

ISLE OF WIGHT LOCAL AUTHORITY

The Standing Advisory Council
for Religious Education
Annual Report

SCHOOL YEAR 2020-2021

Foreword by the Chairman

It has been my great privilege to represent secondary schools on the Isle of Wight SACRE for a number of years now and, having been the Chair of the Isle of Wight SACRE for three years, I am proud to present our Annual Report. The Isle of Wight SACRE is a dynamic group who have a passion for and dedication to Religious Education. SACRE seeks to ensure all our schools offer the highest provision to enable our children and young people to explore their own lives and develop their own thinking based on engaging intellectually with a range of perspectives.

This year we have continued the important work of representing the Island, whether this be in person or in virtual meetings, ensuring that the pandemic doesn't stop us from developing and supporting schools.

We have met regularly in 2020-2021, including attending the South Central Hub of SACREs and our termly monitoring group, which has been meeting regularly to evaluate the provision for RE in our schools. We have also been working alongside our RE inspectors in Hampshire to ensure our young people have access to a challenging curriculum that suits their needs and helps them develop their own understanding of what it means to be religious, whether in school, working remotely from home or while completing self-isolation.

We are pleased to report that in the last year we were still able to provide networks for secondary school RE teachers and primary school teachers remotely, which allowed the sharing of good practice and professional development for island teachers and kept them up to date with RE matters.

I would like to take this opportunity to thank all members of the Isle of Wight SACRE for their continued commitment to our children and young people. It really is a pleasure to get to meet and work alongside so many passionate people who give up their valuable time to support the continued development of the subject in order to enable our children and young people to experience religious education in a way which has meaning for them. We have had the pleasure of working with Pat Hannam, County Inspector/Advisor for Religious Education who is now stepping back from the SACRE, although she will continue to work with our schools in offering continued CPD support and advice. She has been a tremendous asset to our SACRE and on behalf of the group I would like to extend our thanks for all her hard work and support. We look forward to working with Justine Ball, the Hampshire Primary RE Inspector/Adviser in the coming year, who has also worked with us for a number of years offering Primary support and advice to Island schools.

Lastly I want to extend particular thanks to Harry Kirby our long standing Clerk, who has retired but has been retained on SACRE in a different role. His contribution to the SACRE and to the young people on the Isle of Wight cannot be summed up in a few short words and the SACRE is so lucky to have such a committed and dedicated member.

I have great pleasure in commending this report to you.

Beth Feltham Chair of SACRE

Introduction to the Isle of Wight Context

During the period of the COVID-19 pandemic in this reporting year, SACRE has continued to work closely with the Hampshire inspection and advisory service (HIAS) to ensure that LA schools keep RE central to their wider curriculum planning. Evidence gathered and presented to the monitoring group reveals that this support has been effective and welcome during a period of considerable challenge for schools. During this period the review and revision of the Locally Agreed Syllabus, Living Difference III (LDIII) has taken place. All the meetings and consultations have taken place virtually.

Head teachers, senior leaders and teachers of RE in Island primary, secondary and special schools have continued to have access to a high level of quality support and guidance through the period of this report, which has been heavily impacted by COVID-19. During this reporting period, this support has all been provided virtually by the two Hampshire Inspector/Advisers working in the inspection and advisory service (HIAS), guided and regularly monitored by SACRE.

Management of SACRE

SACRE is well supported by an experienced clerk located in democratic services. SACRE also has the support of the Hampshire RE Inspector/Adviser for Primary RE who is the Professional Adviser to the SACRE. Standards and quality of provision for Religious Education in Island schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2020/21 findings have been submitted to the full SACRE at its termly meetings.

Membership 2020/2021

Committee A

Faiths and Beliefs Represented:

Baptist
Methodist
Roman Catholic
Jewish
Buddhist
Hindu
Humanist
Bahai
Muslim
Quaker

Committee B

4 members representing the Church of England

Committee C

4 members representing the teachers of the Isle of Wight and including representatives from secondary, primary and special schools.

Committee D

4 members representing the Local Authority.

In attendance

Clerk/Coordinator
RE Inspector (Secondary)
RE Inspector (Primary)

Attendance

November 2020

Committee A (Representatives of Religious Bodies)	92%
Committee B (Representatives of the Church of England)	100%
Committee C (Representatives of Teacher Associations)	50%
Committee D (Representatives of the Authority)	75%

March 2021

Committee A (Representatives of Religious Bodies)	66%
Committee B (Representatives of the Church of England)	75%
Committee C (Representatives of Teacher Associations)	75%
Committee D (Representatives of the Authority)	100%

June 2021

Committee A (Representatives of Religious Bodies)	33%
Committee B (Representatives of the Church of England)	25%
Committee C (Representatives of Teacher Associations)	25%
Committee D (Representatives of the Authority)	50%

Commentary

- 1 SACRE meets 3 times per annum, one meeting per each school term. The November and March meetings were held on line and the June meeting was held in person at the Council offices.
- 2 The Church of England had 3 representatives up to April 2021 and a vacancy for a 4th member. This was filled and there are now 4 representatives on the SACRE.
- 3 Due to changing personal circumstances, the Hindu representative, who came from Portsmouth had to resign during the year. Members appreciated his regular attendance and commitment.
- 4 The Quaker representative, who had been very committed to SACRE, resigned through a change in circumstances. We are very grateful that this post has been filled by another Quaker representative.
- 5 SACRE appreciated the support of a full Local Authority membership throughout this period. During this period one of the counsellors was replaced on the SACRE due to a change in circumstances.
- 6 SACRE appreciated the collaboration of 2 teachers from separate special schools ensuring regular, continuous representation.
- 7 SACRE was pleased to welcome a representative of the Methodist church into group A.

Training

Training is regularly made available to SACRE members by SACRE officers when there are enough new members to require this. Training is also offered to all members to ensure regular opportunities for all SACRE to refresh their knowledge of SACRE's role and responsibilities and familiarise themselves with the Locally Agreed Syllabus. SACRE members are all encouraged to access NASACRE training and website information throughout the year.

SACRE Advice to Statutory Bodies

(a) Review of agreed syllabus: Living Difference III

Living Difference III was launched in December 2016. In line with the legal requirement to review the Locally Agreed Syllabus every 5 years, the Agreed Syllabus Conference (ASC) agreed in March 2020 to commence a review of this syllabus. The review has been continuing during the whole of the period covered by this report, 2020- 2021 and built on a survey that was undertaken in December 2019 and a teacher focus group in January 2020 prior to the respective Agreed Syllabus Conferences. In July 2020, a virtual meeting took place between SACRE members in the 4 authorities who are closely linked with this syllabus and were reviewing the syllabus together. Between this date and a similar meeting in July 2021, various teacher consultation meetings took place virtually. All the way through the consultations and revision proposals teachers have been involved with giving feedback

and sharing in making proposals. There have been many meetings also with scholars in the field; this is both educationalists as well as experts in various religious traditions.

(b) Advice to the Local Authority

SACRE offers advice to the Local Authority regarding religious education. During this period the Agreed Syllabus Conference has been reviewing and revising the locally Agreed Syllabus. As the review has got underway during the period covered by this report, the monitoring of the effectiveness and implementation of the existing agreed syllabus Living Difference III, which came into effect in December 2016, has been even more focused. SACRE has continued to advise the LA regarding the effectiveness of Living Difference III and standards of RE across Hampshire.

(c) Advice given to Schools

SACRE ensures that high quality advice is available to schools in a number of ways. During the period of this report, it has not been possible to make face to face visits to schools due to national COVID-19 regulations. Other ways of monitoring virtually have been undertaken and reported to the Monitoring Group which has met regularly during this period. SACRE officers have continued to work 1:1 with heads of department in secondary schools and subject leaders in primary schools through the Hampshire Inspection and Advisory Service management partnership arrangements. This has continued virtually during the period of COVID-19 restrictions. SACRE officers have continued to run secondary and primary network meetings virtually through this period. It has been found that the virtual format has increased teacher attendance at network meetings, where good practice for teaching RE can be shared along with other updates regarding Living Difference III. All this has contributed to raising standards in RE in Island schools.

SACRE Monitoring of Standards and Quality of Provision of RE

(a) Public Examinations in 2020 and 2021

GCSE Full Course. GCSE and GCE Religious Studies examinations did not take place in the summer of 2020 or 2021. Grades were awarded on the basis of teacher assessments and no subject level data was released to local authorities from individual schools. However, in light of data that was available and other conversations with heads of department, SACRE remains concerned about the percentage of young people overall across the island who are able to access a GCSE course.

(b) Progress and attainment in RE not covered by public examinations

During the period of this report, SACRE has been able to ensure more head teachers are aware of their responsibilities and are taking action to improve provision. Regarding RE in primary schools, Primary RE networks reveal that in many cases, RE leadership is strong. During the COVID-19 pandemic, while schools were teaching online, some teaching of RE will have become weaker. This is something to address in the coming year. The importance of subject leaders being equipped and

confident to lead staff in their own schools has never been more important to secure improvement in RE in the primary school. SACRE is ensuring teachers continue to have access to high quality continuing professional education opportunities offered through HIAS.

(c) The Quality of RE provision in Island schools

Monitoring visits undertaken virtually during this period, taken together with attendance at Inspector/Advisor courses and RE network meetings and steering groups, continue to indicate that most schools are compliant with the requirements of the Locally Agreed Syllabus at Key Stages 1, 2 and 3. In the primary phase allocation of time for RE is usually good. During the period of second and additional lockdowns, RE has been limited in places. However, this seems to have picked up as soon as face to face teaching became possible. In the secondary phase time allocation for all pupils at KS3 continues to be good in most schools and was still taught during periods of remote teaching. At KS4, where GCSE is being taught, time allocation for young people undertaking GCSE is usually at least in accordance with the time requirements of the Locally Agreed Syllabus. Teaching during COVID-19 for GCSE has also been good, with only limited restrictions being heard of anecdotally across the county. SACRE has been monitoring the teaching of core RE at KS4 and has been especially concerned to ensure all young people are able to access their entitlement to religious education in this phase of secondary school life. There does seem to have been an increase in interest in improving KS4 provision across the authority. This will be monitored more closely once the COVID-19 restrictions have been lifted and presented in a future SACRE report.

Complaints about RE

No complaints have been received about RE under the local statutory complaint's procedure during the period of this report

SACRE support to schools and school improvement through events and training

The SACRE officers continue to be responsive to the needs of teachers on the island and offer a range of training and other support (as discussed elsewhere in this report) through the County Council, Learning Zone (LZ) and Hampshire Teaching and Leadership College (HTLC) supported by the Hampshire Inspection and Advisory Service (HIAS) advisers and inspectors. Primary and Secondary network meetings were offered each term on line to support teachers and these were well attended. The primary RE Conference in 2021 is taking place as part of the Launch of Living Difference IV in November 2021. Primary and secondary steering groups meet each term to develop materials and guidance which is disseminated by the SACRE support officers on the county RE website as well as through publications available for sale from the RE Centre.

The 'Moodle' subscription service offered to schools through Hampshire Inspection and Advisory Service is an online 'platform' where materials written by SACRE Advisers can be made available to teachers. This is in addition to the opportunity teachers have to access materials for teaching Living Difference III through the Hampshire RE Website. The County

RE Curriculum Centre continues to support the work of teachers across Hampshire and the Isle of Wight. During the academic year 2020/21 there were 393 subscribers to the Centre including some schools from other local authorities.

Separate curriculum updates for Primary and Secondary schools are available twice each year via subscription, electronically or as hard copy, and on the HIAS RE website. Matters covered in newsletters in the past year continue to focus on local and national concerns including planning advice to support the teaching of RE according to the Hampshire Agreed Syllabus Living Difference III. Teachers continued to express the value of these newsletters during this period, especially in light of the difficulties presented by COVID-19.

South Central SACRE hub:

Hampshire SACRE has offered leadership to chairs and professional advisers of neighbouring SACREs for around 10 years. During the period of this report the hub has continued to meet virtually with around 10 SACREs, including representatives from the Island SACRE, attending regularly. The hub discusses key national issues for RE and their implications for local SACREs in addition to giving support on particular local issues. During this period several SACREs have either been reviewing their Locally Agreed Syllabus or making plans to do so. This forum has offered an important place to discuss shared issues. Other matters discussed have been the Commission on RE recommendation in relation to 'worldviews' as well as the Ofsted Research review published in May 2021.

SACRE Monitoring of Standards and Quality of Provision of Collective Worship

a) Compliance with statutory requirement and the quality of collective worship

SACRE gathers evidence about collective worship on the Island from various sources including: -

- work with secondary and primary development groups (ongoing)
- collective worship professional education course for teachers
- reports provided by the county RE Inspectors in relation to their work with schools
- reports from Ofsted secondary school visits mentioning RE

SACRE finds that compliance with legal requirements in primary schools continues to be good. SACRE has included supporting Collective Worship as a priority in its 3-Year Action Plan 2021-2023. SACRE has the capacity to respond to schools' needs in understanding their responsibilities for collective worship. There continues to be a demand for the collective worship pack available from the County Religious Education Curriculum Centre.

b) Complaints about Collective Worship

No complaints have been received about collective worship under the local statutory complaints' procedure during the period of this report.

Conclusion

SACRE's three-year development plan for 2021-2024 has been developed during the period of this report (attached to this report: see Appendix 1). This reveals how SACRE plans to continue to meet its responsibilities monitoring the effectiveness of the current locally agreed syllabus Living Difference III as well as its revised successor Living Difference IV. The Isle of Wight SACRE continues to be effective because of the steady commitment of SACRE members, alongside the active support of the LA. Support given by Hampshire County Council to its SACRE is significant in a number of practical ways, including funding Monitoring visits and in ensuring two RE Inspector /Advisors with specialist expertise in primary and secondary RE are in post.

A strength of the Isle of Wight SACRE is the membership of Group A, reflecting the variety of faiths active on the Island and in neighbouring communities. SACRE members are engaged with visiting schools as well as supporting training for teachers. Church of England Diocesan networks also run on the Isle of Wight for subject leaders in Church Schools. Some of these teachers also attend the LA network meetings. All schools are teaching the Locally Agreed Syllabus Living Difference III.

The Isle of Wight SACRE continues to have a strong sense of team spirit, commitment and cooperation. Meetings are held in an open, frank, manner. The four groups of SACRE ensure SACRE is able to meet its statutory responsibilities

Annex 1

IoW Development Plan

Isle of Wight SACRE 3 year Action Plan for SACRE 2021,2022,2023: to be reviewed at each monitoring group meeting and progress reported to each SACRE meeting through Monitoring Group Report. SACRE review Action Plan annually as part of annual report

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
1.	Maintaining SACRE Effectiveness and Leadership				
1.1	SACRE to meet once each term and be quorate	SACRE and SACRE Clerk	Once each term	For Isle of Wight SACRE to be effective	Green
1.2	Representative appointments to all four groups of SACRE to be in place	SACRE and SACRE Clerk	When necessary	For Isle of Wight SACRE to be effective	Green
1.3	Introductory training offered to new SACRE members	SACRE Professional Adviser	When necessary	For Isle of Wight SACRE to be effective	Green
1.4	Regular training offered to all SACRE members regarding new national initiatives relevant to RE	SACRE Professional Adviser	When necessary	For Isle of Wight SACRE to be effective	Green
1.5	SACRE Members appointed to attend South Central SACRE RE Hub once each term and NASACRE AGM and other events as deemed fitting by SACRE	SACRE SACRE Chair and Vice Chair and SACRE Clerk	Various	For Isle of Wight SACRE to be effective and take active part in NASACRE and SACRE events in the region	Green
1.6	SACRE engage in monitoring Collective Worship across the county and identify examples of best practice in secondary, primary and special schools	Monitoring Group with SACRE Professional Adviser & SACRE Chair	Monitoring Group report to SACRE meetings	For Isle of Wight SACRE to be effective	Red

		and Vice Chair			
1.7	SACRE monitor withdrawal from RE and Collective Worship and develop guidance for IoW schools	Monitoring Group with SACRE Professional Adviser & SACRE Chair and Vice Chair	Monitoring Group report to SACRE meetings	For Isle of Wight SACRE to be effective	Red
1.8	Introducing new SACRE clerk to the SACRE and induction training developed for the role.	Professional Adviser and Chair and Vice Chair.	Reviewed once each term	For Clerk to feel supported by SACRE and to identify and meet any gaps in provision.	Amber
1.9	SACRE Self Evaluation	SACRE	Reviewed once each year	For Isle of Wight SACRE to be effective	Amber

	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
2.	Implementation and monitoring the effectiveness of the Agreed Syllabus : Living Difference III				
2.1	Monitoring Group to meet once each term and report to each following SACRE meeting	SACRE Monitoring Group	Once each term	For Isle of Wight SACRE to be effective	Green
2.2	Monitoring visits to take place in schools	SACRE Professional Adviser with SACRE Monitoring Group	Once each term	This and other data (e.g. annual ascertain provision of RE in Isle of Wight Schools & overall findings presented to SACRE	Green
2.3	Monitoring and reporting of GCSE results	SACRE Monitoring Group and SACRE Professional Adviser	Once each year	Verified results to have been considered by Monitoring group once each year and findings presented to SACRE	Green
2.4	Monitoring in-service Professional Educational opportunities attended by teachers: (i) Feedback from teachers on need (ii) Uptake of IoW RE Networks and other Hampshire courses (primary and secondary and special)	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of data including feedback from teachers on courses undertaken by inspector/Advisers	Green
2.5	Monitoring group reporting on Ofsted Visits to Isle of Wight Schools mentioning or inferring messages about religious education	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of information from Ofsted inspections of Isle of Wight Schools	Green
2.6	Monitoring group reporting on other HIAS visits made to schools revealing information about RE	SACRE Monitoring Group and SACRE Professional Adviser	Once each term	Analysis of information from HIAS school visits to Isle of Wight Schools	Green
2.7	Monitoring withdrawal from RE and Collective Worship through annual questionnaire – ensuring that this is received in schools by the right person to complete	SACRE Clerk and SACRE Professional Adviser with SACRE Monitoring Group	Once each year	Analysis of questionnaire reported to SACRE	Amber

No.	Actions	Who	Target completion date	Intended outcomes	Status and RAG rating
3.	Meeting training needs of Isle of Wight teachers and school leaders				
3.1	Review professional education offer through a questionnaire to teachers	Isle of Wight Inspector/Advisers	Spring term 2022	Identify and meet any gaps in current professional education provision	Red
3.2	Be aware of professional education offer across partner and neighbouring SACREs	Isle of Wight Inspector/Advisers	ongoing	Identify and meet any gaps in current professional education provision	Green
3.3	<p>Support on-going development of an annual pattern of professional education for:</p> <ul style="list-style-type: none"> (i) New RE leaders in primary schools (ii) Experienced RE leaders in primary schools (iii) NQT, HoD and other specialist courses (iv) Courses for non-specialist secondary teachers of RE (v) special education teachers (vi) Subject booster opportunities available (vii) Governor training 	Isle of Wight Inspector/Advisers	ongoing	ensure pattern of professional education is relevant and well timed	Green
3.4	Ensure a rolling programme of briefing for head teachers and separately for governors regarding Living Difference III across the Isle of Wight	Isle of Wight Inspector/Advisers	ongoing	For Isle of Wight teachers at all stages of their careers to have access to high quality appropriate professional education opportunities	Working through HIAS School Improvement Partner for the IoW

No.	Actions	Who	Target date	Intended outcomes	Status and RAG rating
4.	Resourcing Living Difference III				
4.1	Ensure teachers in primary, secondary and special schools have access to resources to support the teaching of Living Difference III	Isle of Wight RE Inspectors/Advisers, Isle of Wight Curriculum RE Centre manager and SACRE members and teachers	Progress on these elements reviewed annually by Monitoring group	Relevant publications available for teachers at all key stages to enhance the teaching of RE with Living Difference III	Green
4.4	Review KS4 provision in secondary schools especially non examination courses in light of developments with GCSE	Isle of Wight County RE Inspector/Adviser		Ensure all young people have access to Good Quality RE at KS 4 and able to receive their entitlement for RE.	Green
5.	SACRE Youth Voice				
	Development of SACRE Youth Voice	Inspector/Advisers, SACRE Chair and members	Ongoing through the period of this development plan		Red – in progress
5.1	Summer SACRE Youth Voice conference to take place	Inspector/Advisers, SACRE Chair and members			