

# Cornwall SACRE

## Annual report 2013

This is Cornwall SACRE's 24th Annual Report.

Modelled on the format produced by the Qualifications and Curriculum Development Agency in 2006 for SACREs in England.

# Chairman's introduction



'Religion causes wars'. In the aftermath of terror attacks more and more often this sort of comment is heard; and, often asserted with confidence as if it is so blatantly obvious that it needs no argument in its support.

The reality of course is quite different. Looking at the conflicts, massacres and atrocities in the second half of the last century much harm was done by those who adhered to ideologies rather than religions. So, for example, the Scottish man Geoffrey Bull was imprisoned by the Chinese authorities as a spy following Tibet's annexation and underwent 'brainwashing'. He later claimed only his "faith in Christ kept him from mental breakdown".

Many today would suggest that anyone with faith in Christ (or any other religion) is already suffering mental breakdown, or at best is delusional. It has become a paradigm in the media's presentation of scientific thinking that faith and science are in perpetual and necessary opposition. Again this is simply not the case. Many of the foundations of modern science were laid by men of faith. Lord Kelvin, for example, gave his name to the temperature scale used by every scientist who refers to 'absolute zero' but unlike many who use his work he was a devout Christian throughout his life with his faith supporting and informing his scientific work. Equally just a few yards from the Elephant and Castle shopping centre in Southwark is a plaque commemorating the birthplace of Michael Faraday whose legacy includes the modern day usage of electricity; as well as chlorinated swimming pools. Faraday not only contributed to the fundamentals of science but also remained a believer. Nevertheless, the Christian contribution to science, and that of other religious people, is often written out of the story so as to distort our view of human history and progress. The question has to be: why?

We need to realise there is a danger that a generation will grow up who believe religion is outmoded and that Christianity, in particular, has been tried and has failed. The reality is that over the continents of the globe there

are probably more Christians alive today than at any time in the past, possibly more believers in China than the total population of the United Kingdom, and that Western Europe is atypical when it comes to religious belief and practice.

Teaching children to think critically is not simply getting them to accept particular paradigms as axiomatic, rather it is to give them the opportunity to examine and challenge any 'orthodoxy' as they grow into mature adults in a structured and coherent way. Developing the faculty of critical thinking is served by well taught religious education, as noted in the Ofsted report:

**Religious Education – realising the potential**, which was discussed by SACRE in November. How to further develop critical thinking will also be a focus of the new Agreed Syllabus Conference which is charged with looking at the syllabus in light of the curriculum changes brought about by the government for 2014.

I would like to take the opportunity to thank Jerry Penna who has served SACRE, and the previous Agreed Syllabus Conference, faithfully over the last few years. He has been a consummate professional and we wish him the best in his new role. I would also like to welcome Lynne Beardsmore as our new Committee Clerk. We all wish that her time with SACRE and the ASC will be interesting and fulfilling. Thanks too to David Hampshire, our Advisor, who has also taken on a national role as the Vice Chair of NASACRE. As ever his advice has been of the highest professional quality. Finally, I would like to thank Anna Corbett in her role as Vice Chair. I have found her support invaluable over the last year.

I wish all teachers of RE, and all those involved with SACRE and its work, the very best for 2014. They are doing invaluable work.

Revd Mike Coles BSc  
Chairman

# Chairman's introduction - Cornish



'Fydh a gaws breselyow'. Yn sywyans drog a omsettyansow browagh moy ha moy yth yw klewys an ehen ma a gampol; hag, derivys yn fenowgh yw gans fydhys par del yw mar apert nag eus edhom a dhadhel dh'y skoodhya.

An gwirvos heb mar yw dyffrans kwit. Yn unn vires orth an strivyansow, ladhvaow hag euthwriansow yn nessa hanter an gansvledhen eus passys, dregyn lowr a veu gwrys gans an re na neb a lenas orth ideoloniethow yn le fydhow. Ytho, rag ensampel, an Alban Geoffrey Bull a veu prisonys gans an awtoritys Chinek avel aspiyas wosa perhenegyans Tibet ha godhevel 'golhas ympynyon'. Diwettha ev a lavasas nag esa saw y "fydh yn Krist a'n gwithas rag torrva vrysel".

Yma lies y'n jydh hedhyw a wrussa profya bos nebonan gans fydh yn Krist (po fydh aral) ow kodhevel seulabrys torrva vrysel, po dhe'n gwella yw tollys. Y teuth ha bos patron yn komendyans an media a dybyans skiensek bos fydh ha skiens kontrari a res ha heb fin. Arta yn sempel nyns yw hemma an kas. Lies a'n selyow a skiens arnowyth a veu desedhys gans tus a fydh. Lord Kelvin, rag ensampel, a ros y hanow dhe'n skeul dempreth devnydhys gans pub godhonydh neb a gampol 'mannboynt', mes dibarow a'n lies a wra devnydh a'y ober, ev o Kristyon diwysyk dres y vewnans oll gans y fydh ow skoodhya ha kedhla y ober skiensek. Yn kehal, namoy es nebes lathow dhyworth an gresen wertha Olifans ha Kastel yn Southwark yma lehen hag a govha genesigva Michael Faraday anodho an kemmyn may syns ynno an usadow arnowyth a dredan keffrys ha pollow neuvya klorynhes. Ny wrug Faraday yn unnik ri dhe selvenellow a skiens, mes ynwedh y trigas kryjyk. Byttegyns, an kevro kristyon dhe skiens, ha henna a dus kryjyk erel, yw yn fenowgh skrifys 'mes a'n hwedhel may haller kamma agan gwel a istori hag avonsyans denel. Res yw dhe'n govyn bos: Prag?

Yma edhom dhyn a aswon bos peryl y hwra henedh tevi dhe oos neb a grys fydh dhe vos a'n gis koth ha Kristonedh, kyns oll, re beu assayys ha re fyllis. An gwirvos yw bos lycklod dres brastiryow an bys moy a Gristonyon yn few y'n jydh hedhyw es del esa p'eur pypynag a veu y'n termyn eus passys, martesen moy a

gryjgyon yn China es poblans dien an Ruvaneth Unys ha henna a Europa West yw adipek pan vo konsidrys fydh ha praktis kryjyk.

Dyski flehes dhe brederi yn arvreusek nyns yw yn sempel dh'ynnia warnedha degemeres patroyow arbennek avel apert, mes gwell dhe ri dhedha an chons hwithra ha chalenjya 'ewngryjyans' del devons yn tevesigyon adhves yn fordh gesweythys ha kesklenus. Displegya an teythi a brederi arveusek yw servys yn ta gans adhyskans kryjyk diskys yn ta, del veu notys yn derivas Ofsted: Religious Education – realising the potential, hag a veu dadhlys gans SACRE mis Du. Fatel yllir displegya pella prederi arvreusek a vydh ynwedh fog an Keskussulyans Dyskevres Unnverhes hag a'n jeves an charj dhe vires orth an dyskevres yn golow an trejlyansow kors dyski komendys gans an governans rag 2014.

My a garsa kemeres an chons godhvos gras dhe Jerry Penna neb re servyas yn lel SACRE, ha'n kyns Keskussulyans Dyskevres Unnverhes, dres an nebes bledhynnyow eus passys. Ev re beu galwesik kowal ha re'n jeffo an gwella yn y rol nowyth. My a garsa ynwedh dynerhi Lynne Beardsmore avel agan Kloregeges Kessedhek. Ni oll a vynn y fydh hy thermyn gans SACRE ha'n ASC dhe les ha kowlwriensek. Grassow meur ynwedh dhe David Hampshire, agan Keskussulyer, neb re degemeras ynwedh rol genedhlek avel Is-Kaderyer NASACRE. Pupprys y gussul re beu a nas galwesik an uhella. Wortiwedh, my a garsa godhvos gras dhe Anna Corbett yn hy rol avel Is-Kaderyores. My re gavas hy skoodhyans a bris marthys uhel dres an vledhen eus passys.

Re'n jeffo pub dyskador AK, ha peub anedha omvyskys gans SACRE ha'y ober, oll an gwella rag 2014. Ymons i oll ow kul ober a bris marthys uhel.

Reverend Mike Coles BSc  
Kaderyer

# Advice to statutory bodies

## Local Authority and its schools

In light of the development of the Curriculum Kernewek resource to support the implementation of the Agreed Syllabus 2011 SACRE asked the local authority to provide free half-day training events for all schools in Cornwall around the Duchy. Ten events were held, nine for primary schools and one for secondary schools, from Bude and Launceston to Penzance with the inclusion of rural and urban areas. SACRE also asked that a contribution to supply cover could be made for maintained schools where there was a request. Twelve schools received assistance on application.

In April, 2013 the Chair of SACRE with the RE Advisor sent out a letter to all head teachers in community, voluntary controlled, Trust and Foundation schools (without a religious foundation) about the disapplication of the National Curriculum and the levels of attainment in the National Curriculum. The letter clearly set out the issues for RE and that RE cannot be disapplied in the same way as the National Curriculum.

SACRE also received an analysis of the latest demographic picture of Cornwall from the Office of National Statistics in relation to religion and belief. The report highlighted issues for religious education and it was shared with schools in Cornwall to better inform their RE provision.

SACRE also shared academic research at the end of the summer with secondary schools, including Academies, to further promote the Prevent Agenda in schools and asked the local authority to develop an on-line resource to support the awareness of Prevent. At the time of this report the information for the website has been produced and now the website is to be constructed.

In 2013 SACRE advised the local authority to support the Learn Teach Lead RE project funded by St Luke's College Foundation. The local authority responded to this by ensuring teachers from Cornwall could attend the initial conference and supported schools to have a teacher join the National Association of Teachers of RE for the period of one year. The local authority also supported the development of RE hubs in West and East Cornwall and requested that a further hub be established in North Cornwall. SACRE has received reports from the project coordinator, Dr Linda Rudge, at some of its meetings and is monitoring the development of the project.

## The Secretary of State, the Under Secretary of State, Ofqual and others

### Correspondence with Rt. Hon Michael Gove MP, Secretary of State

The Secretary of State wrote to SACRE on the 27th February, 2013 in response to a letter written by the Chair on behalf of SACRE as a result of its autumn meeting, 2012. SACRE pursued some of the issues that arose from the Secretary of State's letter in relation to Circular 1/94 and whether it is still the government's advice on collective worship in community or similar schools. Likewise, SACRE was concerned that the Secretary of State's statement about the supply of RE teachers was inaccurate in light of the All Party Parliamentary Group on Religious Education's own report. The Secretary of State responded to the Chair in a letter of 12th June. In light of this response SACRE decided not to review its own advice on collective worship which is based on the government's advice. SACRE also advised the Secretary of State to remove the current guidance on religious education on its website as it was out of date and misleading. The guidance remains on the Department's website despite SACRE's reasoned argument.

It is of note that the Secretary of State did not see a crisis in the number of teachers choosing to teach RE and that his department had not made a response to the APPG report.



The heart as the centre of spirituality  
Otterham Primary School



### **Correspondence with the Chief Executive of Ofqual**

In light of SACRE's concerns about Religious Studies examinations, both the Short Course and the impact of the accountability measure for secondary schools on Full Course Religious Studies, the Chair of SACRE wrote to Glenys Stacey, the Chief Executive of Ofqual in April, 2013. Ms Stacey replied on 13th May noting that she had referred the matter to the Under Secretary of State at the Department for Education. It is clear from Ofqual's perspective that the contents of the letter were largely a matter for government not Ofqual. SACRE members noted that GCSE RS was not one of the subjects announced to be included in the first revision of GCSEs.

### **Correspondence with the Under Secretary of State**

As a result of the letter from Ofqual the Chair wrote to Elizabeth Truss MP in the Department for Education. At the time of writing this report the Under Secretary of State had not replied to Cornwall SACRE but a member of her department has contacted the RE Adviser as they do not seem to have been in receipt of the correspondence as indicated in the letter from Ms Stacey. Any correspondence from Elizabeth Truss will be shared with members of SACRE in due course. SACRE noted that Elizabeth Truss is now the minister responsible for RE in the Department for Education.

### **Correspondence with the DfE in relation to consultations**

Two letters were sent to the DfE in light of consultations they were running. One regarding the National Curriculum Review and a second in light of the Secondary School Accountability measure; both letters were acknowledged.

### **Correspondence with the RE Council of England and Wales**

SACRE was concerned that the consultation held by the RE Council subject review group gave insufficient time to make a mature response. The Chair of SACRE responded to a letter from Mr Castelli and the proposed programme of study by letter in June, 2013. Members noted the lack of time given for the consultation and this was highlighted by the Chair. The Chair shared his grave concerns with Mr Castelli and the RE Council but no response was received. SACRE notes that the RE Council has now published A National Curriculum Framework for RE and will be considering it during 2014, and has recommended it to the Agreed Syllabus Conference.

All the correspondence noted above was published as part of the agenda for SACRE's July meeting and is available through the Committee Services' webpage on the Cornwall Council website.



Where the earth meets the sky - a point of spiritual orientation  
Bishop Conish CE VA School

# Standards and quality of provision of RE

## Public examination entries in RE

SACRE noted that not all schools entered candidates for Religious Studies GCSE in this year and that some schools had very small cohorts. The impact of the EBacc measure on schools has been well documented and SACRE notes that more than 75% of secondary schools this year entered candidates for some form of GCSE in Religious Studies in 2013.

### GCSE Full Course RS

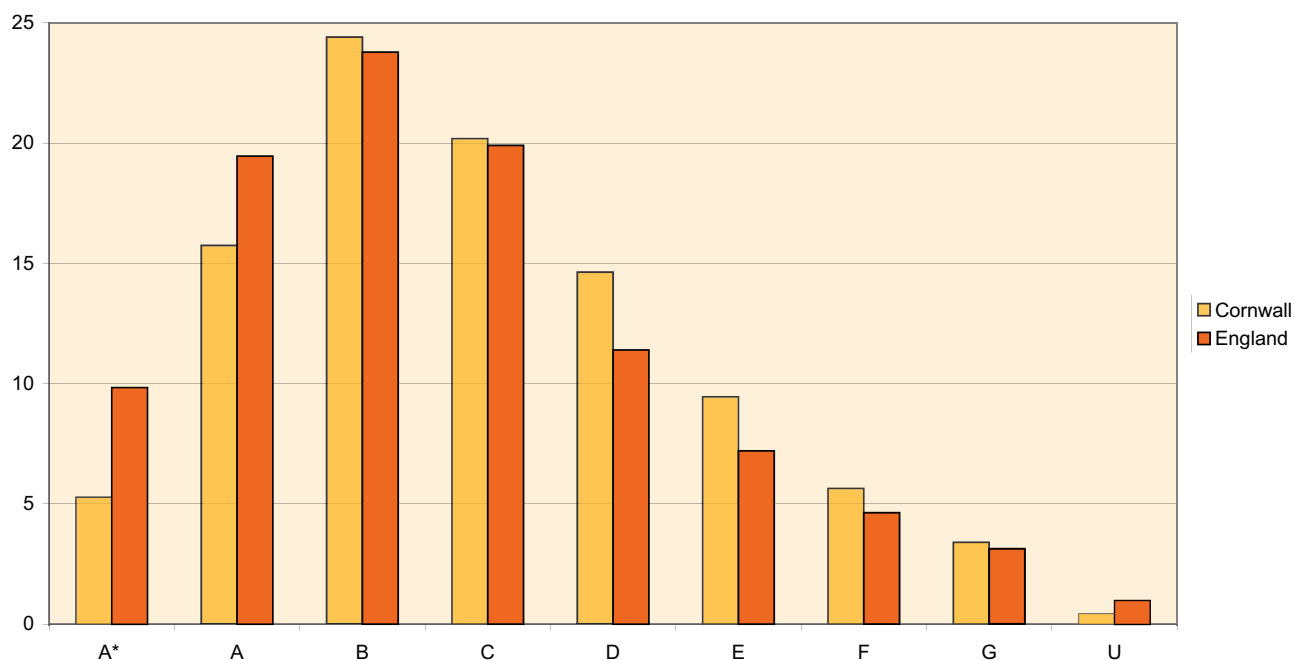
In 2013 1,481 pupils sat GCSE Full Course Religious Studies from twenty-one schools (compared to 1,100 in 2012 and 902 in 2011). Table 1 sets out attainment in 2013 for these candidates.

**Table 1: GCSE Full Course RS for all pupils, boys and girls 2013**

	Total	A*	A	B	C	D	E	F	G	U
All	1481	5.5	16.3	24.3	20.7	14.2	9	6.1	3	0.7
Boys	649	2.9	11.2	21.7	22	16.8	10.3	9.1	4.6	1.2
Girls	826	7.5	20.5	26.5	19.6	12.1	8	3.9	1.6	0.4

As can be seen from Table 1 66.8% of candidates attained an A\* - C grade (compared to 65.1% in 2012 and 65.9% in 2011), girls out-performed boys at A\* - B in 2013 with 74.1% of girls and 57.9% of boys attaining A\* - C this year. This constitutes a rise in percentage over a three-year period. In 2013 year 99.3% of all candidates attained an A\* - G grade, 99.6% of girls and 98.8% of boys. The percentage of boys who were ungraded is notable at 1.2%, compared to 0.7% nationally and candidates for all subjects in Cornwall during 2013, 0.9%.

**Graph 1: GCSE Full Course RS results for Cornwall LA schools and academies compared to England results for 2013**



Graph 1 sets out attainment in Full Course (FC) RS for all England candidates and Cornwall candidates in the same sitting. It is of note that candidates in Cornwall are below their peers at the crucial grades of A\* - A and this is cause for concern. SACRE has considered and published a detailed report on the data from this year and areas for improvement.

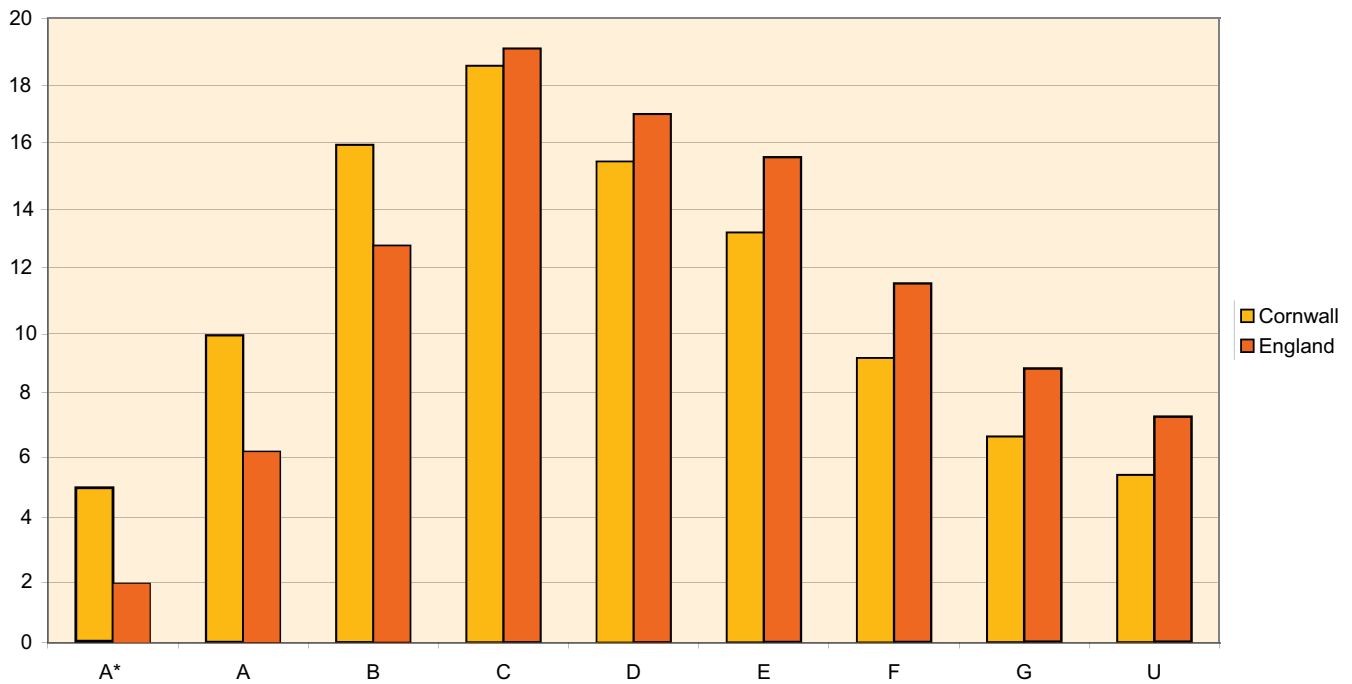
## GCSE Short Course RS

In 2013 3001 candidates were entered for GCSE Short Course in Cornwall. Their attainment is set out in Table 2 and Graph 2.

**Table 2: GCSE RS Short Course results attainment 2013**

	A*	A	B	C	D	E	F	G	U
All England	5.2	10	16.1	18.7	15.6	13	9.4	6.6	5.4
Cornwall	2.2	6.4	12.8	18.9	17	15.3	11.5	8.9	7

**Graph 2: GCSE RS Short course attainment 2013**



As can be seen in Graph 2 candidates in Cornwall significantly underperformed in GCSE Short Course in 2013 when compared to candidates in England at A\* - B grades, similar to Full Course. Nationally 50% of all candidates attained A\* - C where as this was true for only 40.3% of candidates in Cornwall. Twenty-eight schools in Cornwall entered candidates for GCSE Short Course RS, of these twenty also entered candidates for Full Course. It is clear looking at the entries that the majority of the twenty schools who entered candidates for both Full and Short Course that the cohort had been divided in such a way that stronger candidates were entered for the Full course and the weaker candidates for the Short Course. Ten of the twenty-one schools entered over 60 candidates for Full Course and three of those entered over 60 for both Full and for Short Course. This has the result of depressing the Short Course results, as noted in the 2012 and 2013 Attainment reports.



Love is the root of spirituality  
Otterham Primary School

## Post-16 attainment: A and AS Level RS

### A Level

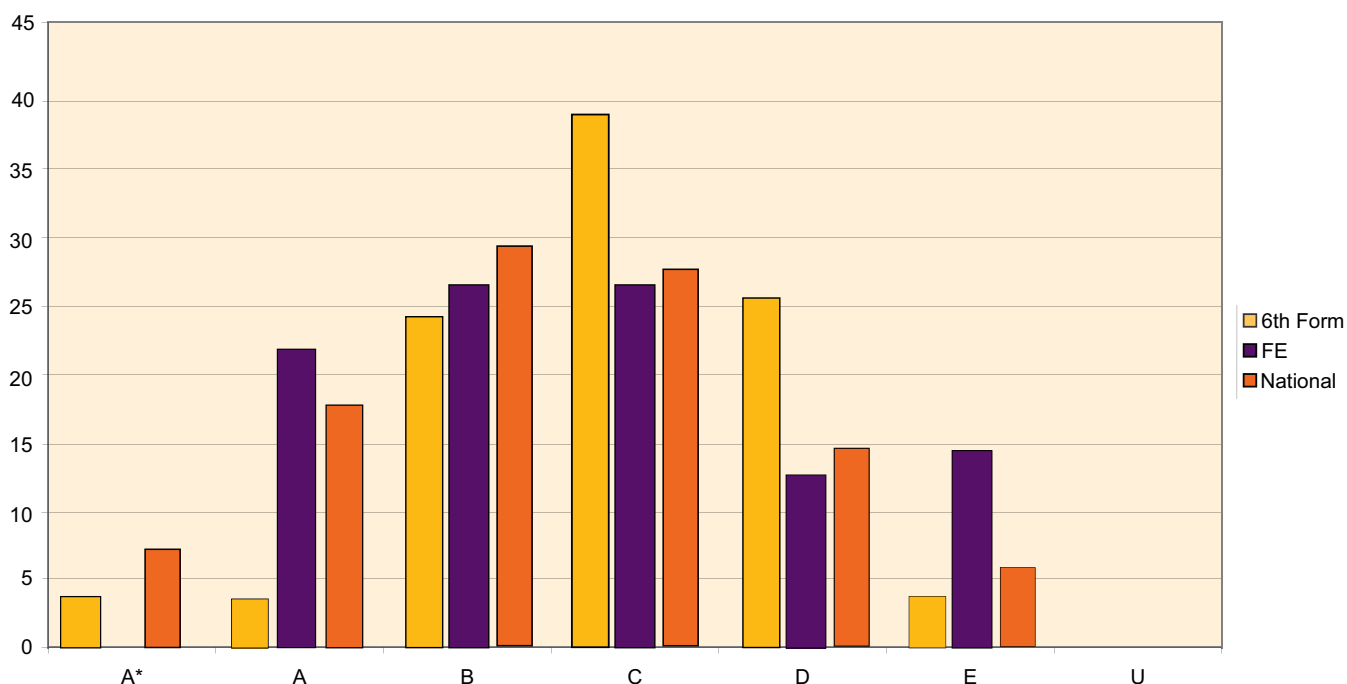
In 2013 nine schools entered 51 candidates for A Level Religious Studies, an increase on 2012 with only 40 candidates bringing entry levels back to that of 2011. In all 74 candidates sat A Level Religious Studies in 2013 in the state funded sector, including FE colleges.

A Level attainment is set out in Table 3 and Graph 3, including comparison with National attainment in RS and FE attainment in RS for Cornwall's Tertiary Colleges.

**Table 3: A Level Religious Studies attainment 2013 Cornwall and England**

	NOE	A*	A	B	C	D	E	U
6th Form	51	3.9	3.9	23.5	39.2	25.5	3.9	0.0
FE	23	0.0	21.7	26.1	26.1	13.0	13.0	0.0
National	12888	4.2	18.0	29.2	26.7	15.9	5.8	0.1

**Graph 3: A Level RS attainment 2013 Cornwall 6th Form and FE compared to national attainment**



As can be seen from Table 3 7.8% of candidates in 6th Forms attained A\* - A whilst this was true for 21.7% of FE candidates in Cornwall and 22.2% of candidates nationally, whilst it should be noted that no FE candidate in Cornwall attained an A\* this year; similarly, in the A\* - B measure only 31.4% of candidates attained these grades in 6th Form compared to 47.8% in FE and 51.4% nationally.

### AS Level

In the future AS Levels will be stand alone qualifications not linked to A Levels, if the current government's policy is sustained. The AS Level data presented here, though, applies to candidates who sat the AS Level in 2012 and

did not carry on to A2, and therefore the full A Level, or those who took AS Religious Studies in their final year of 6th Form. Hence, when schools look at this data it may not reflect their AS results in 2013.

Given the small numbers involved it is difficult to make any general statements about attainment. What Table 4 does indicate, though, is that candidates who had potential to do well at A2 in 6th Forms did not go on to do so and this would explain why FE Colleges in Cornwall did better at A Level at the top grades when compared to 6th Forms in 2013. Schools might do well to see what they can do to retain their best prospects for A Level RS under this current system.



**Table 4: Cornwall's 6th Forms and Tertiary Colleges AS RS attainment 2013**

	NOE	A	B	C	D	E	U
6th Form	17	23.5	23.5	11.8	11.8	5.9	23.5
FE	28	7.1	10.7	21.4	25	14.3	21.4

SACRE has been aware of the proposed changes to A Level and is monitoring this situation. SACRE participated in the consultation for A Level reform which ended in September 2012. SACRE is concerned that these changes and the new funding formula for post-16 education will lead to A Level RS not being offered as a result of the smallness of the groups involved. Given that the Agreed Syllabus requires school 6th Forms to make A Level RS an option it is difficult to see how this can be sustained in the future. SACRE will continue to monitor the emerging situation.

## Standards and achievement at Key Stages 1 – 3

### Key Stage 1

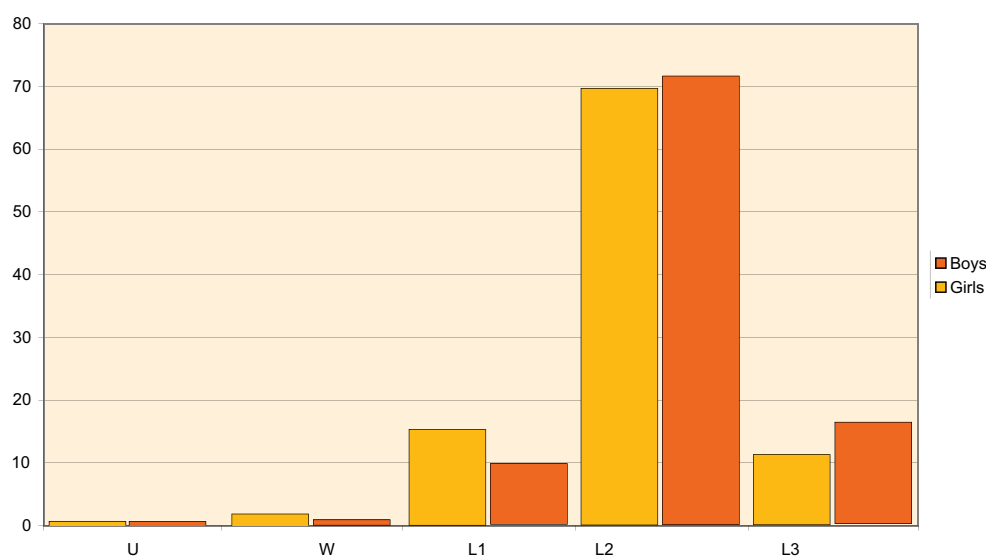
#### Community and Controlled Schools

In 2013 data for 1,368 boys and 1,343 girls in community and controlled schools in Cornwall at the age of 7 were sent to the local authority. The results are shown in Table 5 and Graph 5 below.

**Table 5: RE attainment at KS1 in community and controlled schools 2013**

Gender	U	W	L1	L2	L3
Boys	4	30	213	962	159
Girls	3	11	140	967	222

**Graph 5: Boys and Girls attainment in RE at KS1 2013 in Cornwall's community and controlled schools**



81.94% of boys attained at Level 2+, Level 2 being the expected level at the age of 7; of those boys 11.62% attained Level 3+. Girls attainment was higher at Level 2+ with 72% attaining Level 2 and 16.53% Level 3 (88.53% in total).

In terms of boys' attainment this is an improvement from 2012 where 79.88% attained Level 2+, with only 8.8% attaining Level 3 in that year. Girls' attainment is also slightly up on the 88.37% who attained at Level 2+ in 2012, with 12.5% attaining Level 3 in that year.

Table 6 looks at RE attainment compared to English attainment in the 2013 at KS1. As can be seen pupils attainment in RE seems closely tied to pupils' writing at this Key Stage. This has been a feature of RE assessment at Key Stage 1 since 2007.

**Table 6: RE attainment compared with English attainment in Cornwall 2013 - community and controlled schools**

L2+	RE	Reading	Writing	Speaking and Listening
Boys 2013	81.9	85.5	78.5	87.2
Girls 2013	88.5	91.7	88.9	93.3
L3+				
Boys 2013	15.2	23.6	9.8	17.6
Girls 2013	19.9	34.9	20.5	26.0

Using writing as the best comparator for this analysis it is interesting to note that 11.6% of boys attained Level 3+ in their RE compared to 9.8% in writing. 20.5% of girls attained Level 3+ in writing compared to 16.5% in RE. This poses an interesting question in terms of assessment of RE at Key Stage 1: why is boys' attainment at Level 3+ higher than the equivalent attainment in English but the reverse is true of girls?

### Key Stage 2

Table 7 sets out the attainment in RE for community and controlled schools in 2013 at Key Stage 2 and Graph 5 sets out the information by percentage. The expected level at the end of Key Stage 2 is Level 4.

**Table 7: RE attainment at KS2 in community and controlled schools 2013**

	No.	U	W	1	2	3	4	5	6
All	2677	1	4	17	78	373	1505	681	13
Boys	1395	1	1	14	66	221	792	296	7
Girls	1282	0	3	3	12	152	713	385	6

82.1% of all pupils attained a Level 4+ in community and controlled schools in 2013 compared to 83.2% in Writing, the best comparator available. 78.5% of boys attained Level 4+ and 86.1% of girls; this compares to 78.3% and 88.3% in Writing respectively. Hence, boys RE attainment is in line with their attainment in Writing and girls attainment is marginally lower, the impact being that the gap between boys and girls attainment at the end of Key Stage 2 in RE is smaller than that in Writing.

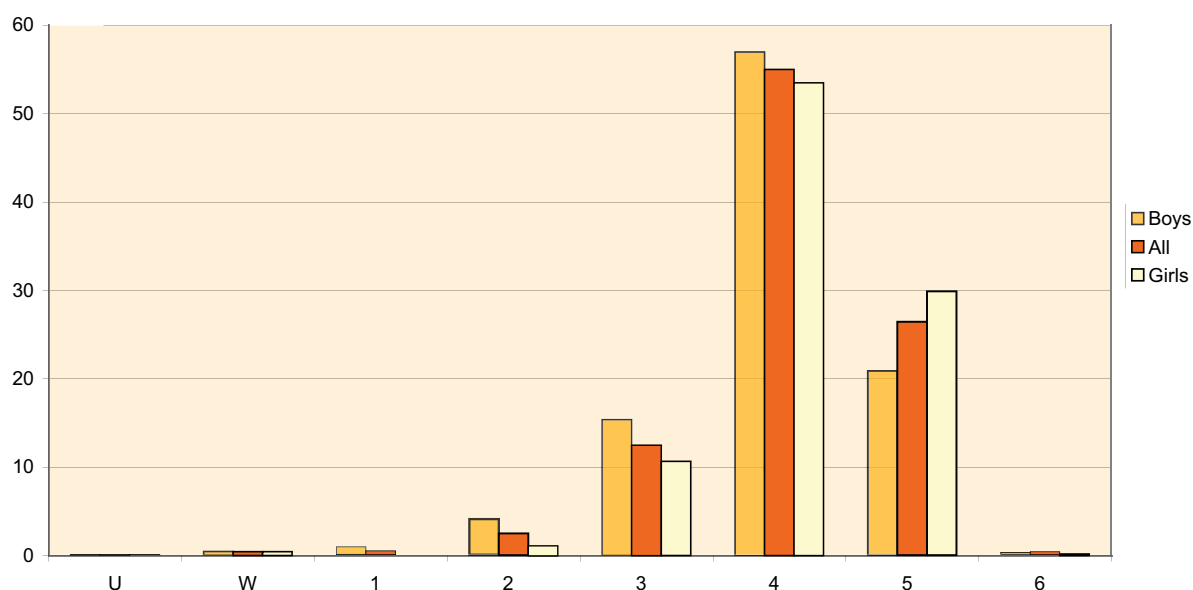
26% of pupils gained a Level 5+ for RE in community and controlled schools compared to 30.4% in Writing; 21.7% of boys and 30.5% of girls attained Level 5+ compared to 23.3% and 37.6% respectively in Writing. This would indicate that pupils are not being sufficiently challenged in their learning at the end of Key Stage 2 in RE when compared to their abilities in Writing, especially boys.

What is of note is the differential between boys and girls at L5+. In Writing the difference is 14.3% whilst in RE it is only 8.8%. This would indicate that boys are responding well to RE, despite the overall percentages being lower than in Writing. The aim must be to enable pupils by the end of Key Stage 2 to perform as well as they do in Writing whilst at the same time keeping the gap between boys and girls attainment lower than in Writing.



New life  
Bishop Cornish CE VA School

**Graph 6: Attainment in RE at KS2 2013 in Cornwall's controlled and community schools**



**Table 8: Attainment at the end of Key Stage 2 in RE, Reading, Writing and Reading, Writing and Mathematics combined in 2013 at L4+ and L5+**

L4+	RE	Reading	Writing	Reading, Writing and Maths
Boys	78.5	87.4	78.3	72.0
Girls	86.1	88.3	88.3	78.4
L5+				
Boys	21.7	42.6	23.3	16.9
Girls	30.5	50.0	37.6	23.1

### Key Stage 3

**Table 9: Number of pupils attaining levels in RE in secondary community schools and academies in Cornwall 2013**

	Pupils	U	W	L1	L2	L3	L4	L5	L6	L7	L8
All	3090	8	3	1	11	71	441	1295	990	254	15
Boys	1614	7	2	1	7	53	304	716	446	76	2
Girls	1476	1	1	0	4	18	137	579	544	178	13

In 2013 twenty-one secondary schools and academies submitted data to the local authority for analysis. The numbers of pupils attaining at each level is set out above in Table 9. No pupils attained Exceptional Performance (EP), above level 8, in 2013. U indicates pupils for whom it was not possible to submit an attainment level and may indicate that they were withdrawn by parents or because they were not at the school for a sufficient amount of time for there to be an assessment. W indicates the number of pupils working towards Level 1 and would further indicate that these pupils have severe learning difficulties whilst being accommodated in mainstream secondary schooling.

The expected level of attainment at the end of Key Stage 3 is Level 6, although it is recognised that some schools have a two-year Key Stage 3 and this depresses the overall results. Level 5+ is benchmark used when looking at English results and as that is the only comparator available in 2013 analysis in this report will focus on attainment from Level 5 onwards. In 2012 the government removed the requirement for schools to provide levelled data to the authority for non-core subjects but as the Agreed Syllabus is a statutory document relating to RE this requirement remains in place for Religious Education. Hence, the analysis at KS3 will not be as rich as in previous years.

Table 10, below, sets out attainment at Level 5+ and Level 6+ for pupils in RE when compared to teacher assessments for English in 2013. As all RE assessments are teacher assessments this appears to be the best comparator available in 2013.

**Table 10: Level data at 5+ and 6+ for RE and English compared**

		Level 5+	Level 6+
RE	All	82.6	49.5
	Boys	76.8	37.2
	Girls	89.0	62.7
L5+			
English	All	87.9	57.1
	Boys	83.5	46.3
	Girls	92.7	68.8

The difference between boys' and girls' attainment in English and RE is notable. Both boys and girls perform less well in RE than when compared with English. This is consistent pattern over time and there are a number of clear reasons for this from the research done in Cornwall:

- The time and priority given to English is greater than that given to RE and this explains why attainment is lower
- The lack of continuity in the delivery of RE is also a contributory factor. Hence, RE attainment at Level 5+ is 5.3% lower than English by the age of 14

When boys' and girls' attainment is compared at Level 5+ there is a difference of 12.2% in favour of girls in RE and 9.2 in English. This is a notable difference and it is worth asking why boys are not attaining as well in RE as they are in English at the end of Key Stage 3. Overall, though, attainment is marginally up on 2012 where 81.2% of pupils attained at Level 5+, 75.5% of boys and 87.4% of girls.

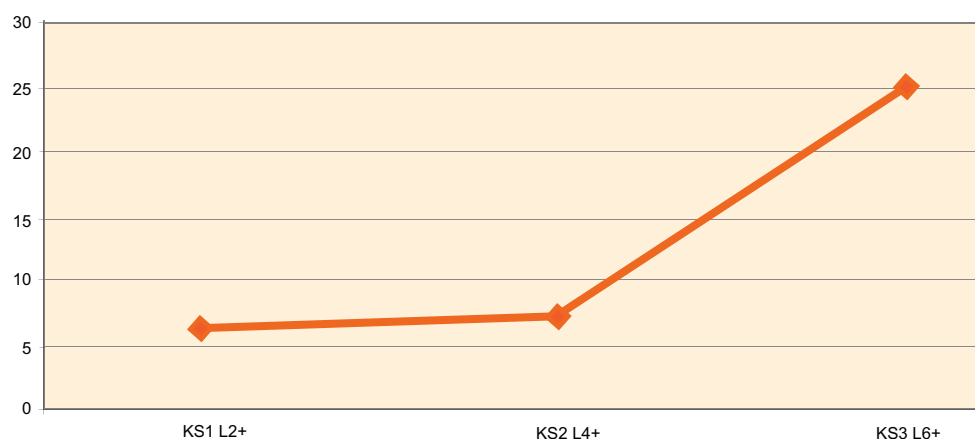
One of the concerns raised in 2012 was the narrowing of the gap between boys and girls at Level 5 but the increasing of the gap at Level 6+. In 2012 the gap between boys' and girls attainment at Level 6+ was 20.3 percentage points in 2013 that figure is 25.5. Whilst both boys' and girls' attainment has continued to rise girls are improving at a much faster rate than boys and it is not clear why this is the case.

SACRE has been concerned about suitable task setting in secondary RE and the issue of 'teaching to the middle' based on previous analysis of GCSE grades in Cornwall and more recently in the analysis of levels. This concern continues.

When looked at over the nine years, with snap shots in attainment at the end of each key stage it is interesting to note the difference in boys' and girls' attainment in any one year. Graph 7 sets out the difference between boys and girls attainment in 2013 at the end of each key stage on the basis of the expectation in the Agreed Syllabus.



**Graph 7: Difference between boys and girls at the end of Key Stage by expected level in RE (Cornwall agreed syllabus 2011)**



### Issues in terms of RE attainment in 2013

The picture of attainment in Cornwall in 2013 is mixed. A detailed picture is available by looking at the Attainment in RE, Cornwall 2013, report which is available on SACRE's website.

On the positive side:

- Attainment at Key Stage 1, 2 and 3 is improving year on year for both boys and girls. The introduction of the Agreed Syllabus 2011 and the extensive package of training and support that has gone with it appear to be bearing fruit.
- Despite the EBacc measure brought in by the government GCSE RS is holding its own with over three quarters of all candidates in Cornwall taking some form of GCSE in 2013. Only two schools or Academies in Cornwall did not enter candidates for a GCSE in RS this year – this is an improvement on previous years.
- A Level numbers have recovered to the level of 2011 after a dip in 2012.

On the negative side:

- Gains made by the end of primary are seriously compromised by the end of Key Stage 3, especially in terms of the gender gap, which have a negative impact on attainment at Key Stage 4.
- Whilst GCSE Full Course RS has comparable success to History and Geography GCSEs it is notable, when compared to attainment in Religious Studies nationally candidates in Cornwall are not attaining at the highest levels.

- Similarly, GCSE Short Course is significantly under performing at the highest levels compared with the national picture in 2013. The high levels of Ungraded candidates in some schools is nothing less than a scandal.

From this analysis it is clear that there are things that all schools could do in their different phases.

- Primary community and controlled schools need to think of ways that they assess RE to reflect pupils' abilities not based solely on their ability to write. Aided schools have benefitted greatly from the inspection requirements for denominational schools and a good process of self evaluation in community and controlled schools needs to be developed.
- Secondary schools need to look closely at what is going on in Key Stage 3. Their programmes of study need to be more coherent and challenging, especially for boys, so that pupils gain the necessary knowledge and understanding that they need to move to GCSE.
- Secondary schools also need to take seriously the timetabling of RE as a statutory or contractual requirement. If the subject has insufficient time at Key Stage 3 or Key Stage 4 no one can expect that it will have quality outcomes for pupils.
- 6th Forms need to look seriously at how they promote A Level RS at a time when the shape of A Levels is changing. 6th Forms should be looking at the possible impact of such changes on RS and how they are managing core RE as an entitlement for all in their setting.



# Management of the SACRE and partnership with the LA and other key stakeholders

## Partnership with schools

SACRE has sought to support schools in a number of ways during the academic year 2012 - 2013.

SACRE has continued to support the Curriculum Kernewek website and provided briefing sessions around Cornwall to enable schools to get the best out of the resource.

SACRE has sent out information to schools about the Farmington Fellowships for RE and packs to support the commemoration of Holocaust Memorial Day. SACRE is pleased that there is one Farmington Fellow from Cornwall in 2013 – 2014.

Secondary heads of RE information have regularly received information promoting events in Cornwall as well as other interesting developments locally and nationally, such as the events at the Truro Theological Society. As part of the initiative to promote scholarship in RE, the Adviser has sent out relevant academic articles to Heads of RE in partnership with the Warwick Religions and Education Research Unit at the University of Warwick on a monthly basis.

During the year SACRE has promoted the Learn/Teach/Lead Project for RE supported by the St Luke's College Trust. The RE Adviser has been available to the RE Hubs and ran workshops at the annual conference. Where requested, SACRE has supported schools financially with a contribution to supply cover costs to enable a teacher from the school to attend the inaugural conference in line with its policy to promote opportunities for RE development.

SACRE supported a Heads of RE Conference in 2013, as in previous years. The conference was of no charge for community secondary schools and included input from a significant national figure, Dilwyn Hunt, looking at challenging RE in the secondary phase.

As in previous years SACRE enabled a teacher to attend the triennial European Forum for the Teachers of RE in 2013. The Conference was in Malmo, Sweden, during the last week of August. The visit will be reported on at SACRE during 2014.

## Management of the SACRE and partnership with the LA and other key stakeholders

In the year under report all of SACRE's meetings were quorate and the overall percentage for attendance was as follows:

Committee A:	
<b>Religious traditions other than the C of E</b>	<b>55%</b>
Committee B:	
<b>The Church of England</b>	<b>58%</b>
Committee C:	
<b>Teacher representatives</b>	<b>36%</b>
Committee D:	
<b>The Local Authority</b>	<b>58%</b>
<b>Co-opted members</b>	<b>100%</b>

The meetings under report were held at County Hall in Truro with one meeting being held at Poltair School, St Austell. SACRE is grateful to Mr Stephan Tong the head teacher, and Mrs France Golding and her department for their welcome to SACRE and for making the visit so worthwhile.



Sunrise or sunset?  
Bishop Cornish CE VA School



Moments of stillness  
Bishop Cornish CE VA School

### Membership and training

SACRE represents a wide variety of views predominantly within the Christian tradition. In the spring of 2007 SACRE reviewed its membership and requested that it be reconstituted by the Cabinet of the County Council. SACRE, working with Legal Services in light of the Education Reform Act 1988 (as amended by the 1993 Education Act), established principles by which a Christian denomination, other than the Church of England, and other religions should be represented in Committee A. The first principle was that of the size of the denomination in Cornwall as represented by worshipping communities. On this basis SACRE requested an increase in the number of Roman Catholic representatives to two and in inclusion of a representative of the Orthodox Churches in Cornwall. No other religious community would warrant membership by the criteria of size alone.

The second principle was that of a worshipping community represented in the current Agreed Syllabus. On this basis a Muslim representative and a Buddhist representative have places in Committee A along with the Jewish Community. In this way SACRE came to represent more faith communities in Cornwall.

An induction programme is in place for new members of SACRE but it has been difficult to make this work in practice during 2013 and as a result will be reviewed. SACRE recognises the importance of ensuring its members can fully participate in its discussions.

Each year SACRE has had a training morning based in a school. This year, as noted above, SACRE visited Poltair School, St Austell. Members of SACRE had the opportunity to look the nature of SACRE and the Agreed Syllabus Conference, especially for the newly elected

members of Committee D. Members also met with members of the RE Department looking at challenges in secondary religious education and had the opportunity to meet with pupils who talked about their experience of and work in religious education.

Members were also able to take part in the South West SACREs training in March 2013. Two members of SACRE attended the Conference at Dillington Hall, Somerset.

### Professional and financial support

During the year under report SACRE received a budget of £45,000 from the authority. This figure includes monies that supported the further development of a resource to help Cornish schools deliver the section of the Agreed Syllabus known as the Curriculum Kernewek and support training to ensure the best use of the resource. The budget also allows SACRE to publish its annual report, enable the monitoring of the implementation of the syllabus, support the Barnabas Awards and fund SACRE's annual lecture. It also allowed for the training of SACRE members and for SACRE members to take part in national events linked to the SACRE, such as the annual general meeting of NASACRE in Birmingham. In 2013 - 2014 it is also funding a review of the N.S.

SACRE also receives the services of the Adviser for RE and that of a Committee Clerk paid for by the Local Authority. This professional support enables Cornwall SACRE to function effectively.



New life from the muddy earth  
Braddock CE VA School



## Partnerships with other key stakeholders

The RE Adviser, on SACRE's behalf, is involved with the Churches Together Cornwall Executive, Cornwall Faiths Forum, the Dor Kemmin Multi-faith Centre Development Group and the Faith Response Group of the Emergency Planning Team as well as the Prevent Board for Cornwall. On behalf of the Leader of Cornwall Council the RE Adviser has worked to engage faith communities in the budget debates leading up to the Council fixing its budget in 2014.

The RE Adviser has continued to work with the Cornwall Faith Forum and was part of an event at the Roseland School which explored how people from specific faiths and belief backgrounds respond to the financial crisis. The RE Adviser and the Equality and Diversity Service are looking at ways of supporting more Primary events in Cornwall like the ones previously held in Bodmin and Pool. SACRE also assisted the Dor Kemmyn project by assisting with publication costs to promote its work in Cornwall with schools.

The RE Adviser has also been available to groups to promote a public understanding of religious education in Cornwall and has spoken to, and worked with, volunteer hospice workers on how to respond to the needs of the dying and senior members of the NHS on the care of the dying and the dead. He has also formed part of the new clergy induction process in Cornwall for the Diocese of Truro and the Cornwall Methodist District.

The RE Adviser has also been available to parents concerned about religious education in their child's school. Given the lack of capacity in the Department for Education the RE Adviser has been advising parents of children who attend Academies.

SACRE has also worked closely with Churches Together Cornwall (CTC) both with regard to the Barnabas Awards and chaplaincy in schools. SACRE supports the work of the Churches Together Executive and the CTC Education Group by ensuring the involvement of the Adviser for RE.

## Information and advice

SACRE has continued to give advice to schools and in 2009 it launched its own website: [www.cornwall.gov.uk/sacre](http://www.cornwall.gov.uk/sacre).

This site seeks to be a point of reference for those seeking advice from SACRE both in relation to SACRE and the Agreed Syllabus Conference.

In the section SACRE's RE Advice all current advice is listed. This includes SACRE's reports and advice relating to Teachers of RE in Cornwall LA's secondary schools,

attainment in RE, self-evaluation in RE, the place of creationism and intelligent design in RE teaching, and the contribution that RE can make to a school's duty to promote community cohesion.

As well as this there are also case studies for primary schools on how to promote learning outside the classroom in RE.

SACRE also funded the development of the Curriculum Kernewek website (<http://www.curriculumkernewek.org.uk/>). The website covers all the content in those sections of the Agreed Syllabus that focus specifically on Cornwall. The website not only covers content but also has ideas for teaching and materials to support teaching about religion in Cornwall. SACRE is grateful to Claire White at Azook and her team for the work that they have done to produce such a high quality resource.

SACRE's advice is also promoted through the training that is provided through Cornwall Learning. This training has been highly evaluated in 2013, as in previous years.

All of SACRE's agendas and minutes are available through the Democratic Services website to ensure that there is full access to SACRE's reports to the widest possible audience.



Accident or design?  
Braddock CE VA School

## Complaints about religious education in community or schools

The Authority did not receive any complaints about RE in its community or controlled schools in 2013.

## Review of the agreed syllabus

The review of the Agreed Syllabus was completed in April 2011. Its development involved a review of syllabuses from other authorities, consultations with faith communities, teachers and pupils.

In the summer of 2009 SACRE made a decision about its recommendation for membership of the Conference. In previous years SACRE members automatically became members of the Conference and membership was coterminous, with the exception of co-opted members. For this review the membership of the Conference included members of SACRE and others appointed by the Authority but drawn from a wider pool. The Conference was relatively small, having nine members across the four committees.

After looking at a number of models and considering the government's plans as exemplified in the questions for the review of the national curriculum the Conference decided that it needed to seriously re-think its approach in the autumn of 2010.

This led to a syllabus that was less structured, clearer about content and more focussed on the programmes of study. It kept the levels of attainment and expectations of the National Framework, something that had informed the previous syllabus. The structure of religions in the syllabus was modified in light of the teacher consultation and schools are now expected to ensure that the programme of study in their school is coherent so as to ensure better pupil progression and a better acquisition of knowledge and understanding. The Conference also looked closely at the question: what does it mean to be religiously educated in Cornwall? As a result of this learning outcomes and content were specifically developed to focus teaching and learning on Cornwall and its rich religious heritage and life.

During 2012 SACRE monitored the implementation of the syllabus in two ways. Firstly, there was an online survey. From this survey it was clear that the majority of schools that responded were positive about the agreed syllabus and about RE. There are obvious areas for development and these are about the training of teachers delivering RE and the resources needed to deliver RE. It was not possible to give a secure reason for the positive responses of teachers to the syllabus but there are indicators that might be identified from

the development of the syllabus. Firstly, schools were widely consulted and were regularly informed of the development of the syllabus. Secondly, the majority of schools participated in the implementation training and the evaluations from those training sessions were overwhelmingly positive.

In the spring term and early summer term of 2012 eighteen schools were visited by SACRE members as part of the monitoring process. The schools visited, both primary and secondary, were positive about the new agreed syllabus. Schools that had been on the training were positive about the training and its impact on the planning and delivery of RE in their schools. A number of schools mentioned the support of Advanced Skills Teachers for RE (three in all in Cornwall) as well as the support of the RE Adviser as being positive as they came to terms with the new syllabus. Areas of support that schools identified were broadly twofold. Firstly, helping teachers to develop their knowledge base in RE so as to become more confident about what they are teaching. Secondly, a mechanism for linking schools to quality resources that they can access in their areas to support the teaching of RE, especially quality assured visitors.

The responses from the online survey and the visits showed that the new syllabus had been welcomed by most schools but that there were issues that need to be addressed. The overall response to the syllabus was positive. Teachers, on the whole, like the flexibility of the new syllabus and feel that it is doing something to which they subscribe. There are a small proportion of teachers who are less happy with the syllabus and it appears that these teachers preferred the structure of the former syllabus and find new content challenging. There was recognition that RE needs support, especially in relation to the Curriculum Kernewek content and in



Why does the Cross remain so significant in a post Christian Britain?  
Launceston College



helping schools find visitors from faith traditions living in Cornwall. On the whole, the new syllabus seems to have created a certain amount of momentum for change in the schools visited and this would be corroborated by the survey.

In light of possible changes to RE at a national level SACRE did not do the further monitoring in 2013 that it had planned. SACRE has called for a review of the current syllabus in light of the newly published: **A national curriculum framework for Religious Education** (October 2013). SACRE recognises that any such Conference would need to act swiftly so that its implementation would coincide with the new National Curriculum. The Conference will look at the new document, supported as it is by government, to ascertain how the Cornwall Agreed Syllabus might move forward. SACRE was pleased that the Adviser for RE had been invited to and attended the launch of the RE Review in Parliament and was able to participate in the Curriculum, Assessment and Qualifications Group looking at the future of accreditation in RE at post-14 and post-16 education.



Engaging with the mystery of Easter.  
St Dominic School

## Collective Worship

It should be noted that SACRE's remit in relation to collective worship relates only to community schools and foundation and trust schools without a religious foundation.

### Questions to the Secretary of State

In 2010 SACRE was concerned about collective worship in Academies and Free Schools and was pleased to be informed by the Secretary of State that collective worship must be provided as a result of the funding agreement with these schools. Where those Free Schools and Academies have a religious foundation collective worship would be in accordance with their trust deeds, or charter, where they were not it would be mainly or wholly of a broadly Christian character. It was not clear what such schools would do if they were to seek a determination.

In 2013 the Chairman of SACRE also wrote to the Secretary of State about the status of Circular 1/94 in light of a paper published by the National Association of SACREs which indicated that the Circular no longer applied to Collective Worship and had been withdrawn. The Secretary of State wrote to SACRE assuring the Chair that Circular 1/94 remains the government's advice on Collective Worship and schools can use that advice as they see fit. In light of this SACRE decided not to review its current guidance.

### Practice and provision for collective worship

SACRE has published guidance on collective worship and on pupils' Spiritual, Moral, Social and Cultural Development which can be found at: <http://www.cornwall.gov.uk/default.aspx?page=7817>.

SACRE will continue to develop its advice for community schools and Academies, that were former community schools.

### Monitoring the provision of collective worship and tackling issues of non-compliance

SACRE knows of no primary school that is not compliant with the requirement to provide collective worship in line with the statutory requirements.

In secondary schools the issue of compliance remains. Only two of Cornwall's maintained secondary schools meet the requirement but there is evidence that a small number of secondary schools are trying to rectify this situation. The development of chaplaincies in many secondary schools is one way in which this issue is being



addressed. The RE Adviser has been involved with the development of chaplaincies in Cornwall's secondary schools and has worked closely with the Diocese of Truro on this issue and Churches Together Cornwall.

Special schools have issues in making collective worship meaningful for their pupils but appear to be doing this well at present.

In 2013 the Barnabas Awards focussed on collective worship. During the summer the RE Adviser recorded Thoughts for the Day from schools across Cornwall and at the time of the writing of this report a resource is being developed for schools that celebrates the wisdom of children. At the same time schools invited pupils to take part in a photo competition on the theme of 'spiritual Cornwall'. Some of these photographs will form part of a resource for all schools funded, in part, by Churches Together Cornwall, some of these photographs are included in this Annual Report.

### Determinations

There have been no applications for determinations in the year under report and no formal complaints about collective worship since the last report.



The joy of nature a source for spiritual experience  
**Otterham Primary School**



Which path to follow?  
**Launceston College**

# Contribution of the SACRE to wider diversity agendas

## The representative nature of the SACRE

As indicated above, SACRE recognises its need to reflect the increasing diversity of Cornwall, it is now the case that more than 5% of all pupils are from identified minority ethnic backgrounds; but, there are few cultural or religious organisations to engage with in an area where the population is so geographically spread. Where a religion has no effective infrastructure it is difficult, if not impossible, to engage with it. Even where there is an infrastructure there is not necessarily an easy way to engage faith communities when they have no visible centre or personnel to give dedicated time to dialogue. As reported in 2010 SACRE reviewed its membership to widen the representation of religions in Committee A.

## Knowledge and understanding of the local religious, cultural and ethnic minority

SACRE welcomes the development of two important forums in Cornwall, the Cornwall Faith Forum and Unity Cornwall – the latter representing Cornwall's minority ethnic population. SACRE seeks to work with these and other groups to help inform its work and development. SACRE was pleased that the Faith Forum was able to work with the Agreed Syllabus Conference to assist with its consultation in preparation for the revised agreed syllabus, as noted in the 2011 annual report. Similarly, the development of a multi-faith centre for Cornwall is seen to be a positive development for engaging in dialogue and developing an education programme for schools both to support RE and collective worship.

SACRE has published a report on the Census Data from 2011 which looks at the religious make-up of Cornwall. This report was sent to all schools to help inform RE and collective worship in their context.

## Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

SACRE recognises that it has a role in promoting social, racial and religious harmony and community cohesion. Given the low numbers of faith communities in Cornwall other than Christian and small numbers of minority ethnic groups it has been difficult for SACRE to engage with specific groups nevertheless the RE Adviser works with the Cornwall Faith Forum and Unity Cornwall. In this way SACRE can be informed about the work of these groups. SACRE also recognises that Cornwall is changing and that one of the greatest challenges is the integration of migrant workers.

Whilst the government in 2010 indicated that legislation relating to community cohesion was to go it is clear that this legislation has remained and still applies to schools. Hence, SACRE's guidance on community cohesion is still relevant. SACRE identified what it felt schools should do in terms of RE and collective worship's contribution to this agenda:



A headless lion. A symbol of a disconnection with our spiritual heritage? **St Tudy CE VA School**



In terms of reviewing RE and collective worship a governing body should be asking the following questions:

- how do these two aspects of school life contribute to community cohesion?
- what difference do RE and collective worship make to a pupil's sense of self and sense of others?
- How is the local community reflected in the scheme of work and the programme for collective worship?
- To what extent does RE and collective worship reflect wider British society?
- Does the presentation of religious traditions other than Christianity focus on them as important to the UK and their contribution to life in Britain or not?
- Is Christianity ever looked at in terms of its global presence and contribution?
- Is there an opportunity for positive encounters with people of faith in terms of the syllabus requirements for Cornwall, either in person or through projects which bring different communities together?

It is hoped that the guidance is having a positive impact and SACRE as the duty to promote community cohesion has remained a statutory duty for all schools, whether local authority or academies.

SACRE has also engaged with the Prevent Agenda and has been keen to see how RE can contribute to the curriculum response to the prevention of violent extremism. The Adviser for RE sits on the Prevent Board for Cornwall and secondary schools from Cornwall have participated in the Act Now resource prepared for the Association of Chief Police Officers (ACPO). SACRE is aware that this is a sensitive issue and will continue to receive reports on the work of Prevent Board during 2014.

## Links to local authority initiatives promoting diversity

SACRE has supported the work of the Faith Forum, as noted above, provided links for schools to access local resources that promote diversity. SACRE also supported an event for pupils on the Roseland as mentioned above.

As noted SACRE is pleased to note the further development of plans for an inter-faith centre for Cornwall. The centre will be called Dor Kemmyn (Common Ground) and will provide a community education centre, supporting schools, and a place where people of diverse faith can meet to learn about each other and from each other. It is also planned that Dor Kemmyn will also have an outreach programme so that all in Cornwall can benefit from its work.



Is spirituality a memory?  
Penrice Academy



Is the cross part of the architecture to the universe?  
Otterham Primary School

## Summary

Cornwall SACRE has been busy in 2013, as can be seen in the report. SACRE has continued to engage with the government on issues relating to religious education in schools and Academies. SACRE was pleased to hear that the Secretary of State admitted that he had 'got it wrong' about RE when speaking to the Bishops of the Church of England on 3rd July, 2013. The question remains, though, what is government prepared to do to ensure the future of RE as an entitlement for all pupils in maintained schools, Academies and Free Schools.

SACRE also welcomed the Ofsted report: **Religious Education: realising the potential**, published in October 2013 and the guidance to inspectors that followed it to ensure that all state funded secondary schools, of what ever legal status, have to provide meaningful RE at Key Stage 3 and Key Stage 4. This is a step in the right direction.

SACRE continues to be concerned about boys' attainment at Key Stage 3 and in GCSE examinations.



Light breaks over Cornwall. Where do the roots of spiritual experience lie?  
Bishop Cornwall CE VA School

# Membership of SACRE 2013

## Committee A - Church Representatives (Other Churches)

Mrs L P Chandler (Religious Society of Friends)  
Rev M Caddick (Baptist Church)  
Rev M Coles (Independent Churches)  
Andrew Chapple (Independent Churches)  
Rev J M C Willcock (Methodist)  
Mrs B Rockley (Jewish Community)  
Mrs C Roberts (Methodist)  
Mrs M Biscoe (Roman Catholic Church)  
Neil Anderson (Roman Catholic Church)  
Father Raphael Hawkes (Orthodox Churches)  
Cpt Bernard Stevenson (Salvation Army)  
Mr A Taylor-Browne (Buddhist Community)  
Mr David Peters (Methodist)

## Committee B - Church of England

Mrs J Thomas  
Mark Andrew Dearden  
Mrs S Green  
Mrs Irene Pooley

## Committee C - Teacher Representatives

Michael Heron (NUT)  
Ms Anna Corbett (CARE)  
Mrs C Curnow (VOICE)  
Sue Wilcock (CAPH)  
Mr D Parker (CASH)  
Dr P J McGovern (ASCL)  
Mark Weir (NAHT)  
Mrs E Wells (ATL)

## Committee D - Local Authority Representatives

Hilary Frank (Liberal Democrat)  
Loic Rich (Independent)  
Cornelius Olivier (Labour)  
Loveday Jenkin (Mebyon Kernow)

## Committee E - Co-opted

G Burgess (Cornwall Humanist)



The photographs in this year's annual report (with the exception of the Chairman's) were submitted by schools as part of the Spiritual Cornwall Photographic Competition, Barnabas 2013. SACRE is grateful to all of the schools involved.



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35105 12/13  
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