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East Sussex  
County Council



**EAST SUSSEX**

**STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**A JOURNEY OF DISCOVERY**

The East Sussex Agreed Syllabus  
for Religious Education

**ANNUAL REPORT  
2012- 2013**



# EAST SUSSEX ANNUAL REPORT 2012 - 2013

## Preface: Overall strengths and weaknesses of RE

Question	Suggested data source(s)
What are the main strengths and distinctive features of RE in your local authority? (If appropriate, please give examples of specific good practice.)	Minutes, reports, surveys, evaluations and questionnaires, agreed syllabus
<p>There is much support for RE in east Sussex. SACRE is well supported by councillors and members of faith communities</p> <p>There is an RE Consultant who is funded part by SACRE and part by the East Sussex traded services</p> <p>Regular network meetings take place and an annual conference takes place</p>	
What are the main weaknesses and development needs of RE in your local authority?	Minutes, reports, evaluations
<p>The lack of subject knowledge of primary practitioners (The issues are very much in line with the 2010 Ofsted report)</p> <p>Other curriculum issues being given priority by senior leadership</p> <p>Lack of funding for training</p>	

## Key area 1a: Compliance and time allocation for RE

Question	Suggested data source(s)
To what extent is RE provision in schools compliant with the Agreed Syllabus requirements or recommendations in terms of time allocation?	School SEFs (where appropriate), LA adviser(s), professional experience of RE teachers
<p>We do not have any data to suggest that any of our schools are non-compliant with regard to time allocations. We believe that all our primary schools are planning the implementation of the agreed syllabus.</p>	

Question	Suggested data source(s)
Please give the number of formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	SACRE correspondence and minutes
<p>No complaints were received about religious education under the local statutory complaints procedure.</p>	

## Key area 1b: Public examination entries in RE

Question	Suggested data source(s)
<p>Please give a brief prose analysis of full GCSE entries, if possible analysed by gender. (Add tables in appendix)</p>	<p>LA data (Appendix 1a and 1b)</p>
<p>Attainment in the GCSE Full Course in East Sussex in 2013 has risen by 3.7% since 2011, compared to a slight fall of 0.2% nationally. Overall East Sussex attainment was 77.5% compared to 73.6% nationally.</p> <p>In relation to take-up in 2013, 27.2% (increase of 4.1% compared to 2011) of pupils in East Sussex took the GCSE full course, compared to 36.2% (5.1% increase compared to 2011) nationally. Short course entries in 2013 in East Sussex were 31.3% (31.4% in 2011) compared to the national figure of 25.0% (31.7% in 2011).</p> <p>Overall take-up (either full or short course GCSE), in 2013, was 58.5% in East Sussex, up from 54.5% in 2011. This compares to 61.2% nationally in 2013, compared to 62.9% in 2011.</p> <p>In terms of schools (mainstream only) in 2013, 8 out of 26 schools did not have any pupils taking the GCSE full course, with a further 7 schools having less than 10% of their cohort taking the GCSE full course. Only 6 schools had over 50% of their cohort taking the GCSE full course.</p> <p>Overall, 17 out of the 26 maintained mainstream schools in East Sussex in 2013, had at least 50% of pupils taking either the GCSE full or short course. Of the other 9 schools, two had just over 40% taking either course, 2 had 10% or more, 1 had just over 5%, 3 were less than 2% and one school had no pupils taking either the GCSE full or short course.</p> <p>N.B no gender breakdown available</p>	
<p>Please give a brief prose analysis of short course GCSE entries, if possible analysed by gender. (Add tables in appendix)</p>	<p>LA data (Appendix 2a and 2b)</p>
<p>Attainment in the GCSE Short Course in East Sussex in 2013 has fallen by 8.1% since 2011, compared to a slight fall of 0.6% nationally. Overall East Sussex attainment was 47.3% compared to 50.0% nationally.</p> <p>Of the 8 schools who had no pupils taking the GCSE full course, 4 schools had at least 40% of pupils taking the GCSE short course. The other 4 had no pupils or less than 2% taking the GCSE short course.</p> <p>Of the 7 schools who had less than 10% of pupils taking the GCSE full course, 5 schools had at least 50% of pupils taking the GCSE short course. The other 2 had no pupils or less than 1% taking the GCSE short course.</p> <p>N.B no gender breakdown available</p>	

### Key area 1c: Standards and achievement

Question	Suggested data source(s)
Please give a brief prose analysis of standards of RE in East Sussex	Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)
<p>Due to changes in the OFSTED reporting we have no specific mechanism for monitoring standards other than analysing GCSE results and Diocesan data from Aided schools. Through this we are able to monitor trends in the take up of the subject. East Sussex has however suggested to schools that they use the AREIAC self-evaluation materials.</p> <p>A questionnaire was sent out to subject leaders but there were only 38 replies equating to 20% of schools.</p>	

### Key area 1d: Quality of teaching

Question	Suggested data source(s)
Please give a prose analysis of main teaching quality issues	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>Most of our schools have committed RE practitioners but in many primary schools there are some teachers lacking in confidence in delivering RE. This is generally because of lack of subject knowledge</p> <p>Also, some teachers have expressed their lack of confidence in the teaching and the delivery of religions other than Christianity especially Islam.</p> <p>We are also aware that in some schools RE is not taught by a class teacher.</p> <p>We are also aware that a few schools, particularly secondary, are struggling to appoint RE specialists.</p>	

### Key area 1e: Quality of leadership and management

Question	Suggested data source(s)
Please describe and evaluate the main RE leadership and management issues in primary schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>There are many new subject leaders in east Sussex who do not have a subject specialism in RE and require support in order to implement the Agreed Syllabus and raise standards.</p> <p>Most subject leaders do not have effective means or sufficient knowledge to monitor the quality of teaching and learning in RE</p>	

Please describe and evaluate the main RE leadership and management issues in secondary schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>Most of our secondary schools have an RE specialist delivering the curriculum. However, some colleagues feel isolated and pressurised this year as RE has not been included in the EBacc. Subject leaders feel uncertain about their futures as many have been moved over to teach other subjects. Many schools are moving to Academy status and cutting RE time.</p>	

Please describe and evaluate the main RE leadership and management issues in special schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>East Sussex Special schools work hard to ensure their pupils have their RE entitlement. There are some RE specialists who have developed the Agreed Syllabus for their pupils and regularly support teachers in other schools</p>	

**Key area 1f: Teacher recruitment and retention, level of specialist provision**

<b>Question</b>	<b>Suggested data source(s)</b>
Please describe and evaluate the level of specialist RE/RS provision in secondary schools.	Adviser(s), AST(s)
<p>The majority of secondary schools have RE specialist as Head of Departments. In schools with 6<sup>th</sup> Forms there tends to be more than one RE specialist in the department. There is one AST in east Sussex but in the Roman Catholic Sector The issue for Secondary subject leaders is to ensure that their subject is regarded as important by senior leadership. The move to Academy status is devaluing RE and leaving subject leaders with low moral in many schools</p>	

**Key area 1g: Resources**

<b>Question</b>	<b>Suggested data source(s)</b>
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools.	Possible annual questionnaire response from schools; budget information from LA
<p>Budget allocation varies from school to school.</p>	

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

### Key area 2a: SACRE meetings

Question	Suggested data source(s)
How many quorate meetings has the SACRE had in the last year?	Minutes
Each SACRE meeting has been quorate	
Please give the percentage of attendance of SACRE members in committees 1, 2, 3 and 4.	Minutes
43%	
In what different locations has your SACRE met? (e.g. places of worship, schools, art galleries)	Minutes
This year SACRE has met in County Hall and 2 other locations	

### Key area 2b: Membership and training

Question	Suggested data source(s)
What range of faith groups and world views are represented on the SACRE as a whole, including co-optees?	Membership list
Church of England Bahai Buddhist Hindu Muslim Roman Catholic Orthodox Islam New Churches Unitarian Church United reform Church Baptist Association Salvation Army Religious Society of Friends United Reform Church	

Question	Suggested data source(s)
What training/induction is offered to new members of your SACRE?	Minutes
The NASACRE handbook and East Sussex handbook are distributed to new SACRE members	

### Key area 2c: Improvement/development planning

Question	Suggested data source(s)
Has your SACRE undertaken, commissioned or sponsored any publications, eg newsletters featuring good practice, festival calendars, contact databases? If so, please describe and evaluate briefly. (You may wish to include copies of publications, by email or posted as an appendix)	Minutes, publications
2012 – 2013 saw the commissioning of a disc to support schools with 'Collective Worship'. This is now complete and going into schools for September. The RE consultant writes a SACRE newsletter which is then circulated to all schools.	

Question	Suggested data source(s)
Has your SACRE set up any online forums or support, e.g. advice, FAQs, portals to other good practice sites, or using the sites interactively with teachers, parents, governors, chaplains etc?	Minutes, project notes, URLs
Yes. The schools are able to access the CZone which is a LA on line site	

Question	Suggested data source(s)
Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?	Minutes, publications
The East Sussex SACRE has been successful in launching a new Agreed Syllabus, March 2011 and three discs of support materials. This has enabled a revised interest in RE and teachers attending network meetings	

Please evaluate briefly the impact of these initiatives on the quality of teaching and standards in RE.	Minutes; reports; market responses; customer comments; Adviser(s); AST(s)
Each unit on the discs has a section entitled 'Background Information for the teacher'. Teachers have said how helpful this has been to improve their subject knowledge.	

### Key area 2d: Professional and financial support

Question	Suggested data source(s)
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and implementation of its action plan.	Budget
A budget of £5,000 was made available for 2012 – 2013	

### Key area 2e: Information and advice

Question	Suggested data source(s)
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	Minutes, reports
SACRE sends out regular questionnaires. The response is not always good but it does help to gain some ideas about the quality of provision and standards	

### Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, Governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to	Minutes, publications, evaluations

<p>HE? If so, please describe and evaluate briefly. Did the training focus on a particular issue, such as pedagogy, questioning in RE, thinking skills or management of subject? (You may wish to enter the typical clientele and attendance at these events, or the programme)</p>	
<p>SACRE held a successful RE conference in Nov 2012. The Guest Speakers were Alan Brine Senior HMI for RE and Stephen Lloyd member of the APPG on RE. These sessions were followed by workshops on subject knowledge. (This was what teachers asked for )  Teachers could choose 2 from Buddhism / Christianity / Judaism and Islam  The RE Consultant also led an RE training morning for the School centred initial teacher training group</p>	

### 3. The effectiveness of the local agreed syllabus

#### Key area 3a: Review of the agreed syllabus

Question	Suggested data source(s)
<p>Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing, launching or training in the agreed syllabus.</p>	<p>Minutes, action plan</p>
<p>SACRE is still in the process of ensuring that the Agreed Syllabus is being implemented and that the schools are using the support materials</p>	

#### Key area 3b: Using the National Framework

Question	Suggested data source(s)
<p>What account is taken of the Non-statutory National Framework for Religious Education (e.g. in importance statement, breadth of study, use of 8-level scale, attainment targets)? What impact does it make on RE locally?</p>	<p>Adviser(s), AST(s), Consultant(s)</p>
<p>The new Agreed Syllabus is in line with the non-statutory framework.</p>	

### Key area 3c: Developing the revised agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	Adviser(s), AST(s), Consultant(s)
The Agreed syllabus has traditionally been reviewed with the ASC and groups of RE subject leaders from each phase and members of SACRE	

### Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE publicises, supports and exemplifies the Agreed Syllabus for RE.	Publications, reports, evaluations
The East Sussex SACRE are ensuring that training on the Agreed Syllabus is in place. Lists of schools attending are registered to access uptake. Training sessions and questionnaires enable the LA to establish individual school needs	

### Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	Suggested data source(s)
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the Agreed Syllabus and /or framework? (You may wish to include statistical data on the number and scope of primary and secondary schools contacted.)	Action plan, budget, reports
There has not been any in school monitoring although this is made available to schools. Section 48 reports and pre – inspection information from the Diocese give SACRE a clear understanding of Church school provision and standards within the LA	

## 4. Collective Worship

### Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include statistical data on the number and scope of primary and secondary schools contacted.)	Minutes, publications
<p>The LA is in the process of publishing their Collective Worship advice to schools. The LA consultant worked with the PSHE team to deliver the 'spiritual' component of 2 SMSC days. Worship was included</p> <p>This training resulted in several schools buying in the SACRE adviser to support SMSC</p>	

### Key area 4b: Monitoring the provision of collective worship and tackling issues of non-compliance

Question	Suggested data source(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary schools.	Adviser(s), AST(s), Consultant(s)
<p>Collective Worship in all of the Church of England Primary schools in the borough meets statutory requirements and the provision is overall good to outstanding. It has not been possible to monitor collective worship in schools other than C of E and Catholic Schools with SIAMS and Catholic inspections</p> <p>Discussions with Heads and subject leaders would suggest that the majority of primary schools in East Sussex meet statutory requirements for worship. This is not the case for the Secondary Sector</p>	

Question	Suggested data source(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in secondary schools.	Adviser(s), AST(s), Consultant(s)
<p>Collective Worship in the Church of England Secondary schools in the LA meets statutory requirements and is good</p> <p>Collective worship has not been monitored in schools other than the C of E.</p>	

Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in special schools.	Adviser(s), AST(s), Consultant(s)
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Collective Worship has not been monitored in East Sussex Special schools	
Please give the number of applications for Determinations in collective worship in the past year. Please specify: <ul style="list-style-type: none"> <li>- the number of applications</li> <li>- how many were new applications, and how many were renewals</li> <li>- approximately how many pupils were affected in each case</li> <li>- the SACRE's decision in each case, and a brief reason</li> </ul>	Minutes
No requests for determinations were received during the year.	

Please give the number of complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	Minutes, correspondence
No formal complaints were received during the year.	

**5. Contribution of the SACRE to wider diversity agendas**

**Key area 5a: representative nature of the SACRE**

Question	Suggested data source(s)
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership
The East Sussex SACRE adequately reflects the religious and ethnic make up of the LA	
Please outline what steps your SACRE takes to be pro-active in ensuring that membership reflects diversity.	Action plan, minutes
The membership of SACRE is constantly reviewed	

**Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority**

Question	Suggested data source(s)
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (e.g. faith forums, committees, interest groups, campaigns, charities)	SACRE news/updates, reports on public lectures, exhibitions, consultations
Members of East Sussex SACRE are expected to communicate SACRE issues to their own communities and vice versa. Details of Inter Faith Programme are circulated to SACRE members by email by the SACRE Clerk. These are received from the Hindu representative for the SACRE group	

**Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion**

Question	Suggested data source(s)
Please offer a brief prose description of the ways in which your SACRE contributes to social, racial and religious harmony and to community cohesion.	Discussion
Members of SACRE visit schools to talk to the students about their faith and foster social cohesion and racial harmony	

**Key area 5d: Links to local authority initiatives promoting diversity**

Question	Suggested data source(s)
Are there any issues that your SACRE has referred to its LA for consideration and / or action (eg grade data, resourcing)? If so, please specify, and describe the response/ outcome.	Minutes
A complaint from members of the Humanist community when following a vote in the 4 groups, they were not accepted as full members of East Sussex SACRE . They were accepted as regular and participating observers.	

Are there any matters concerning which your SACRE has given advice to LAs? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.	Minutes
The rewriting of the constitution and formalising the code of conduct	

### Summary: General

Question	Suggested data source(s)
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Minutes, reports, evaluations
<p>The support from the Council members</p> <p>Each meeting begins with an opening reflection from a member of a faith community.</p> <p>The continuation of LA funding and support for SACRE which enables them to carry out their statutory duties</p>	
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	Reports, evaluations, personal perceptions of members
<p>We start each SACRE meeting with a period of 'Reflection' where one of the group speaks about an event or something they feel will be of interest to the meeting</p>	
Are there any other points about RE, collective worship or SMSCD (Spiritual, Moral, Social and Cultural Development) that your SACRE would like to express to the QCA? (e.g. national innovations)	Minutes, reports
<p>The LA ran 2 courses on pupils' spiritual, moral, social and cultural development with the PSHE team working alongside the RE Consultant</p>	