10
<b>All Pupils</b>	0.43	1.84	15.14	59.21	23.38

**End of Key Stage 3 Northamptonshire Schools including Academies (27% Return)**

	<b>%Below Level 5</b>	<b>%Level 5</b>	<b>%Level 6</b>	<b>%Level 7+</b>
<b>Boys</b>	12.40	35.35	42.45	9.80
<b>Girls</b>	6.60	39.20	39.60	14.60
<b>All Pupils</b>	9.50	32.28	41.02	12.20

**Year 11 Religious Studies (Full Course)**

**Northamptonshire Schools (excluding academies)**

**Northamptonshire Schools (excluding Academies) End of Year 11**

	Entries	A*	A	B	C	D	E	F	G	Average Points score per Entry
<b>Boys</b>	1629	3.1	12.5	20.4	23.9	15.3	11.2	6.7	5.2	37.9
<b>Girls</b>	2275	9.6	21.5	25.8	20.7	10.6	5.5	3.6	2.3	43.1
<b>All Pupils</b>	3904	6.9	17.7	23.5	22.0	12.6	7.9	4.9	3.5	40.9

<b>Total % A* - C</b>	
<b>Boys</b>	59.9
<b>Girls</b>	77.5
<b>All pupils</b>	70.1

<b>Total % A* - G</b>	
<b>Boys</b>	98.3
<b>Girls</b>	99.5
<b>All pupils</b>	99.0

	A*	A	B	C	D	E	F	G	Average Points score per Entry
<b>Boys</b>	6.0	15.4	22.3	22.0	13.6	9.1	5.9	3.5	39.5
<b>Girls</b>	13.0	22.8	24.4	18.2	9.8	5.8	3.4	1.8	43.8
<b>All Pupils</b>	9.8	19.4	23.4	19.8	11.5	7.3	4.5	2.6	41.9

<b>Total % A* - C</b>	
<b>Boys</b>	65.7
<b>Girls</b>	78.3
<b>All pupils</b>	72.5

<b>Total % A* - G</b>	
<b>Boys</b>	97.8
<b>Girls</b>	99.0
<b>All pupils</b>	98.5

**Based on all entries not just those at the end of the Key Stage.**

**Year 11 Religious Studies (Short Course)**  
**Northamptonshire Schools (excluding academies)**

**Northamptonshire Schools (excluding Academies) End of Year 11**

	Entries	A*	A	B	C	D	E	F	G	Average Points score per Entry
<b>Boys</b>	3477	2.4	7.3	14.2	19.0	16.9	12.4	11.3	7.8	16.1
<b>Girls</b>	3217	6.9	12.1	18.9	20.6	14.1	10.9	7.7	5.0	18.8
<b>All Pupils</b>	6694	4.6	9.6	16.5	19.8	15.5	11.7	9.6	6.4	17.4

<b>Total % A* - C</b>	
<b>Boys</b>	42.9
<b>Girls</b>	58.5
<b>All pupils</b>	50.4

<b>Total % A* - G</b>	
<b>Boys</b>	91.3
<b>Girls</b>	96.2
<b>All pupils</b>	93.7

**National \*Maintained Schools ( Year 11 only)**

	Entries	A*	A	B	C	D	E	F	G	Average Points score per Entry
<b>Boys</b>	85485	3.3	7.5	13.8	18.2	17.0	14.0	11.2	7.9	16.5
<b>Girls</b>	81591	7.5	13.2	18.6	18.8	14.8	11.0	7.6	4.9	18.9
<b>All Pupils</b>	167076	5.4	10.3	16.2	18.5	15.9	12.5	9.5	6.5	17.7

<b>Total % A* - C</b>	
<b>Boys</b>	42.9
<b>Girls</b>	58.1
<b>All pupils</b>	50.3

<b>Total % A* - G</b>	
<b>Boys</b>	93.0
<b>Girls</b>	96.5
<b>All pupils</b>	94.7

**G.C.E. Advanced Level Religious Studies**  
**Northamptonshire Schools (excluding academies)**  
**Years 13 and 14 - 2012**

	Entries	A*	A	B	C	D	E	N/U	Average Points score per Entry
<b>Boys</b>	66	4.5	15.2	21.2	19.7	28.8	10.6		214.5
<b>Girls</b>	108	2.8	11.1	28.7	29.6	20.4	7.4		217.2
<b>All Pupils</b>	174	3.4	12.6	25.9	25.9	23.6	8.6		216.2

Total % A* - C	
<b>Boys</b>	60.6
<b>Girls</b>	72.2
<b>All pupils</b>	67.8

Total % A* - E	
<b>Boys</b>	100.0
<b>Girls</b>	100.0
<b>All pupils</b>	100.0

**National \*Maintained Schools. All Candidates Years 13 and 14 (all candidates)**

	Entries	A*	A	B	C	D	E	N/U	Average Points score per Entry
<b>Boys</b>	4006	3.9	15.1	29.4	26.6	17.5	7.3	0.2	221.2
<b>Girls</b>	8849	4.5	19.0	30.2	26.1	14.5	5.6	0.1	226.5
<b>All Pupils</b>	12855	4.3	17.7	29.9	26.3	15.4	6.1	0.2	224.9

Total % A* - C	
<b>Boys</b>	75.0
<b>Girls</b>	79.8
<b>All pupils</b>	78.2

Total % A* - E	
<b>Boys</b>	99.8
<b>Girls</b>	99.9
<b>All pupils</b>	99.8

**G.C.E AS Level Religious Studies Year 12 to 14 - 2012**

**Northamptonshire Schools (excluding academies)**

	Entries	A	B	C	D	E	N/U	Average Points score per Entry
<b>Boys</b>	100	3.0	19.0	22.0	21.0	15.0	20.0	80.1
<b>Girls</b>	235	15.3	20.4	21.3	15.7	13.6	13.6	91.9
<b>All Pupils</b>	335	11.6	20.0	21.5	17.3	14.0	15.5	88.4

<b>Total % A - C</b>	
<b>Boys</b>	44.0
<b>Girls</b>	57.0
<b>All pupils</b>	53.1

<b>Total % A – E</b>	
<b>Boys</b>	80.0
<b>Girls</b>	86.4
<b>All pupils</b>	84.5

**National \*Maintained Schools. All Candidates Years 12, 13 and 14 (all candidates)**

	Entries	A	B	C	D	E	N/U	Average Points score per Entry
<b>Boys</b>	7642	14.5	18.3	22.7	18.3	13.5	12.7	92.0
<b>Girls</b>	15962	19.1	21.1	22.6	17.4	11.1	8.7	98.9
<b>All Pupils</b>	23604	17.6	20.2	22.6	17.7	11.9	10.0	96.6

<b>Total % A - C</b>	
<b>Boys</b>	55.5
<b>Girls</b>	62.8
<b>All pupils</b>	60.4

<b>Total % A – E</b>	
<b>Boys</b>	87.3
<b>Girls</b>	91.3
<b>All pupils</b>	90.0

## APPENDIX 5

### NAMES AND LOCATIONS OF THE CLERK TO THE SACRE

Ms Jane Hall  
Clerk to Northamptonshire SACRE  
Governors Service  
Learning, Skills and Education  
Customer, Communities and Learning Directorate  
The Old Gaol Block  
County Hall  
Northampton  
NN1 1ED

[jjhall@northamptonshire.gov.uk](mailto:jjhall@northamptonshire.gov.uk)