

RE REVIEW PHASE ONE REPORT

Web-based survey analysis

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Introduction

The survey was posted on the REC's website, after the EGM held on 7th November 2012. The deadline was the 7th December. The survey consisted of two parts: closed Lickert-type questions and one invitation for an open response (question 12). The following Report treats question 12 separately (section 2, to follow)

There were 309 responses.

The purpose of the first part of the survey questionnaire was to evaluate the Review Report using the following criteria: accuracy and clarity (Q5, 6), 'representativeness' (Q3, 4, 9, 10), fairness, balance and credibility (Q7,10), and whether the Report's recommendations are the right ones (Q8,11). Question 12 consisted of an invitation to make any additional comment respondents wished to.

The aim of the closed questions of the survey at this stage is to highlight issues or problems arising which the Steering Committee and Expert Panel might wish to address. The aim of the open ended question at the end (Q12) was to elicit any information relevant to Phase 2 of the Review.

General comments

Although there were 309 responses, only 2/3rds of respondents answered questions 5- 11, (i.e. questions of substance) which is flagged here as puzzling, since almost 100% answered Questions 1-4 which asked for name, contact details, occupation and religious affiliation. It seems that 1/3rd of respondents did not avail themselves of the 'neither agree nor disagree' option.

Section 1- analysis of questions 5-11

Accuracy and clarity (Q 5, & 6)

88% of respondents, who answered Q5 agreed that the Review report presented the situation of RE accurately and 86% who answered Q 6 agreed that the Review report presented the present situation clearly.

'Representativeness'

46% of respondents were RE teachers. 28% described themselves as educational professionals, 4.2% as employees of a religion or belief organisation, and 21% as 'other'. Thus the respondents are mainly in educational employment, i.e. 74%.

In terms of religious or belief affiliation the responses for 'Christianity' are in the majority at 54.4%. However when compared to the 2011 UK census data for England and Wales, this would seem to indicate a slight under representation. Using the same Census data, Islam is also under represented by 2.8%. Those describing themselves having no religion ('none')

have increased since the 2001 Census data from 14% to 25% in 2011. This means that the survey has under represented the views of this group more substantially by about 10%.

68.3% of respondents who answered (Q 9) agreed that the Review report represented all stakeholders' views without bias. 20.6% were non committal, and 11% disagreed. 72% thought that the review report represented dissenting views in a fair and balanced way, with, 21% being non committal and 7% disagreeing.

Fair, balanced and credible

83% of respondents who answered question (Q7) thought the Review report to be fair , balanced and credible. 10.9% were non committal and 6% disagreed. As mentioned above 72% who answered Q10 thought the Report represented dissenting views in a fair and balanced way, with, 21% being non committal and 7% disagreeing.

The Recommendations

86% of respondents agreed that the Report made a valid case for the actions proposed, with 9.5% being non-committal and 4.5% disagreeing (Q8). 82% agreed that the Report's recommendations were the right ones, with 13% non committal and 5% disagreeing.

Conclusions

As educational professionals are the most affected by policy changes in the arrangements of teaching RE it is only to be expected that they would be in the majority of the respondents. The respondents are supportive of the Report in all the aspects surveyed, although it is disappointing that these questions were only answered by 2/3rds of the respondents (roughly 200). It needs to be noted that the satisfaction rate dips on question 9 and less confidence is shown that the Report 'represented all stakeholders views without bias. The big rise in those people in the population not claiming any religion, according to the 2011 census, needs to be recognised as this group is under represented in the survey responses and has implications for curriculum deliberations.