

Standing Advisory Council on Religious Education

Wednesday, 6 November 2019

2.00 pm

White Room, County Buildings, Martin Street, Stafford

John Tradewell
Director of Corporate Services
24 October 2019

A G E N D A

1. **Appointment of Chairman and Vice Chairman**
2. **Apologies**
3. **Welcome to New Members and Membership update report** (Pages 1 - 4)
Report of the Deputy Chief Executive and Director for Families and Communities
4. **Declaration of Any other Business**
5. **Minutes of the Meeting held on 19 June 2019** (Pages 5 - 10)
6. **An Update on Key Issues** (Pages 11 - 14)
Report of the Deputy Chief Executive and Director for Families and Communities
7. **NASACRE Update** (Pages 15 - 16)
Report of the Deputy Chief Executive and Director for Families and Communities
8. **Article by Reverend Preb Michael Metcalf** (Pages 17 - 20)



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

9. **Draft SACRE Annual Report for 2018-19** (Pages 21 - 66)

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

10. **Reflection on GCSE papers - interactive session** (Pages 67 - 68)

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

11. **Further update on the Westhill/NASACRE legacy project - Explore-Engage-Reflect** (Pages 69 - 70)

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

12. **Commission on Religious Educations Report - Religion and World Views. The Way Forward - A National Plan for RE** (Pages 71 - 80)

13. **The SACRE Budget 2019-20** (Pages 81 - 84)

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

14. **Applications for Variation of Practice** (Pages 85 - 86)

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

15. **Any Other Business**

16. **Date of next meeting and future meetings**

Wednesday, 5 February 2020

Wednesday, 24 June 2020

Wednesday, 18 November 2020

Membership

Mohamed Sedky
Linda Goodwin
Julie Thompson
Sonia Andjelkovic
Mrs J Grundy
Diana Cutler
Tajinder Singh
G Devadason
Rev. Preb. M. Metcalf
(Chairman)
Sam Kirwan
Dr Laow Panyasiri
Mohamed Parekh

Sam Phillips
Ian Lawson
Lauren Nicholson Ward
Mark Sutton
Syed Hussain
Judy Wyman
Gabi Oldfield
Vickie Longson
Bob Spencer
Lydia Bartlett
Shaun Miles

Standing Advisory Council on Religious Education
6th November 2019
Report of the Deputy Chief Executive and Director for Families and
Communities
SACRE Membership update

1 Purpose of Report

1.1 To update SACRE on current membership.

2 Summary

2.1 Members of SACRE are appointed for a five year term. Each year the membership is reviewed and the nominating bodies of representatives whose term have come to an end are contacted and asked to either nominate new representatives or reappoint current ones. Bodies who have vacant posts are also contacted and asked to nominate representatives.

3 Recommendation

3.1 That members of SACRE note the report.

4 Background

4.1 SACRE (Standing Advisory Council on Religious Education) is made up of four committees:

- Committee A – Christian denominations and other religions and their denominations, reflecting the principal religious traditions of the area
- Committee B – the Church of England
- Committee C – teacher and head teacher associations
- Committee D – the local authority

4.2 The makeup of Committee A varies from SACRE to SACRE to reflect the diversity of the various faith communities in the locality and it is for the local authority to determine its representation.

4.3 Appointments are made on a 5 year term.

4.4 Below is a list of the current membership of all Committees. There is only one new member (shown in bold), however the faith representation has not changed, only the nominee from that faith group. The post was previously vacant.

4.5 Below is the current membership for information:

Committee A	
faith group	representative
Buddhist	The Venerable Dr Laow
Free church (Methodist)	Diana Cutler
	Sam Phillips
	2 vacant posts
Catholic	2 vacant posts
Jewish	Vacant post
Humanist	Vacant post
Hindu	G. Devadason
	Vacant post
Muslim	Mohamed Sedky
	Muhammad Parekh
Salvation Army	Lydia Bartlett
Sikh	Tajinder Singh
	Vacant post
Baha'i	Julie Thompson
Quaker	Gabi Oldfield

Committee B	
Church of England	
Vickie Longson	
Lauren Nicholson Ward	
Rev Metcalf	
Plus 2 vacant posts	

Committee C	
Teachers Associations	
Samantha Kirwan	NEU
Linda Goodwin	NEU
Sonia Andjelkovic	NASUWT
Shaun Miles	NAHT
Judy Wyman	ASCL

Committee D	
Local Authority	
Syed Hussain	
Ian Lawson	
Bob Spencer	
Mark Sutton	
Kyle Robinson	

Co-optees	
Vacant	Spiritualists

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:

Mandy Pattinson 01785 278502

MINUTES

Standing Advisory Council on Religious Education Meeting - 19 June 2019

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

Linda Goodwin, Ian Lawson, Syed Hussain, Judy Wyman, Gabi Oldfield and Lydia Bartlett

Apologies for absence: Julie Thompson, Diana Cutler, Sam Phillips, Mark Sutton and Shaurn Miles

Also in attendance – Mary Gale and Mandy Pattinson

PART ONE

27. Welcome to New Members

The Chairman welcomed Mary Gale back to work after her recent accident whilst on holiday in France.

28. Declaration of Any Other Business

No declarations were raised.

29. Minutes of the Previous Meeting held on 6 February 2019

RESOLVED: That the minutes of the meeting of the Standing Advisory Council on Religious Education held on the 6 February 2019 be approved as a correct record and signed by the Chairman.

30. An Update on Key Issues

SACRE considered the report which covered the main issues affecting Religious Education (RE) since the last meeting. Further to the report, the following information was provided:

The Continuous Professional Development (CPD) had continued with five to six people attending the events.

Mary Gale had attended the Joint Advisory Committee (JAC) in June to update them on the work of SACRE. The JAC was part of the Trade Unions negotiation and consultation group. Its aim was to look at issues such as educational standards and the support offered to partner organisations. The JAC had thanked Mary for attending the meeting and the information provided at the meeting would be used to support schools appropriately.

The NATRE 'Strictly RE' conference had been attended in January 2019 by Mary Gale. A member of SACRE asked who had funded the event and if it was biased towards a particular religion. In response, members were informed that the organisation was funded from several sources predominantly the Church of England. During events such as the NATRE conferences debates on what constituted good RE is was encouraged. There was no bias towards a particular religion or faith. Members were reminded that schools can bid for additional external funding from NATRE and additional RE funding sources and this was normally publicised by Mary Gale through the school e-bag or the termly Governor Information Pack.

RESOLVED: That the report be received.

31. An Update on NASACRE

The Chairman informed SACRE that he and the Advisor, Mary Gale, had attended the NASACRE national conference in Manchester on 22 May 2019. The title of the conference was Cohesive Communities and Effective Partnerships. NASACRE is the national body of SACREs which discusses both national and local issues of importance to RE.

There had been two main speakers:

1. Peter Bull, Head of RE at Alsop High School, Liverpool who had started the 'Beacon of Hope' initiative. The aim of the project was to raise expectations and ambitions of the pupils and encourage them to make a difference and build communities throughout Liverpool. Examples were given, such as remembering the holocaust and the impact on the Jewish community, Justice days and Young Leaders awards.
2. Professor Julian Stern from St John's University York presented his theory on the teaching methods of RE entitled "Uncertainty and mortality, the two stubborn particulars of RE for cohesive communities".

There was a discussion on how the learning and experiences of the two speakers could be shared through our the local schools. It was felt that SACRE could act as a link and pass on the information. The NASACRE website would shortly include a report on the event including links which could be forwarded to schools in the Autumn Governor Information Pack.

RESOLVED:

- a) That the report be received.
- b) That links to the NASACRE annual conference and the speaker's material be included in the next information pack sent to schools.

32. The new Ofsted Education Framework - implications for the teaching of Religious Education

Ofsted had recently published its new education inspection framework (EIF) along with an inspection handbook which would come into operation in September 2019. There would now be greater emphasis on a broad and balanced curriculum.

Attached to the report was a letter from the Department for Education to the Chairman of NASACRE and a summary of the main changes to the inspection framework and the implications for schools in relation to RE.

SACRE were reminded that currently RE is not usually highlighted in the Ofsted inspection. However, from September 2019 inspectors would be able to choose up to four areas to carry out 'deep dive' inspections, RE could be one of these.

The school workforce census currently collects information on the number of hours a subject is taught per week, this includes RE. In future, from September 2019 this information will help to identify the time spent in schools, on teaching RE and could therefore provide some useful data. NATRE would be paying particular attention to this information.

Members felt that it was encouraging that Ofsted had raised the status of RE and was giving it due consideration. It would be interesting to see how often RE was chosen as a 'deep dive'.

Members took part in an interactive group activity where set responses to the question 'Why do we teach RE?' were ranked according to group discussion and preference.

RESOLVED: That the report be noted.

33. Extension of Committee A - to include a representative of the Baha'i faith

SACRE considered a request from the Baha'i community to become a member of the Council. The Baha'i faith currently had a co-opted role on SACRE.

Members were informed that it was for the Local Authority to agree the membership of the group based on SACREs recommendation.

Representatives from each of SACREs four Committees were present at the meeting and voted on the Chairman's proposal to extend the membership.

RESOLVED: That the Portfolio Holder for Learning and Employability be requested to approve the extension to the SACRE membership to include Baha'i faith.

34. Update on the Explore-Engage-Reflect legacy, Westhill/NASACRE Project

SACRE were reminded that at previous meetings, the success of the project had been reported and it had been agreed to use any surplus budget to extend the project, offering the experience to more schools. 15 schools and over 800 pupils had now taken part in the project and the feedback had been overwhelmingly positive from both staff and pupils.

It was reported that the remaining budget, from the original Westhill grant had been carried forward into this financial year's budget and SACRE were asked if they felt that this project should be further extended. It was felt that the project had been such a success that it should continue, and that it should be discussed further under the budget report, later on the agenda.

Members asked if the project had received any local publicity as a result of the activities. Mary Gale agreed to ask the schools and feedback to a future meeting.

RESOLVED:

- a) That the report be received.
- b) That schools who had taken part in the Westhill/NASACRE project be asked if they had received any press coverage as a result of the project.

35. Monitoring Provision - An analysis of the survey to Schools on RE and Collective Worship

SACRE received a report containing the results of a survey on Religious Education and Collective Worship in schools in Staffordshire.

The survey had been sent to all schools in the County via the e-bag at the start of the Summer term (2019). 33 Primary schools and seven High schools had replied. The low level of response was disappointing, and members felt that it would be interesting to see if RE gained in importance now that it was to be highlighted in the revised Ofsted inspection framework. Different ways of encouraging future responses to the survey should be considered prior to it being sent out next year.

It was thought to be reassuring that 31 of the 33 Primaries and four of the seven High schools use the agreed syllabus to plan and support their lesson structure.

RESOLVED:

- a) That the report be received.
- b) That different ways of improving the response rate be considered prior to next year's survey.

36. AREIAC's response to Commission on Religious Education's Report - Religion and World Views: The Way Forward and the REC response to the Government - December 2018

The SACRE considered the response of the Association of Religious Education Inspectors, Advisors and Consultants (AREIAC) to the Commission on RE, 'Religion and World Views: The Way Forward – A National Plan for RE'. The Commission's report was considered by SACRE at the previous meeting.

It was noted that the response focused on the structure and process surrounding the teaching and resourcing through an appropriate RE syllabus. It was clear that in AREIAC's opinion, if the report was "properly resourced and collaboratively developed, it provides a good way forward for RE".

The Chairman informed members that he had written a paper on the 'History of SACRE' from the point of view of the Church of England. A link to the paper would be forwarded.

RESOLVED: That the Commission's report, "Religion and World Views: The Way Forward – A National Plan for RE", be reconsidered at the next meeting as a reminder to its main purpose and its recommendations.

37. Church of England Statement of Entitlement for RE

SACRE considered the updated Church of England's (CoE) Statement of Entitlement for RE which would be used to support SIAMS inspections of CoE schools from Summer 2019.

Members were encouraged to see that the statement was in line with the Ofsted inspection framework and shared a lot of similarities with the local syllabus.

RESOLVED: That the report be noted.

38. Current Budget 2018/19 and Proposed New Budget 2019/20

SACRE were advised of the end of financial year budget position for 2018-19 and the current budget for this financial year 2019-20.

Members were informed that following discussions with the Local Authority, the Westhill endowment of £2,725 had been rolled forward into this financial year, therefore providing more opportunities to continue the work of the project. It was felt that the project should be extended to a further two schools, one of which should be in the Burton area. This item had been discussed earlier on the agenda.

It was explained that in future, in line with the Local Authorities normal accounting processes, any unspent funds would be clawed back and not carried forward into the next financial year. The Westhill project fund had been an exception this year as it was specifically for SACRE to provide training opportunities and was therefore exempt from these rules.

It was noted that the budget for 2019/20 appeared to be significantly lower than that of previous years and members asked if this amount covered the contributions made to Entrust for Mary Gale's services.

SACRE felt that unspent funding should not be clawed back by the Local Authority and Mary Gale was requested to clarify this position and to establish if the Entrust funding had already been deducted from the budget.

RESOLVED:

- a) That the report be noted.
- b) That the Westhill funding be used to continue the work of the project to schools as discussed under the previous report.
- c) That the SACRE advisor request clarification on the 2019/20 budget and the reason for the clawback of funding.

39. Application for Variation of Practice

There were none on this occasion.

40. Date of Future Meetings

RESOLVED: That the following dates for future meetings be approved:

Wednesday 6 November 2019
Wednesday 5 February 2020
Wednesday 24 June 2020
Wednesday 18 November 2020

It was noted that the dates of the February, June and November dates were incorrectly labelled as 2019.

All meetings would be held at 2.00pm, in the White Room, County Building, Stafford, ST16 3AD unless otherwise stated.

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

Standing Advisory Council on Religious Education

6th November 2019

**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 Summer 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 November 6th 2019

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

This project has continued with the support of SACRE, see report on Agenda item 10.

Continuous Professional Development

Schools have been offered the opportunity to attend RE networking afternoons in the Autumn 2019 and Spring 2020 terms, these networking afternoons are advertised in the training calendar.

10 schools have booked onto these networking meetings.

Mary Gale has been commissioned to facilitate this CPD

Mary Gale has been supporting RE leaders in schools through email and face to face meetings in schools. The SACRE budget may need to put aside a sum of money for this work. (See budget item 12)

Supporting Governors in understanding their Statutory requirements for RE

All governors that buy into the Governor Services, Service Level Agreement have received an additional written summary and electronic update facilitated by Mary Gale on their statutory duties. This term reminders about statutory duties have been reiterated. Over 170 governors and a number of school and agency clerks have accessed the face to face training and many more have access to the Governor Information Pack. (GIP)

Interfaith week has also been highlighted for schools and they have been encouraged to take part. The Holocaust Educational Trust information has been shared with schools as has the opportunity to access Farmington Scholarships for innovative RE practice.

This pack with some modifications has also been launched as a National Governor Information Pack, through a project funded by the DfE called GovernorSpace.

NATRE Strictly RE conference- Heathrow London

Last January Mary Gale attended the NATRE conference on 25th January 2019. She took part in a number of workshops including updates on the latest creative curriculum resources to deliver quality RE and address curriculum balance. Mary Gale would like the support from SACRE through a commission to attend again in January 2020, many of the resources from the previous courses have been shared with schools.

The commissioned day charge from Entrust is £575. Mary Gale would pay all travel and conference costs from the daily rate, (she does not charge £575). The conference charge is £175 and travel to Heathrow needs to be added to this.

Support for resources

KS 3

Mary Gale has been researching suitable resources to support KS3 RE, to enable schools to deliver the curriculum according to the agreed syllabus. This research is now complete. Mary will be writing to schools to recommend a publication by Hodder to support KS 3 RE and the developing knowledge of teachers. This publication will also be shared at the network meetings to support teachers' knowledge at KS 2.

Ofsted reports update

There are now three recent reports from Secondary schools where a deep dive into RE has resulted in the following comments.

From an inspection report published under the new framework

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good

From the "What does the school do well and what does it need to do better?" section

The minimal time allocated to physical education, religious education and personal, social and health education does not encourage healthy lifestyles and limits pupils' wider understanding of different faiths and cultures, and the importance of physical activity

From the "What does the school need to do to improve?" section

The school does not promote pupils' healthy lifestyles and wider understanding as well as it could through physical education, religious education and personal, social and health education. Leaders should review their provision for these subjects.

Freedom of Information request

A FOI was requested from Kathryn Snowdon a reported for the publication *Schools Week*. The clerk and I were able to provide her with the information that only one school has requested this in the past 10 years. See below for the detail of the request.

I am writing to request information under the Freedom of Information Act 2000. In order to assist with this request I am outlining my query as specifically as possible.

- 1. How many schools in your area have applied for a determination to alter the character of collective worship?**
- 2. And how many applications have been successful?**

May I have the information broken down by:

- Date of application*
- Name of school*
- Nature of the request (e.g. 'no faith', 'multi-faith', 'alternative faith' etc)*
- The outcome (was the application rejected or approved)*

For example:

Date	School	Nature of request	Outcome

If my request is denied in whole or in part, I ask that you justify all deletions by reference to the specific exemptions of the act.

I would be grateful if you could confirm in writing that you have received this request.

I look forward to your response within 20 working days (26 September 2019), as outlined in statute.

Sincerely,

Kathryn Snowdon 07792 077085

Standing Advisory Council on Religious Education
6th November 2019
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 NASACRE 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

6th November 2019

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

Article by Reverend Preb M Metcalf

1 Purpose of Report

- 1.1 To present members of the SACRE with an article written by the Staffordshire SACRE chair – Preb M Metcalf

2 Summary

- 2.1 Members of the SACRE will receive a copy of the article that comments and celebrates the crucial role that representatives and members of the Church of England have played in enabling SACREs and ASCs across the country to fulfil their statutory remit harmoniously and successfully over the last thirty years.

3 Recommendation

- 3.1 That members of the SACRE receive and read the article

4 Background

- 4.1 The 1988 Education Act made it compulsory for each Local Authority (LA) to set up a Standing Advisory Council in Religious Education (SACRE).

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

Agenda item 7 to be read in conjunction with Agenda item 11

Opinion – ‘...there arose in Egypt a new king who did not know Joseph...’

Michael Metcalf, NASACRE's treasurer, has written a [personal think piece](#) about the role of the Church of England - SACRE Committee B - members over the years.

...there arose a new king in Egypt who did not know Joseph...

It is not part of the Anglican style to blow one's own trumpet loudly, nor to boast or display undue pride in public, but I want in this article to celebrate the crucial role that representatives and members of the Church of England have played in enabling SACREs and ASCs across the country to fulfil their statutory remit harmoniously and successfully over the last thirty years. The 1988 Education Act made it compulsory for each Local Authority (LA) to set up a Standing Advisory Council in Religious Education (SACRE). The SACRE's structure would copy the "four groups" of the existing (1944) provision for Agreed Syllabus Conferences (ASCs), with the "other denominations" group expanded to include non-Christian faiths. ASCs themselves were to be similarly expanded. Prior to 1988, only a few LAs had run an (optional) SACRE, though a number had been engaged in rewriting Agreed Syllabuses via their ASCs. Experiences of ASCs in previous decades had not always been happy. For most LAs and RE stakeholders in 1988, therefore, SACREs were a new, problematic and mysterious creature, and their statutory role was innovatory. What would they be like? How would they work? What advice and support was available? (Precious little, I seem to recall.) When the 1988 Act occurred, I was Director of Education for a large midlands diocese which related to six LAs, three being shared with other dioceses. I and fellow Directors across England readily set about the task of collaborating with LAs to turn these embryonic SACREs into reality. Group B numbers had to be negotiated, and Anglican representatives identified and put forward. Goodwill and a modus operandi had to be established. In one case in my area, the LA had to be helped firmly to resist the efforts of atheist councillors to stop a SACRE being convened at all. In those early years, many LAs kept a tight rein on their SACREs and ASCs, with meetings being chaired in formal mode by a local councillor. However, as time passed, and as LAs became more familiar with how SACREs worked and with the people on them, meetings and relations became more relaxed and less formal. A sense of shared purpose, partnership, mutual respect and collegiality developed, which transferred readily to ASCs when these occasional bodies were convened. Many SACREs became models of inter-faith cooperation, and contributed significantly to promoting good community relations. Over recent years, the waters have become more choppy for SACREs and ASCs, as we all well know. Academisation and the emasculation of local authorities have fragmented the state education situation, so that the role of SACREs within their own areas has dwindled. LA support for SACREs has been squeezed. Schools have struggled to sustain good RE. Within the RE world itself a powerful lobby has emerged which appears to be hostile to SACREs as such, and sees them as an obstacle in the way of achieving a utopian vision of a reformed national provision for RE. Throughout this narrative, a narrative of pioneering development, of fruitful maturity, and of current uncertainty, it is my contention that the distinct Church of England presence on SACREs (and ASCs) has been an essential part of the story, not just in fulfilling the Church's legal obligations, but proactively in enabling SACREs and ASCs to function, and to function well. Group B has been a kind of backbone, providing stability, continuity, cohesion and moral commitment to the work in general. More particularly, Anglican members have deployed resources at their disposal in numerous ways, as appropriate and as the needs of SACREs have become more urgent and critical. These ways can range from the basic practical provision of venues and clerking to the more professional and frequent contribution of advisory support, and in many cases to the chairing and actual leadership of the SACRE (and ASC). These

collaborative contributions have been offered in a spirit of servanthood, and not in any sense as an expression of supposed superiority or dominance. Of course, many non-Anglican members of SACREs are equally committed to the work of SACREs, and make significant contributions to that work. Further, almost all SACREs have richly benefitted from the guidance, hard work and dedicated support of their LA's RE Adviser. What I am saying is that for a great many SACREs it is inconceivable that the other three Groups would have been able or willing to offer the range, quality and sustained effort of the contributions made down the years and across the country by representatives of the Church of England. It is inconceivable that, without Group B, so many SACREs would have been able to cohere as well as they have, and to serve the pupils and schools of England so effectively. More broadly, Anglicans have been a moderating influence in a field where feelings and tensions can run high. Anglicans have sought energetically to model tolerance and inclusivity, and have led the way in exploring and showing how faith and diversity can be held together. This whole Anglican strand in the complex story of RE, SACREs and ASCs needs to be recognised, applauded and celebrated. It needs to be recorded and remembered. It needs to be heeded and reflected upon. It is therefore something of a slap in the face to find that the Commission on RE's Final Report makes no reference to any of this, and indeed seems to have little appreciation of how SACREs have been able to carry out their work at all in these years of challenge and change. The Report's orchestrated narrative leads to recommendations which include proposals for SACREs to be replaced by Local Area Networks (LANs) dominated by professional educators, a good number of whom may privately be antipathetic to religion if not downright hostile. In the proposed list of potential members of LANs, faith communities are grudgingly mentioned last of all, and are lumped in with libraries and galleries. "Dioceses" (inclusive of RCs) appear just before this, last in the list of school providers. Whereas an invaluable spirit of democratic partnership among equals has enabled SACREs to thrive so far, the new proposals convey rather a sense of authoritarian dogmatism on the part of a centralised elite, who are determined to dismantle SACREs and ASCs as currently and statutorily established. At a stroke, the experience and goodwill built up in SACREs over thirty years are thus to be callously and carelessly tossed aside. The Church of England's key and honourable role in SACREs is to be written out. Its capacity to support and enable the work of a complex body through the professional expertise of its own representatives and advisers, and crucially through its own ethos and values, is to be totally discounted. A new king who did not know Joseph indeed. Already much effort is going into the establishing of regional RE Hubs independent of SACREs, and potentially competitors to SACREs, whatever polite noises are made to the contrary. It is deeply ironic therefore that much of the funding behind this development seems to come from Anglican trust foundations whose principle charitable purpose must surely be the promotion of Christianity or "Christian education" according to the beliefs and practices of the Church of England. The signs are that we are approaching the end of an era, even if there is to be no new legislation as such in relation to RE, SACREs and ASCs. Change is happening, some of it beyond the control of the RE world, some of it initiated by pressure groups within that world. It would be a great loss if, in embracing some of the more welcome, workable and positive recommendations of the CoRE Report, we allowed ourselves also to be shunted into this brave new world heedless of the strengths, lessons and success stories of the immediate past. Footnote The stimulus for the above thoughts came from a tweet in RE:ONLINE linked to an article about Recommendation 4 of the CoRE Report. The tweet quoted the assertion that SACREs (the writer meant ASCs) were composed of "the wrong people doing the wrong job with the wrong motives". The tweet and article were greeted enthusiastically by some. The article was however laughably ignorant as well as gratuitously insulting. It has since been substantially rewritten.

**Standing Advisory Council on Religious Education
6th November 2019
Report of the Deputy Chief Executive and Director for Families and
Communities
Draft SACRE Annual Report 2018-2019 See Appendix 1**

1 Purpose of Report

1.1 To present to members of SACRE the Draft SACRE Annual Report 2018-2019

2 Summary

2.1 This draft report covers the work of SACRE from September 2018-September 2019

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**

**29th Annual Report
September 2018 - September 2019**

From the Chair of SACRE



Once again, Staffordshire SACRE wishes to thank warmly in this Annual Report all those within the County who have been involved in the management and delivery of Religious Education and Collective Worship in the County's schools. SACRE members are well aware that this dedicated work, often unsung and unseen, contributes substantially to the educational experience of pupils in schools, and prepares them significantly for their future role as adult citizens participating in a diverse society, within a challenging, changing and complex world.

At the end of the previous academic year, the County's RE Adviser, Emma Jardine, moved to a post outside the County. Your SACRE has congratulated Emma on her new appointment and wishes to place on record its sincere appreciation for the support and inspiration she has given to RE within the County throughout the years she has been its RE Adviser. In her place, SACRE has been fortunate to gain the services of Mary Gale, a senior commissioned consultant with Entrust, who has already worked with SACRE during Emma's earlier maternity leave, and indeed helped to write Staffordshire's current Agreed Syllabus in RE.

Another development has seen the County Council agree to a Baha'i representative being given a full place in SACRE's Group A (Faiths and Denominations other than the Church of England), the Baha'i representative having been originally an observer then a non-voting co-opted member. There is a small practising Baha'i community in Staffordshire. Many will remember with affectionate respect Baha'i follower and keen SACRE participant Frankie Durairatnam, well-known formerly in Stafford public life and an assiduous proof-reader of SACRE and other minutes

It has been good to note the continuing legacy of the Explore – Engage – Reflect project which enables pupils to encounter diversity at first hand, and to reflect on their experience; such reflection being a major aim in the County's Agreed Syllabus in RE. SACRE is looking at ways to further develop and vary this established Christianity -Islam project. While SACRE is committed to seeing the project extended to many more schools and pupils, this is constrained in part by the funding and resources available.

Along with many other bodies, your SACRE has spent further time digesting and considering the major Report of the Religious Education Council's Commission on RE: "Religion and World Views – The Way Forward". Whether this is cause and effect or not, the Commission's Report has coincided with evidence that RE has been rising within the radar of the government and the Department for Education. There have been public affirmations of the statutory place of RE in schools alongside positive contacts with government ministers and senior civil servants, and the restoring of bursaries for student teachers training to teach RE. RE is being given a higher profile in Ofsted's latest framework for inspection. SACRE anticipates an increased demand for advice, INSET courses and general support.

Finally, may I thank the members of SACRE themselves for their active presence and contributions during a fruitful and busy year, and the County Council for their ongoing and very welcome support for Staffordshire SACRE. County Officers are currently carrying out the periodic renewal of the appointment to SACRE of member bodies' representatives, and I am pleased to affirm that your SACRE will be in good heart and in good shape as it faces the work of the new academic year and beyond.

A handwritten signature in black ink that reads "Michael R. Metcalf". The signature is written in a cursive style.

Rev. Prebendary Michael Metcalf Chair Staffs SACRE

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1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2018 to July 2019. 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 the SACRE are given in Appendix 1 Page 16
The membership of the SACRE is given in Appendix 2 Page 17

2. A summary of the work of the SACRE September 2018-2019

- Monitoring of Staffordshire primary school RE provision was carried out via survey monkey questionnaires. 34 responses were received from Staffordshire Primary schools.
- Monitoring of Staffordshire Secondary school RE provision was carried out via survey monkey questionnaires. 9 responses were received from Staffordshire Secondary schools.
- 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 2018. Overall, there was a slight dip in both national results (71%) and Staffordshire's (66.7%) results for GCSE Religious Studies in 2018 in comparison with overall results achieved in 2017. Comparing results from 2017-2018 is a bit tricky as we swap from A*-G to 9-1 grades. See Appendix 5 for further information and detailed analysis.
- The Westhill Engage project in conjunction with Youth Net and the Entrust MEAS team supported over 850 pupils across Newcastle, Stone and the Stafford area to gain a greater understanding of Christianity and Islam and of living with diversity.
- Entrust offered a programme of CPD to support RE teachers across the year. Bespoke support was also provided in response to individual school requests, this was mostly addressed through email correspondence.
- Staffordshire SACRE was represented at the NASACRE (the National Association of SACREs) Conference and AGM, NATRE Conference and AREIAC meetings.

- The partnership with NASACRE remains strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends.
- 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 and Secondary schools were invited to respond to SACRE monitoring surveys via email and during training events throughout the year. Staffordshire SACRE received 34 responses to its primary monitoring questionnaires and 9 to its secondary 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 responding 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 responding schools have reviewed their collective worship provision in the past 2 years.
- A number of the responding schools commented that pupils were involved in planning and leading collective worship.
- 100% of the responding schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- 100% of the responding schools agreed that the Agreed Syllabus provides effective guidance for assessment in RE.
- Provision of RE for pupils is good with over 70% of responding primary schools 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 responding 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 responding schools had reviewed their RE provision in the past 3 years.

Secondary Monitoring headlines:

- Collective worship is typically led by the leadership team within schools.
- In all but one school the whole school meets together for collective worship at least once each week.
- No schools reported withdrawals from collective worship.

- All schools responding had either 1, 2 or 3 RE specialists employed to teach RE. This sets an excellent precedent. However, in all but one school these subject specialists were assisted by non-specialists who taught some classes. In one school the number of non-specialists assisting totalled 11.
- All schools that responded had at least one specialist RE room available.
- In the majority of schools RE was taught for at least one hour a week and in some cases more. This was true in both KS3 and 4.
- In one school RE is taught in community studies.
- In all schools some or all pupils study towards a qualification in RE.
- In sixth form in the main the only RE provision in place was linked to examination. There was general RE in one school that responded. They commented that this would not continue in the next academic year.
- For all schools that responded capitation had decreased.

It is pleasing that the responding schools are still employing subject specialists and that examination still has an important place. Opportunities should be found to share ideas for supporting schools where a large number of non-specialists are employed in the delivery of religious education.

Access to appropriate CPD is particularly important for teachers in this position.

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 2018-19 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 2018. In line with the SACRE remit, the analysis of GCSE and A level results that follows only takes account of local authority maintained schools. A list of maintained schools is provided here for reference (Correct at September 2019).

SACRE were pleased to congratulate teachers and pupils in Staffordshire schools on fulfilling their demanding work-load and sustaining their 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 above the national average.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2018 can be found in Appendix 5.

Key issues identified in the analysis are as follows:

Members were informed that there had been changes to the GCSE regulations regarding assessment with the majority of pupils who undertook their GCSE studies being assessed on a scale of 1-9 not A* to C or A* to G grades. This had implications for the analysis as comparisons to previous years could not be based on like for like. One school (Codsall High School) had been measured on the previous A* to G grades as they had commenced their studies on the syllabus which would be measured using the previous system gradings. These students had been entered for examination in Year 10, but the results are reported when they are in year 11.

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 (no entries)
The Friary School
The King's CofE (VA) School (no entries)

Overall, GCSE results for 2018 found that the aggregated national results of state funded schools in 2018 for Grade 9-5 are at 59.7% (71.2% in 2017 A*-C) compared to Staffordshire's 53.5% (68.7% in 2017 A*-C). The aggregated national results of state funded schools in 2018 for Grade 9-4 are at 71% (71.2% in 2017 A*-C) compared to Staffordshire's 2018 Grade 9-4 are at 66.7% (68.7% in 2017 A*-C).

Staffordshire state funded school results were therefore 6.2% lower than the National aggregated results when comparing grades 9-5. Staffordshire state funded school results were 4.3% lower than the National aggregated results when comparing grades 9-4. It was difficult to make a direct comparison to 2017 results.

Results for grades 9-1 nationally were 98.3% and Staffordshire were 98.4% which was an improvement on the 2017 result of 77.1%.

A close examination of the results table revealed that there were several schools achieving results well above the national average. Of the 13 schools who entered students in for GCSE and comparing to the national aggregated results 2018 Grade 9-5 at 59.7%, six schools were above the national aggregated results, one broadly in line and six below.

Overall, there had been a dip in standards in 2018 which could be attributed to the new grading and the raising of the challenge within the GCSE syllabus.

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

In respect of A Level results, Staffordshire's 2018 results (43.5%) were lower than national aggregated results but an improvement on the 2017 results of 36.6%. Results for all pupils show that although pupils in Staffordshire achieved 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.

SACRE was informed that two additional schools offered their pupils the opportunity to study for an A level qualification in Religious Studies in 2018 compared to 2017. These included Great Wyrley and Netherstowe High.

Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

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.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust. This is a voluntary option. No schools in 2018 requested face to face support, but email support was provided for 5 schools following requests.

There has also been a programme of CPD available for schools. Schools have to book on this programme of CPD. 10 primary schools accessed this support. No high or middle schools accessed support or requested support.

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

MEAS team

The work of the Entrust Senior Teacher Consultant for RE has been enhanced by the Minority Ethnic Advisory Team team employed by Entrust. This small but effective 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 MEAS team offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of this team, especially with regard to the Westhill Legacy project.

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

4.1 SACRE meetings

Meetings were held on November 7th 2018, February 6th 2019 and June 19th 2019 at the White Room in the County Buildings Stafford, ST16 3AD. All meetings were held at 2.00 p.m.

At the Autumn term 2018 meeting the Rev.Prebendary 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.

Mr. S Miles filled the NAHT vacancy

Ms L Bartlett replaced Mrs. A. Hopkins as the Salvation representative in Spring 2019

The Baha'I representative Julie Thompson was given a full place in Group A. (Previously a co-opted member)

In addition, it is to be noted that there are a number of vacancies which SACRE trying to fill. These include

Two Free church representative vacancies.

Two Catholic vacancies.

One Hindu vacancy

One Muslim Vacancy- soon to be filled in October 2019

One Jewish vacancy

One British Humanist Association vacancy

One Councillor post will be filled in October 2019

See Appendix 2 for full details.

All new members are required to sign the SACRE Code of Conduct on appointments.

4.3 Training

For 2018-2019 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers. This included the national NASACRE conference.

Reverend Preb. M.R. Metcalf and M Gale (Advisor to SACRE) attended the 2019 NASACRE Manchester conference exploring Cohesive Communities and Effective Partnerships. Notable outcomes and updates were shared with SACRE members at the summer term

meeting. NASACRE is the national body of SACREs which discusses both national and local issues of importance to RE.

M Gale Advisor to SACRE attended two of AREIACs regional meetings in 2018-19. She also attended the NATRE conference in London in January 2019.

A full update and a report was provided to SACRE in the summer term meeting to inform the work of the SACRE moving forward.

In the summer meeting SACRE members received information on the newly published Ofsted framework-the Education Inspection Framework (EIF) and on the inspection handbook which would come into operation in September 2019. Members were informed that there would now be greater emphasis on a broad and balanced curriculum.

Members scrutinised a letter from the Department for Education to the Chairman of NASACRE and a summary of the main changes to the inspection framework and the implications for schools in relation to RE.

The SACRE were reminded that currently RE is not usually highlighted in Ofsted inspections. However, from September 2019 inspectors would be able to choose up to four areas to carry out 'deep dive' inspections, RE could be one of these.

Members felt that it was encouraging that Ofsted had raised the status of RE and was giving it due consideration. It would be interesting to see how often RE was chosen as a 'deep dive'.

Members took part in an interactive group training activity where set responses to the question 'Why do we teach RE?' were ranked.

4.4 SACRE developments

Westhill Legacy Project

The Explore- Engage - Reflect pupil workshops were provided for pupils across Stafford, Stone and Newcastle. These workshops were delivered through the MEAS team in conjunction with Youth Net Stafford. 15 schools took part in the project, this represented over 800 pupils. The feedback has been overwhelmingly positive from both staff and pupils. This project will continue through 2019-2020.

4.5 LA support for the SACRE

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2018/19 was provided by Mary Gale, director of Mary Gale Consultancy. She was commissioned to provide support and advice to SACRE and schools for 2018-19. This commission continues into 2019-20.

4.6 Financial support

£8,650 was made available to support the work of SACRE during the financial year 2018-2019 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. There were some queries regarding the underspend of the Westhill project money and after some deliberation this was then carried forward into 2019-20 financial year. Continuing priorities for the year 2018-19 were identified as supporting

schools to be aware of their statutory responsibilities and to provide support 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
- (iv) support for the Westhill Legacy project.

The budget was a standing item on the agenda at each meeting (see Appendix 6). Looking forward to 2019-20 the SACRE have plans to ensure that the budget including the Westhill project money is fully utilised in supporting schools to be aware of their statutory responsibilities and the provision of pupil centred initiatives.

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 2018-2019 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 and conferences 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 2018 and again in spring 2019, 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 is responsible for ensuring that guidance is in place. The 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:

- Two network meetings were held during the year to support schools in implementing the new syllabus.
- RE news was provided through the Governor Information Pack and emailed to schools to support them with aspects of teaching and learning.
- RE news was provided through the headteacher E Bag to support schools with their statutory duties.
- Schools have been invited to phone/email the commissioned consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision- there have been a number of queries.
- 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 commissioned consultant for Religious Education at Entrust for this information. This academic year there have been no specific training courses for collective worship although it has been discussed at network meetings with teachers where an issue has arisen. Two schools have requested a face to face meeting with the commissioned consultant to discuss these aspects. It is anticipated that this will be a feature of future training in 2019-20.

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 the SACRE indicates that it is representative in nature. 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 the 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 commissioned consultant/advisor 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 MEAS team support the Westhill Legacy project. The SACRE are pleased to be associated with the work of the MEAS team. SACRE have expressed concerns about the decrease in numbers of this team in 2019.

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 are now 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 current syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

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 2018-19.

The SACRE considered the response of the Association of Religious Education Inspectors, Advisors and Consultants (AREIAC) to the Commission on RE, 'Religion and World Views: The Way Forward – A National Plan for RE'.

It was noted that the response focused on the structure and process surrounding the teaching and resourcing through an appropriate RE syllabus. It was clear that in AREIAC's opinion, if the report was "properly resourced and collaboratively developed, it provides a good way forward for RE".

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

Appendices



**29th Annual Report
September 2018-September 2019**

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

SACRE

Attendance at Meetings and Vacancies 2018/19

✓ = Attended

A = Apologies Submitted

Blank = No Response

	7 Nov 2018	6 Feb 2019	19 June 2019
Committee A			
Christian and other religious denominations			
Free Churches (4)			
Diana Cutler	✓	✓	A
Sam Phillips	A	✓	A
Vacancy			
Vacancy			
Hindu (2)			
Vacancy			
Mr. G. Devadason			
Jewish (1)			
Vacancy			
Muslim (2)			
Vacancy			
Mohamed Parekh	✓	A	
Quakers - (1)			
Gabi Oldfield	✓	✓	✓
Roman Catholic (2)			
Vacancy			
Vacancy			
Sikh (2)			
Mr Tajinder Singh	A		
Vacancy			
Salvation Army (1)			
**Lydia Bartlett (appointed January 2018)	NA	✓	✓
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri			
Humanist			
Vacancy			
Committee B			
Church of England (5)			
Vickie Longson	A	A	
Jayne Grundy			
Lauren Nicholson Ward	✓	A	
Rev. Preb. Michael Metcalf	✓	✓	✓
Mark Cooper			

Committee C			
Teacher Associations (5)			
Samantha Kirwan (ATL)	✓	✓	
Judy Wyman	✓	✓	✓
*Shaun Miles (NAHT) (Appointed end Nov 2018)	NA	✓	A
Linda Goodwin (NUT)	A	✓	✓
Sonia Andjelkovic (NASUWT)			

Committee D			
Local Education Authority (5)			
Ian Lawson	✓	✓	✓✓
Syed Hussain	✓	✓	✓
Mark Sutton	✓	✓	A
Bob Spencer	✓	A	
Vacancy			
Co-opted			
***Baha'i			
Julie Thompson	✓	✓	A
Spiritualist National Union			
Vacancy			
Clerk to SACRE:			
Mandy Pattinson	✓	✓	✓
Officers:			
Mary Gale	✓	✓	✓

*Mr S Miles filled the NAHT vacancy from Spring 2019

** Ms L Bartlett replaced Mrs. A. Hopkins as the Salvation representative in Spring 2019

*** New substantive place on Committee A and will be recorded as such in future attendance records.

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 Consultant 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 2018-19

RESPONDENTS:33

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

Answer Choices	
Headteacher	17 = 51.52%
Deputy	8=24.24%
Teaching staff	7= 21.21%
Support staff	0
Other	1= 3.03%

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

Answer Choices	
No, it always takes place as a whole school event	14=42.42%
Yes 1-3 days a week	16=48.48%
Yes 4-5 days a week	3=9.09%

Q3 Does your school operate a system of classroom worship?

Answer Choices	
No	5 =15.15%
Yes occasionally	25=75.76%
Yes daily	3=0.09%

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

Answer Choices	
No	2= 6.06%
Yes, occasionally	31=93.94%
Yes, daily	

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices	
No	26=78.79%
One	3 =9.09%
Two	1= 3.03%
Three	2=6.06%
Four	0
More	1= 3.03%

Q6 When was your collective worship policy last reviewed?

Answer Choices	
In the last six months	6=18.18%
In the last year	12=36.36%
In the last two years	15=45.45%

Q7. Do pupils take an active part in the planning of whole school collective worship?

Answer Choices	
Yes	9=27.27%
No	9=27.27%
Occasionally	15=45.45%

Q8. Do pupils take an active part in the delivery of whole school collective worship?

Answer Choices	
Yes	11=33.3%
No	2=6.06%
Occasionally	20=60.61%

Q9. Collective worship is a valuable part of the school day:

Answer Choices	
Yes	31=93.94%
No	2=6.06%

Q10 Does your school use published resources for worship?

Answer Choices	
No	13=39.39%
Yes	18=54.55%
Name one or two Understanding Christianity Twelve Baskets themes Diocesan publications	2=6.06%

Further responses:

- *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.*
- *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.*

- *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.*

Collective Worship in Staffordshire secondary Schools 2018-19 (3 schools)

Q1 Who has responsibility for the organisation of collective worship within school?

Answer Choices –	
Head teacher / Principal	
Senior Leadership Team	3=100%
Comments	

Q2 How often does the whole school meet together for collective worship?

Answer Choices –	
Never	1= 33.33%
1-3 times a week	
4-5 times a week	
We have a system of Year Group/House/Key Stage CW 1=33.33%	
Collective worship takes place in tutor time	1= 33.33%
Comments	

Q3 Do you have pupils withdrawn from collective worship?

Answer Choices –	
None	2=66.67%
One	1=33.33%
Two	
Three	
Four	

Answer Choices –
More

Q 4 Do you use specialist materials for collective worship?

Answer Choices –
Yes 1=33.33%
No 2=66.67%
Don't know
Comment

Q 5 Do you provide training for delivery of collective worship?

Answer Choices –
Yes
No 3=100%
Don't know
Comment

Monitoring RE Provision Primary Survey 2018-19 RESPONDENTS: 34

Q1 Do you use the 2016 Staffordshire Agreed Syllabus guidance?

Answer Choices
Yes 32=94.12%
No 2=5.88%
Comments Aided school. Catholic school

Q2 How much time is allocated to RE in KS1 per class each week?

Answer Choices
one hour a week 23=76.65%
more than one hour a week 4=11.76%
less than one hour a week 7=20.59%
Comments 10% of timetable, Covered in assembly time Themed weeks

Q3 How much time is allocated to RE in KS2 per class per week?

Answer Choices
One hour a week 25=75.53%
more than one hour a week 5=14.71%
less than one hour a week 4=11.76%
Comments 10% of timetable, Covered in assembly time Themed weeks

Q4 Is your RE planning based on the Staffordshire Agreed Syllabus guidance?

Answer Choices
Yes 32=94.12%
No 2=5.88%
Comments Aided school. Catholic school Use Understanding Christianity in addition

Q5 Have teaching staff received access to RE CPD to support planning e.g. networks, RE Conference?

Answer Choices	
Yes	27=79.41%
No	7=20.59%
Comments	Diocesan training Net work training

Q6 Are TA's employed in the delivery of RE?

Answer Choices	
Yes	23=67.65%
No	11=32.25%
Comments	TA in support role Higher Level Teaching assistant Only in KS 1 Provision on a rotation

Q7 Where TA's are employed in the delivery of RE please state how:

Answer Choices	
Supporting specific groups of pupils	13=38.24%
Delivering lessons during PPA time	16=47.06%
Planning and delivering the RE Curriculum	5=14.71%
Comments	TA in support role Higher Level Teaching assistant Only in KS 1 Assessment of RE

Q8 When was RE last reviewed by the School SLT (including the Governing Board)?

Answer Choices	
In the last six months	8=25.53%
In the last year	13=38.24%
In the last two years	11=32.35%
In the last three years	2= 5.88%
Comments	Termly reviews Review due soon

Q9 The Agreed Syllabus clearly presents what is required by my school in RE:

Answer Choices	
Agree	31=91.18%
Disagree	3=8.82%
Comments	Aided school. Catholic school We are using the syllabus but it is difficult to follow the plans. We are for the majority a white Christian school and have found challenges to make visits or have visits from other religious bodies.

Q10 The Agreed Syllabus provides effective guidance for assessment in RE:

Answer Choices	
Agree	26=76.47%
Disagree	8=23.53%
Comments	Could be clearer Use Diocesan assessment

Q11 How long has the subject leader been in role?

Answer Choices	
New to the role	5=14.71%
One to two years	9=26.47%
Three years or more	20=58.82%
Comments	Completing 3 rd year Was RE lead in another school

Monitoring RE Provision Staffordshire Secondary Schools 2018-19 (9 schools)

Q1 Do you use the 2016 Staffordshire Agreed Syllabus guidance?

Answer Choices	
Yes	6=66.67%
No	3=33.33%
Comments	Academy

Q 2 How much time is allocated to RE per class per week in KS3?

Answer Choices –	
One hour	6=66.67%
Less than one hour	
More than one hour	3=33.33%
Comments	From Sep '19, in Y10 and 11, students are only guaranteed c. 30 min per week avge, unless they opt for GCSE RS. This is a change to the current situation where all students do GCSE full RS, 1 hour per week, Y9-11
100 mins per week	

Q 3 How much time is allocated to RE per class per week in KS4?

Answer Choices –	
One hour	3=33.33%
Less than one hour	4=44.44%
More than one hour	2=22.22%
Comments	3 hours per fortnight to complete the full GCSE course

Q 4 How many RE specialists will be teaching RE in this academic year?

Answer Choices –	
None	2=22.22%

Answer Choices –	
One	2=22.22%
Two	2 =22.22%
Three	3=33.33%
Comments Will be in place from Sept 19 Team of 5 core RS teachers - 3 qualified, 2 with significant experience teaching RS as bulk of their timetable	

Q 5 How many non-specialists will be teaching RE in this academic year?

Answer Choices –	
None	2=22.22%
One	1=11.11%
Two	5=55.56%
Three	0
More	1=11.11%
Comments Although non-specialists, these staff have been delivering largely RS to exam level successfully for many years	

Q 6 Do all of your pupils study towards a qualification in RE?

Answer Choices –	
Yes	1=11.11%
No	8=88.89%
Comments As of September, 2019	

Q 7 What qualification in RE does your school offer to its pupils?

Answer Choices –

Answer Choices –	
Full Course GCSE	6=66.67%
Short course	1=11.11%
Integrated Humanities GCSE	0
Other	2=22.22%
Comments	

Q 8 Do you provide RE provision post 16?

Answer Choices –	
No	7=77.78%
Yes Examination group only	1=11.11%
Yes Core RE only	0
Yes both Examination and Core RE	1=11.11%
Comments	
This is new for Sept 2019 A level	

Q 9 How many specialist RE teaching rooms do you have within school?

Answer Choices –	
None	1=11.11%
One	3=33.33%
Two	3=33.33%
Three	1=11.11%
More	1=11.11%1
Comment	

Q 10 Has the money allocated to RE increased or decreased this academic year?

Answer Choices –	

Answer Choices –	
Increased	0
Decreased	1=11.11%
Stayed the same	8=88.89%
Comments Decreased -By virtue of the fact that our faculty pot stays the same, but we are being asked to deliver more CPSHE and Citizenship from the same allocation	

Religious Studies Examination Results 2018

Appendix 5

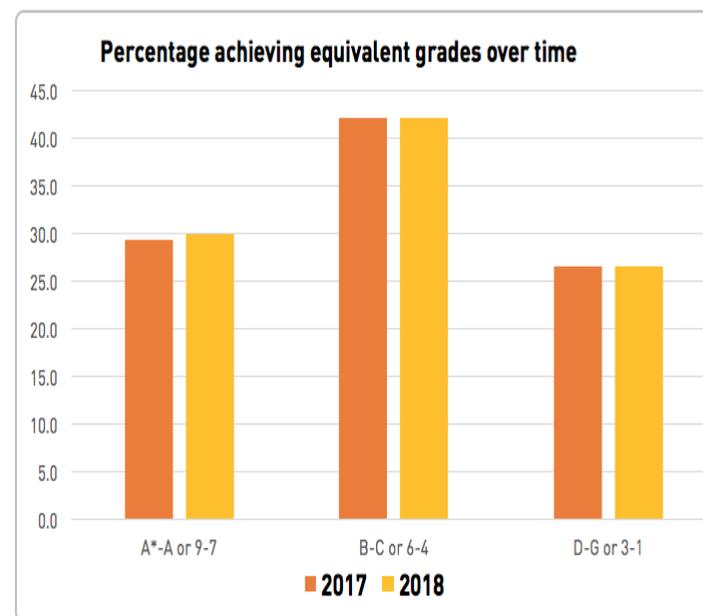
Comparing results from 2017-2018 is a bit tricky as we swap from A*-G to 9-1 grades

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Religious Studies GCSE - England (grade bands)

Percentage achieving equivalent grades			
Grade	2017	Grade	2018
A*-A	29.3	9	29.8
		8	
		7	
B-C	42.1	6	42.0
		5	
		4	
D-G	26.6	3	26.5
		2	
		1	

Religious Studies GCSE - England



- Nationally broadly the same proportion of pupils achieved a grade 7 and above as in the past achieved a grade A and above
- Nationally broadly the same proportion of pupils achieved a grade 4 and above as in the past achieved a grade C and above
- Nationally broadly the same proportion of pupils achieved a grade 1 and above as in the past achieved a grade G and above.

Full Course (391) GCSE in Religious Studies Results (4610) Analysis 2018
 State Funded National Average 9 to 5 59.7% (71.2% in 2017 A*-C)
 Staffordshire Average 9 to 5 53.5% (68.7% in 2017 A*-C)
 State Funded National Average 9 to 4 71% (71.2% in 2017 A*-C)
 Staffordshire Average 9 to 4 66.7% (68.7% in 2017 A*-C)

GCSE Full Course Results All Pupils

Subject: Religious Studies /Exam: GCSE Full Course																	
Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1	Avg Pts
-	National (All)	584341	100010	7.6	10.3	12.9	16.2	14.4	10.9	13.9	8.00	3.9	1.4	61.6%	72.4%	98.0%	5.2
-	National (State)	523760	93770	6.3	9.5	12.6	16.4	14.9	11.4	14.7	8.5	4.1	1.4	59.7	71%	97.9	5.0
-	LA (State Funded)	8286	2523	3.8	7.4	10.3	15.7	16.3	13.2	17.5	10.3	3.9	1.5	53.5	66.7%	97.9	4.7
4580	Abbot Beyne School	96	87	0	2.3	8.0	13.8	20.7	11.5	18.4	17.2	4.6	3.4	44.8	56.3%	96.6	4.0
4067	Blythe Bridge High School	151	32	15.6	9.4	12.5	9.4	15.6	3.1	21.9	6.3	6.3	0	<u>62.5</u>	65.6%	100.0	5.3
4140	Cheslyn Hay Sport and Community High	215	181	1.7	3.3	7.2	13.3	18.9	20.00	20.00	12.2	2.8	0.6	44.4	64.1%	99.4	4.3
4077	Endon High School	125	111	4.5	8.1	13.5	9.00	16.2	12.6	18.9	13.5	3.6	0	51.4	64%	100.0	4.7
4079	Great Wyrley High School	141	16	6.3	18.8	12.5	12.5	6.3	12.5	18.8	6.3	0		56.3	62.5%	100.0	4.8
4181	King Edward VI High School	127	125	1.6	0	6.4	11.2	8	17.6	19.2	19.2	12	4.8	27.2	44.8%	95.2	3.4
4087	King Edward VI School	203	79	5.1	6.3	24.1	17.7	17.7	17.6	12.7	8.9	5.1	2.5	<u>70.9</u>	83.5%	100.0	5.5
4072	Moorside High School	126	124	3.2	10.5	17.7	22.6	18.5	8.1	8.9	5.6	4.8	0	<u>72.6</u>	80.6%	100.0	5.4

4089	Nether Stowe School	94	18	5.6	0	16.7	33.3	0	5.6	5.6	0	0		88.9	88.9%	100.0	5.8
4066	Norton Canes High School	66	24	8.3	4.2	8.3	12.5	16.7	12.5	20.8	8.3	4.2	0	50	62.5%	95.8%	4.5
4051	Paulet High School	128	31	6.5	6.5	16.1	19.4	22.6	12.9	16.1	0	0		71	83.9%	100.0	5.5
4126	The Friary School	181	67	9.0	23.9	26.9	28.4	10.4	1.5	0	0	0		98.5	100%	100.0	6.9
4012	The King's CofE (VA) School	80	63	0	0	4.8	7.9	14.3	14.3	39.7	12.7	6.3	0	27.00	41.3%	100	3.6
4075	Codsall Community High	226	35	A* 8.6	A 20	B 28.6	C 31.4	D 8.6	E 0	F 2.9				A*C 88.6		100	5.3

GCSE Full Course Results Female Pupils

Subject: Religious Studies /Exam: GCSE Full Course

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Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1	Avg Pts
-	National (State)	256790	50620	8.5	12	16	17.7	14.9	10.5	12.1	6	2.4	0.6	66.1	76.5	99.1	5.6
-	LA (State)	4017	1301	8.5	10.3	12.8	17.1	17.1	12.6	14.5	7.5	2.00	0.5	62.7	75.3	99.4	5.2
4500	Abbot Beyne School	54	52	0	1.9	13.5	11.5	21.2	13.5	17.3	11.5	5.8	3.8	48.1	61.5	96.2	4.2
4067	Blythe Bridge High School	71	17	29.4	11.8	11.8	11.8	17.6	5.9	11.8				82.4	88.2	100.0	6.6
4140	Cheslyn Hay Sport and Community	107	97	1.0	4.1	5.2	14.4	23.7	19.6	20.6	9.3	1.00	1.00	48.5	68.00	99	4.4
4077	Endon High School	61	56	5.4	12.5	14.3	5.4	21.4	12.5	14.3	12.5	1.8		58.9	71.4	100.0	5.1
4079	Great Wyrley High School	61	12	8.3	8.3	25	16.7	16.7	8.3	8.3		8.3		75	83.3	100.0	5.7

4181	King Edward VI High School	64	63	3.2	0	11.1	19	11.1	20.6	11.1	15.9	7.9	12	4.8	44.4	65.1	100	4.3
4087	King Edward VI School	97	54	7.4	7.4	29.6	14.8	17.7	22.2	3.7	7.4	5.6	1.9		81.5	85.2	100.0	5.8
4072	Moorside High School	47	46	6.5	13	28.3	21.7	17.4	4.3	6.5	2.2				87	91.3	100.0	6.2
4089	Nether Stowe School	44	10	10		10	20	50		10					90	90	100.0	5.6
4066	Norton Canes High School	33	14	14.3	7.1	7.1	14.3	28.6	14.3			7.1			71.4	85.7	92.9	5.3
4051	Paulet High School	67	23	8.7	8.7	21.7	13	13	12	21.7					65.2	78.3	100.0	5.5
4126	The Friary School	87	40	15	32.5	25.9	15	7.5	2.5						97.5	100	100.0	7.3
4012	The King's CofE (VA) School	39	36			8.3	8.3	13.9	16.7	33.3	13.9	5.6			30.5	47.2	100	3.8
4075	Codsall Community High	122	28	A* 10.7	A 14.3	B 32.1	C 32.1	D 7.1	E -	F 3.6					A*C 89.3		100	5.2

GCSE Full Course Results Male Pupils

Subject: Religious Studies /Exam: GCSE Full Course																	
Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1	Avg Pts
-	National (State)	266960	43180	3.7	6.6	9.8	14.8	14.8	12.5	17.6	11.3	5.9	2.5	49.8	62.3	97.2	4.5
-	LA (State)	4268	1222	2	4.3	7.7	14.2	15.4	13.9	20.7	13.3	5.9	2.5	43.6	57.5	97.4	4.2
4500	Abbot Beyne School	42	35		2.9		17.1	20	8.6	20	25.7	2.9	2.9	40	48.6	97.1	3.7
4067	Blythe Bridge High School	80	15		6.7	13.3	16.7	13.3	5.9	11.8				82.4	88.2	100.0	6.6
4140	Cheslyn Hay Sport and Community High	108	84	2.4	2.4	9.5	11.9	13.1	20.2	19	15.5	4.8		39.3	59.5	98.8	4.2
4077	Endon High School	64	55	3.6	3.6	12.7	12.7	10.9	12.7	23.6	14.5	5.5		43.6	56.4	100.0	4.4
4079	Great Wyrley High School	80	4							25.0	75.0			0	0	100.0	2.3
4181	King Edward VI High School	63	62			1.6	3.2	4.8	14.5	27.4	22.6	16.1	9.7	9.7	24.2	90.3	2.6
4087	King Edward VI School	106	25		4	12	24	8	32	12	4	4		48	80	100.0	4.8
4072	Moorside High School	79	78	1.3	9	11.5	23.1	19.2	10.3	10.3	7.7	7.7		64.1	74.4	100.0	4.9
4089	Nether Stowe School	50	8			62.5	12.5	12.5			12.5			87.5	87.5	100.0	6
4066	Norton Canes High School	33	10			10	10		10	50	20			20	30	100	3.6
4051	Paulet High School	61	8				37.5	50	12.5					87.5	100	100.0	5.3
4126	The Friary School	94	27		11.1	25.9	48.1	14.8						100	100	100.0	6.3

4012	The King's CofE (VA) School	41	27				7.4	14.8	48.1	11.1	7.4	22.2	33.3	100	3.4
4075	Codsall Community High	104	7	A*	A	B	C	D	E	F		A*C		100	5.4
					42.9	14.3	28.6	14.3				85.7			

Overall GCSE results 2018.... This is using the new grading of 9-1, with 9 being the exceptional grade.

- The national results of state funded schools in 2018 for Grade 9-5 are at 59.7% (71.2% in 2017 A*-C)
- **Staffordshire's 2018 Grade 9-5 are at 53.5% (68.7% in 2017 A*-C)**
- The national results of state funded schools in 2018 for Grade 9-4 are at 71% (71.2% in 2017 A*-C)
- **Staffordshire's 2018 Grade 9-4 are at 66.7% (68.7% in 2017 A*-C)**
- So, Staffordshire state funded school results are **6.2% lower** than the National when comparing grades 9-5; its difficult to make a direct comparison to 2017 results.
- And Staffordshire state funded school results are **4.3% lower** than the National when comparing grades 9-4; they were broadly in line in 2017.
- Results for all pupils show that pupils in Staffordshire achieved below the national average at grades 9-5 and 9-4 and in line with the national average for grades 9-1 (National was 98.3% and Staffordshire was 98.4% which is an improvement on the 2017 result of 77.1%. The results for both male and female pupils reflect the results for all pupils.
- Nationally girls out-perform boys at all grades and more girls opt to take RS than boys, this is mirrored in the Staffordshire results, where 62.7% of girls achieved grades 9-5 compared to 43.6% of boys and where 75.3% of girls achieved grades 9-4 compared to 57.5% of boys and approximately 100 more girls were entered for the RS GCSE full course.
- 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.
- Of the 13 schools who entered students in for GCSE and comparing to the **National results 2018** Grade 9-5 at 59.7%, 6 schools were above the National, 1 broadly in line and 6 below
- Of the 13 schools who entered students in for GCSE and comparing to the **Staffordshire results 2018** Grade 9-5 at 53.5%, 7 schools were above the Staffordshire, 2 broadly in line and 4 below.
- Overall we need to be mindful that there is a dip in standards this year which could be attributed to the new grading and the raising of the challenge within the GCSE syllabus.
- Next year we will have a better picture as more accurate comparisons can be made.

Advanced Level GCE in Religious Studies Results Analysis 2018
National Average A* to B 52.3% (54.94 % in 2017)
2018 National Average A* to A 22.8%
2018 National Average A* to E 97.9%
Staffordshire Average A* to B 43.5% (36.6 % in 2017)
2018 Staffordshire Average A* to A 14.5%
2018 Staffordshire Average A* to E 97.8%

Key Stage 5 GCE A Level Results All Pupils

subject: Religious Studies / Exam: GCE A level

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	16,280	4.6	18.4	29.3	25.8	14.3	5.7		1.7		22.9	52.3	98	34.8
	Staffordshire	186	4.3	10.2	29	32.3	15.6	6.5		2.2		14.5	43.5	97.8	
4075	Codsall Community High School	3	33.3		66.7							33.3	100	100.0	46.7
4087	King Edward VI School	17		11.8	29.4	35.3	11.8	5.9		5.9		11.8	41.2	94.1	31.2
4072	Moorside High School	1			100								100	100.0	40
4066	Norton Canes High School	6			33.3	33.3	16.7	16.7					33.3	100.0	28.3
4126	The Friary School	19	5.3	5.3	42.1	21.1	7.7	15.4				10.5	52.7	100	33.7
4079	Great Wyrley High	3	33.3			66.7						33.3	33.3	100	40
4089	Netherstowe High	2				50	50							100	25

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	3	33.3		66.7							33.3	100	100.0	46.7
4087	King Edward VI School	13			15.4	30.8	46.2	7.7				15.4	46.2	100.0	35.4
4072	Moorside High School	0													
4066	Norton Canes High School	5			40	20	20	20					40	100.0	28.0
4126	The Friary School	19	5.3	5.3	42.1	21.1	21.1	5.3				10.5	52.6	100	33.7
4089	Netherstowe High	2				50	50							100	25
4079	Great Wyrley High	1				100								100	30

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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	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
4075	Codsall Community High School	0													
4087	King Edward VI School	4			25		25	25		25			25	75	17.5
4072	Moorside High School	1				100							100	100	40.0
4066	Norton Canes High School	1				100								100.0	30.0
4126	The Friary School	0													
4089	Netherstowe High	0													

4079	Great Wyrley High	2	50	50	50	50	100	45
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Points to note:

- The gap in results achieved nationally in comparison with those achieved locally for A level grades A-B is diminishing.
- National results (52.3%) for A Level Religious Studies in 2018 are broadly in line with overall National results achieved in 2017.
- Staffordshire's 2018 results (43.5%) are lower than national but an improvement on the 2017 results of 36.6%.
- Historically in 2016 the National Average A* to B was 54.4% and the Staffordshire Average A to B was 49.6%, there was a dip in Staffordshire results to 36% in 2017, so in 2018 we are starting to regain the ground we lost in 2017.
- Results for all pupils show that although pupils in Staffordshire achieved below the national average at grades A*-B, they performed very well across the full spectrum of grades A*-E. Girls attainment is consistently higher across all aspects.
- The results for male and female pupils show that more girls are entered for Religious Studies at A level than boys and they achieve better results overall. This is reflected in the National picture.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Two additional schools offered their pupils the opportunity to study for an A level qualification in Religious studies in 2018 compared to 2017. These included Great Wyrley and Netherstowe High
- Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

The SACRE Budget 2018-2019

Screen Data Export - SACRE (2018-19) as at 31.03.19

Option NML400
 Username
 Date
 Time

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/***** to EM1100/***** / Enquiry Year: 2018/ Per 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
EM110044038	SACRE QLS Curriculum Advice	0.00	3,305.00	3,305.00	3,305.00
EM110046204	SACRE Conference Fees	0.00	100.00	100.00	100.00
EM110047202	SACRE Subscriptions General	0.00	205.00	205.00	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)	(5,020.00)	(5,020.00)	(2,320.00)
	Westhill Endowment received 2017-18	0.00	(2,725.00)	0.00	(2,725.00)
					(5,045.00)

**SACRE Budget
2019-2020**

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/*** to EM1100/***** / Enquiry Year: 2019-20**

<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	0.00	0.00	0.00	
EM110046204	SACRE Conference Fees	0.00	0.00	0.00	0.00	
EM110047202	SACRE Subscriptions General	0.00	0.00	0.00	0.00	
EM110048342	SACRE Contingency	6,070.00	0.00	0.00	(6,070.00)	
EM110064550	SACRE Tfrs to Oth Accounts	0.00	0.00	0.00	0.00	Will be an in year Adjustments
		6,070.00	0.00	0.00	(6,070.00)	
	Westhill Endowment received 2017-18	0.00	(2,725.00)	0.00	(2,725.00)	Bought forward
	Total Available before commitments				(8,795.00)	
	Less committed amounts:					

Standing Advisory Council on Religious Education
6th November 2019
Report of the Deputy Chief Executive and Director for Families and
Communities
Reflection on GCSE Examination Paper

1 Purpose of Report

1.1 To present members of SACRE with an opportunity to reflect on the Summer 2019 GCSE RE examination papers provided by one of the examination boards.

2 Summary

2.1 Members of SACRE will be provided with the examination paper on the day of the meeting for them to discuss in groups.

3 Recommendation

3.1 That members of SACRE reflect on the expectations required of GCSE students who choose RE as one of their GCSE options.

4 Background

4.1 GCSE expectations were raised in 2019 in all subjects and a new grading system of 1-9 (highest) introduced for GCSE students in all subjects.

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. There are no financial implications.

Contact Officer

Mary Gale 07816374873

Standing Advisory Council on Religious Education
6th November 2019
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 an update on the Westhill Project Legacy

2 Summary

- 2.1 Follow up on the Explore-Engage-Reflect Westhill legacy project. This report shows how this work now continues to support learners in Staffordshire with difference and diversity through the exploration of Christianity and Islam

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 further funds from its budget to support the project so that more Staffordshire learners receive the opportunity to take part in this project. Costs that need to be covered include the input from the Entrust MEAS team to support the learning on Islam. This in turn keeps the costs down for Youth Net and therefore the costs for schools.

Contact Officer: **Mary Gale 07816374873**

Explore, Engage, Reflect Westhill Legacy Project

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 the 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 continue to receive an invitation letter to take part in the project. There is a choice of morning or afternoon sessions. The sessions in 2020 will be run at Rising Brook Baptist Church Stafford ST17 9LT on 22nd January from 9.30-11.30 and 1-3pm. Any members of the SACRE are invited to attend and support, but please let Mary Gale know if you intend to visit. This project, possibly in a revised format, will be further extended to the Burton-upon-Trent area later in the spring term. Watch this space.

The project offers 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 acts as an exceptional CPD opportunity for the staff and volunteers attending as throughout the day, they were given an opportunity to increase their own subject knowledge, and how to use the methods of 'Explore, Engage, Reflect' to enhance learning back in their schools in line with Agreed Syllabus.

Pupils are 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 are creative and focused on thinking about the values, traditions and lives of modern Christians and Muslims in England today. The children experience both Christian and Islam exhibitions enhanced with additional hands on activity related learning.

Mary Gale Adviser to SACRE

**Standing Advisory Council on Religious Education
6th November 2019
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.**

1 Purpose of Report

- 1.1 To present the SACRE members with an opportunity to further 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 9th September 2018 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 further reflect on the report and the recommendations 1-11 and consider the implications for the future of SACRE highlighted in Recommendation 8. Also to re-familiarise themselves with the responses from national bodies.

4 Background

- 4.1 The Commission on RE published its final report on Sunday 9th September 2018 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**

Commission on Religious Education-Religion and World Views: The Way Forward – A National Plan for RE 2018

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 a. 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 a. 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.

Response from the REC to Secretary of State's initial reaction to the Commission on RE's proposal 2019.

The Religious Education Council (REC) is disappointed by The Secretary of State for Education's initial reaction to the Commission on RE's proposals. His response fails to grasp the urgent need for reform of Religious Education to better prepare young people for life in modern Britain, the broad consensus in support of the Commission's recommendations, and the excellent opportunity to strengthen the subject that the Report's publication represents.

The Secretary of State's response stresses the need for stability for schools and to avoid further changes to the curriculum for the time being. Yet he also acknowledges the Commission's work in highlighting the urgent issues that RE faces. RE is in a critical condition: increasing numbers of schools are failing to teach the subject. 33% of schools offered no RE at all at Key Stage 4 in 2016, up from 22% the year before. These are schools that appear to be in breach of the law: it is a real cause for concern that the Government is unwilling to act to address the significant and growing problems. The Secretary of State acknowledges RE's role in fostering "mutual respect and tolerance of those with different faiths and beliefs". By failing to engage with the Commission's recommendations the Government misses the opportunity to strengthen schools' work in this area.

The REC shares the Secretary of State's concern not to unduly increase any teacher's workload but notes that the Commission's recommendations have widespread support from teachers: the report has been welcomed by the National Education Union (NEU), the National Association of Teachers of Religious Education (NATRE), and the National Association of Head Teachers (NAHT).

While the REC is pleased that the Secretary of State has announced welcome funding for subject knowledge enhancement (SKE) courses, and an increase in bursary provision for people to train to become RE teachers, we note that the bursary provision does not yet match that of other shortage subjects as recommended by the Commission. Moreover, the REC is disappointed that the response has not addressed the full range of recommendations made by the Commission, including recommendations for the improvement of primary Initial Teacher Education (ITE) by guaranteeing a minimum of 12 hours of contact time in RE, and the development of a new modules to support teachers' continuing professional development (CPD) in RE throughout their careers.

The REC is disappointed that the Secretary of State has no plans to review current school accountability measures, despite the clear evidence provided by the Commission of the damage that these have done to the uptake for exam courses in Religious Studies. It is worrying that he is untroubled enough to claim that GCSEs in Religious Studies “remain popular” despite the drop in entries of over 10% last summer, alongside a decline of 23% in entries for the A-level.

It is also a concern that the Secretary of State believes that the Commission was recommending “making statutory the inclusion of ‘worldviews’”. The Commission did not ask for a legal change that would require including any new worldviews in RE. The law is already clear regarding the inclusion of both religious and non-religious worldviews in RE following a judicial review on this matter in 2015. It appears that the Secretary of State has misunderstood the Commission’s new vision for the subject, which is to offer pupils an academically rigorous study of how all human beings make sense of their lives using religious and non-religious worldviews. This lack of understanding is underlined by his incorrect description of the suggested renaming of the subject as “RE and worldviews” instead of “Religion and Worldviews” as recommended by the Commission.

While the Secretary of State’s response is disappointing, the REC notes that his reservations about legislating are limited to “this Parliament” and that he concludes that “now is not the time to begin these reforms”. The REC notes that the Commission did not recommend legislating straight away, and that the phased programme that it recommended could well mean legislating in the next Parliament. In addition, we recognise that much of what the Commission recommended does not require legislative change, and we therefore look forward to working closely with the Government, and the many organisations that have already indicated their support for the Commission’s recommendations, to ensure that the necessary policy changes and improvements are able to take place as soon as possible.

AREIAC Executive response to Religion and Worldviews: the way forward. A national plan for RE 2019.



Note

AREIAC is the organisation Association of Religious Education Inspectors Advisers and Consultants and as such its members have diverse and wide-ranging views on the nature of RE. This response reflects the professional dialogue of experts and not necessarily the views of all members.

The AREIAC Executive has considered the final report of the Commission on RE and offers the following in response.

First and foremost is our gratitude to the commissioners for the hard work and thorough research they have individually and collectively contributed to this over the last two years. We recognise both the enormity of the task and the challenge it must have been given the wide range of views and interests of RE.

The report has much to commend it. It offers a structure and process for the way forward, which if adequately supported and resourced, will build on the existing strengths of RE in schools and in many areas across the country and so promote quality RE for all.

The change in name might be significant for some, but AREIAC feels that what matters most is that we provide quality RE for all pupils in all schools across the country. Whatever we call the subject, there needs to be clarity about what it is and above all what it is not.

The recommendation for a national entitlement strikes a balance between a set of national principles for developing coherent programmes of study and local involvement. There is still work to be done on the national entitlement and AREIAC is looking forward to sharing our wealth of experience and expertise, working with partners and teachers in this critical next stage.

Our members also have extensive experience and expertise in ITE, CPD and leadership development and we fully support the well thought through recommendations in this area. We are, however, concerned the role of SACREs and their wealth of local experience should not be lost or overlooked in these exciting developments.

One concern expressed universally in our discussions relates to the right of withdrawal from RE. We recognise that this is legally complex but have some reservations about the wording of recommendation 11 iii, which weakens the principle that RE is an important entitlement of all pupils. We recognise that this is not the intention, but would encourage all involved to emphasise to government that by clarifying the situation it must strengthen rather than weaken school's provision for a coherent RE curriculum.

Our over-all view is that this report, properly resourced and collaboratively developed, provides a good way forward for RE. The crucial work remains to be done and we are confident that AREIAC members will be at the centre of this in partnership with other RE bodies, schools and teachers. The commissioners should be thanked and commended for laying the foundations for future developments.

Standing Advisory Council on Religious Education
November 6th 2019
Report of the Deputy Chief Executive and Director for Families and
Communities
Current budget 2019-2020

1 Purpose of Report

1.1 To advise members of SACRE on the current budget position for 2019-2020.

2 Summary

2.1 A breakdown of the current SACRE budget for the financial year 2019-20, if available an additional report 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 2019-2020 as approved by the Corporate Director (Children and Lifelong Learning). The outturn statement is provided.

4.2 The budget statement for 2019-2020 was requested from the County Council and is included here. Please note the carry forward of the Westhill project money.

4.3 The 2019-2020 budget will continue to be monitored and clarified.

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

Copy of email sent to Tim Moss regarding clarification of the 2019-20 budget. All SACRE members were copied into this email. To date there has been no response. Mary Gale emailed again a reminder and is hopeful there will be a response by the meeting date.

At the last meeting of SACRE in June, members asked for clarification of the budget for 2019-20. SACRE have been allocated £6,070 plus the carry forward of the Westhill project grant. All members were pleased to see the carry forward of the Westhill project grant into 2019-20, and wished to thank you for that.

We are presuming the £6070 includes payments for subscriptions, refreshments, stationery, postage etc and development work that SACRE can commission from various sources - with the necessary permission of course.

In addition we are presuming that the payment for Mary Gale for her support comes out of another pot of money.

*Can you confirm if this is the case please?
Regards Rev Michael Metcalf SACRE Chairman*

Budget as at July 2019

GL Account Code	Description	Current Budget	Actual + Grni	Actuals	Variance Bud v(Act +GRNI)	
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00	
EM110041008	SACRE Catering Provisions	0.00	0.00	0.00	0.00	
EM110046204	SACRE Conference Fees	0.00	200.00	0.00	200.00	
EM110047202	SACRE Subscriptions General	0.00	0.00	0.00	0.00	
EM110048342	SACRE Contingency	6,070.00	0.00	0.00	(6,070.00)	
EM110064550	SACRE Tfrrs to Oth Accounts	0.00	0.00	0.00	0.00	Will be an in yea
		6,070.00	200.00	0.00	(5,870.00)	
	Westhill Endowment received 2017-18	0.00	(2,725.00)	0.00	(2,725.00)	Bought forward
	Total Available before commitments				(8,595.00)	
	Less committed amounts:					
	Engage Project	0.00	1,150.00	0.00	1,150.00	
	Total Available				(7,445.00)	

The conference fees include the NASACRE fee and a subscription to NATRE.

The Engage project includes the money committed to the project so far for 2 days.

Things to consider for future spend once we have had clarification from TM.

Subscription fee to NASACRE £100= invoice sent but not received confirmation regarding payment.

One further day for Engage project at a cost of £575 paid to Entrust from the Westhill Grant

One day for Mary Gale to facilitate the Engage project at a cost of £575 paid to Entrust.

One day for Mary Gale to attend the NATRE conference in London Heathrow at a cost of £575 paid to Entrust. (Conference costs are £175, travel costs approximately £60 plus Mary's time and report)

One day for Mary Gale to facilitate the further promotion and support for the Agreed Syllabus at a cost of £575 paid to Entrust.

UPDATE :

The following information was received on the day of agenda publication:

The budget is for subscriptions, refreshments, stationery, postage etc and development work that SACRE commissions. The funding for Mary Gales time is part of the contract from Entrust.

Standing Advisory Council on Religious Education
6th November 2019
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. SCC has however received a Freedom of Information Request regarding historical requests for variations of practice, this information was provided.

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

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