

## **Standing Advisory Council on Religious Education**

Wednesday, 7 November 2018

**2.00 pm**

White Room, County Buildings, Martin Street, Stafford

John Tradewell  
Director of Strategy, Governance and Change  
23 October 2018

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## **A G E N D A**

- 1. Appointment of Chairman and Vice Chairman**
- 2. Apologies**
- 3. Welcome to New Members**
- 4. Declaration of Any Other Business**
- 5. Minutes of the SACRE Meeting held on 20 June 2018** (Pages 1 - 4)
- 6. Matters arising from the last meeting** (Pages 5 - 6)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 7. An Update on Key Issues** (Pages 7 - 8)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 8. NASACRE Update** (Pages 9 - 10)  
Report of the Deputy Chief Executive and Director for Families and Communities



- 9. Application for Variation of Practice** (Pages 11 - 12)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 10. Westhill/NASACRE Legacy project Explore-Engage-Reflect** (Pages 13 - 16)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 11. Discussion on the report from the Commission on Religious Education-Religion and World Views: The Way Forward** (Pages 17 - 24)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 12. Draft Annual SACRE Report 2017-2018** (Pages 25 - 72)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 13. SACRE Budget** (Pages 73 - 78)  
Report of the Deputy Chief Executive and Director for Families and Communities
- 14. Any Other Business**
- 15. Date of the next SACRE meeting**

The date of the next SACRE meeting is scheduled for Wednesday 6<sup>th</sup> February 2019, 2.00pm, The White Room, County Buildings, Stafford, ST16 3AD

<b>Membership</b>	
Linda Goodwin	Mohamed Parekh
Andrea Hopkins	Sam Phillips
Julie Thompson (Co-Optee)	Ian Lawson
Sonia Andjelkovic	Lauren Nicholson Ward
Mrs J Grundy	Mark Sutton
Diana Cutler	Syed Hussain
Tajinder Singh	Judy Wyman
G Devadason	Gabi Oldfield
Rev. Preb. M. Metcalf (Chairman)	Vickie Longson
Sam Kirwan	Bob Spencer
Dr Laow Panyasiri	

## MINUTES

### Standing Advisory Council on Religious Education Meeting - 20 June 2018

Present: **Rev. Preb. M. Metcalf**

Sonia Andjelkovic, Mrs J Grundy, Sam Kirwan, Sam Phillips, Ian Lawson, Lauren Nicholson Ward, Judy Wyman, Gabi Oldfield, Vickie Longson and Bob Spencer

Apologies for absence: Linda Goodwin, Andrea Hopkins, Diana Cutler, Dr Laow Panyasiri, Mark Sutton and Syed Hussain

Also in attendance – Emma Jardine-Phillips, Mary Gale and Julie Roberts

## PART ONE

### 1. Welcome to New Members

The Chairman welcomed Bob Spencer, County Councillor representative, to the SACRE.

### 2. Minutes of the SACRE Meeting held on 7 February 2018

**RESOLVED** - That the minutes of the SACRE meeting held on 7 February 2018 be confirmed and signed by the Chairman.

### 3. Update on Key Issues

The SACRE received an update on key issues that had occurred since their last meeting, including:

- a) Staffordshire SACRE had been mentioned in a book, "How to be a Peaceful School – Practical Ideas, Stories and Inspiration". This was a practical guide which provided a simple four step system for improving wellbeing and nurturing the potential of pupils and staff. It was full of easy to implement anti-stress and anti-bullying strategies, plus ideas for getting children interested in peace on a global level. Chapter 6, "A Peaceful Classroom – Creating Space and Using Philosophy for Children" was written by Christine Easom, a former Staffordshire RE teacher. At the start of her chapter Christine expressed her thanks to Staffordshire SACRE for their support during the project and for helping to put her in touch with schools at which to conduct her research.
- b) Following the success of the Explore-Engage-Reflect student conference an email had been received from The Youth Net, one of the organisations involved, which said that three additional schools had contacted them about booking the exhibition and that potentially a cluster of schools in Stone were planning a whole day conference in the Autumn term.
- c) The Department for Education (DfE) had offered support for SACREs facing financial and other challenges in meeting their statutory duties. In response to a recent parliamentary question, the minister Nick Gibbs had stated "If the Department is informed that an individual SACRE or ASC is experiencing

difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily".

- d) The consultant to SACRE, Emma Jardine-Phillips, would be leaving Entrust and Staffordshire SACRE at the end of term. Emma had been with the SACRE for eight years, and the Chairman outlined a number of successful initiatives which she had been involved with. Whilst very pleased for Emma and her career development, the Chairman and SACRE members agreed that they would be very sorry to lose her services to SACRE and her enthusiastic and very professional support of RE across the County. Mary Gale would now take over as associate RE Consultant until March 2019.

**RESOLVED** – That the update on key issues be noted.

#### **4. Compliance at KS4**

The Staffordshire Agreed Syllabus required all pupils in Key Stage 4 (KS4) to follow an accredited examination syllabus in RE. The 2017 examination results suggested a varied picture of compliance with this requirement at KS4 in maintained schools. As a monitoring exercise Staffordshire's maintained secondary schools had received a three hour visit from the RE Consultant to SACRE, during which all aspects of their RE provision was discussed. The DfE had published its response to the consultation over the EBacc in July. In paragraph 72 there was a re-affirmation of the statutory nature of RE in all maintained schools. The SACRE, in fulfilling its monitoring role, could act when a school was not fulfilling its statutory role in regard to RE.

All schools were contacted formally by both email and letter to arrange a visit to review their RE provision. A template was used to record the findings from each visit, an updated template was tabled at the meeting. The findings were also shared with the school to support their internal review processes. The following schools failed to engage with the process: King Edward VI High School, Stafford (which would become an academy next term) and The King's C of E (VA) School (a diocesan school). Several schools had been identified as being a cause for concern:

- Codsall Community High School, provision at KS3 and KS4. Core RE was delivered in Y9 and Y11 only. Pupils received six hours RE in total in Y9 and Y11. In all probability the school was not meeting the requirements of the Agreed Syllabus.
- Great Wyrley High School, provision at KS4. There was one GCSE examination group at KS4, but no discreet Core RE for the rest of the year group.
- Nether Stowe School, provision at KS4. From September 2018 RE would be an option subject only at KS4, with no discreet Core RE for the rest of the year group.
- The Friary School, provision at KS4. There was currently no discreet RE provision for non-examination groups at KS4. It was questioned whether the school Focus Week approach met the requirements of the Agreed Syllabus, and it was suggested that SACRE may want to raise further queries about this.

The RE Consultant commented that the RE leads in the schools had valued the opportunity to discuss provision, and had fed back that they were grateful for the Agreed Syllabus. The exercise had highlighted some really good practice. In relation to next steps, it was suggested that SACRE may wish the new RE Consultant to do some additional monitoring work, or they may wish to commission a similar study on Primary

Schools. Members were referred to an article from NATRE which outlined the complaints process available to SACREs.

SACRE agreed that it was important to handle this issue with sensitivity, and it would be better to follow up the initial findings before starting on the Primary sector. It was suggested that it would be helpful to go back to the headteachers and governors to ascertain if the visit and report had had an impact, and offer help with any action plans. Bob Spencer pointed out that Codsall was his division, and he had a meeting booked with the headteacher of Codsall Community High School. It was agreed that it would be very helpful for him to start a dialogue with the headteacher around RE provision in the school. The new RE Consultant pointed out that an information booklet was produced for senior leaders and governors of schools each term, and suggested that a list of questions could be included which governors could ask around compliance. The Chairman expressed the view that it was important to pursue this issue in a firm but polite and constructive way, and undertook to take this forward with the RE Consultant.

**RESOLVED** – That:

- a) A letter of congratulation be sent to schools with full provision, and aspects of good practice be investigated further;
- b) Further clarity be gained on the legalities of provision at KS3 and KS4, particularly in relation to the outcome of the two test cases currently in court and the further guidance given by the DfE regarding investigating complaints in relation to RE provision;
- c) Schools be contacted where issues needed further investigation to clarify the school position; and
- d) Consideration should be given as to whether certain aspects of the Agreed Syllabus need to be re-worded, changing “should” to “must”.

**5. SACRE Self Review**

Members considered a summary of the work of the SACRE over the past year. The NASACRE website provided a number of strategies and tools to support SACREs and their members in being effective in carrying out their work. Members broke into groups to discuss an activity grid, produced by NASACRE, which listed various characteristics of an effective SACRE. They were invited to review the performance of SACRE against each of the characteristics listed by using a RAG (red, amber, green) rating. The majority of these were rated as green.

**RESOLVED** – That the actions that the SACRE have been involved in to support and develop RE over the past academic year be noted.

**6. NASACRE Update**

The NASACRE 25<sup>th</sup> Jubilee Conference and AGM took place in the Merchant Taylors' Hall in London on 24 May. The theme for the conference had been “Stronger Together – Celebrating the Power of Community”. There were two keynote speakers, Dr. Vanessa Ogden of the Mulberry Schools Trust, and David Hampshire of the Inter Faith Network. At the AGM there was a unanimous vote in favour of increasing the Annual Subscription to NASACRE from £95 to £105, to take place immediately. This year's winners of the Westhill/NASACRE awards were announced, and it was confirmed that

the final report from the Commission on RE was due to be published on 12 September. Full details of the conference were included in the latest NASACRE Briefing which had recently been circulated.

**RESOLVED** – That the oral update by the Chairman be noted.

## **7. Applications for Variation of Practice**

There were none on this occasion.

## **8. SACRE Budget 2018-19**

SACRE received a breakdown of the current budget for the financial year 2018-19, together with details of the final outturn for 2017-18. The total budget was £12,860, and the spend to date was £6,910 contribution towards support for SACRE and £100 on conference fees, leaving a remaining balance of £5,850.

NASACRE had been involved with discussions at the DfE around funding for SACREs, and the cost of SACREs would be met from the Central School Services Block (CSSB) from 2018-19 onwards. It had been reported that some local authorities were trying to cut the budget for SACREs claiming that the costs of the SACRE, which the DfE had clearly defined as forming part of the General Duties element of ESG, were now to be met from Retained Duties DSG, ie this would be a top slice off the money they have been given for other purposes. This interpretation was not correct. Since the cost of SACREs was being met from the CSSB, local authorities should not be charging maintained schools for this duty, which in effect they were doing by top-slicing money allocated for schools.

**RESOLVED** – That the current and outturn budget positions be noted.

## **9. Date of Next Meeting**

**RESOLVED** – That the next SACRE meeting be held on Wednesday 7 November 2018, at 2.00 pm, the venue to be confirmed.

## **Presentation**

The meeting closed with a presentation to Emma Jardine-Phillips, in recognition of her support for SACRE. Good wishes for her future career were expressed by all.

**Rev. Preb. M. Metcalf  
Chairman**

**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018**

**Report of the Deputy Chief Executive and Director for Families and  
Communities**

**Matters Arising**

**Briefing note to Staffordshire Council's SACRE members from Bob Spencer**

**Codsall High School**

Following the recent SACRE meeting I was asked if I would include in my pre-arranged discussions with the head of CHS the fact that they appear to be failing students with regard to their RS education. Members will recall a recent survey of all secondary RS provision in the county had raised serious concerns about whether pupils at CHS were receiving their entitlement to RE at KS4. Also, concerns were expressed about the dropping of the GCSE RE course at CHS in spite of a substantial and enthusiastic group who had chosen this option (12 students had expressed a wish to study RS but the school adopted an arbitrary limit of 15).

I met with the head on Friday 29<sup>th</sup> June 2018. He is a relatively new headteacher and is clearly committed to achieving the best for all his pupils. He was aware of the issue and expressed genuine disappointment that he was unable to provide this opportunity for students. He pointed out a similar problem with engineering studies. It is simply a matter of managing budgets. He has the teachers but there comes a point when, despite their best efforts, below a certain number it is simply unaffordable. He had looked at alternative provision, offering after school sessions but numbers dropped further and their responsibilities around transport proved problematic. He assured me he would continue to monitor the situation and would be keen to include RS if student numbers increased. Interestingly, he pointed to a potential problem with the tiered schooling system in Staffordshire. Having previously been the head of a school in Walsall he suggested pupils there would have had significantly longer to study RS before they made their option choices, whereas in Staffordshire he feels the first and middle schools do not provide sufficient early provision. When pupils progress to senior school they don't have the experience to make informed decisions. He again outlined this issue is not unique to RS and was an issue he is currently discussing within his federation of schools.

He offered to keep me updated as the discussions progress and asked if the SACRE panel had any suggestions.

I personally feel this is an unacceptable position if pupils express a desire to study but schools are under extreme pressure to manage their finances. I look forward to discussing the issues at the next meeting.

**Bob Spencer**

**County and District Councillor for Codswall**



**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018**

**Report of the Deputy Chief Executive and Director for Families and  
Communities**

**An Update on Key Issues**

**1 Purpose of Report**

- 1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

**2 Summary**

- 2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters which have either been raised at previous SACRE meetings and which have moved forward or matters on which it is appropriate to brief members of SACRE.

**3 Recommendation**

- 3.1 That members of SACRE receive the report and note the contents

**4 Background**

- 4.1 Since the spring term meeting of the SACRE there have been developments in a number of areas which had previously been agenda items for SACRE or which have local or national importance for RE.

- 4.2 Members will be briefed on these key developments.

**5 Equal Opportunities**

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

- 6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

**Contact Officer**

**Mary Gale    07816374873**

## **Key Issues**

### **Changes to the GCSE regulations**

Changes to the GCSE regulations. From September 2016 pupils who commenced their GCSE studies were assessed in 2018 on a scale of 1-9. (No more A\* to C grades) This will have implications for the exam analysis which will be presented for discussion in the February 2019 meeting

### **AREIAC meetings**

These meetings held in Birmingham at the RE Today offices and hosted by Dilwyn Hunt have proved useful in ensuring that those who attend are kept up to date with current issues in Religious Education including issues surrounding assessment in RE, examination update, REQM issues and useful resources to aid the teaching of RE. Mary Gale was the **AREIAC** West Midlands representative and served on the National executive of AREIAC until the Summer of 2018. Mary Gale will attend future AREIAC meetings

### **Westhill Legacy project- Explore, Engage, Reflect in conjunction with Youth Net**

See Agenda item 10 for a report on this.

### **Continuous Professional Development**

Schools have been offered the opportunity to attend an RE update day in mid-November in 2018 and 2019, plus local networking meetings over the next 5 terms. Mary Gale has been commissioned to facilitate this CPD.

### **Supporting Governors in understanding their Statutory requirements for RE**

All governors that buy into the Governor Services, Service Level Agreement have received a written summary and electronic update facilitated by Mary Gale on their statutory duties. In addition, during face to face updates and briefings through-out the county on general governance matters, they have been reminded of their statutory duties with regard to RE.

### **Supporting schools in understanding their Statutory requirements for RE**

All maintained schools have received a summary electronic update facilitated by Mary on their statutory duties through the Staffordshire headteacher E-Bag. One school has contacted Mary Gale for support with planning their RE from Early Years to Year 6, this has been facilitated.

**Standing Advisory Council on Religious Education**  
**7<sup>th</sup> November 2018**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**An Update on NASACRE**

## **1 Purpose of Report**

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

## **2 Summary**

2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters on which it is appropriate to brief members of SACRE.

## **3 Recommendation**

3.1 That members of SACRE receive the report and note the contents

## **4 Background**

4.1 NASACRE is the national body of SACRE's. National meetings are held to which members of SACRE are invited and encouraged to attend. Issues are discussed which have local or national importance for RE.

4.2 Members will be briefed on any key developments.

## **5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

## **6 Financial implications**

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere or will be raised at future meetings of SACRE.

Contact Officer:

**Mary Gale**                   **07816374873**



**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018  
Report of the Deputy Chief Executive and Director for Families and Communities  
Applications for variation of practice**

## **1 Purpose of Report**

- 1.1 To consider any applications for variation of practice to religious education and or collective worship.

## **2 Summary**

- 2.1 Upon receipt of a written application from a headteacher of a county school SACRE should determine whether it is appropriate to dis-apply the requirement for broadly Christian collective worship and/or make amendments to the way the Agreed Syllabus is followed in the case of that school.

## **3 Recommendation**

- 3.1 That members of SACRE are updated on any new developments in this area.

## **4 Background**

- 4.1 No applications have been received at this time.

## **5 Equal Opportunities**

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

## **6 Financial implications**

- 6.1 There are no immediate financial implications

Contact Officer:

**Mary Gale 07816374873**



**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018**

**Report of the Deputy Chief Executive and Director for Families and Communities  
Report on the Westhill Project Legacy**

**1 Purpose of Report**

- 1.1 To present SACRE members with reports on the Westhill Project Legacy

**2 Summary**

- 2.1 Follow up on the Export-Engage-Reflect conference originally supported by Westhill/NASACRE. This report shows how this work now continues in a revised format to support learners in Staffordshire in their exploration of Christianity and Islam. Mary Gale attended one of the events in Stone to report back to SACRE on its impact.

**3 Recommendation**

- 3.1 That members of SACRE receive the reports

**4 Background**

- 4.1 During the year 2017-2018 SACRE received a grant from Westhill/NASACRE to launch the new Staffordshire Agreed Syllabus for RE through a conference entitled Explore-Engage-Reflect. Youth Net in conjunction with the Entrust Minority Ethnic Advisory Service (MEAS) team have taken this forward and are providing support and resources and workshops on Christianity and Islam, for those schools who choose throughout Staffordshire.

**7 Equal Opportunities**

- 7.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**8 Financial implications**

- 8.1 Financial implications that need to be considered are whether SACRE is willing to provide funds from its budget to further support the project so that more Staffordshire learners receive the opportunity to engage. Costs that need to be covered is the input from Entrust MEAS team to support the learning on Islam. This would then keep the costs down for Youth Net and therefore the costs for schools.

Contact Officer:

**Mary Gale 07816374873**

## **Explore, Engage, Reflect Conference in Stone 1<sup>st</sup> – 3<sup>rd</sup> of October 2018**

### **Background**

During the year 2017-2018 SACRE received an award grant from Westhill/NASACRE to support the implementation of the new Staffordshire Agreed Syllabus for RE through a conference entitled Explore, Engage Reflect”.

Youth Net in conjunction with Entrust MEAS team have taken this forward and are providing support through resources and workshops on Christianity and Islam, for those schools who choose throughout Staffordshire. This enables learners to encounter diversity at first hand.

### **Report**

Schools received an invitation letter to take part in the conference There was a choice of morning or afternoon sessions. Eight schools accepted the invitation and as a result almost 600 children from First and Primary schools took part in the Islam and Christianity Conference run by Entrust and The Youth Net staff supported by a group of volunteers at the The Crossing Community Centre, near Stone railway station. This took place over three days.

The costs **per session** were as follows Entrust - £190.20, The Youth Net - £60.00 and a donation to Community Centre to cover refreshments - £7.80

This equalled a cost per child of £2.15.

The activities were led by Alison Way of The Youth Net and Waheeda Qureshi of Entrust, with assistance from volunteers from local churches.

This conference offered an inspirational face to faith experience for pupils run by a team of education consultants who are also adherents of Christianity or Islam thus enabling pupils to learn together about issues regarding faith, diversity and what it means to live out beliefs today, in dynamic and exciting ways. It also acted as an exceptional CPD opportunity for the staff and volunteers attending as throughout the day, they were given an opportunity to increase their subject knowledge, learn how to engage with technology and learn how to use the methods of ‘Explore, Engage, Reflect’ to enhance learning back in their schools.

The pupils were given the opportunity:

- To learn about faith and beliefs through **exploring** artefacts, images and text
- To think for themselves, **engaging** with key questions relevant to the people of faith they will meet
- To think deeply and creatively about the value of faith **reflecting** on what it means for people to live a faith within England through a real opportunity for dialogue.

The learning methods were creative and focused on thinking about the values, traditions and lives of modern Christians and Muslims in England today. There was an opportunity for schools to capture their learning via their own iPads, creating an e-book and uploading this to a virtual classroom where learning could be shared by all the participating schools.

The children experienced both the Christian and Islam exhibitions, plus an additional hands on activity related to their learning.

I spoke to a number of pupils who were enthusiastic in their responses. They especially enjoyed all the hands on experiences. One pupil stated, '*I know now that Christians and Muslims give money to help people*'.

*Another said 'Christians celebrate the birth of Jesus, I love the time called Christmas we have lots to celebrate. Eid sounds like fun too where people eat special food and celebrate'.*

One young pupil commented, .'*I have learnt that the church and the mosque are special places. I am a Christian and try to follow the teachings of Jesus.....it's hard at times!*

The volunteers were also enthusiastic in their praise of the event and said that they too had gained much from the workshops. The only negative comments involved the timings and the logistics of travelling to the venue and then back to school.

Here is an excerpt from a report written by Waheeda Qureshi a member of the Minority Ethnic Support Team at Entrust who led the learning about Muslims in England today.

*The children were split into three groups and spent 40 minutes in each exhibition to explore the teachings of the religion in a very interactive way. Staff were on hand to introduce the religions, set the children tasks to complete and children had the opportunity to handle various artefacts and costumes belonging to the two religions. For the remainder of the 40 minutes children took a comfort break and resume their learning by making a large jigsaw of the world map to find out where the religions began, how old they were and which country had the largest Muslim and Christian population. They also had to help Reverend Janice decide which cross to take on her visit into the community.*

*The Conference was enjoyed by both adults and children and was an ideal opportunity to engage in the teachings of two very prominent religions in a fun and interactive way. Both adults and children admitted that they learnt lots of new things about the two religions! Mary Gale from SACRE attended and was pleased with the way the Conference was set up and run. One of the Headteachers of the local school was impressed by the quality of resources and teaching available to the children*

I have to agree with Waheeda's comments!

**Mary Gale Adviser to SACRE**



**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018**

**Report of the Deputy Chief Executive and Director for Families and Communities  
Discussion on the report from the Commission on Religious Education-Religion  
and World Views: The Way Forward – A National Plan for RE See Appendix 1**

**1 Purpose of Report**

- 1.1 To present SACRE members with an opportunity to reflect on the report from the Commission on Religious Education-Religion and World Views: The Way Forward - A National Plan for RE

**2 Summary**

- 2.1 The Commission on RE published its final report on Sunday 9<sup>th</sup> September after a lengthy consultation period. The Commission calls for an overhaul of the subject to include teaching about non-religious beliefs to better reflect the diversity of modern society. It suggests a National Plan for RE and a change to the name and role of SACRES

**3 Recommendation**

- 3.1 That members of SACRE use this opportunity to reflect on the report and the recommendations 1-11 and consider the implications for the future of SACRE highlighted in Recommendation 8

**4 Background**

- 4.1 The Commission on RE published its final report on Sunday 9<sup>th</sup> September after a lengthy consultation period.

**5 Equal Opportunities**

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

- 6.1 There are no immediate financial implications

Contact Officer:

**Mary Gale 07816374873**



## **Appendix 1**

### **Commission on Religious Education-Religion and World Views: The Way Forward – A National Plan for RE**

#### **Preamble**

#### **THE NATIONAL ENTITLEMENT TO THE STUDY OF RELIGION AND WORLDVIEWS**

All pupils are entitled to be taught Religion and Worldviews in every year up to and including year 11. Post-16 students, including those in Further Education should have the opportunity to study Religion and Worldviews during their post-16 course of study.

Schools must publish a detailed statement about how they meet the National Entitlement and ensure that every pupil has access to it through the curriculum, lessons and wider experiences they provide.

#### **Pupils must be taught about matters of central importance**

- 1.to the worldviews studied, how these can form coherent accounts for adherents, and how these matters are interpreted in different times, cultures and places
2. about key concepts including ‘religion’, ‘secularity’, ‘spirituality’ and ‘worldview’, and that worldviews are complex, diverse and plural
3. the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times
4. the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition
5. the role of religious and non-religious ritual and practices, foundational texts, and of the arts, in both the formation and communication of experience, beliefs, values, identities and commitments
6. how worldviews may offer responses to fundamental questions of meaning and purpose raised by human experience, and the different roles that worldviews play in providing people with ways of making sense of their lives the different roles played by worldviews 7. in the lives of individuals and societies, including their influence on moral behaviour and social norms
8. how worldviews have power and influence in societies and cultures, appealing to various sources of authority, including foundational texts
9. the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.

#### **Programmes of study must**

Reflect the complex, diverse and plural nature of worldviews.

They may draw from a range of religious, philosophical, spiritual and other approaches to life including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism, secularism, atheism and agnosticism, and other relevant worldviews within and beyond the traditions listed above, including worldviews of local significance where appropriate.

#### **Teaching must promote**

openness, respect for others, objectivity, scholarly accuracy and critical enquiry.

#### **Pupils are therefore entitled to be taught by teachers who:**

- a. have secure subject knowledge
- b. are capable of addressing misconceptions and misunderstandings and handling controversial issues
- c. demonstrate a critical understanding of developments in the study of religion and worldviews
- d. promote the value of scholarship.

In order for all pupils to have equal access to high quality education in Religion and Worldviews, the subject must be given adequate time and resources commensurate with the place of Religion and Worldviews as a core component of the curriculum.

## **LIST OF RECOMMENDATIONS**

### **RECOMMENDATION 1**

The name of the subject should be changed to Religion and Worldviews. This should be reflected in all subsequent legislation and guidance.

### **RECOMMENDATION 2**

The National Entitlement to the study of Religion and Worldviews should become statutory for all publicly funded schools.

- a. For community, foundation and voluntary controlled schools, the requirement for Religion and Worldviews to be provided in accordance with the National Entitlement will replace the requirement in the Education Act 1996 (Section 375) to follow their locally agreed syllabus.
- b. For academies, all funding agreements should be amended to state that all academies must provide Religion and Worldviews in accordance with the National Entitlement.
- c. For voluntary aided schools of a religious character, a requirement should be introduced to provide Religion and Worldviews in accordance with the National Entitlement as well as the requirements of their Trust Deed

### **RECOMMENDATION 3**

- a. Non-statutory programmes of study for each of Key Stages 1–4 should be developed at a national level, at a similar level of detail as those for History and Geography in the National Curriculum. These should be ratified by the DfE.
- b. Programmes of study should be developed by a national body of a maximum of nine professionals, including serving teachers. This body could choose to take advice from other organisations as relevant.
- c. The core purpose of the national body should be to develop and revise the programmes of study. It will also make recommendations to the government and advise the profession on issues relating to Religion and Worldviews and the resources and support needed to deliver high quality Religion and Worldviews for all pupils.
- d. The national body should be appointed by the DfE on the basis of recommendations from the Religious Education Council of England and Wales, following an open application process.
- e. Members of the national body should be appointed on the basis of commitment to the approach taken to Religion and Worldviews in the National Entitlement and proven expertise in some or all of the following:
  - i. specialist knowledge of Religion and Worldviews with both research and classroom experience
  - ii. curriculum development, within or beyond Religion and Worldviews
  - iii. initial teacher education or continuing professional development of teachers
  - iv. current or recent classroom experience in either primary or secondary phases.

- f. The national body should be a standing body with a third of members changing every three years. It should be funded on a *per diem* basis by the DfE.
- g. Programmes of study should be reviewed whenever the National Curriculum is reviewed, but the national body should also have the power to request the DfE for a review if they believe this is warranted.

## **RECOMMENDATION 4**

***Section 375ff of the Education Act 1996 should be amended to remove the requirement for local authorities to convene Agreed Syllabus Conferences and develop locally agreed syllabuses.***

## **RECOMMENDATION 5**

When GCSE and A-level specifications are next reviewed,

- a. this should be done in the light of the National Entitlement.
- b. The national body should also consider how the study of Religion and Worldviews may be incorporated into vocational qualifications, either as a stand-alone course or as modules within existing vocational courses.

## **RECOMMENDATION 6**

All Initial Teacher Education (ITE) should enable teachers, at primary and where relevant at secondary level, to teach Religion and Worldviews based on the National Entitlement and with the competence to deal with sensitive issues in the classroom, and the teachers' standards should be updated to reflect this. In order to support this, the following should be implemented.

- a. There should be a minimum of 12 hours of contact time for Religion and Worldviews for all forms of primary ITE including School Direct and other school-based routes.
- b. Bursaries for ITE in Religion and Worldviews should be set at parity with other shortage subjects.
- c. Funding for Subject Knowledge Enhancement courses should be reinstated at parity with Ebacc subjects. Funding should be allocated for Subject Knowledge Enhancement for primary.
- d. Two new modules for Religion and Worldviews should be developed for primary ITE, and also made available as continuing professional development (CPD) modules: one for those with limited experience and one for those with proficiency in the subject who would like to be subject leaders or work beyond their own classrooms. These modules should focus on the delivery of the national programmes of study.

## **RECOMMENDATION 7**

The government should allocate funding for CPD for Religion and Worldviews to support the delivery of the new non-statutory national programmes of study. This funding should be for a period of at least five years and be sufficient to cover:

- a. a national programme of online and face-to-face CPD, including an online platform with both massive open online courses (MOOCs) and static resources
- b. the development of curriculum materials and supplementary guidance, including resources for local studies
- c. support for local face-to-face CPD including teacher hubs and networks, with specific allocations for areas of opportunity and of a sufficient level to cover adequate professional advice and support.

All of the above funding streams should be administered and overseen by the national body as part of their remit.

## **RECOMMENDATION 8**

Legislation regarding the establishment of ***Standing Advisory Councils on Religious Education*** should be amended as follows.

- a. The name of the body should be changed to ***Local Advisory Network for Religion and Worldviews***.
- b. The Local Advisory Network for Religion and Worldviews **must facilitate** the implementation of the National Entitlement to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about sources of support available and must connect schools with local faith and belief communities and other groups that support the study of Religion and Worldviews in schools.
- c. The Local Advisory Network for Religion and Worldviews must submit an annual report to the DfE and to their local authority. The DfE and the local authority must publish the annual reports on a dedicated web page.
- d. The Local Advisory Network for Religion and Worldviews should be made up of members from five groups:
  - i. teachers of Religion and Worldviews from all phases including Higher Education
  - ii. school leaders and governors
  - iii. ITE and/or CPD providers
  - iv. school providers including the Local Authority (LA) and Multi Academy Trust (MAT), dioceses etc
  - v. religion, belief and other groups that support RE in schools or wish to do so (this might include local museums and galleries as well as religion and belief groups).
- e. The Local Advisory Network for Religion and Worldviews may also:
  - i. provide CPD support for schools
  - ii. develop programmes of study to support the National Entitlement and supplementary curriculum materials for use within and across their local authority boundaries
  - iii. provide extra resources for schools on local faith and belief communities to support local studies
  - iv. provide further support for learning outside the classroom
  - v. provide advice to schools and school providers on matters of religion and belief in schools
  - vi. facilitate school-to-school collaboration
  - vii. celebrate success including through offering prizes and competitions
  - viii. promote good community relations within and outside schools.

Statutory funding must be provided for all Local Advisory Networks for Religion and Worldviews, calculated by size of local authority and of a sufficient level to enable the group to carry out its activities effectively. This should be ring-fenced within the Central Schools Services Block (CSSB) of funding provided to local authorities.

## **RECOMMENDATION 9**

- a. Ofsted or Section 48 inspectors must report on whether schools are meeting the National Entitlement.
- b. There should be a one-off, in-depth review of the impact of the National Entitlement and national programmes of study once these have been implemented. This should be conducted by Ofsted.
- c. The DfE should publish data on hours taught in all subjects (Key Stages 1–4) and GCSE entries for all subjects, including trend data, in an easily accessible format on their website.

## **RECOMMENDATION 10**

- a. The DfE should consider the impact of school performance measures on the provision and quality of Religion and Worldviews, including the impact of excluding Religious Studies GCSE from the Ebacc and of excluding GCSE Short Courses from school performance measures.
- b. In the light of the evidence, the DfE should make amendments b. to school performance measures to ensure that the study of Religion and Worldviews is not neglected or disadvantaged.
- c. The Russell Group universities should review the list of facilitating subjects and consider whether, given their stated comments on the academic rigour and value of Religious Studies A-level, it should be

included.

#### **RECOMMENDATION 11**

- a. The DfE should review the right of withdrawal from Religion and Worldviews and provide legal clarification on:
  - i. whether parents have a right to withdraw selectively from parts of Religion and Worldviews
  - ii. whether parents have a duty to provide an alternative curriculum for Religion and Worldviews
  - iii. whether children withdrawn from Religion and Worldviews can access other curriculum subjects or special educational needs and disabilities (SEND) support during the time they would normally be studying Religion and Worldviews.
- b. The DfE should work with school leaders to develop a code of good practice for managing the right of withdrawal.
- c. The DfE should monitor how the right of withdrawal is being used on an annual basis and provide data on the number of full and partial withdrawals and the reasons for withdrawal where given.



**Standing Advisory Council on Religious Education  
7<sup>th</sup> November 2018  
Report of the Deputy Chief Executive and Director for Families and Communities  
Draft SACRE Annual Report 2017-2018**

**1 Purpose of Report**

1.1 To present to members of SACRE the Draft SACRE Annual Report 2017-2018

**2 Summary**

2.1 This draft report covers the work of SACRE from September 2017- September 2018

**3 Recommendation**

3.1 That members of SACRE consider the report and offer advice on any omissions or errors so that a final report can be published and electronically distributed to schools.

**4 Background**

4.1 SACREs are required to produce an annual report on its work to provide information for schools.

**5 Equal Opportunities**

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

6.1 There are no immediate financial implications

Contact Officer:

**Mary Gale 07816374873**



# **Staffordshire Standing Advisory Council on Religious Education**

**28<sup>th</sup> Annual Report**

**September 2017 - September 2018**

# From the Chair of SACRE



In 2017-18 Staffordshire SACRE continued to fulfil energetically its statutory responsibilities, many County schools continued to deliver high quality RE as they fleshed out the new Agreed Syllabus and many pupils grew in religious literacy and in preparedness for living in a plural and diverse Britain. SACRE acknowledges and warmly thanks all who contributed positively to this broad achievement: RE teachers, senior management, governors, and school visitors. Indeed, many sectors in our society are stakeholders in the quality and outcomes of Agreed Syllabus RE.

Your SACRE was very pleased to gain another Westhill/NASACRE Award, this time for a project to support the implementation of the new Agreed Syllabus by enabling pupils to "explore, engage, reflect" in relation to Muslim and Christian presentations, and thus to encounter diversity at first hand. While the pupils were apparently more engrossed in creating electronic notebooks of their experiences, there was thorough follow-up afterwards, and the overall success of the project and pupils' enthusiastic enjoyment have led to repeats of the exercise with new schools.

During the year SACRE found it had the scope to commission the County RE Adviser, Emma Jardine-Phillips, to carry out a survey of RE in the County's 15 remaining (non-Academy) secondary schools by visiting each school in turn. The main results of the survey are set out in this Report. One or two schools were less than co-operative, but it is good to record that the majority of the schools were seeking to comply as best as they could with meeting pupils' needs in RE and to offer external exam courses, sometimes in quite challenging circumstances.

Within the wider RE world, the major event during the year has been the publishing of the Commission on RE's Interim Report. The Interim Report puts forward the concept of a National Entitlement in RE for all pupils, a concept which is likely to be received favourably by most people, whatever view they might take on other issues concerning RE. The Commission's Final Report has now been published (October 2018) and will be considered by your SACRE, but we would emphasise that the Report has no legal force whatsoever and that the prospect of any new legislation in the field of RE and SACREs seems quite remote.

Towards the end of the year SACRE received the news that Emma Jardine-Phillips would be leaving Entrust to take up a senior post in a Wolverhampton school. While much regretting her departure, your SACRE wishes her well in her new work and thanks her deeply and whole-heartedly for her creative and committed support of RE within the County over many years, and for her constructive relations with SACRE itself. It is some compensation, and to our relief and pleasure, that Mary Gale (senior consultant with Entrust, and co-writer of the Agreed Syllabus) will be taking over much of Emma's role.

Life goes on, and RE will continue to flourish in Staffordshire's schools.

A handwritten signature in black ink, appearing to read "Michael R. Metcalf".

Rev. Prebendary Michael Metcalf

Chair, Staffordshire SACRE

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# **1. Introduction**

This report covers the work of the Staffordshire SACRE during the academic year from September 2017 to July 2018. Three meetings were held during the period covered by the report.

The report is sent to the headteachers of all schools in the County, to the teachers' associations, to the local faith communities and NASACRE. Further copies are available from:

The Clerk to SACRE,  
Democratic Services,  
Martin Street,  
Stafford ST16 2LH.

The report is also available on the Entrust Religious Education website at  
<https://www.entrust-ed.co.uk>

The statutory duties of a SACRE are given in Appendix 1. Page 20  
The membership of the SACRE is given in Appendix 2. Page 21

## **2. A summary of the work of the SACRE September 2017-2018**

- Thanks to a successful Westhill/NASACRE bid for a project to help develop the new Agreed Syllabus, the Explore – Engage - Reflect pupil conference took place on the 22<sup>nd</sup> November 2017 and was attended by approximately 100 delegates.
- Additional SACRE guidance for schools' planning a visit to a sacred space was issued to Staffordshire schools in November 2017. This guidance was well received.
- Monitoring of Staffordshire primary school RE provision was carried out via survey monkey questionnaires. 83 responses were received from Staffordshire Primary Schools.
- Monitoring of Staffordshire secondary school RE provision was completed in person. Staffordshire's maintained secondary schools received a 3 hour visit from the consultant to SACRE during which all aspects of their RE provision was discussed.
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. The SACRE monitored provision and attainment in externally accredited courses in Religious Studies in 2017. Overall, both national results (71.2%) and Staffordshire's (68.7%) results for GCSE Religious Studies in 2017 were broadly in line with overall results achieved in 2016.
- Entrust offered a full programme of CPD to support RE teachers across the year. Bespoke support was also provided in response to individual school requests.
- Staffordshire SACRE was represented at the NASACRE (the National Association of SACREs) Conference and AGM, AREIAC Meetings and the AREIAC conference.
- The partnership with NASACRE remains strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends of Faith.
- No determinations have been requested during this academic year.

### **3. Standards and quality of RE provision**

#### **3.1 Compliance and time allocation for RE**

##### **Monitoring**

Monitoring for this academic year took place via Survey Monkey. All Staffordshire primary schools were invited to respond to SACRE monitoring surveys via email and during training events throughout the year. Staffordshire SACRE received 83 responses to its primary monitoring questionnaires. See Appendix 4 for a statistical breakdown.

##### **Primary Monitoring headlines:**

- Collective worship is led by a variety of staff in different settings but is most likely to be led by a member of the Senior Leadership Team.
- Provision for collective worship varies from school to school with some schools operating a year group system and others offering a system of whole school provision
- Collective worship takes many forms including thought for the day and teacher led worship
- A sizeable number of respondents stated that faith/community visitors contributed to collective worship in their schools
- Over 30% of schools experience some form of pupil withdrawal from collective worship. Numbers range between 1 and 4 pupils per school with one school reporting that more than 4 pupils were withdrawn.
- Over 90% of schools have reviewed their collective worship provision in the past 2 years.
- A number of schools commented that pupils were involved in planning and leading collective worship.
- 100% of schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- 100% of schools agreed that the Agreed Syllabus provides effective guidance for assessment in RE.
- Provision of RE for pupils is good with over 70% of primary schools responding stating that classes were allocated one hour or more of RE per week. This meets the recommendations of the SACRE in the agreed syllabus guidance.
- In 69% of schools, Teaching Assistants (TAs) were employed in the delivery of RE. This included TAs delivering RE in PPA time, supporting individual pupils and, in some cases, HLTA's planned and delivered the RE Curriculum.
- Over 80% of schools had reviewed their RE provision in the past 3 years.

This survey has provided SACRE with an up to date picture of RE provision in primary schools.

##### **Report to Staffordshire SACRE: Compliance at KS4 in Staffordshire's maintained Schools.**

**Aim:** To consider any issues pertaining to compliance in RE at KS4

##### **Background:**

- The Staffordshire Agreed Syllabus requires all pupils in KS4 to follow an accredited examination syllabus in RE.
- The 2017 examination results suggest a varied picture of compliance in Staffordshire with this requirement at KS4 in maintained schools.
- The DfE published its response to the consultation over the EBacc in July. In paragraph 72, there was a re-affirmation of the statutory nature of RE in all maintained schools. The SACRE, in fulfilling its monitoring role, can act when a school is not fulfilling its statutory duties with regard to RE:

*72. We have considered suggestions to include additional subjects or pillars within the EBacc but have decided that this could reduce pupil choice at GCSE to the point where no other subjects can be studied. Religious education must be taught to all pupils until the end of key stage 5, a qualification (such as GCSE religious studies) should be offered at the end of key stage 4 to accredit pupils' knowledge and understanding. The proportion of pupils in state funded mainstream schools entering a GCSE in religious studies remains high at 47% in 2015/16.*

**Remit:** The following Staffordshire schools were identified (correct 16.01.18) as maintained:

1. Abbot Beyne School
2. Blythe Bridge High School
3. Cheslyn Hay Sport and Community High School
4. Codsall Community High School
5. Endon High School
6. Great Wyrley High School
7. King Edward VI High School Stafford
8. King Edward VI School
9. Moorside High School
10. Nether Stowe School
11. Norton Canes High School
12. Paulet High School
13. Stafford Manor High School
14. The Friary School
15. The King's CofE (VA) School

All schools in the list were contacted formally by both email and letter to arrange a visit to review their RE provision. A template was used to record the findings from each visit. The findings were also shared with the school to support their internal review processes.

**Findings: See chart below**

**The following schools failed to engage with the process:**

King Edward VI High School Stafford

The King's CofE (VA) School (Diocesan school)

**Schools causing concern:**

- Codsall High School provision at KS3 and KS4
- Great Wyrley High School provision at KS4
- Nether Stowe School provision at KS4
- The Friary School provision at KS4

**Recommendations:**

- Congratulate schools with full provision, investigate aspects of good practice further
- Gain further clarity on the legalities of provision at KS3 and KS4, particularly in relation to the outcome of the two test cases currently in court and the further guidance given by the DFE regarding investigating complaints in relation to RE provision:

The Minister of State for Education, Nick Gibb MP, in a response to a Parliamentary Question asked by Stephen Timms MP stated in March 2018:

*"RE is compulsory for all state funded schools, including academies and free schools, at all key stages. The Department investigates complaints made about schools not fulfilling their statutory duties in respect of RE...If an individual is concerned that a school is not meeting its duty to provide religious education they should follow that school's complaint procedure in the first instance. If the complaint is not resolved, then the issue can be escalated to the Department's School Complaints Unit for maintained schools, or the Education and Skills Funding agency for academies, free schools, university technical colleges or studio schools... My Rt Hon Friend, the Secretary of State for Education, has a range of powers to ensure schools comply with their statutory obligations. The powers used will depend on the nature of the statutory duty in question and the potential impact of any failure to comply. These powers include a direction under section 497 of the Education Act 1996, a performance and standards warning notice under the Education and Inspections Act 2006 and a referral to Ofsted for an inspection. Where academies are subject to the same statutory duties as maintained schools, the Secretary of State has powers to enforce compliance via the terms of the funding agreement."*

- Contact schools where issues need further investigation to clarify the school position
- Consider re-wording certain aspects of the Agreed Syllabus changing 'should' to 'must'

Name of School	Compliance at KS3	Compliance at KS4	Full Compliance	KS5 provision	RE making a significant whole school impact	Good practice examples	Issue for further investigation
1. Abbot Beyne School	✓ across the KS	✓	✓	X		A local RE network has been established in the Burton area. This is providing invaluable support.	No distinct RE in Y7 however extra time allocated in Years 8 and 9 to ensure coverage.
2. Blythe Bridge High School	✓	✓	✓	✓		The school approach to core and examination RE ensures that all pupils receive a rounded experience.	
3. Cheslyn Hay Sport and Community High School	✓	✓	✓	✓	✓	Differentiation embedded, SPaG starters helping to embed literacy. Regular whole school themed days.	
4. Codsall Community High School	X	X	X	X			Core RE is delivered in Y9 and Y11 only. Pupils receive 6 hours RE in total in Y9 and in Y11. How far does the content of the 6 hours meet the required programme of study in the syllabus?
5. Endon High School	✓	✓	✓	N/A			
6. Great Wyrley High School	✓	Option group only, no discreet core provision.	X	✓		The learning environment in the classroom supports pupils learning well.	One GCSE examination group at KS4. Outstanding results achieved. No discreet core RE for the rest of the year group.
7. King Edward VI High School Stafford							Contact the school again to attempt further engagement.
8. King Edward VI School Lichfield	✓	✓	✓	✓	✓	All pupils are provided with a Religious Studies Introduction booklet at the start of the GCSE. This encompasses a course overview, writing frames and self-assessment opportunities to support their continued success. Topic 'anthologies' are also provided to support pupils throughout their GCSE course. These contain key words and ideas and are well used by pupils. A-Level resources are exceptionally well planned and supportive of pupils learning. These are valued by pupils and well used.	

9. Moorside High School	✓	✓	✓	N/A	✓	Subsidised visit to 3 faith buildings for the entire Y8 cohort.	
10. Nether Stowe School	✓	Option group only, no discreet core provision.	X	X		Access to useful revision materials.	From September 2018 RE will be an option subject only at KS4. No discreet core RE for the rest of the year group.
11. Norton Canes High School	✓	✓	✓	✓	✓	The Norton Standard Lesson Planning Sheet supports effective progression. The Head of Faculty works closely with non-specialists to ensure a balance of Learning about and From Religion.	
12. Paulet High School	✓	✓	✓	X		Integration of GCSE skills into KS3. Knowledge and understanding of Religion and Science. Local networking.	
13. Stafford Manor High School	✓	✓	✓	✓		Good Practice: Excellent links with the education team at Stafford Baptist Church. The team contribute to a debating club and breakfast club.	
14. The Friary School	✓	Option group only, no discreet core provision.	X	✓		The KS3 curriculum offer is engaging for pupils and the provision for the discussion of morals and ethics was rated highly by pupils. In addition, the extra-curricular offer for pupils and the take up shows that pupils are well supported.	There is currently no discreet RE provision for non-examination groups at KS4. Is the school Focus Week approach meeting the requirements of the Agreed Syllabus for this group?
15. The King's CofE (VA) School							

## **3.2 Standards and achievement**

Staffordshire SACRE reviews and discusses standards and achievement in RE during meetings as appropriate. Examination results were scrutinised during the Spring term SACRE meeting. These discussions were based on data provided by Staffordshire County Council and noted in the minutes of the SACRE meeting. Throughout 2016-17 Religious Education network meetings which schools can choose to attend have included moderation of standards across year groups and schools to support schools with the judgements they make against the revised 2016 Agreed Syllabus Age Related Expectations.

## **Public examination entries in RE**

In the Staffordshire Agreed Syllabus for Religious Education, legal requirements state that RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school.

At Key Stage 4 all pupils should fulfil their entitlement by following as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies.

Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice. This academic year no schools have applied for, or been granted, a variation.

Staffordshire SACRE recognises the independence of Academies and Free Schools. However, it commends the Agreed Syllabus to them as a constructive and collaborative way to meet their legal requirements in Religious Education.

At the Spring term meeting the Advisory Council received a statistical analysis of the standards achieved in GCSE (full course), advanced subsidiary and advanced level GCE Religious Studies by pupils examined in the summer of 2016. In line with the SACRE remit,

Abbot Beyne School
Blythe Bridge High School
Cheslyn Hay Sport and Community High School
Codsall Community High School
Endon High School
Great Wyrley High School
King Edward VI High School
King Edward VI School
Moorside High School
Nether Stowe School
Norton Canes High School
Paulet High School
Stafford Manor High School
The Friary School
The King's CofE (VA) School
Wolgarston High School

the analysis of GCSE and A level results that follows only takes account of local authority maintained schools. A list of maintained schools (correct 16.01.18) is provided for reference.

SACRE were pleased to congratulate teachers and pupils in Staffordshire schools on their demanding work load and continued efforts to raise the standard of attainment in the County. Members asked that letters of congratulations and support be forwarded to the schools referred to in the report where schools had achieved results significantly above the national average.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2017 can be found in Appendix 5.

Key issues identified in the analysis are as follows:

#### GCSE

- Overall, both national results (71.2%) and Staffordshire's (68.7%) results for GCSE Religious Studies in 2017 are broadly in line with overall results achieved in 2016. In 2016 the National Average A\* to C was 71.5% (70.6% in 2015) and the Staffordshire Average A\* to C was 67.8% (68.4% in 2015)
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A\*-C but in line with the national average for grades A\*-G. The results for both male and female pupils reflect the results for all pupils.
- However, a closer look at the results tables reveal that there were several schools achieving results well above the national average. SACRE members may wish to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE would be mindful to take note of the number of pupils on role versus the number of entries. This gives an insight into the provision that different schools have in place for pupils at KS4.

#### A Level

- This year there was a gap in results achieved nationally in comparison with those achieved locally for A level grades A-B. National results (54.9%) for A Level Religious Studies in 2017 are broadly in line with overall results achieved in 2016, but Staffordshire's results (36.6%) are lower than national. In 2016 the National Average A\* to B was 54.4% (54.5 % in 2014) and the Staffordshire Average A to B was 49.6% (52% in 2015).
- Results for all pupils do show that although pupils in Staffordshire achieved slightly below the national average at grades A\*-B, they performed very well across the full spectrum of grades A\*-E. The results for male and female pupils reflect the results for all pupils.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

Effective ways to raise standards at all levels are under consideration.

### **3.3 Quality of teaching, quality of leadership and management**

The monitoring surveys revealed a very positive picture in the primary schools that responded with a high number of schools engaging in regular reviews of their RE provision. The picture was equally positive for provision in the secondary sector with the majority of schools demonstrating strong subject leadership and effective teaching and learning. This has provided SACRE with a reliable picture of provision in both primary and secondary schools and has enabled the SACRE to target specific schools for further investigation.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust and this academic year several have opted to do so. This is a voluntary option. There has also been a programme of CPD available for schools. Schools have to book on this programme of CPD.

### **3.4 Teacher recruitment and retention, level of specialist provision**

Information regarding monitoring, recruitment and retention continues to be reliant on the collation of evidence from advertisements in the educational press. There is no established method of gathering data within the LA.

Information gleaned from the national press indicated that there was a relatively low turnover of subject leaders at the end of the academic year with few changes taking place.

## **3.5 Resources**

### **Linguistic and Cultural Mediators**

The work of the Entrust Senior Teacher Consultant for RE has been enhanced by the team of Linguistic and Cultural Mediators (LCMs) employed by Entrust. This team offers the opportunity for an interactive faith/cultural experience for pupils where they have an opportunity to meet with members of a faith and learn about what that faith means to the people that live it. The LCMs offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of the LCMs.

### **Governor Services**

Guidance for Governors regarding RE has been provided through Entrust Governor Information packs. Governing Boards have been supported with clarity in the message about their statutory duties with regards to Religious Education.

## **4. Managing the SACRE and partnership with the LA and other stakeholders**

### **4.1 SACRE meetings**

Meetings were held on November 8<sup>th</sup> 2017, February 7<sup>th</sup> 2018 and June 20<sup>th</sup> 2018 at the Kingston Centre, Stafford. All meetings were held at 2.00 p.m.

At the Autumn term 2017 meeting Michael Metcalf was elected as chair for the following year.

### **4.2 Membership**

There have been several changes to the membership of the SACRE during the year. See Appendix 2 for full details.

- Ms. C. Shaw and Mr. M. Cooper replaced by Ms. V. Longson in January 2018
- Mr. B. Peters replaced by Mr. B. Spencer in March 2018
- There continues to be a number of vacancies.

All new members have been asked to sign the SACRE Code of Conduct.

### **4.3 Training**

For 2017-2018 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers. This included the student conference “Engage – Explore – Reflect” enabled by the Westhill/NASACRE Award.

Rev. Preb. M.R. Metcalf attended the 2018 Joint AREIAC/NASACRE conference exploring the findings of the RE Commission (also attended by Mary Gale). Charles Clarke gave a keynote address on the future role of SACREs. The Chair also attended the Annual Meeting of NASACRE, May 2018. Notable outcomes and updates were shared with SACRE members at the summer term meeting.

The Senior Teacher Consultant for RE and Advisor to SACRE attended AREIACs two regional meetings in 2017-18 including the joint 2017 AREIAC/NASACRE Conference. A full update and evaluation was provided to SACRE in the spring term meeting to inform the work of SACRE moving forward.

### **4.4 SACRE developments**

Guidance on visits to sacred spaces.

Staffordshire SACRE provided all maintained schools with helpful guidance to support them when planning a visit to a sacred space.

### The Westhill/NASACRE Award

An official launch event for the new Staffordshire Agreed Syllabus for Religious Education was held for pupils thanks to a successful Westhill/NASACRE bid. The Explore – Engage - Reflect pupil conference took place on the 22<sup>nd</sup> November 2017 and was attended by approximately 100 delegates.

## 4.5 LA support for the SACRE

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2017/18 was provided by Emma Jardine-Phillips Senior Teacher Consultant for RE.

## 4.6 Financial support

£12,860 was made available to support the work of SACRE during the financial year 2017-2018 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2017-18 were identified as supporting schools to be aware of their statutory responsibilities and to provide support to the Customer in relation to fulfilling the statutory functions for SACRE, including but not limited to:

- (i) provision of advice and guidance on teaching and learning on the Religious Education syllabus;
- (ii) annual reporting on standards and provision of RE in Staffordshire maintained schools to the Customer and maintained schools; and
- (iii) providing updates to maintained school RE teachers with changes to the RE syllabus.

The budget was a standing item on the agenda at each meeting (see Appendix 6). Unusually, in this financial year there was a budget underspend due to a number of contributing factors. Looking forward to 2018-19 the SACRE have plans to ensure that the budget is fully utilised in supporting schools to be aware of their statutory responsibilities. This includes pupil centred initiatives, QA visits to schools and additional support and guidance in line with the revised syllabus.

## **4.7 Information and advice**

During the period covered by this report, the SACRE received detailed and well-analysed information about provision for RE in the county and the standards attained in examinations. Members were advised of the quality of provision in so far as the evidence would allow, taking account of the difficulties experienced in gathering authentic information. SACRE has used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

## **4.8 Partnerships with other key stakeholders**

### **NASACRE**

The Chair of Staffordshire SACRE, Michael Metcalf, is also treasurer of the National Association of SACREs (NASACRE). A report from NASACRE is a standing agenda item at each meeting. At each meeting, the Chair gave a brief update on key issues raised by the National Association of SACREs. Matters for 2017-2018 are included in the minutes from each meeting.

### **AREIAC (Association for Religious Education Inspectors, Advisers and Consultants) and NATRE (National Association for the Teaching of RE)**

SACRE subscribes to these two organisations, receiving updates as appropriate. The consultant adviser also attends regular meetings with members of these organisations ensuring SACRE receives regular information which supports them in carrying out their core duties.

### **Local Authority**

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was introduced into schools. In September 2017 schools received a reminder regarding the statutory status of this syllabus. As the key curriculum document for pupils in Staffordshire's maintained schools the local authority are responsible for ensuring that guidance is in place. The Senior Teacher Consultant and Advisor to Staffordshire SACRE and the County Commissioner for School Quality Assurance and Intervention have continued to remain in regular contact and working together to ensure that schools are clear about their statutory responsibilities for Religious Education.

## **5. The effectiveness of the local agreed syllabus**

### **5.1 Additional guidance/monitoring and evaluation of the agreed syllabus**

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council and introduced into Staffordshire's schools. As writers of the syllabus, Staffordshire SACRE worked to ensure a sharply focused syllabus to support high standards of Religious Education in Staffordshire schools.

Additional guidance was provided in the following formats:

- Four network meetings were held each term in locations across the county to support schools in implementing the new syllabus.
- An RE newsletter was written each month and emailed to schools to support them with aspects of teaching and learning
- A twitter feed was used to pass on timely information of benefit to subject leaders
- Schools have been invited to phone/email the Senior Teacher consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision
- Long and medium term plans have been made available to schools to support high quality Religious Education

## **6. Collective worship**

### **6.1 Practice and provision for collective worship**

A policy template and advice booklet is available to Staffordshire schools to support their statutory duties regarding collective worship. Schools can email the Senior Teacher consultant for Religious Education at Entrust for this information. This academic year there has been no specific training course for collective worship although it has been discussed at network meetings with teachers where an issue has arisen. It is anticipated that this will be a feature of future training in 2018-19

### **6.2 Monitoring the provision of collective worship**

There are no existing determinations in Staffordshire. No determinations have been applied for or granted in this academic year.

## **7. Contribution of the SACRE to the wider community**

### **7.1 Representative nature of the SACRE**

The membership of SACRE indicates that it is representative in nature. The judging panel for the 2017 Accord Inclusivity Award praised Staffordshire SACRE for its wide range of SACRE representatives.

There are currently vacancies which the SACRE are seeking to fill.

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

A number of SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations. This relationship supports SACRE members knowledge and understanding of the local religious, cultural and ethnic minority.

The Senior Teacher Consultant for RE works alongside the MEAS (Minority Ethnic Support Team) employed by Entrust. There are a number of Inter faith/cultural experiences available for schools to book which aim to enhance RE in Staffordshire Schools. These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. The SACRE are pleased to be associated with the work of the MEAS team.

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

The Staffordshire Agreed Syllabus for Religious Education affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting.

The first two of these correspond to "Learning about" and "Learning from" religion. The third aim calls for pupils to "acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world".

Pupils studying RE will now be specifically required to reflect on the issues raised by living in a diverse world. This aim highlights the key role played by Religious Education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The revised syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

Visits to sacred spaces bring the Agreed Syllabus to life and underpin the role of RE in helping to prepare and equip pupils for life and citizenship in today's diverse and plural Britain. The SACRE is committed to the syllabus and to the role it plays in building a cohesive community. Further guidance was provided to schools experiencing difficulties fulfilling the third syllabus aim in 2017-18.

The SACRE brings together members with links to other organisations such as the IFN and NASACRE. They are well positioned as a local body to contribute to social, racial and religious harmony and to the wider community.

# **Appendices to the**



**27<sup>th</sup> Annual Report**

**September 2017-September 2018**



## **Appendix 1**

### **The Statutory Duties of a SACRE**

All LAs are required to establish a SACRE.

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

"to advise the local education authority upon such matters connected with religious worship in county schools and the Religious Education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit". [s.391(1)(a)]

Such matters include:-

"methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- can require the local authority to review its current agreed syllabus [s.391(3)]
- must consider applications made by a headteacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school ('determinations'). [s.394(1)]

Every SACRE must, by law, produce an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the local authority. [s.391 (6) and (7)]

A copy of the report should be sent to The National Association of SACREs (NASACRE)

## Appendix 2

### Membership

### Attendance at Meetings

	8 November 2017	7 February 2018	20 June 2018
<b>Committee A</b>			
<b>Christian and other religious denominations</b>			
<b>Free Churches (4)</b>			
Mrs. D. Cutler	✓	✓	
Vacancy			
Vacancy			
Mrs S.J. Phillips (Meth)			✓
Vacancy			
<b>Hindu (2)</b>			
Mr. G. Devadason			
<b>Jewish (1)</b>			
Mr. P. Lewis (Resigned February 2018)			
<b>Muslim (2)</b>			
Mrs. H. Haroon-Iqbal (Resigned October 2017)			
Mr M. Parekh	✓	✓	
<b>Religious Society of Friends (1)</b>			
Ms. G. Oldfield			✓
<b>Roman Catholic (2)</b>			
Vacancy			
Vacancy			
<b>Sikh (2)</b>			
Mr Tajinder Singh		✓	
Vacancy			
<b>Salvation Army (1)</b>			
Mrs. A. Hopkins			

<b>Buddhist (1)</b>			
Ven. Dr Phramaha Laow Panyasiri	✓		
<b>Humanist</b>			
Mr P. Moseley (Resigned March 2018)			
<b>Committee B</b>			
<b>Church of England (5)</b>			
Ms. V. Longson		✓	✓
Mrs. C. Shaw*			
Mrs J. Grundy		✓	✓
Mrs. L. Nicholson Ward	✓	✓	✓
Rev. Preb. M.R. Metcalf	✓	✓	✓
Mr. M. Cooper*	✓		
<b>Committee C</b>			
<b>Teacher Associations (5)</b>			
Ms S. Kirwan (ATL)	✓	✓	✓
Ms. J. Wyman (ASCL)	✓	✓	✓
Vacancy (NAHT)			
Mrs. L. Goodwin (NUT)		✓	
Ms. S. Andjelkovic (NASUWT)			✓

<b>Committee D</b>			
<b>Local Education Authority (5)</b>			
Mr. S. Hussain			
Mr. B. Peters**	✓		
Mr. I. Lawson	✓	✓	✓
Mr. B. Spencer			✓
Mr. M. Sutton		✓	
Vacancy			

<b>Co-opted</b>			
<b>Baha'i</b>			
Mrs. J. Thompson		✓	
<b>Spiritualist National Union</b>			
Vacancy			
<b>Clerk to SACRE:</b>			
Mrs. J. Roberts	✓	✓	✓
<b>Officers:</b>			
Ms. E. Jardine-Phillips, Adviser	✓	✓	✓
Mrs RM Gale Adviser elect			✓

\*Ms. C. Shaw and Mr. M. Cooper replaced by Ms. V. Longson in January 2018

\*\*Mr. B. Peters replaced by Mr. B. Spencer in March 2018

## **Appendix 3**

### **Procedures for schools causing concern**

Where, in carrying out its statutory duty to monitor the provision of Religious Education as appropriate within the Local Authority, the SACRE has identified a cause for concern:

1. The SACRE or a sub-committee will request that a letter be sent from the Senior Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
  - a) Concerns to be raised with relevant LA officers with a request that the SACRE be informed of the outcome of any ensuing discussion.
  - b) A note of concern be sent to the Senior LA officer with responsibility for SACRE.
  - c) The SACRE to hold a note of concern on its records

## Appendix 4

### Collective Worship in Staffordshire Primary Schools

RESPONDENTS: 41

Q1 Who has responsibility for the organisation of Collective Worship within school?

Answer Choices	Responses
Headteacher	65.85%
Deputy	17.07%
Teaching staff	34.15%

Q2 Does your school operate a system of Year Group/Key Stage collective worship?

Answer Choices	Responses
No, it always takes place as a whole school event	53.66%
Yes 1-3 days a week	31.71%
Yes 4-5 days a week	14.63%

Q3 Does your school operate a system of classroom worship e.g. thought for the day

Answer Choices	Responses
No	14.63%
Yes occasionally	63.41%
Yes daily	21.95%

Q4 Do faith/community visitors contribute to your collective worship?

Answer Choices	Responses
No	4.88%
Yes, occasionally	92.68%
Yes, daily	4.88%

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices	Responses
No	73.17%
One	14.63%
Two	2.44%
Three	7.32%
Four	2.44%
More	0.00%

Q6 When was your collective worship policy last reviewed?

Answer Choices	Responses
	31.58%

In the last six months	
In the last year	39.47%
In the last two years	28.95%

Q7. Do pupils take an active part in the planning/delivery of collective worship?

Answer Choices	Responses
Yes	41.46%
No	19.51%
Occasionally	39.02%

Q8. Collective worship is a valuable part of the school day:

Answer Choices	Responses
Yes	100%
No	

Further responses:

- *Our two RE leads are new to the role. Whole staff training was delivered at the start of this academic year, to ensure that all staff were up to date with the Staffordshire Agreed Syllabus for Religious Education. We are currently exploring best practices, to ensure consistency across the school. We are also exploring ways to assess learning of RE.*
- *As we are not a church school, our collective worship takes more of a PSHE approach however we are sure to include stories and events from a variety of religions and our local reverend conducts an assembly every month for the children.*
- *small impact on time and organisation*

- *Staff confidence with delivering collective worship*
- *Vicar leads worship one day each week Foundation Governors are involved in the planning of collective worship*
- *We have a worship team (children) who organise a worship session for the whole school once every half term.*
- *Children are able to take a valued role in our collective worship and Eucharist services. They participate in the planning and delivering from choosing songs, prayer, role play and readings.*
- *Evaluation weekly by pupils of CW highlighted that children like to play an active part in worship.*
- *We work with The Christian Council when delivering special worship sessions such as Remembrance- often in collaboration with Junior Governors. Christian Council always read out our prayers and lead intercessions- also lighting the candle at beginning and end of the service. They will also lead the Grace at the end of the service if applicable. They enjoy taking an active role.*
- *Full weekly timetable of collective worship. One session of pupil written and led. HT/SLT full school worship twice a week. Additional in class worship (approx 5 mins) 3 times a week.*
- *Each KS2 class in school has 2 class worship representatives. They gather once a week with our worship leader to plan and prepare their class worship for the following week. Y6 worship representatives also deliver a session to our KS1 classes.*
- *we are in the process of developing children's role in collective worship by introducing a worship council.*

## **Monitoring RE Provision Primary Survey**

**RESPONDENTS: 43**

**Q1 How much time is allocated to RE in KS1 per class each week?**

Answer Choices	Responses
one hour a week	74.42%
more than one hour a week	9.30%
less than one hour a week	16.28%

**Q2 How much time is allocated to RE in KS2 per class per week?**

Answer Choices	Responses
One hour a week	72.0%
more than one hour a week	13.95%
less than one hour a week	13.95%

**Q3 Is your RE planning based on the Staffordshire Agreed Syllabus guidance?**

Answer Choices	Responses
Yes	90.7%
No	11.63%

**Q4 Have teaching staff received access to RE CPD to support planning e.g. networks, RE Conference?**

Answer Choices	Responses

Yes	86.5%
No	13.95%

Q5 Are TA's employed in the delivery of RE?

Answer Choices	Responses
Yes	69.77%
No	30.23%

Q6 Where TA's are employed in the delivery of RE please state how:

Answer Choices	Responses
Supporting specific groups of pupils	37.93%
Delivering lessons during PPA time	75.86%
Planning and delivering the RE Curriculum	17.24%

Q7 When was RE last reviewed by the School SLT (including the Governing Board)?

Answer Choices	Responses
In the last six months	39.53%
In the last year	44.19%
In the last two years	13.95%
In the last three years	2.33%

Q8 The Agreed Syllabus clearly presents what is required by my school in RE: 100% agreed

Q9 The Agreed Syllabus provides effective guidance for assessment in RE: 100% agreed

Q10 How long has the subject leader been in role?

Answer Choices	Responses
New to the role	23.81%
One to two years	38.10%
Three years or more	38.10%

# Examination Results 2017

## Appendix 5

### Full Course GCSE in Religious Studies Results Analysis 2017

National Average A\* to C 71.2% (70.2% in 2016)

Staffordshire Average A\* to C 68.7% (67.8% in 2016)

#### GCSE Full Course Results All Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)																	
Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
Page 59	- National (All Schools)	589193	263974	10.0	19.4	23.4	18.4	12.1	7.3	4.5	2.7	< 0.1	1.8	0.3	71.2	97.9	4.8
	- National (State Funded)	529071	248210	8.8	18.6	23.5	19.0	12.6	7.6	4.8	2.8	< 0.1	1.8	0.3	70.0	97.9	4.7
	- LA (State Funded)	8439	4661	5.1	16.3	26.1	21.1	13.0	8.2	5.0	3.1		2.0	0.2	68.7	97.9	4.5
4500	Abbot Beyne School	118	114	2.6	18.4	23.7	14.9	10.5	10.5	5.3	7.9		6.1		59.6	93.9	4.1
4067	Blythe Bridge High School	170	61	1.6	14.8	27.9	29.5	18.0	3.3	1.6	3.3				73.8	100.0	4.5
4140	Cheslyn Hay Sport and Community High School	213	173	6.9	17.3	37.6	22.0	6.4	5.8	1.7	1.2		1.2		83.8	98.8	5.1
4075	Codsall Community High School	204	18	22.2	61.1	11.1							5.6		94.4	94.4	6.8

4077	Endon High School	140	136	5.1	18.4	29.4	13.2	13.2	7.4	8.1	5.1		66.2	100.0	4.6	
4079	Great Wyrley High School	139	23	13.0	34.8	17.4	26.1	4.3		4.3			91.3	100.0	5.7	
4181	King Edward VI High School	123	121	3.3	18.2	23.1	16.5	14.0	9.1	5.8	3.3	6.6	61.2	93.4	4.2	
4087	King Edward VI School	208	51	21.6	29.4	21.6	13.7	5.9	3.9			2.0	2.0	86.3	96.1	5.9
4072	Moorside High School	133	132		18.2	40.2	28.0	7.6	4.5	1.5			86.4	100.0	4.9	
4089	Nether Stowe School	88	24	8.3	12.5	41.7	20.8	12.5	4.2				83.3	100.0	5.2	
4066	Norton Canes High School	68	27		33.3	22.2	14.8	7.4	11.1	3.7	3.7	3.7	70.4	96.3	4.7	
4051	Paulet High School	110	54	3.7	25.9	18.5	25.9	16.7	3.7	3.7	1.9		74.1	100.0	4.8	
5402	Stafford Manor High School	45	4		25.0	25.0	50.0						100.0	100.0	5.1	
4126	The Friary School	194	106	0.9	7.5	31.1	34.9	20.8	3.8		0.9		74.5	100.0	4.4	
4012	The King's CofE (VA) School	45	12		16.7	41.7	16.7			8.3	16.7		58.3	83.3	3.2	
4100	Wolgarston High School	165	142	2.1	7.0	23.2	27.5	19.7	9.2	5.6	5.6		59.9	100.0	4.0	

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	259953	133325	11.8	22.5	24.4	17.6	10.7	6.1	3.6	1.9	< 0.1	1.1	0.3	76.4	98.6	5.1
-	LA (State Funded)	4154	2454	7.3	21.7	27.6	18.7	11.2	6.4	3.8	1.8		1.2	0.2	75.4	98.6	5.0
4500	Abbot Beyne School	63	60	5.0	28.3	26.7	15.0	6.7	10.0	1.7	3.3		3.3		75.0	96.7	4.9
4067	Blythe Bridge High School	81	40	2.5	22.5	35.0	25.0	12.5	2.5						85.0	100.0	5.1
4140	Cheslyn Hay Sport and Community High School	98	85	10.6	24.7	38.8	15.3	3.5	5.9		1.2				89.4	100.0	5.6
4075	Codsall Community High School	108	15	26.7	60.0	6.7							6.7		93.3	93.3	6.8
4077	Endon High School	70	69	7.2	14.5	31.9	17.4	15.9	7.2	5.8					71.0	100.0	4.8
4079	Great Wyrley High School	71	18	11.1	33.3	16.7	27.8	5.6		5.6					88.9	100.0	5.6
4181	King Edward VI High	67	66	6.1	22.7	22.7	13.6	13.6	7.6	7.6	1.5		4.5		65.2	95.5	4.6

School																								
4087	King Edward VI School	107	33	30.3	36.4	15.2	12.1	3.0	3.0											93.9	100.0	6.6		
4072	Moorside High School	61	61	29.5	41.0	13.1	6.6	6.6	3.3											83.6	100.0	5.2		
4089	Nether Stowe School	44	22	9.1	13.6	40.9	18.2	13.6	4.5											81.8	100.0	5.2		
4066	Norton Canes High School	42	24	33.3	25.0	12.5	8.3	8.3	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	70.8	95.8	4.7		
4051	Paulet High School	61	34	5.9	26.5	23.5	23.5	14.7	2.9	2.9											79.4	100.0	5.1	
5402	Stafford Manor High School	24	4	25.0	25.0	50.0											100.0	100.0	5.1					
4126	The Friary School	101	57	14.0	33.3	28.1	21.1	3.5											75.4	100.0	4.6			
4012	The King's CofE (VA) School	21	6	66.7	33.3											66.7	100.0	3.7						
4100	Wolgarston High School	78	65	4.6	12.3	30.8	23.1	18.5	7.7	1.5	1.5											70.8	100.0	4.6

## GCSE Full Course Results Male Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)																	
Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (State Funded)	269118	114885	5.3	14.1	22.6	20.6	14.9	9.5	6.1	3.9	< 0.1	2.7	0.3	62.6	97.0	4.3
P age 3	- LA (State Funded)	4285	2207	2.7	10.4	24.3	23.7	15.0	10.1	6.3	4.5		2.8	0.1	61.1	97.1	4.0
4500	Abbot Beyne School	55	54		7.4	20.4	14.8	14.8	11.1	9.3	13.0		9.3		42.6	90.7	3.2
4067	Blythe Bridge High School	89	21			14.3	38.1	28.6	4.8	4.8	9.5				52.4	100.0	3.4
4140	Cheslyn Hay Sport and Community High School	115	88	3.4	10.2	36.4	28.4	9.1	5.7	3.4	1.1		2.3		78.4	97.7	4.6
4075	Codsall Community High School	96	3		66.7	33.3									100.0	100.0	6.5
4077	Endon High School	70	67	3.0	22.4	26.9	9.0	10.4	7.5	10.4	10.4				61.2	100.0	4.4
4079	Great Wyrley High School	68	5	20.0	40.0	20.0	20.0								100.0	100.0	6.4
4181	King Edward VI High School	56	55		12.7	23.6	20.0	14.5	10.9	3.6	5.5		9.1		56.4	90.9	3.8

4087	King Edward VI School	101	18	5.6	16.7	33.3	16.7	11.1	5.6	5.6	5.6	72.2	88.9	4.6
4072	Moorside High School	72	71	8.5	39.4	40.8	8.5	2.8				88.7	100.0	4.7
4089	Nether Stowe School	44	2		50.0	50.0						100.0	100.0	4.8
4066	Norton Canes High School	26	3	33.3		33.3		33.3				66.7	100.0	4.3
4051	Paulet High School	49	20	25.0	10.0	30.0	20.0	10.0	5.0			65.0	100.0	4.4
4126	The Friary School	93	49	2.0	28.6	42.9	20.4	4.1	2.0			73.5	100.0	4.2
4012	The King's CofE (VA) School	24	6		33.3	16.7			16.7	33.3		50.0	66.7	2.7
4100	Wolgarston High School	87	77	2.6	16.9	31.2	20.8	10.4	9.1	9.1		50.6	100.0	3.4

**Points to note:**

- Overall, both national results (71.2%) and Staffordshire's (68.7%) results for GCSE Religious Studies in 2017 are broadly in line with overall results achieved in 2016. In 2016 the National Average A\* to C was 71.5% (70.6% in 2015) and the Staffordshire Average A\* to C was 67.8% (68.4% in 2015)
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A\*-C but in line with the national average for grades A\*-G. The results for both male and female pupils reflect the results for all pupils.

- However, a closer look at the results tables reveal that there were several schools achieving results well above the national average. SACRE members may wish to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE would be mindful to take note of the number of pupils on role versus the number of entries. This gives an insight into the provision that different schools have in place for pupils at KS4.

**Advanced Level GCE in Religious Studies Results Analysis 2017**

**National Average A\* to B 54.94% (54.4 % in 2016)**

**Staffordshire Average A to B 36.6% (49.6 % in 2016)**

**KS5 GCE A Level Results All Pupils**

Subject: Religious Studies (4610) / Exam: GCE A level (111)															
Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	21289	5.7	18.5	30.7	25.7	13.0	4.8	< 0.1	1.6	< 0.1	24.2	54.9	98.4	35.7
Page 6 4075	Codsall Community High School	16		50.0	25.0	12.5	12.5					50.0	100.0	31.3	
	King Edward VI School	12		41.7	50.0		8.3					41.7	100.0	32.5	
	Moorside High School	3		33.3	66.7							33.3	100.0	33.3	
	Norton Canes High School	3		33.3		66.7						33.3	33.3	100.0	36.7
	The Friary School	12		25.0	25.0	16.7	16.7		16.7			25.0	83.3	22.5	

### KS5 GCE A Level Results Female Pupils

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
4075	Codsall Community High School	12		50.0	25.0	16.7	8.3					50.0	100.0	31.7	
4087	King Edward VI School	9		44.4	55.6							44.4	100.0	34.4	
4072	Moorside High School	3		33.3	66.7							33.3	100.0	33.3	
4066	Norton Canes High School	1		100.0								100.0	100.0	30.0	
4126	The Friary School	9		33.3	33.3		11.1		22.2			33.3	77.8	24.4	

### KS5 GCE A Level Results Male Pupils

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
4075	Codsall Community High School	4		50.0	25.0		25.0				50.0	100.0	30.0	
4087	King Edward VI School	3		33.3	33.3		33.3				33.3	100.0	26.7	
4066	Norton Canes	2		50.0	50.0						50.0	50.0	100.0	40.0

High School							
4126	The Friary School	3	66.7	33.3	100.0	16.7	

**Points to note:**

- This year there was a gap in results achieved nationally in comparison with those achieved locally for A level grades A-B. National results (54.9%) for A Level Religious Studies in 2017 are broadly in line with overall results achieved in 2016, but Staffordshire's results (36.6%) are lower than national. In 2016 the National Average A\* to B was 54.4% (54.5 % in 2014) and the Staffordshire Average A to B was 49.6% (52% in 2015).
- Results for all pupils do show that although pupils in Staffordshire achieved slightly below the national average at grades A\*-B, they performed very well across the full spectrum of grades A\*-E. The results for male and female pupils reflect the results for all pupils.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

**Staffordshire schools receiving letters from SACRE****GCSE Full Course**

<b>School</b>
Cheslyn Hay Sport and Community School
Codsall High School
Great Wyrley High School
King Edward IV School
Moorside High School
Nether Stowe School
Paulet High School
Stafford Manor High School
The Friary School

**A Level**

<b>School</b>
Codsall High School
King Edward IV School

Moorside High School

Norton Canes

The Friary School

## Appendix 6

### The SACRE Budget 2017-2018

#### Screen Data Export - SACRE (2017-18) Final outturn

Option NML400  
 Username FELLR1  
 Date 30/05/2018  
 Time 11:50

**GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2017/ Period: 00 to 12**

GL Account Code	Description	Current Budget   Actual + Grni	Actuals	Variance Bud v(Act +GRNI)
EM110010002	SACRE Teachers Gross	12,860.00	0.00	0.00 <span style="color: red;">(12,860.00)</span>
EM110019201	SACRE Insurance Charges Other	0.00	155.08	155.08 155.08 below the line
EM110044038	SACRE QLS Cirriculum Advice	0.00	8,827.00	8,827.00
EM110044350	SACRE Premises Services	0.00	152.50	152.50
EM110046204	SACRE Conference Fees	0.00	1,170.00	1,170.00
EM110047202	SACRE Subscriptions General	0.00	170.00	170.00
EM110063008	SACRE General Grants	0.00	<span style="color: red;">(2,725.00)</span>	<span style="color: red;">(2,725.00)</span>
EM110064550	SACRE Tfrs to Oth Accounts	<span style="color: red;">(9,000.00)</span>	<span style="color: red;">(9,000.00)</span>	<span style="color: red;">(9,000.00)</span> 0.00

#### Screen Data Export - SACRE (2018-19) as at 30.5.18

Option NML400  
 Username FELLR1  
 Date 30/05/2018  
 Time 11:54

**GL Account Codes for : Enquiry Group: Current Budget(V2) v Act + Com/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2018/ Period: 00 to 12**

GL Account Code	Description	Current Budget   Actual 2018	Actuals + GRNI + Variance Bud v (Act +Com)
EM110010002	SACRE Teachers Gross	<span style="color: red;">(6,910.00)</span>	0.00 0.00 6,910.00
EM110046204	SACRE Conference Fees	0.00	100.00 100.00 100.00
EM110048342	SACRE Contingency	12,860.00	0.00 0.00 <span style="color: red;">(12,860.00)</span>



**Standing Advisory Council on Religious Education**  
**7<sup>th</sup> November 2018**  
**Report of the Deputy Chief Executive and Director for Families and**  
**Communities**  
**Current budget 2018-19**

**1 Purpose of Report**

- 1.1 To advise members of SACRE on the current budget position for 2018-2019.

**2 Summary**

- 2.1 A breakdown of the current SACRE budget for the financial year 2018-2019 to date will be presented at the meeting

**3 Recommendation**

- 3.1 That members of SACRE receive the report

**4 Background**

- 4.1 A budget had been made available to support the work of SACRE during the financial year 2018 – 2019 as approved by the Corporate Director (Children and Lifelong Learning). The outturn statement is provided below.
- 4.2 The 2018-2019 budget will continue to be monitored in terms of the number of days that the RE consultant is permitted to support the SACRE. This is required to reflect the funding. See budget.

**5 Equal Opportunities**

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

**6 Financial implications**

- 6.1 Financial implications are indicated in the budget account.

**Contact Officer :-**

**Mary Gale 07816374873**



## Screen Data Export - SACRE (2018-19) as at 11.10.18

Option NML400  
 Username FELLR1  
 Date 11/10/2018  
 Time 14:24

**GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\*\*/ to  
 EM1100/\*\*\*\*\*\*/ / Enquiry Year: 2018/ Period: 00 to 12**

<u>GL Account Code</u>	<u>Description</u>	<u>Current Budget (v2)</u>	<u>Actual + Grni</u>	<u>Actuals</u>	<u>Variance Bud v(Act +GRNI)</u>
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00
EM110041008	SACRE Catering Provisions	0.00	20.00	20.00	20.00
EM110046204	SACRE Conference Fees	0.00	100.00	100.00	100.00
EM110047202	SACRE Subscriptions General	0.00	205.00	100.00	205.00
EM110048342	SACRE Contingency	5,950.00	0.00	0.00	(5,950.00)
EM110064550	SACRE Tfrs to Oth Accounts	(8,650.00)	(8,650.00)	(8,650.00)	0.00
		(2,700.00)	(8,325.00)	(8,430.00)	(5,625.00)

For info, column F shows the amount available to  
 spend ie £5,625

Mary's notes

Still to come out £575 for extra day for Engage visit and report

Insurance recharge was taken out last year of £155

Premises services last year of £152 but if not using premises this could be only £50.

AREIAC subs to pay £100

This leaves £4745

Last year we could not carry forward any extra money so lost out on £5k support for schools.



## Screen Data Export

Option NML400  
 Username FELLR1  
 Date 11/10/2018  
 Time 14:24

Transactions for Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/\*\*\*\*\* to EM1100/\*\*\*\*\* / Enquiry Year: 2018/ Period: 00 to 12

<u>Journal Reference</u>	<u>Source Code</u>	<u>Period</u>	<u>Journal Type</u>	<u>Amount (Posted)</u>	<u>Narrative</u>	<u>Journal Line</u>	<u>GL Account Code</u>	<u>Journal Date</u>
0000007753	00	201804	JV01	20.00	RMB1400KS3 - Meeting of Standing Advisor	002943	EM110041008	27/07/2018
0090099470	P1	201802	AP30	(100.00)	Attendance at the NASACRE Conference -	000001	EM110046204	24/04/2018
0000019855	PO	201802	OP09	100.00	Attendance at the NASACRE Conference -	000001	EM110046204	03/05/2018
0090099470	P1	201802	AP01	100.00	Attendance at the NASACRE Conference -	000001	EM110046204	24/04/2018
0000044419	PO	201806	OP09	105.00	NASACRE Annual Subscription for	000001	EM110047202	19/09/2018
0000044422	PO	201806	OP09	100.00	Professional NATRE Membership	000001	EM110047202	19/09/2018
0090166259	P1	201807	AP30	(100.00)	Professional NATRE Membership	000001	EM110047202	06/08/2018
0090166259	P1	201807	AP01	100.00	Professional NATRE Membership	000001	EM110047202	06/08/2018
					Former ESG Retained Duties funding			
0000008105	00	201805	JV01	(8,650.00)	1819	000011	EM110064550	20/08/2018
			Total	(8,325.00)				

