

Prosperous Staffordshire Select Committee

Tuesday, 26 July 2016

2.00 pm

Oak Room, County Buildings, Stafford

John Tradewell
Director of Strategy, Governance and Change
18 July 2016

A G E N D A

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 24 May 2016** (Pages 1 - 8)
4. **The Future Model for the Shugborough Estate - Sub-Leases for the Walled Garden and the County Museum** (Pages 9 - 16)

Deputy Leader and Cabinet Member for Finance and Corporate Matters and Cabinet Member for Economic Growth
5. **Impact of SEND reforms** (Pages 17 - 24)

Report of the Cabinet Member for Learning and Skills
6. **Elective Home Education** (Pages 25 - 60)

Report of the Cabinet Member for Learning and Skills
7. **Standing Advisory Council on Religious Education (SACRE) - Annual Report and new Agreed Syllabus** (Pages 61 - 128)

Report of the Cabinet Member for Learning and Skills



8. **Work Programme**

(Pages 129 - 138)

9. **Exclusion of the Public**

The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

Part Two

(All reports in this section are exempt)

nil

Committee Membership

Ann Beech	Rev. Preb. M. Metcalf
Len Bloomer	Sheree People
David Brookes (Vice- Chairman)	Simon Tagg (Chairman)
Ian Hollinshead	Paul Woodhead
Kevin Jackson	Mike Worthington
Mike Lawrence	Candice Yeomans
Geoff Martin	

Note for Members of the Press and Public

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Scrutiny and Support Manager: Tina Randall Tel: (01785) 276148

Minutes of the Prosperous Staffordshire Select Committee Meeting held on 24 May 2016

Present: Simon Tagg (Chairman)

Attendance

David Brookes (Vice-Chairman)	Sheree Peale
Ian Hollinshead	Paul Woodhead
Kevin Jackson	Mike Worthington
Geoff Martin	Candice Yeomans

Apologies: Len Bloomer, Mark Deaville, Mike Lawrence and Rev. Preb. M. Metcalf

PART ONE

1. Declarations of Interest

Mr Paul Woodhead declared an interest in minute number 4 in his capacity as “OurstoEnjoy” campaign organiser.

Mr Geoff Martin declared an interest in minute number 5 as an ex-haulier.

2. Minutes of the Prosperous Staffordshire Select Committee held on 4 March 2016

RESOLVED- That the minutes of the Prosperous Staffordshire Select Committee held on 4 March 2016 be confirmed and signed by the Chairman.

3. Flood Risk Management

The Cabinet Member for Communities and the Environment informed Members that Staffordshire County Council had three key roles within flood risk management: as a Category 1 Emergency Responder (Civil Contingencies Act 2004) with the responsibility to assess the risk of, and plan for, emergencies; as a Highways Authority; and as a Lead Local Flood Authority (LLFA) responsible for preparing a Local Flood Risk Management Strategy.

The County Council worked closely with a number of partners, including the Environment Agency, who carried out forecasting and warning, managed flood risk from main rivers and had an operational role on these watercourses. District and Borough Council’s were also Category 1 Responders with a key role in emergency preparedness, response and recovery at a district and borough level. They had a specific role in evacuation and should have plans in place to provide temporary accommodation. Water companies were another key partner who responded to and sought to alleviate flooding from the sewer network.

Members received details of local key considerations around Leekbrook in Staffordshire Moorlands and around Burton-upon-Trent. Burton-upon-Trent had relatively flat land in the Trent Valley and extensive areas of the town were within the floodplain. In contrast Leekbrook had a relatively steep Pennine catchment that responded rapidly to intense rainfall. Pockets for potential flooding were also found around the County.

Members received details of the work undertaken before, during and after any flood to minimise impact and maximise recovery.

Work continued in partnership with the Environment Agency and the Staffordshire Civil Contingencies Unit (CCU) to improve preparedness for severe flood events and Members received details of the work undertaken. In addition to this Members were informed that it would be beneficial to host a Staffordshire Flood Summit involving key partners.

Whilst Members felt the concept of a flood summit was good in principle, it would need to have clear outcomes. Members also raised concerns over the potential cost of such an event and they were assured that the costs would be kept low and the event organised in consultation with the Portfolio Holder. It was suggested that engaging the public in the summit would be beneficial as well as informing the public of the issues pertinent to Staffordshire. Whilst it may be difficult to make this a completely public event consideration could be given to how the public could engage with the summit. The possibility of webcasting was put forward, with the public being able to forward their comments on the issues under debate. Members were also informed that the summit could consider issues of communication, co-ordinated working between agencies and address lessons learned from previous flooding incidents.

Flood defence schemes were funding from either local levy or directly from Central Government through the Environment Agency. There was a complicated formula to consider the cost benefit of each proposed scheme, with a six year rolling programme for considering flood defence schemes. Schemes were prioritised, with those preventing flooding of homes prioritised over businesses, and with farm land being a lower priority again. Staffordshire currently had 13 schemes under consideration.

Gully emptying was an area of concern for the Select Committee. A comprehensive review of Staffordshire gullies had been undertaken over the last two to three years. Staffordshire had over 190,000 individual gullies and the review had helped identify those that required more frequent emptying due to silt deposits, and those that could be emptied more infrequently. Members were also concerned that surface road dressing exacerbated the issue, suggesting that 25% of chippings were washed into the drains. However the general highways drainage system was not designed to cope with severe flood water and therefore during intense rainfall flooding may occur irrespective of the gully emptying programme. In cases of a flash flood the sheer volume of water could block the gully and create flooding.

Clarification was given on the term "100 year flood event", which referred to there being a 100 chance per year of there being a severe flood. The Select Committee were also informed that the Environment Agency were giving consideration to whether this ratio was still appropriate.

As a preventative measure it was suggested that both the Government and the Environment Agency work with farmers and landowners to allow dredging of drains and rivers. Concern was that rivers had been allowed to silt up for some time and this aggravated the likelihood of flooding. The maintenance of drainage was the responsibility of the individual landowner. However Members heard that in some instances farmers and landowners were encouraged to slightly block their drains as part of the "Slow the flow" flood defence scheme. In the case of severe rainfall this scheme expected the partially blocked drains to slow the water and reduce flood damage downstream. A similar scheme was being introduced on the river Dove, where fish stocks were also being improved.

Communication was a key area of concern shared by Members. Whilst Members understood there were a number of agencies responsible for differing water courses, it was unhelpful for members of the public to be passed from one agency to another when raising a concern. The Flood Line helped address this, giving a single contact point for registering concerns. This could be an area for further consideration at the proposed flood summit.

RESOLVED – That:

- a) the preparedness of the County Council for a severe flood event be noted;
- b) the next steps the County Council are taking to further improve preparedness for a severe event are supported, with emphasis placed on the importance of gully emptying and effective communication with local members on the programme of work; and
- c) the proposal to host a Staffordshire Flood Summit be supported, stressing the need for the summit to be outcome focussed and giving consideration to public involvement.

4. Countryside Estate Review - Part Two

The Select Committee had previously scrutinised the Countryside Estate Management Review at their meetings of 18 December 2014, 4 September and 12 October 2015. A small group of Select Committee members had also visited the Countryside Estate sites during August 2015 to help inform scrutiny of the Review.

At their meeting of 21 October 2015 Cabinet agreed to consult more widely on four preferred options:

- A. retain under council management and seek opportunities to increase income from existing sites by working with volunteers, community, third sector and private parties;
- B. Transfer management on a site-by-site basis to local community or voluntary sector groups such as parish councils. This option could see parish councils, local community or voluntary sector groups maintaining and managing the use of the site, running events and deciding on wildlife management;
- C. Establish a partnership of landowners and/or other organisations with similar aspirations to work with us to manage and maintain one or a cluster of sites and develop appropriate and approved income generating facilities; and
- D. Establish a not for profit trading company or charitable organisation to run and develop parts of the estate.

The twelve week public consultation closed on 24 January 2016. 555 people took part in the consultation and Members received details of the consultation responses. 77% of respondents agreed with Option A, which largely reflected the existing in-house management arrangement but placed more emphasis on reducing operational costs.

Members were informed that the general consensus amongst respondents was that national charitable organisations and local community groups were preferable groups to become involved with the management of the estate. 138 respondents, including individuals, groups, third sector and private organisations had registered interest through the consultation process in working with the County Council to manage the Countryside Estate.

It was accepted that there was no one solution that would be suitable for the whole of the Estate and that differing parks would require differing solutions whilst being mindful of the ecology in the area.

Some disappointment was expressed by Select Committee Members around the interpretation of the consultation responses and the lack of a full SWOT analysis (Appendix 3) being included in the report.

The Cabinet Member for Economic Growth informed the Select Committee that there were a lot of smaller sites, particularly in the north of the county, where there was local community interest in taking ownership of the maintenance of sites. An example of this was Apedale. He also stated that there was no plan to sell either the Chasewater or Marquis Drive sites.

The report referred to possible transfer of county council assets as a consequence of review site changes and Members asked for clarification of what these assets would be. This referred to such assets as benches, tools and equipment that were specific to particular sites.

The Select Committee were aware of the funding constraints across the council and the need to ensure value for money and how to maximise the council's assets. They were aware that different solutions would be appropriate for different sites but felt that local interest groups and specifically the Local Members would be best placed to ensure the right solution for the right site. This could be done through Local Member Priority Meetings. They also requested that no delegated decision should be taken on any site without informing key stakeholders and the general public. The Cabinet Member for Economic Growth gave this assurance.

The Select Committee also noted that in some instances introducing car parking charges could be counter productive as people may use the surrounding area to park to avoid charges, potentially blocking access routes. Local Members would have the local knowledge to help inform decision making on such issues.

Members also asked that a correction be made to paragraph 9 in the report to show that 12,000 people signed the petition, of which 7000 were Staffordshire residents. The petition related to the selling of green spaces in Staffordshire not just Cannock Chase as the report suggested.

Members asked for clarification over a reference to Greenway Bank, Churnet Valley, and a community group referred to as LLP. Living Landscape Partnership (LLP) was made up of a number of stakeholders, including the county council and the National Trust. Members shared concerns over capacity and accountability if such a disparate group was given the management of Greenway Bank. They were informed that there would be a need for such an organisation to come together more formally to ensure they were fit for purpose going forward.

RESOLVED – That:

- a) a copy of the full SWOT analysis be forwarded to the Select Committee;
- b) the proposed approach for developing the detailed management arrangements and selecting the most appropriate partner or partners for each countryside site be supported with the proviso that:
 - further consideration of larger sites be brought back to the Select Committee for pre-decision scrutiny;
 - local members and local member groups are engaged in discussions regarding the future of smaller sites, for example via Local Member Priority Meetings;
- c) the Scheme of Delegation extract within the report for selecting the preferred partner(s) and managing arrangements for each countryside estate be supported with the above proviso; and
- d) the Chairman write to the Cabinet Member giving the Committee's feedback.

5. Working Together to address the impact of Heavy Goods Vehicles/HCVs on roads in Staffordshire

At its meeting of 24 July 2015 the Select Committee had agreed to undertake a review to investigate the impact of heavy good vehicles on roads in Staffordshire. This had been prompted by the submission to Council of two petitions from residents in Yoxall and Kings Bromley demanding a weight restriction of 7.5 tonnes on the A515 and auxiliary roads between Stubby Lane, Draycott-in-the-Clay through to Yoxall and Kings Bromley to Wood End Lane. The scope of the working group had been broadened to consider the impact of heavy goods vehicles on roads across Staffordshire.

Members were informed of a correction to the report at point 6.2.7 which currently referred to a survey undertaken by Mr Warren Bradley. The survey had in fact been undertaken by a fellow resident but was supported by Mr Bradley.

The Chairman thanked all those who had given evidence to the working group and to the Members and Officers involved.

The Select Committee considered the working group's report and recommendations and endorsed its submission to the Cabinet Member.

RESOLVED – That the final report of the Working Together to Address the impact of Heavy Goods Vehicles on roads in Staffordshire Working group be endorsed for

submission to the Cabinet Member for Highways and Transport, for an Executive response.

6. Executive response to Infrastructure+ - scrutiny of governance and reporting arrangements to Prosperous Staffordshire Select Committee

At their meeting of 17 December 2015 the Select Committee had considered the final report of the Working Group on Infrastructure+ - Scrutiny of Governance and reporting arrangements to the Prosperous Staffordshire Select Committee. Members now received the Executive response to the working group report and recommendations.

The eight recommendations were accepted by the Cabinet Member and the Select Committee received details of progress in implementing these. In particular Members discussed recommendations 3 to 5 which considered how information could better be shared with local members around a range of activities such as gully emptying and highways improvements. An electronic tool was being developed for Members to access planned work programmes that would allow them to find up to date and accurate information quickly and independently, giving them the tools they needed to be more responsive to public enquiries.

With regard to recommendation 7, that a request be made to Staffordshire Borough and District Council Planning Officers asking them to publish highways (planning) responses, whilst this request could be made it was not possible to dictate how the County Council's response was reported by them. Members asked that a copy of each full response letter be forwarded to local members to ensure they were aware of any conditions the County Council may have included.

RESOLVED – That:

- a) the formal Cabinet Member response to the working group's recommendations be received;
- b) progress outlined within the action plan be welcomed; and
- c) progress on the action plan and implementation of the agreed recommendations be monitored by the select Committee on a six monthly exception basis, until the recommendations have been fully implemented.

7. Work Programme

The Select Committee received a copy of their 2015/16 and proposed 2016/17 work programmes.

Members were asked to note the change to the July Select Committee date, from 11 July to 26 July at 2.00pm. This meeting would consider items on Elective Home Education, Post 16 participation and the Shugborough Estate sub-leases for the Walled Garden and Museum Collection.

Following the evident public interest in the changes to Lichfield Library and the future of the Friary Building, Members asked that this be included on their work programme.

RESOLVED – That the 2016/17 work programme be agreed.

Chairman

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee - 26th July 2016

The Future Business Model for the Shugborough Estate – Sub Leases for Walled Garden and County Museum

Recommendation/s

1. The Prosperous Staffordshire Select Committee is asked to scrutinise the arrangements regarding Staffordshire County Council entering into two leases with the National Trust for the Walled Garden and County Museum at the Shugborough Estate for the areas shown on the plans annexed at Appendix A and B of this report and to scrutinise the heads of terms relating to these leases set out in this report. To also scrutinise the granting of a lease to Entrust Services Limited for the Outdoor Education Centre as set out at paragraph 21 of this report.

Report of the Deputy Leader and Cabinet Member for Finance and Corporate Matters and Cabinet Member for Economic Growth

Summary

What is the Select Committee being asked to do and why?

2. To scrutinise the arrangements regarding the County Council entering into leases for the Walled Garden and County Museum from the National Trust as part of the transfer of the Shugborough Estate from Staffordshire County Council to the National Trust.
3. On 20th January 2016 Cabinet approved the transfer of the legal estate of the entire Shugborough Estate to the National Trust .As part of this process it was recognised that the County Council needs additional time to relocate its museum collection and reinstate the walled garden at Shugborough. The National Trust has therefore agreed to grant two leases to the County Council for this purpose on the terms which are set out in the body of this report. A lease of the Outdoor Education Centre will also be granted by the County Council to Entrust Support Services Limited with the consent of the National Trust to regularise their occupation. The transfer of the legal estate to the National Trust will be subject to the lease to Entrust.
4. The Shugborough Estate Transfer Project Board and Strategic Property Services welcomes comments from the Prosperous Staffordshire Select Committee which will inform the delegated decision which will be taken in August 2016

Report

Background

5. On 20th January 2016 Cabinet considered a report on the Future Business Model of the Shugborough Estate.

6. Maintaining, managing and operating the Shugborough Estate in line with the terms of the lease with the National Trust has become an increasing budget pressure for Staffordshire County Council at a time when resources need to be prioritised to support care, independence and support for the most vulnerable in society.
7. The key recommendation of that report was:
 - a. Staffordshire County Council surrenders the lease made between the National Trust and Staffordshire County Council dated 5th May 1966 ("Lease") which they currently hold on the Shugborough Estate.
8. The cost to surrender the lease to the National Trust is £20.5million pounds (net of VAT) which represents a total saving to Staffordshire County Council of £39.4million pounds (assuming the known maintenance issues were to be addressed during the lease period).
9. Surrender of the lease guarantees the future upkeep and opening of the Shugborough Estate to the public, the economic benefits of a thriving visitor attraction and the removal of a financial liability for Staffordshire County Council.
10. Cabinet agreed the recommendations of the report. The decision was called in and referred to the Corporate Review Committee on 8th February 2016.
11. The Corporate Review Committee recommended that the Prosperous Staffordshire Select Committee add to its Work Programme consideration of the leases for the Walled Garden and the County Museum and performance management issues in regard to Shugborough with the National Trust e.g. the increase in visitor numbers and economic prosperity to the County.
12. The leases are therefore brought for noting by the Select Committee.
13. As part of the surrender process Staffordshire County Council needs to enter into two leases for the Walled Garden and the County Museum for a period of three years at a rent of £1 per year.
14. Museum Lease - the purpose of the Lease is to give the County Council a period of three years to transition the County Museum Service at Shugborough to a new model. The collection will not be open to the public during this period however part of the Museum's collection will be placed on loan to the National Trust so that the items remain on display in the Servants' Quarters.
15. The remaining stored collections in the Museum and in the Large Object Store at the Walled Garden will be removed to a new collection store. Work is already under way to identify a suitable site for the collection store which will meet standards required for the items held by the Museum.
16. The National Trust will be responsible for the maintenance and repair of the area shown edged red on the plan at Appendix One for the three year period of the lease. However, the County Council will be obliged to make good any damage caused by the County Council and decorate the property.

17. The County Council will be paying a peppercorn rent and will be able to surrender the property back to the National Trust on giving three months' notice in writing.
18. Walled Garden Lease - the National Trust require the County Council to restore the Walled Garden to its state prior to the County Council's occupation by the removal of:
 - a. Waste material, historic agricultural equipment, greenhouses and composter machine.
 - b. The County Council will carry out works to reveal the historic path network, locate the central dipping pool and demolish and remove the Large Object Store.
19. The County Council will have a 3 year lease in order to undertake these works with an option to extend for one more year to 31 October 2020 if necessary.
20. The specification of the works is currently being considered in detail and will need to be discussed and agreed with the National Trust. Clearly the relocation of the museum objects from the Large Object Store will need to be a priority prior to major works beginning within the Walled Garden.
21. Outdoor Education Centre - to regularise the occupation of the Outdoor Education Centre by Entrust the National Trust have agreed that the County Council can grant a sub-lease to them for a period of 10 years commencing on 1 April 2013. The surrender of the Shugborough Estate would be subject to the sub-lease to Entrust and this is therefore cost neutral to the County Council.

Link to Strategic Plan – The Shugborough Estate and County Museum contribute to Enjoying Life and Great Place to Live priorities.

Link to Other Overview and Scrutiny Activity – The Future Business Model for the Shugborough Estate was scrutinised by Corporate Review Committee on 8th February 2016

Community Impact - Shugborough will remain open to the public, the part of the walled garden that will be leased to the County Council is not currently open to the public and the only impact to the community will be the closure of the temporary exhibition spaces at the County Museum at Shugborough. A significant part of the Museum collection will remain in situ on loan to the National Trust and displayed as is currently the case within the Servants Quarters. The development of the Staffordshire History Centre will include an exhibition space which will mitigate against the loss of the temporary display spaces which are currently located at Shugborough

Contact Officer

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Appendices/Background papers

Appendix A - Plan for Walled Garden

Appendix B - Plan for County Museum



National Trust
Midlands Region

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Ordnance Survey 100023974

Shugborough
WALLED GARDEN
LEASE




Data Date: 22/02/2016
Map Ref: S(SCC)4

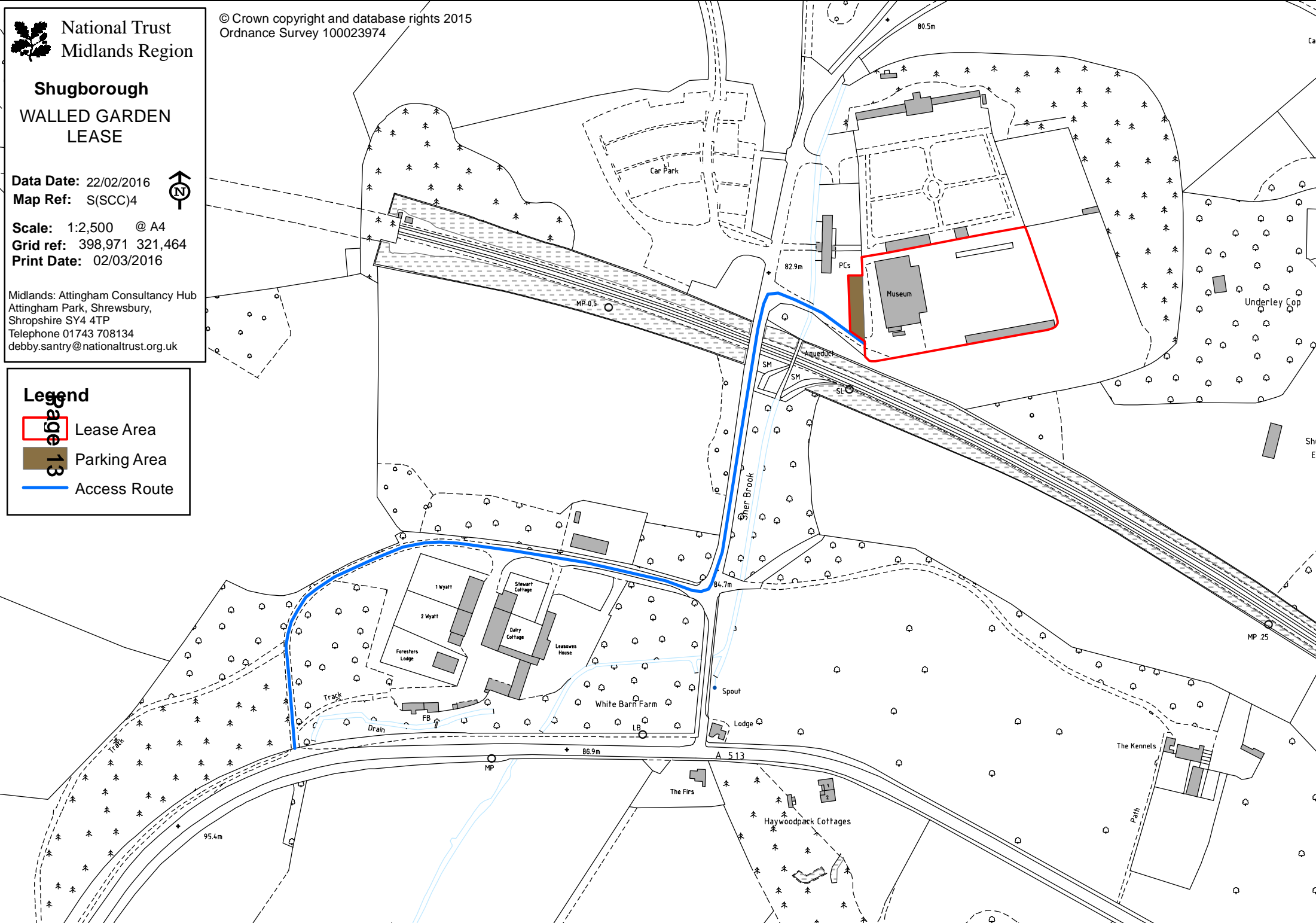


Scale: 1:2,500 @ A4
Grid ref: 398,971 321,464
Print Date: 02/03/2016

Midlands: Attingham Consultancy Hub
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Telephone 01743 708134
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Legend

-  Lease Area
-  Parking Area
-  Access Route







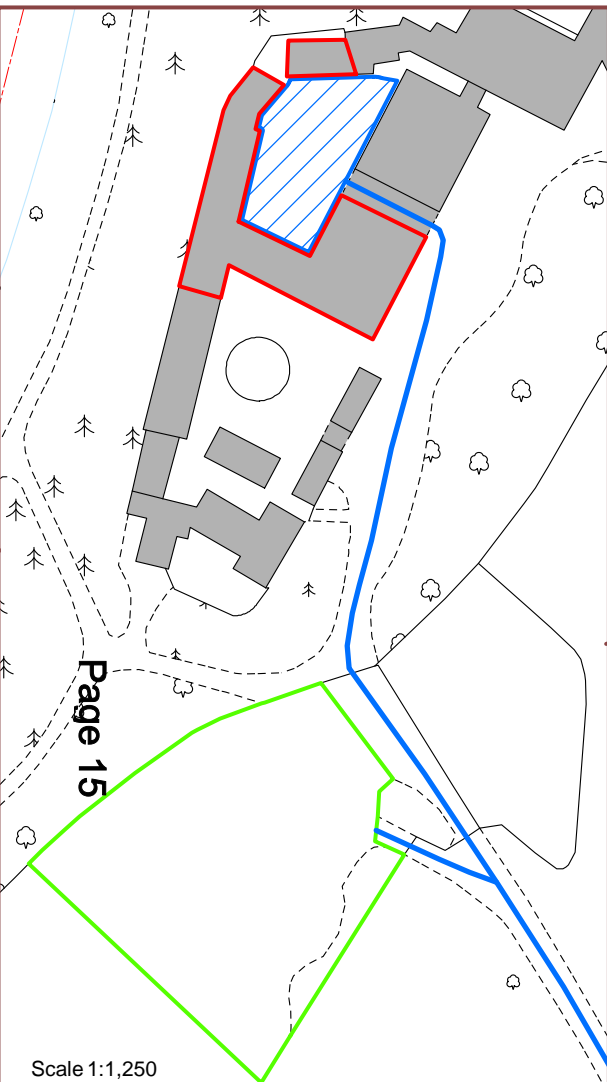


National Trust
Midlands Region

Shugborough: MUSEUM LEASE

KEY

-  Lease Area
-  Car Park
-  Short term parking for pick up/drop off only
-  Access Route



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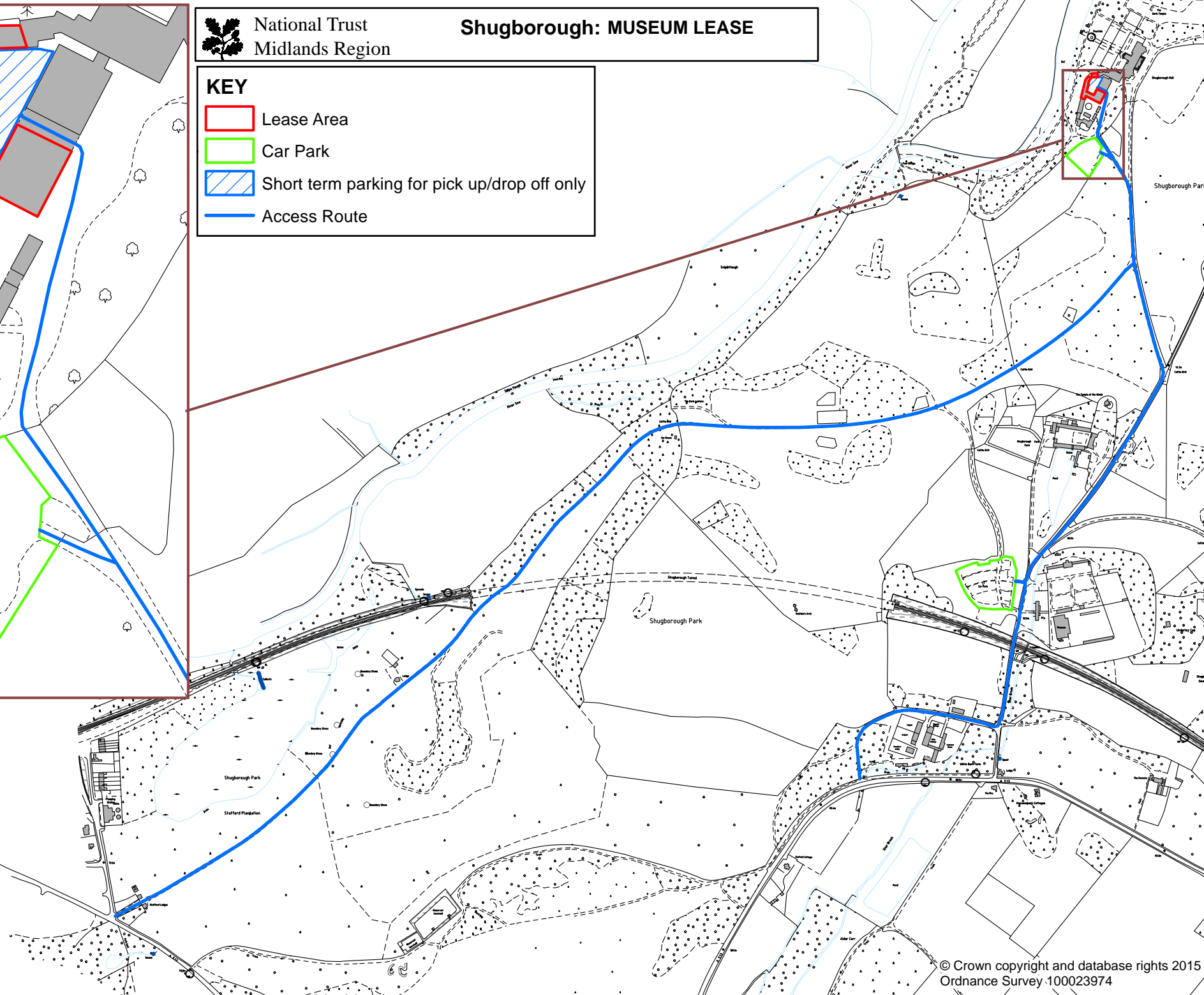
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Data Date: 22/02/2016
Map Ref: S(SCC)3



Scale: 1:8,000 @ A4
Grid ref: 398,175 321,772
Print Date: 02/03/2016

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Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 26th July 2016

Impact of SEND Reforms

Recommendations

1. That the Select Committee receives an update on the progress being made with the embedding of the new legislation and ways of working.
2. Members scrutinise the progress to date in undertaking the transfer process.
3. Members to scrutinise the forthcoming Local Area Review for SEND

Report of Cllr Ben Adams, Cabinet Member for Learning and Skills

Summary

What is the Select Committee being asked to do and why?

4. The Prosperous Staffordshire Select Committee is being updated on the progress and impact that the implementation of the Children and Families Act 2014 is having within Staffordshire and is being asked to review the report and comment as appropriate so that the committee can continue its overview and scrutiny.

Report

Background

5. The Children's and Families Act 2014, set out the need for wide ranging changes to the way in which children and young people with SEND are supported to learn and achieve and lead full and fulfilling lives. 'Doing things differently' was a programme of transformational change that ran up to autumn 2014 to enable Staffordshire to respond to the reforms as required.
6. The Children's and Families Act set out clear changes that needed to be implemented from September 1st 2014. These included:
 - a. The introduction of a single assessment and person centred support plan across Education, Health and Social Care for 0-25 year olds with SEND to replace Statements of Special Educational Needs.
 - b. The publication of a 'Local Offer' making it clear what support is available to support children and young people with SEND, and how this support can be accessed.

- c. The introduction of joint commissioning across Education, Health and Social Care, to ensure that partners are planning in a joined up and coherent manner across the whole system.
 - d. Personal budgets where families want them, really enabling people to have maximum personal choice and control about how they are supported.
 - e. That all existing Statements of Educational Need are converted to an Education, Health and Care Plan by 2018.
7. Staffordshire's approach to the reform programme is set out in "Achieving Excellence in Learning and Skills: Implementing the 0-25 Special Educational Needs System – Strategic Development Plan 2014-2016" (see background papers). This establishes eight critical success factors for the delivery of the reform and link to an action plan that sets out what success will look like. The eight success factors are:
- a. Seamless Joint Commissioning – Education, Social Care and Health Commissioners working together to improve the assessment and planning to meet need, and commissioning provision to meet that need
 - b. Appropriate Local Offer – a clear and accessible directory of what is available to children, young people and their families
 - c. Strong Provider Collaboration – professionals working together in a team around the child to provide early help and tailored support
 - d. Children, Young People and their families as equal partners – shaping the design of the system to work for them, engaged and active partners in the local system
 - e. Single Integrated Assessment – combining all aspects of a child's special educational need, including health and social care elements
 - f. Effective Personalised Plan – focused on outcomes and supporting the child or young person to achieve to their full potential
 - g. Greater Choice and Control – with clarity over choices and control over decisions and opportunity to manage a personal budget, where eligible
 - h. Positive Resolution to Difficulties – where problems arise they are resolved together or through mediation to avoid recourse to tribunals
8. Across the country a number of pathfinders piloted the SEND reforms and the Department of Health produced in July 2015 a Final Impact Research Report that has evaluated the SEND Pathfinders Programme. The key findings are as follows:-
- a. Higher overall satisfaction with the family-centred approach and that the process of having an EHCP had improved.
 - b. No change in the extent to which families thought that the decisions reached about their child were fair.

- c. There remains a number of families who are still not satisfied and enter a formal tribunal process.
 - d. A positive improvement in relation to choice and the sufficiency of provision however stated there is further work to do.
 - e. Little evidence was found in relation to significant improvements in parental outcomes or in either children's health or quality of life.
9. The evaluation concluded that the Department for Education and Local Authorities need to undertake ongoing work in taking the reforms forward and further refining and improving local delivery. Staffordshire has made positive progress in implementing the reforms and in making progress toward the success factors, however, in line with national findings, we recognise that there is still further to go to complete the implementation of the reforms and to unlock the full benefits that are intended.
10. Staffordshire developed and implemented a new person centred pathway and redesigned the existing team to work in a more person centred manner that keeps the child, young person and their families at the heart of all we do. The pathway was implemented in September 2014, and the newly formed team was finally in place by October 2014. The team have undertaken a full induction programme and to date they have completed and issued 509 Education, Health and Care Plans with a further 176 assessments ongoing.
11. The percentage of statements/EHCP's maintained by Staffordshire County Council continues to be relatively stable around 3% - this is in keeping with statistical and national averages. Requests for new EHC needs assessments are increasing however again this is consistent with the National picture.
12. As per the recommendations of The Code of Practice, Staffordshire has commissioned an external lead market provider in order to deliver person centred practices and tools to all practitioners whom are involved in the assessment, planning and support process to ensure the child / young person and their parents / carers are able to express their wishes, outcomes and aspirations and enable them to fully participate in the decision making process, thus preparing them effectively for adulthood.
13. To date, Staffordshire has delivered person centred practice training to 160 colleagues across Education, Health and Social Care, including Social Workers, teachers (including nursery, primary, secondary, special and FE staff), Nurse Practitioners, CAMHS practitioners and our Specialist Support Services, with a further 120 colleagues scheduled to attend before the end of the current financial year.
14. In order to promote future sustainability in regards to the delivery of person centred values and practices, Staffordshire has commissioned the external provider to deliver it's 'train the trainer' package to 8 specifically identified colleagues, who will lead the delivery of person centred practice training, with the support of our multi-professional Person Centred Work Champions, across Education, Health and Social Care in future.

Performance measures

15. Staffordshire has continued to maintain a high performance rate in relation to the new SEND assessment process and the new performance measures. Overall since the

implementation of the SEND Reforms in September 2014, the percentage of new Education, Health and Care plans issued within 20 weeks without exceptions is 90% and the number of new Education, Health and Care Plans issued including exceptions is 87.9%. Further national and regional benchmarking data sets are not yet available as Dfe data collections are currently taking place and benchmarking comparisons will be published later this year however informal intelligence via feedback from regional workshops indicates that Staffordshire’s performance remains comparatively high.

Tribunals

16. Feedback from families in relation to their overall experience of the new system remains largely positive. Staffordshire has taken part in the trial of the Personal Evaluation Outcomes Tool (POET) developed by In Control which has been designed to assess the process of obtaining an Education, Health and Care Plan and in some cases, a personal budget, for children and young people, families and practitioners' and the outcomes of having a plan. It is an authoritative, nationally recognised method to understand the experiences of families and children and young people of the process and impact on day-to-day life of having an Education, Health and Care Plan. The number of surveys returned as at the end of December 2015 for Staffordshire was as follows;

- a. 14 parents/carers
- b. 39 practitioners
- c. 3 children and young people

17. This pattern was consistent with the average number of returns both regionally and nationally. Parents are involved in two parent steering groups and have taken part in parent workshops. Parents were considered to be largely well engaged in strategic planning and co-production of SEND services as reported in the DfE SEN Reforms Autumn 2015 Local Implementation Survey.

18. A small number of parents have disagreed with the Local Authority’s decision made in relation to their child’s Education, Health and Care needs assessments or EHC Plans. In these cases, parents have the right to appeal to a special educational needs tribunal. Tribunal rates are measured by the number of appeals registered per 10,000 of the school population. In the academic year 13/14, Staffordshire’s Tribunal rate was slightly lower than the national average and marginally higher than the regional average. In the academic year 14/15, Staffordshire’s Tribunal rate was higher than both the national and regional averages but the actual rate in Staffordshire has remained relatively constant.

Table: Appeals Registered per Local Authority per 10,000 of the School Population

	Academic Year 13/14	Academic Year 14/15
Staffordshire	4.5	4.6
West Midlands	4.4	4.0
England	4.9	3.7

Source:
<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015> LA and Regional Tables SFR16/2015, and GAPS2

Transfers

19. The Local Authority is required where appropriate to transfer statements of special educational needs to Education, Health and Care plans. In Staffordshire, transfer reviews are taking place in a person centered manner in line with the SEND reform. In Staffordshire there are approximately 3,500 statements to transfer. A transfer plan has been produced which takes into account Government priorities for transfer groups. To date 432 statements have been converted to Education, Health and Care Plans, with 524 currently in the process of being transferred.
20. It should be noted that during the first year, the number completed did not reach expected levels. This was largely due to delays in staff recruitment. The figures for the current academic year show that a total of 28% of transfers have been completed. This means that Staffordshire is behind schedule. We have a total of 2874 transfers left to complete by 2018. We have increased the team by two temporary full time members of staff to give additional capacity. Retention of the 8.0 FTE staff until March 2018 will increase output and ensure that statutory requirements are met. Resourcing for additional workload has been made available from the SEND Reform Grant. Progress is being monitored by the new Head of SEND and the Transfer Manager.
21. Close monitoring of the transfer process has been implemented. The head of the assessment and planning service alongside senior officers are looking at what options there are to improve the performance of the transfers. The options currently been looked at are; examining if we can implement more efficient ways of working to speed up the process and exploring if there is any additional capacity within the service to assist with the transfers.
22. The Staffordshire Local Offer went live on 1st September and can be found on the Staffordshire Marketplace. Further information, advice and guidance was also added to the Staffordshire Cares website to enable families to have a better understanding of the work that was being undertaken and how to access other support available in their local communities. The local offer is now going to be reviewed to ensure that there is equity and the correct support, services and provision available for children and young people to access.
23. Staffordshire is in the process of issuing their first education personal budget to a young man with a special need on the Autistic Spectrum - His transfer review was undertaken and parents expressed a preference for a personal budget as they felt that he required a more bespoke package to enable him to access appropriate education The EHCP was finalized offering a personal budget which would enable parents to employ a tutor for 16 hours per week.
24. A joint commissioning group was set up with the agreement to take forward a fully integrated approach to commissioning and development of services that support children and young people with SEND. The original action plan has been updated with the identified priorities across Education, Health and Care and this will be refreshed at the next joint commissioning meeting that will be held in October. Operationally there have been some excellent examples of organisations working together to meet the needs of children and young people with SEND.

Ofsted and CQC consultation: inspection of local area SEND arrangements

25. All local areas will be inspected over a five-year period, from May 2016. Areas for inspection in a given year will be selected to ensure a spread across the country and will, where possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil its responsibilities, for example weaknesses found in the area's education inspections.
26. Inspection teams will usually consist of one of Her Majesty's Inspectors (HMI) from Ofsted, a Children's Services Inspector from CQC, and a trained inspector from a local authority (not from the area being inspected), who will have specialist knowledge of disability and special educational needs and have a health, social care or education background. It will be expected that the local area has a good understanding of how effective it is, including of any aspects that require development, and it is not expected that specific preparations for inspection will be required. Inspectors will report where evidence supports the area's own evaluation, and where it does not; they will also report on where an area does not have a good enough understanding of its effectiveness in identifying and meeting needs and improving outcomes.
27. Inspection will evaluate how effectively the local area meets its responsibilities for disabled children and young people and those who have special educational needs, including children and young people both with and without education, health and care plans. While the LA has the key leadership role within its area, it cannot implement the reforms on its own; success requires full involvement of the local area. The inspection will therefore evaluate the effectiveness of the local area as a whole – including the local authority, clinical commissioning groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector – in working together to identify children and young people early and appropriately, and in meeting these needs and improving outcomes. Inspectors will look at a wide range of groups of children and young people in different settings, including those in youth justice provision and not attending school. The evaluation of social care and health responsibilities will focus on how these services contribute to meeting the needs of children and young people who are being assessed for, or are subject to, education, health and care plans; the evaluation does not extend to a broad inspection of these services' responsibilities for all children and young with disabilities and special educational needs.
28. The inspection will last five days, and the Director of Children's Services (DCS) and the Chief Executive for the clinical commissioning groups (CCGs) will be notified two working days before it starts. Ofsted and CQC will publish an inspection report in the form of an outcome letter that will be sent to the LA, with a request to circulate it to early years and education settings and other services involved in meeting the needs of the area's children/young people with disabilities and/or special educational needs; a copy of the letter will also be sent to the Chief Executive of the CCG, with a request that it be circulated to healthcare services and settings as appropriate. The report will outline what inspectors looked at, with a summary of their findings including key strengths and areas requiring further development; there will be no overall graded judgement, but there will be recommendations, including any priority areas for action.
29. Ofsted will determine, under revised Children Act 2004 (Joint Area Reviews) Regulations 2015 (SI 1792, no. 2015, coming into force on 9 November 2015), whether a written statement of proposed action should be made and, if so, by whom; if it is so

decided, Ofsted and CQC will pay particular attention to how the local area (not just the LA) intends to respond to the inspection's findings. Any further action by Ofsted and CQC – from requesting further detail on steps to be taken through to further inspection – will be determined by the inspection findings and the statement of proposed action.

30. To conclude, Staffordshire's response to the Children's and Families Act 2014 has seen the successful implementation of new ways of working and has provided a solid foundation to now build upon. Significant progress has been made in undertaking fundamental reform to the way children with a special educational need are supported to achieve their learning goals. We will now continue to develop and improve our approach and have launched the next phase to further develop and expand on these reforms in the wider context of system and process change and are mindful of the areas for further development so that the full ambitions of the reform programme can be delivered.

Link to Staffordshire County Councils Strategic Objectives

The Children and Families Act supports the County Councils **vision for a connected Staffordshire** by ensuring that appropriate prevention, assessment and supports are in place to support people's health, wellbeing and independence. . These mechanisms will be inter-agency and will reflect the wider commissioning ethos of the authority.

In terms of **prosperity**, the Children's and Families Act, endeavors to improve the educational outcomes for children and young people with SEND and therefore increase the prospects of further education, training and employment for this group of individuals..

In terms of **be healthier and more independent**, the philosophy of the Children and Families Act is to achieve better outcomes for children and young people with SEND by joining up the support around the child from education, health and social care.

Supporting children and young people of Staffordshire to feel safer, happier and more supported in and by their community is a key element to the reforms.

Link to Other Overview and Scrutiny Activity

Corporate Review Select Committee

Community Impact

A Community Impact Assessment accompanied The Corporate Review Select Committee Report 2nd September 2014.

Contact Officer

Name and Job Title: Nichola Glover-Edge, County Commissioner – All Age Disability and Wellbeing

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Address/e-mail: nichola.glover-edge@staffordshire.gov.uk

Background papers

Achieving Excellence in Learning and Skills: Implementing the 0-25 Special Educational Needs System – Strategic Development Plan 2014-2016

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 26th July 2016

Elective Home Education

Recommendation/s

1. The Committee views the paper as an update overview currently outlining areas of EHE support being provided.
2. The Committee note the positive relationships that have been built with Elective Home Educators to improve outcomes for children and Young People.

Report of Cllr Ben Adams, Cabinet Member for Learning and Skills

Summary

3. The work undertaken by The EHE community and SCC officers in a truly co-produced manner has led to improving relationships and ultimately in improving educational outcomes for Children and Young people.

Report

Background

Background Nationally

4. Education is a fundamental right for every child and we recognise that parents have the right to choose to educate their child at home rather than at school. Parents are responsible for ensuring that their children receive a suitable education.
5. Where parents have chosen to home educate, we want the home educated child to have a positive experience.
6. This is best achieved where parents and local authorities recognise each other's rights and responsibilities, and work together.
7. The legal premise states that "**The responsibility for a child's education rests with their parents.** In England, education is compulsory, but school is not."

In Staffordshire

8. Since the formation of ENTRUST the contract outlining the expectations was commissioned from Staffordshire County Council to Entrust
9. The EHE community demonstrated that the vocabulary used was not appropriate in some sections and the contract change control was submitted and signed off by customer and provider

Recent Staffordshire context

10. In the Autumn Term of 2014 SCC received an increased number of complaints and Freedom of Information requests from the EHE community both within county and Nationally.
11. Contact was also made by a representative of the EHE community to ask for a forum to discuss concerns.
12. An initial meeting was held in January 15 at which the community presented a view of their concerns regarding the support received and the ways in which they felt certain documentation published conflated the view that EHE families were at higher risk of safeguarding concerns. Following this meeting a number of SCC officers have met with the community, initially on a monthly basis latterly every two months. It has been a coordinated partnership approach and the community have welcomed the seriousness taken by the authority to address the concerns they had.
13. The journey has also educated both parties regarding intent, vocabulary and styles/ approaches of learning which has been very helpful and successful.
14. The community have written an excellent document called Choosing to Educate your child at Home and information booklet for carers and parents (**see Appendix D**) which shows the draft document.
15. They have also co-produced the planned revised Draft Staffordshire EHE policy (**see Appendix E**)
16. From September 2016 a roll out of training delivered in partnership for a range of SCC staff is also planned to be delivered by members of the EHE Community.
17. At our May meeting the SCC officers were taken through the format / content of the training.
18. The number of attending EHE families at our monthly meeting has steadily declined, showing more satisfaction with SCC and the approach.
19. The EHE community has an excellent internal to county and National network often via social media sites and they communicate well and support one another.
20. The small number of representatives who still attend are regulars well informed and all communicate / consult well with the wider EHE community. The reduction of attendees

hopefully also indicates a confidence in the partnership working and the development of a relationship based upon trust and transparency.

21. Any data held linked to known CYP in receipt of EHE is entirely due to parents choosing to notify the authority they are not obliged to.

Entrust Elective Home Education (EHE) service support in the following ways:

22. Provide information, advice and guidance to parents who choose to electively home educate.
23. Work with schools ensuring they follow their legal duties to inform Entrust EHE service when they have received formal notification a parent is choosing to electively home educate.
24. Work with Local Support Teams (LST) to gather information, advice on EHE matters, carry out joint visits resulting in child receiving a suitable education, family signposted to appropriate educational provision or return to school, attend Team around the Child (TAC) or Team around the Family (TAF) meetings.
25. Work with LST where there have been historical or current welfare concerns.
26. Work in partnership with SCC relevant officers eg work closely with SCC Fair Access Officer (Admissions) to support families where they are choosing to return C&YP to school roll as EHE not working out.
27. Work closely with social services where there are Children in Need (CiN) or Child Protection (CP) conferences, core group meetings to promote C&YP to receive a suitable education back on school roll or otherwise.
28. Work closely with SCC SEND assessment teams to provide information for Education, Health and Care plan (EHCP) assessments, attend TAC EHCP meetings contributing to EHC plan, attending annual reviews of EHC plans previously statements and providing information towards the review.
29. Work closely with colleges and other training providers who offer access to courses for those C&YP who are 14-16 years of age and are home educated resulting in decrease in figures who are Not in Education, Employment and Training (NEET).
30. Work closely with the Entrust Skills and Employability Service to offer information, advice and guidance and provide home educated C&YP the Year 11 offer resulting in reduction of NEET figures for SCC.
31. EHE service manages and collates data with reference to EHE C&YP, see Appendix A - and provides data analysis reports to SCC commissioner.
32. EHE service sends welcome pack containing the following information: welcome letter, examination centre leaflet of centres that are prepared to accept private candidates, Skills and Employability leaflet, list of suitable resources and web links (This welcome pack is being reviewed by the EHE community currently).

33. EHE service offers and carries out home visits or meetings in neutral venues which offering bespoke information, advice and guidance to parents, parents receive both verbal and written records containing specific recommendations with consideration of family circumstances and C&YP age, ability, aptitude and SEND resulting in high confidence that the majority of CYP are receiving a suitable education identifying and offering additional support to others.
34. Offers and carries out additional support visits where families have identified a concern in learning, this results in families understanding their C&YP learning needs, having advice and bespoke recommendations to support their child to receive a suitable education specifically for SEND.
35. Attend meetings in school/LST offices prior to EHE where parents have intimated this may be a route they follow to avoid prosecution for non-attendance or to avoid a permanent exclusion as a result parents are fully informed of what they are undertaking if they chose to EHE.
36. Make referrals to LST to consider serving a S437(i), School Attendance Order where there are concerns that a C&YP is not in receipt of a suitable education.
37. Send e-updates/news updates via email distribution list or website.

GRT (Gypsy Roma Traveller)

38. Historically SCC commissioned support from a regional consortium for the Gypsy Roma Traveller community. This consortium closed December 2014 and SCC TUPED the two advisors into SCC.
39. They successfully were employed by SCC May 2015 and support currently 100 Children and young people from 64 families who are home educated all receive and welcome the visits from the advisors.
40. The GRT community are very efficient in ensuring they inform SCC of their desire to Electively Home educate and welcome the advisory support of the two colleagues.
41. The two advisors regularly holds awareness raising sessions for SCC officers and other related partners.
42. They have the trust and confidence of the community and have when asked offered support at wider areas like planning permissions etc. The 100 GRT EHE students – all registered and receiving visits
43. Examples of support in addition to home visits include:
 - a. Support to transition from EHE to college – increase in uptake this year
 - b. 3 GRT students at Cannock College 2015/2016
 - c. 15 GRT students enrolled at Cannock, Stafford, TORC, Tamworth, Rodbaston and Stoke.
 - d. 1 GRT student is taking up an apprenticeship in September.
44. Support to achieve a suitable education includes:

- a. signposting to resources etc including suitable websites, commercially available materials, libraries;
 - b. home visits – as part of holistic approach with families, EHE will be discussed at regular intervals with more formal celebration of work at arranged review visits;
 - c. examples of suitable programmes of study shared – including proformas and writing frames for book review, diary.
 - d. Advice given and signposting to other agencies where appropriate.
45. 7 students who were EHE have returned to mainstream schools – some were EHE for inappropriate reasons, others were unable to access the school of choice initially.
46. Increased number of Y11 pupils have had engagement with careers and participation.
47. All feedback from the GRT EHE families is 100% positive.

Link to Other Overview and Scrutiny Activity – December 2014 Prosperous Select Report.

Contact Officer

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Appendices/Background papers:

Appendix A – EHE Data

Appendix B – Examples of positive outcomes following support

Appendix C - Evaluations

Appendix D - Choosing to educate your child at Home and information booklet for carers and parents

Appendix E - Draft Staffordshire EHE policy

Data

Cumulative Figures 2015/16:

- 681 families of children and young people had visits or provided information about their home education
- 681 had visit records with recommendations to improve/support their home education
- 6467 requests responded to for information, advice and guidance via telephone or email with parents, schools, LST workers, social services and other LA officers

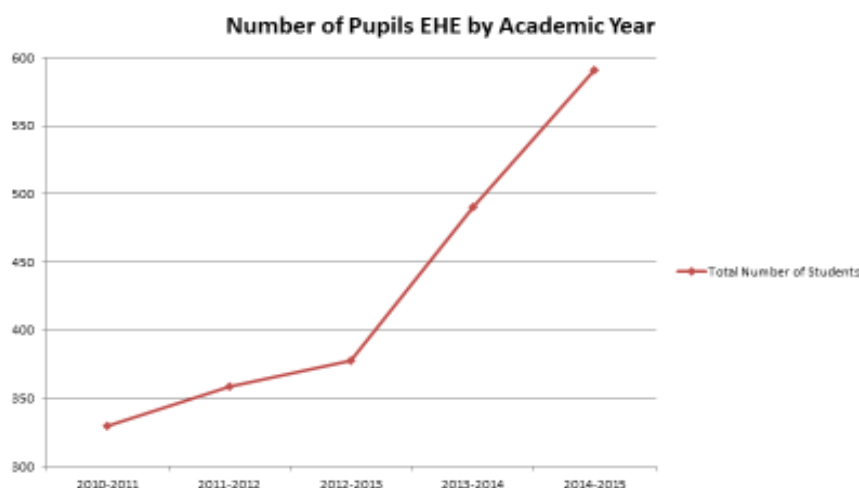
Number of Families by District as of 01.06.2016	
Name of District	Number of Families
Cannock	86
East Staffordshire	68
Lichfield	51
Newcastle	65
Staffordshire Moorlands	63
South Staffordshire	93
Stafford	124
Tamworth	47

Safeguarding - Currently supporting:

- 5 Child in Need cases
- 7 Child Protection cases

SEND:

- 19% identified as needing SEND support when on school roll
- 4% currently have an Education, Health and Care plan or Statement of Special Educational Needs



Examples of positive outcomes following support include:

Child P

3 visits between July 2015 and May 2016.

Strategies put in place to support memory and learning. Reading has progressed from refusing to read at all and becoming very upset if asked to read to reading for 30 minutes a day of a book at an instructional level.

Spelling age: July 2015 - 8 years; April 2016 – 10: 2 years.

The family now feel they have a style of home education that works for Child P and do not need any additional visits at this time. They have asked for this to be left open ended so that if in the future they need additional support they can have another visit. This has been agreed.

Inclusion visits are bespoke to the needs of each child or young person. Specialist inclusion advice, strategies and assessments are offered to enable these pupils to be successful in their educational experience. Frequency of visits is at the invitation of the families. The data is both quantifiable and qualitative. Below is a sample of the range of inclusion support that is offered:

Child C

First visit 29.01.15 working within P2, visits taking place every 4-6 months, 10.03.16 quote from most recent contact record.

“Although he only moved into P3i 5 months ago he is already making good progress and there are lots of elements of P3 in what he is doing.”

Attached letter from mum regarding the support she has received from our service.

NB: P levels are performance attainment targets (P scales) and performance descriptors for pupils aged 5-16 with special educational needs (SEN) who cannot access the national curriculum.

Child R

First visit 09.04.15 working within P5 for reading, no writing. Working within P7 for maths. Strategies for supporting child R's writing without need to physically write, strategies to support for memory. Visits taking place every 6 months, most recent visit 05.11.15 working within P8 for maths and P6 for reading and writing.

Child A

Child A has an EHC, we work together to look at the educational aims and break them down into tiny achievable steps. 6 monthly visits working on Child A moving out of the P1-3 band into P4-8. Child A now working within P4 and developing communication strategies without speech.

Child J

Child J has ASD and complex needs, supported family with Education part of EHC plan. Family now looking at part time placement at specialist setting. Father said "We would not have got this far without your support."

Child S

Child S has significant mental health issues – 4 weekly visits offered to support education and self-esteem in relation to this. Individualised curriculum that is manageable and accessible. Child S preparing to move to apprenticeship in chosen career.

Evaluations - what home educators think about the service:

- 100% happy with the visit/meeting with EHE Service by Home Education Support Officers on completion of postcards at the end of the visit – Note the community meetings being held offer a view that not all parents choose / need or are happy with visit outcomes .SCC has asked for some visits to be cancelled at parental request directly received by SCC
- 100% asked found the visit/meeting helpful
- 98% felt very confident to continue with home education
- 2% felt reasonably confident to continue with home education

A feedback letter received:

Dear Sir/Madam,

I have been using the Elective Home Education Service for over 12 months now and find it invaluable. My son is 6 years old. He is profoundly disabled and medically unpredictable, so I felt after long deliberation that home education was best and safest option.

Our Home Education Support Officer (HESO) visits more or less every 4 months; she always asks my preference. Her job title is spot on! She is extremely supportive, always encouraging and full of new ideas and suggestions.

There have been occasions where I have doubted myself and wondered if I am doing the correct thing by, but she has reassured me that he is progressing well and developing new skills each time she visits. She gives me the confidence to carry on. After each visit, she goes away to research new ideas which she then sends me in a detailed informative worksheet which I stick on my fridge for future reference throughout the coming weeks. is always so positive and friendly I always look forward to her visits.

Thanks so much for your email, I was so glad to finally meet up with you. I have ordered the curriculum today so that will be on its way in the post. I have also been looking into and planning possible projects to base our learning around, as you suggested. I feel so inspired after your visit and really appreciate your input and your further contributions too. I will keep you posted and let you know for definite when I start teaching and when I would like to meet again.

..... has been very supportive and provided all information required to move forward with his studies. Thank you.

Happy with service as it stands – thank you.
You can't improve the service, was very helpful and lovely, thank you!

ELECTIVE HOME EDUCATION

DRAFT WORKING DOCUMENT

CHOOSING TO EDUCATE YOUR CHILD AT HOME

INFORMATION FOR PARENTS/CARERS

**Produced by Staffordshire County Council in consultation
with members of the Home Educating Community
Spring 2016**

Last Updated: April '16

Review Date:

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1. INTRODUCTION

The legal responsibility for a child's education rests with his/her parents. Parents can meet this responsibility in a variety of ways: sending them to state school, sending them to private school, or home educating their children are the 3 most common ways. Staffordshire County Council aims to work in partnership with home educating parents and this booklet is designed to offer information to any parent considering home education.

The decision to educate your child at home is an important one. You will have the freedom to offer activities and styles of learning that are specific to your child, you will not be constrained by terms or hours of schooling but you will also be responsible for ensuring that your child receives a proper and suitable education. Home education can potentially take up a great deal of parents' time, energy and money, so you are advised to think very carefully before you make any decision and to talk to other home educating parents.

You may wish to consider the following:

- Your child's interests and personality – some children will need lots of interaction with other people, others will prefer more time alone; some will learn best by initiating all their own learning, others will thrive on the interactions with a tutor, peer or parent.
- The likely costs involved – books, equipment, exam fees, tutors, loss of parental income
- How to provide the social interaction that your child may need, such as meeting and mixing with new friends, specialists in a particular field of interest and interesting people who can expand their horizons
- How to provide activities such as group work, access to special facilities and equipment e.g. for science or sport, trips and visits

Many parents choose to home educate for positive educational and/or lifestyle reasons. If you are considering opting for home education as a result of a disagreement with the school which your child attends, it would be advisable for you to try and resolve the problems with the school before deciding on home education. Local Support Teams at the Council can help you with this if you require support.

The contact details for some of the national and local organisations that support home educators can be found at the back of this booklet.

Choosing to educate your child at home is not a once and for all decision, and neither is sending your child to school. You can always change your mind. The important thing is to think carefully before making any decision and be aware of the impact on your lifestyle including your employment, entitlement to welfare payments and other family needs.

Abbreviations used in this booklet:
EHE – Elective Home Education

LA – Local Authority
SEND – Special Educational Needs and Disabilities
Deschooling – transition from school to home
EHEFP – Elective Home Education Family Partnership, arms length department at SCC.

Elective Home Education is the term used by the Department for Education to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by an LA or education provided by an LA other than at school.

Home education is an option that any family may consider for their children. The reasons for deciding on this approach are many, as are the styles of education undertaken. The following list is by no means exhaustive but does contain examples of some of the common reasons for home educating:

- a lifestyle choice
- religious or cultural beliefs
- philosophical or ideological views
- distance or access to a local school
- dissatisfaction with the current education system
- bullying
- a child's unwillingness or inability to go to school due to anxiety or mental health issues
- as a short term solution for a particular concern
- special educational needs
- parents' desire for a closer relationship with their children

Home education comes in many different formats and can look different in every family.

Insert the type ups of flip charts here or refer to appendix? Maybe a summary here?

2. PARENTS

Parents are legally responsible for ensuring that their children receive a suitable education.

Section 7 of the Education Act 1996 states:

“The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –

- a) to his age, ability, aptitude, and*
- b) to any special educational needs he may have either by regular attendance at school or otherwise”.*

Parents who choose to home educate are not required to register or seek approval or agreement of the Local Authority. If a child has previously been registered at a school, parents must follow the deregistration process and the

school is required to notify the LA. Staffordshire County Council offers a range of support to home educating families, see section 7 for more details.

Home educating is often a learning process for parents as well as their children. Children who have been to school will usually benefit from a period of 'deschooling' – time to transition to being educated differently, e.g. maybe having greater say in their activities or styles of learning, not needing to know the learning outcomes of every activity before they start etc. – parents often take longer to adjust than their children. Most parents will have completed their education at school and it can be difficult in the beginning to see the learning that is happening for your child when said learning doesn't look like school. Take your time, be gentle on yourself and your child. Every big life change takes time to settle into, home educating is no different. There are very many gatherings and activities arranged within the home education community around the County (details of the signposting group can be found at the back of this booklet), support and interaction with other home educators is often just as important for parents as it is for children.

The type of educational activity can be varied and flexible. It is recognised that home-educating parents offer a personalised curriculum but are **NOT** required to:

- teach the National Curriculum
- have a timetable
- have premises equipped to any particular standard
- set hours during which education will take place
- have any specific qualifications
- make detailed plans in advance
- observe school hours, days or terms
- give formal lesson
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards

Parents are entitled to, and often do, make use of the services of private tutors. It is the parents responsibility to ensure that any tutors they use are suitable to have access to their children. The LA can offer support / signposting for parents wanting to carry out Disclosure and Barring Service (DBS) checks, see section 6 for further details.

3. DEREGISTRATION

Mainstream Schools: Parents are required to notify the school in writing when withdrawing a child, registered at the school, for EHE. For children with a Statement or an EHCP, the LA should be notified as well in order to amend the Statement or EHCP.

See Appendix 1.

Special Schools: Children educated at Special Schools are done so under the terms of an agreement between the parents/carers and the LA (Statement / EHCP). Both parties must agree changes to that contract in writing. As a result of this, consent from the LA is required to deregister pupils currently educated at a special school.
See Appendix 2.

4. SCHOOL RESPONSIBILITIES

On receiving notification from a parent / carer that a child is being deregistered, schools must remove the child from the school roll, complete a school exit form and inform the LA that the child is no longer registered at the school.

Schools are not permitted to promote elective home education as a solution to attendance concerns / high levels of absence, as an alternative to school exclusion or because of any Special Educational Needs or Disabilities.

5. LOCAL AUTHORITY SUPPORT RESPONSIBILITIES

- Information and signposting can be provided to home educating families
- If you need proof of home education, the LA will write an official letter confirming a families home educating status to enable them to make use of discounts offered on amenities and resources
- The EHEFP holds periodic meetings with home educating families in Staffordshire (both known and unknown families welcome, first names only will be asked for to enable the meetings to run smoothly)
- Home educating families are able to access the SEND Family Partnership and access to EHCPs / other specialist services is maintained / made available where necessary
- The LA can put you in touch with other Children's Support Services e.g. Admissions, GRT Teachers, CAMHS, Autism Outreach Team
- The Libraries Service offers a home educators membership – no fines levied, ability to loan more books
- An examination centre is provided for home educating families that can arrange SEND support for exams e.g. extra time, a scribe made available when necessary
- SEND Family Partnership offer a range of workshops for parents, all are available to home educating parents, some are specifically for home educating parents
- Annual celebration of EHE by SCC
- Advise parents on how to go about taking up appropriate references or undertaking Disclosure and Barring Service (DBS) checks on tutors / service providers for their children

Child Employment

Regulations regarding Child Employment apply to all children of compulsory school age, whether they attend a school or are home educated. Children may not work until they reach the age of 13 years. Before a child is able to start any form of employment, he/she must obtain a Work Permit. A Child Employment leaflet for employers and parents and an application form for a work permit can be obtained by contacting the Child Employment office on 01785 278965.

Children in Entertainment

Regulations regarding children in entertainment apply to all children of compulsory school age whether they attend a school or are home educated. A Performance Licence is required if a child is engaged in paid work in the theatre, in a film or television performance, in modeling or sport. Further information is available from the Children in Entertainment Office on 01785 278927.

6. WHEN THERE ARE CONCERNS

There are times when not everything goes to plan, when additional support is required. Similarly, there are concerned neighbours or members of the public who are not aware that school is not compulsory (although education is). If it appears to the LA that a child of compulsory school age in their area is not receiving a suitable education, they have a legal responsibility to look into the situation further. This means that if there are concerns about the education of your child, perhaps as a result of a member of the public reporting them as being out and about during school hours, or a concerned professional you have contact with, the LA will need to contact you and ask for information.

The Education Act 1996 places supportive legal duties upon the Local Authority. Section 437 states:

“If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education.”

Sometimes, the information provided will be as simple as confirming that your child is indeed home educated and not playing truant, other times information regarding the education itself will be necessary.

“If – a) a parent on whom a notice has been served...fails to satisfy the local education authority, within the period specified in the notice, that the child is receiving suitable education, and b) in the opinion of the authority it is expedient that the child should attend school, the authority shall serve on the parent...a school attendance order...requiring him to cause the child to become a registered pupil at a school named in the order.”

Section 443 then states:

“If a parent on whom a school attendance order is served fails to comply with the requirements of the order, he is guilty of an offence, unless he proves that he is causing the child to receive a suitable education otherwise than at school.”

The LA will only consider serving a School Attendance Order if it has reasonable grounds to consider that a child is not receiving a suitable education. Prior to this it will try to work with the parents in order to address the situation informally.

If the concerns raised relate to the child’s welfare, rather than their education, these will be referred to the appropriate Children’s Services as in all cases concerning child welfare or safeguarding.

Staffordshire County Council is committed to working with home educating parents in a spirit of partnership and cooperation in order that both parties – parents and the council – can effectively meet their respective duties under existing legislation.

7. RESOURCES

EHE team –

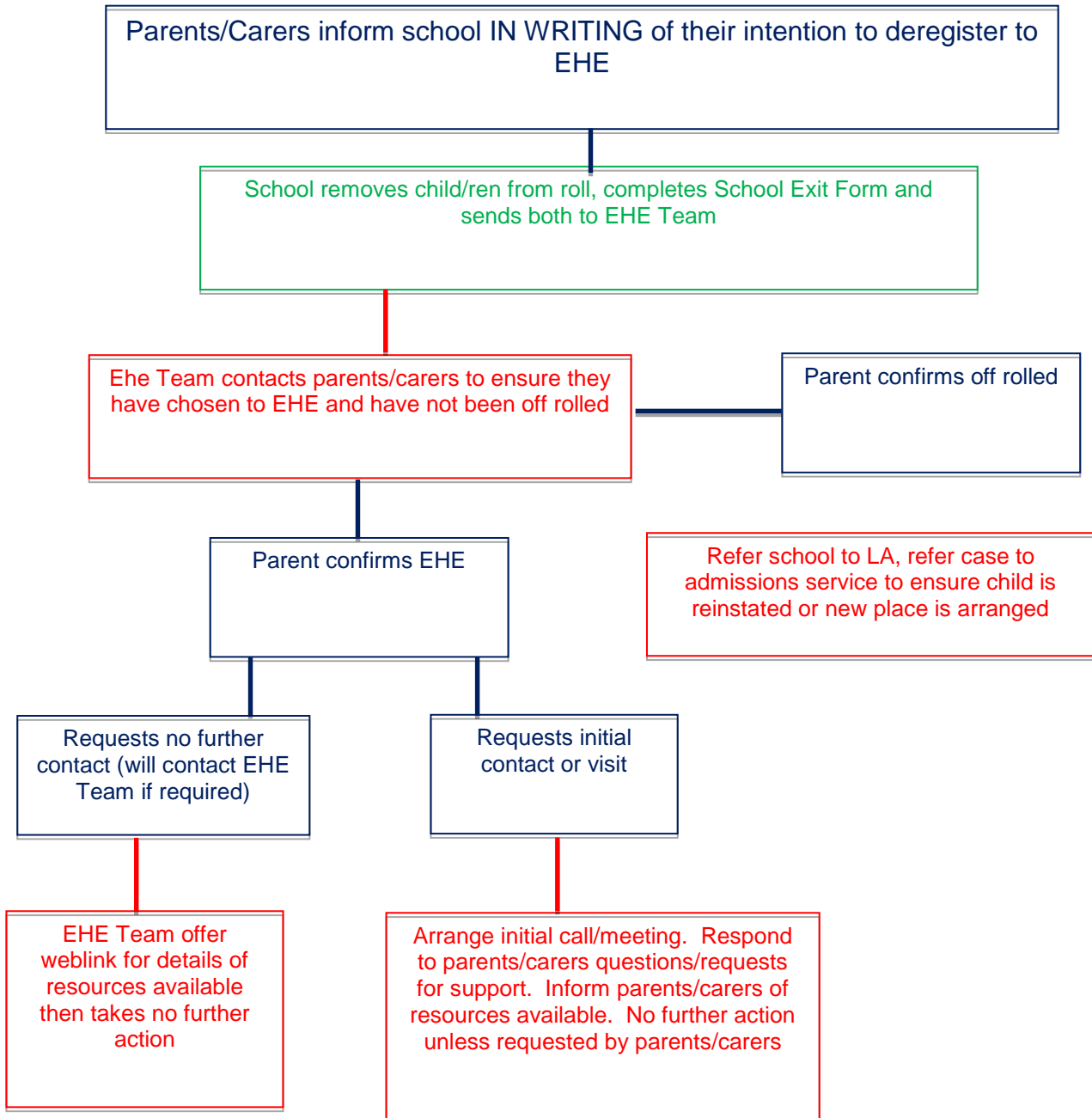
SEND FP IAG Service –

Local EHE community –

Appendix 1

Procedure for Deregistering from Mainstream School

- Parents/Carers
- Schools
- EHE Team



Appendix 2

Procedure for Deregistering from a Special School

1. Consent to deregister from a special school:

a. Who decides if a child can be deregistered from special schools?

- Best practice would be for an early Annual review of the statement usually held at the school with parents and a representative of the EHE service, SEND assessment and planning team .
- At this meeting parents would be asked to provide information regarding their plans to provide suitable education.
- Agreement can be given at the meeting.

b. What is the involvement of EHEFP?

- The purpose of EHEFP contact information etc. needs to be shared by the community.
- At this moment in time I am assuming that the newly developed service has plans to support in a similar way to the SEND family partnership Information and advice service.
- If that is the case then one role would be supporting the family in sharing their plans for the suitable education in likelihood pre and during the meeting

c. What are the criteria for the decision and where are they written in policy?

- Criteria is not written down in policy at present its based on case law.
- Currently the following guidance is worked with
- “SEND key worker requests the parents provide information which suggests that they have plans to provide their children with a suitable education and take into consideration the child’s needs on statement/EHC plan.”
- This may be an area of work that in consultation we could move forward on
- e.g. clarity in partnership on the following :
- *consent to be given on the basis of the ability of the parent to provide a suitable education for that child taking into account their age, ability, aptitude and SEN, and therefore it would seem sensible for a trail period to exist whilst the child is in the home, but without attendance enforcement action being taken.*

Appendix 3 EHE Methods and Philosophies (An Introduction to)

School
at home

Radical
Schooling

There is no 'right' or 'wrong' when it comes to home education, there is however a broad spectrum of methods and philosophies. Some parents choose to recreate school at home whilst others act as partners to their children, supporting and facilitating the child's learning as led and chosen by the child. Some philosophies apply only to education, others relate to all aspects of life. Many families move around the spectrum throughout their home ed journey, even having one method for a particular area/subject and a different method for others. The methods/philosophies on the right side of the diagram above tend to be the hardest to understand and assess, and often look very different to school/school at home.

Key features: School at Home

This is not supposed to be a checklist of things to look for, more a list to give a flavour of what just one method of home education might look like

- May have a classroom/school room at home
- Possibly follows a curriculum or teaches subjects
- May have a timetable or specific learning/teaching times
- Differentiates between learning and living
- Often structured, focusing on things a child 'needs' to learn

Key features: Radical unschooling

This is not supposed to be a checklist of things to look for, more a list to give a flavour of what just one method of home education might look like

- Does not differentiate between living and learning
- Parents partner their children, supporting them in their interests, researching resources, activities, people that may help them find out more

- Learning what food makes them feel good is as important as learning to read (just one example)
- Trusts (and works hard to facilitate when appropriate) that children will learn the skills they need as and when they need to. This can mean not learning to read until 12 or older, but to be reading at their age level within just a couple of months; or being able to pass exams with just a short study period (not always the case)
- Focuses on the child's interests. Radical unschoolers tend to know their children very well, what they enjoy, how they learn, what motivates them etc. This makes it possible for them to 'strew' information, resources, activities that may help the child deepen or broaden their understanding/knowledge
- Rarely has a classroom/school room at home
- Can look like 'holidays' all the time - lots of outdoor time, unlimited access to computers, games, books, toys
- Only follows curriculum at child's request
- Children often stay up late, wake up late, wear 'interesting' outfits, eat at conventional times/'unhealthy' food....this does NOT mean they are neglected/at risk! RU parents believe (IME) that children need to experience things to understand them (very simplistic - will explain more at meeting)

DRAFT WORKING DOCUMENT

Staffordshire EHE Policies & Procedures

Updated: May '16
Review Date:

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Abbreviations used in this document:

Elective Home Education (EHE)
Staffordshire County Council (SCC)
Local Authority (LA)
Department for Education (DfE)
Elective Home Education Family Partnership (EHEFP)
Special Educational Needs & Disability Family Partnership (SENDFP)
Inclusion and Disability Support Service (IDSS)
Targeted Services Local Support Team (LST)
Children Missing Education (CME)

1.0 Introduction

1.1

The purpose of this document is to set out the current legal position and to outline SCC's procedures as they relate to EHE of children / young people of compulsory education age.

2.0 What is Elective Home Education?

2.1

Elective Home Education is the term used by the Department for Education to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by an LA or education provided by an LA other than at school.

2.2

Home education is an option that any family may consider for their children **being refused a place for their child at a preferred school**. The reasons for deciding on this approach are many, as are the styles of education undertaken. The following list is by no means exhaustive but does contain examples of some of the common reasons for home educating:

- a lifestyle choice
- religious or cultural beliefs
- philosophical or ideological views
- distance or access to a local school
- dissatisfaction with the current education system
- bullying
- a child's unwillingness or inability to go to school
- as a short term intervention for a particular reason
- special educational needs
- parents' desire for a closer relationship with their children

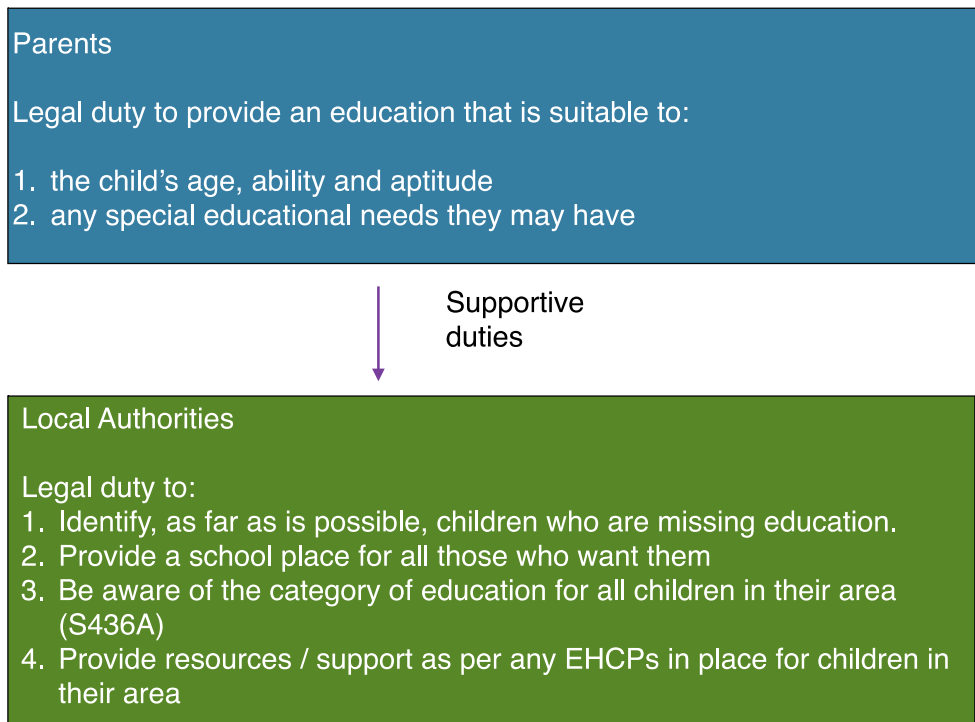
2.3

Home education comes in many different formats and can look different in every family.

3.0 Parents and the law relating to Elective Home Education

3.1

Figure 1: Hierarchy of legal duties of parents and local authorities



3.2

The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not

3.3

Parents have a duty to secure an appropriate full-time education for their children. Some parents choose to do this by educating their child at home.

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to

- a. his age, ability and aptitude, and*
- b. any special educational needs he may have,*

either by regular attendance at school or otherwise.

[From Section 7 of the Education Act 1996](#)

3.4

Parents have the right to ensure their child's education conforms to their own religious and philosophical convictions.

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."

[Article 2 of Protocol 1 of the European Convention on Human Rights](#)

3.5

There is currently no legal definition of 'full-time' education and currently no set hours that amounts to a full time education. 'Full-time', therefore, does not mean being bound by school hours and terms, as this measurement of contact time is not relevant to home education where there is often almost continuous one-to-one contact.

"An 'efficient' and 'suitable' education is not defined in the Education Act 1996 but 'efficient' has been broadly described in case law [Harrison & Harrison vs Stevenson Appeal 1981] as an education that 'achieves that which it sets out to achieve', and a 'suitable' education is one that 'primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so'.

From Elective Home Education Guidelines For Local Authorities

4.0 Deregistering From Schools

4.1

Parents are not legally required to inform the LA when they decide to EHE.

4.2

Mainstream Schools: Parents are required to notify the school in writing when withdrawing a child, registered at the school, for EHE
(See procedure flowchart 'School Deregistration' in appendix 1).

4.3

Special Schools: Children educated at Special Schools are done so under the terms of a contract between the parents/carers and the LA (Statement / EHCP). Both parties must agree changes to that contract in writing. As a result of this, agreement from the LA is required to deregister pupils currently educated at a special school.

4.4

School Attendance Orders: If a child is registered at a school as a result of a school attendance order the parents must get the order revoked by the LA on the grounds that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be deleted from the school's register and educated at home.

4.5

The type of educational activity can be varied and flexible. It is recognised that home-educating parents offer a personalized curriculum but are **NOT** required to:

- teach the National Curriculum
- have a timetable
- have premises equipped to any particular standard
- set hours during which education will take place
- have any specific qualifications
- make detailed plans in advance
- observe school hours, days or terms
- give formal lesson
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards

4.6

Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the costs of any public examinations.

5.0 Local Authority Responsibilities Relating to EHE

5.1

The responsibilities placed on LA's relating to EHE are reactive duties, only to be used in prima facie cases, not as a blanket proactive duty. The duty to provide an education rests with the child's parents, in those rare cases where there are reasonable grounds to believe this duty is not being fulfilled, the LA can issue a School Attendance Order.

5.2

When the LA receives notification from a school that parents have elected to home educate, the procedure outlined in the flowchart 'School Deregistration' is activated (**Appendix 1**).

5.3

There are no statutory duties in relation to the routine monitoring of home education.

5.4

Concerns about the education or welfare of a home educated child should be referred to the correct department (**Appendix 3**).

6.0 Children with Special Educational Needs

6.1

Parents' right to educate at home applies equally where a child has special educational needs (SEN). This right is irrespective of whether the child has a statement of SEN or an Education, Health and Care Plan (EHCP).

6.2

A Statement or EHCP is a legal agreement between the LA and the parents of the child it relates to. As such, both parties must agree a change to it before that change happens to avoid breaking the terms of the agreement.

6.3

Parents can either request an early review (usually completed annually) of their child's Statement or EHCP (regardless of when the last review was completed) and state their desire to alter it to confirm EHE or parents can write directly to the SEND Assessment and Planning Team to request a change confirming EHE. The LA will sometimes request information regarding the provision. Unless there are exceptional circumstances that mean further investigation is required, the LA will write to the parents and school confirming the start date of EHE (**Appendix 3**)

6.4

On confirmation of a child's removal from roll for EHE, the LA will notify the SEND Assessment and Planning Team (SEND APT) who will, within 12 weeks, make arrangements to review the statement/EHCP considering the change in provision. SEND APT will advise parents that they can ask for a member of EHEFP and / or SENDFP to be invited to this review and to the Annual Review if they wish.

6.5

Where a child who is home educated has a statement of SEN or EHCP, the LA retains a duty to maintain and review it annually, following the procedures set out in the Code of Practice for SEN. Parents should always receive an invitation to the review process, however it is not mandatory to see the child, the parents or the home as part of the review.

6.6

Parents do not have to arrange provision detailed in the statement/EHCP, but do have a duty to provide an education suitable to their child's age, ability and any special education needs. Where parents elect to home educate a child with a Statement/EHCP, this change of placement will be reflected in the Statement/EHCP.

The Statement/EHCP may identify provision to be secured by the LA, where the LA considers it necessary to assist parents to fulfill their responsibilities.

7.0 School Responsibilities When Deregistering to EHE

7.1

The school must delete the child's name from their admission register immediately upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. Schools must make 2 returns to the LA no later than the point at which they delete the pupil's name from the register, using the 2 exit forms. The LA will provide parents with a copy of the notification from the school.

7.2

Schools must not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion they must follow the statutory guidance. If the pupil has a poor attendance record, the school and LA must seek to address the issues behind the absenteeism and use the other remedies available to them.

7.3

A child receiving a suitable education at home is not a child missing education.

*'There are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school **is not known**, the local authority must investigate the case and ensure the child is receiving suitable education. Investigation **isn't warranted** where the reason for a child not attending school is **known**.'*

CME Guidance – 6. Children who cease to attend school

8.0 Reviewing Procedures and Practices

8.1

Staffordshire County Council will arrange and advertise twice yearly open meetings with the EHE community and send out an annual satisfaction survey to those EHE families known to them.

8.2

Staffordshire County Council will review these guidelines and practice in relation to EHE at least every three years. Service users will be invited to be involved in the process of review in order to ensure the most effective practice and to strengthen partnerships.

Appendices

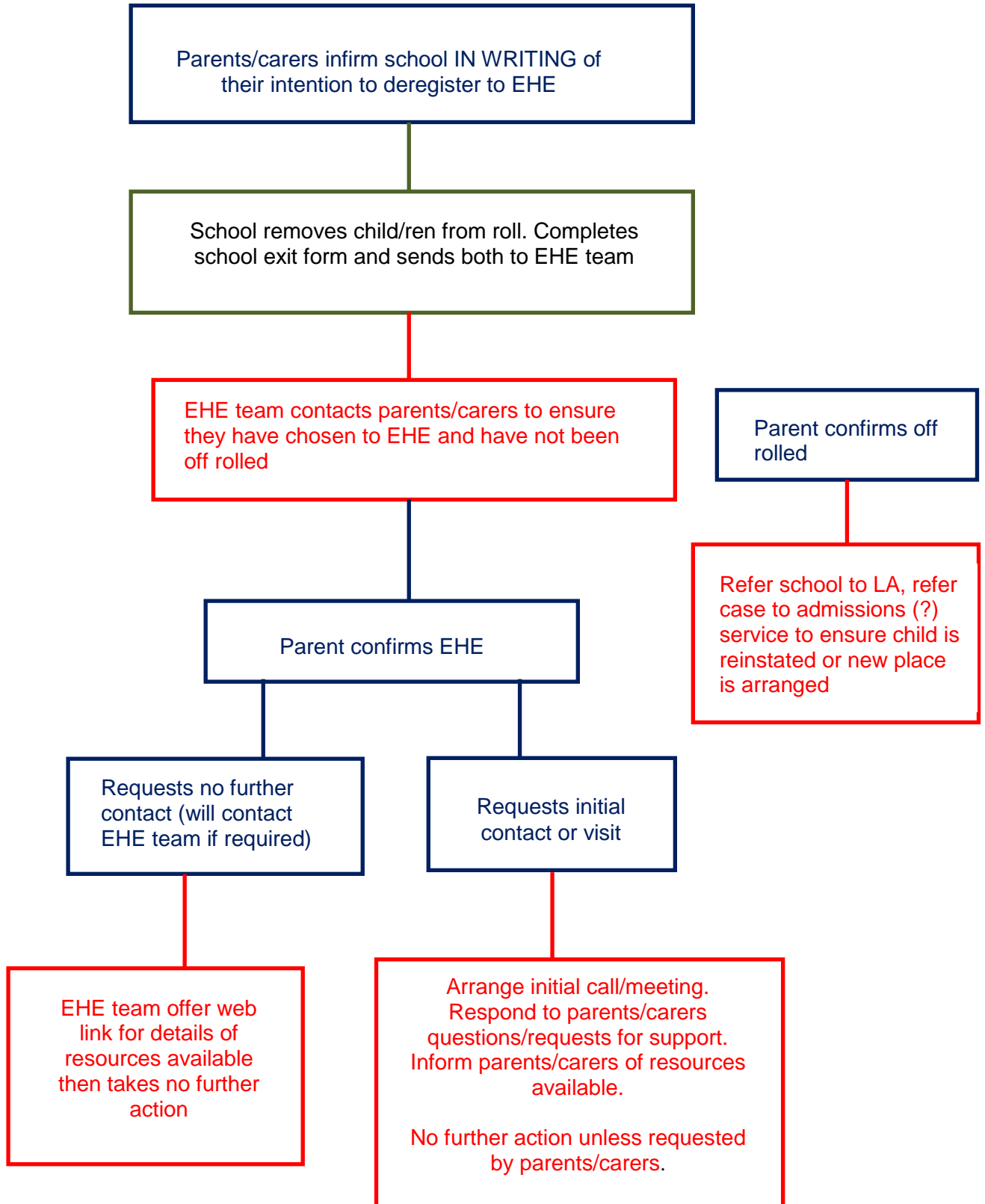
List of Appendices

Original Appendix 1 removed as repeats 3.1

1. Procedure for Deregistration from Mainstream Schools
2. Procedure for Deregistration from Special Schools
3. Copy of School Exit Form: Targeted Services LST

**Appendix 1
Procedure for Deregistering from Mainstream School**

- **Parents/carers**
- **Schools**
- **EHE team**



Appendix 2

Procedure for Deregistering from Special School

1. Consent to deregister from a special school:

a. Who decides if a child can be deregistered from special schools?

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Appendix 3

School Exit Form: Targeted Services LST

STAFFORDSHIRE EDUCATION TARGETED SERVICES (LST)
PUPILS ELECTIVELY HOME EDUCATED
SCHOOL EXIT FORM

The purpose of this form is to determine whether the school has identified any welfare/safeguarding concerns which the LA or other agencies should be aware of when the child deregisters to EHE.

(Please report "No concerns" where applicable).

Name of child: _____ Dob: _____

Unique Pupil Number: _____ Student ID: _____ NCY: _____

Name of Parent: _____

1. _____ PR Y/N

2. _____ PR Y/N

3. _____ PR Y/N

Address (1st parent): _____

Telephone (1st parent): _____

School: _____

Detail of any concerns or "No concerns": _____

Bullying issues raised with school? Y/N

History of exclusions? Y/N

History of attendance below 85%? Y/N

History of a Child Protection Plan? Y/N

Has the school raised welfare/safeguarding concerns in the past? Y/N

Information given by: _____

Designation: _____

LST: _____

Date: _____

Local Members' Interest

Prosperous Staffordshire Select Committee – 26 July 2016

Standing Advisory Council on Religious Education (SACRE) Annual Report and new Agreed Syllabus

Recommendation

That the Prosperous Staffordshire Select Committee:

1. scrutinise the work of the Staffordshire SACRE through their Annual Report;
2. ensure membership of Committee A is representative of the religious make up of Staffordshire residents and reflect on membership changes; and
3. consider the work undertaken on the Agreed Syllabus.

Report of the Cabinet Member for Learning and Skills

Summary

What is the Scrutiny and Performance Committee being asked to do and why?

SACRE's are required to produce an annual report detailing the work they have undertaken and the Select Committee receives a copy of this report each year.

Each SACRE is also responsible for ensuring that the locally agreed syllabus for Religious Education (RE) is reviewed every five years. Staffordshire's RE syllabus was last reviewed in 2009. Having carried out a review SACRE members undertook considerable work rewriting the Syllabus to ensure its relevance following the significant changes within education.

SACRE membership is made up of four committees. Membership of Committee A should include representation of the Christian denominations and other religions and their denominations reflecting the principal religious traditions of the area. Changes have been made to the representation within this group as well as to the co-opted membership of the SACRE.

Report

Annual Report

Each SACRE is required to produce and publish an annual report outlining the work they have undertaken throughout the year. The Staffordshire SACRE Annual Report 2014-15 (Appendix 1) gives a summary of SACRE's work, details the standards and quality of RE provision within Staffordshire, considers the effectiveness of the locally agreed syllabus, looks at the issues around collective worship, and considers the contribution of the SACRE to the community cohesion agenda.

Agreed Syllabus Review

The Education Act 1993 requires the Local Authority (LA) to institute a review of its locally agreed syllabus every five years. This is because whilst there is a requirement for all schools to teach RE, RE is not part of the National Curriculum but is a local responsibility. Through the SACRE local communities have the opportunity to influence directly what pupils learn in RE. Staffordshire's Agreed Syllabus was last reviewed and issued to schools in 2009.

The Locally Agreed Syllabus is the statutory document for RE in the LA. It sets out what should be taught to pupils in all key stages and the standards expected of them at the end of each key stage. It is produced by an agreed syllabus conference.

An agreed syllabus conference (ASC) is a statutory body brought together in order to produce an agreed syllabus for RE. It is a separate entity from a SACRE although it has the same committee structure and can be made up of the same members. There is no provision for co-opted members on an ASC.

Staffordshire SACRE convened an ASC to undertake the syllabus review and a range of options for rewriting the syllabus were explored. It had been hoped to include REToday specialists in the development of the new syllabus, however funding constraints had prohibited this. The LA was however able to commission 20 days from within Entrust, separate from the SACRE budget, to support the syllabus review. SACRE Members undertook to rewrite the syllabus themselves, drawing on their own expertise and that of the Entrust RE Specialist, Emma Jardine, and that of Independent Consultant Mary Gale during Emma's maternity leave. The work was undertaken by a small working group of SACRE Members, led by the SACRE Chairman, Rev Prebendary Michael Metcalf, and was mostly undertaken during twilight sessions.

SACRE considered a draft of the new syllabus at their spring term meeting. The Syllabus sought to avoid being too prescriptive whilst still providing schools and teachers with adequate support. The new Syllabus has a core strand of Christianity as the predominant religion to be studied, with Islam also being studied at each key Stage. Whilst it is proposed that only these two faiths are considered in detail at Key Stage 1 (KS1), learning and celebrating other religions and religious festivals at a less in-depth level is also envisaged. A third religion should be included as a main focus from Key Stage 2 onwards, while opportunities should be taken throughout the Key Stages to enable pupils to become aware of the wider diversity of faiths and non-religious stances, and to consider the challenges of living together in a plural world.

Assessment is no longer prescribed using "levels", however guidance on assessment is given using "age related expectations". These make clear the expected knowledge and understanding for pupils of a specific age within each KS and will be used to assess whether a pupil is working at, above or below the expected level.

At their 6 July meeting the ASC agreed the revised Syllabus (Appendix 2) and commended it to the Cabinet Member for adoption as the County's statutory Agreed Syllabus in RE for all maintained schools. It is anticipated that the new Syllabus will be implemented in schools from September 2016.

SACRE Membership

Each SACRE is made up of four committees:

- Committee A – The 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

The make-up of Committee A will vary from SACRE to SACRE to reflect the diversity of the various faith communities in the locality. The group is made up of representatives of Christian denominations (other than the Church of England), and may include representation from the Catholic Church, Orthodox Churches, Free Churches (for example Baptist, Methodist, United reformed, Pentecostal and the Salvation Army) and the Society of Friends. It will also include representatives from other faiths in the area, for example, Buddhists, Baha'is, Hindus, Jains, Jews, Muslims, Parsees, Sikhs.

Staffordshire SACRE has the following representation on their Committee A:

- Catholic
- Free Churches
- Muslim
- Sikh
- Hindu
- Jewish
- Salvation Army
- Buddhist
- Humanist

The latest data on the religious make-up of Staffordshire's population is taken from the 2011 Census, as set out below, which indicates that SACRE's Committee A reflects the diversity of the various faith communities in the locality.

ONS Crown Copyright Reserved [from Nomis on 14 April 2016]		
Religion	All categories: Age	%
Christian	578,352	68.2%
Buddhist	2,017	0.2%
Hindu	2,773	0.3%
Jewish	299	0.0%
Muslim	10,817	1.3%
Sikh	3,086	0.4%
Other religion	2,783	0.3%
No religion	193,662	22.8%
Religion not stated	54,700	6.4%
Total	848,489	

According to their terms of reference SACREs have the authority to co-opt members onto their Council, with co-opted members being able to take a full part in any debate but not

being entitled to participate in any vote. SACRE agreed the co-option of a humanist representative in March 2002 and a Baha'i representative in 2008.

Having received representation from Mr Richy Thompson, Campaigns Officer for the British Humanist Association (BHA), SACRE considered changing their membership to include humanist representation on Committee A. Whilst humanism is not a religion a recent European court ruling indicated that "faiths" included faiths and other life stances, and therefore it was legally possible to include a humanist representative as a full SACRE member. SACRE recommended the inclusion of humanist representation on Committee A to the Cabinet Member, who agreed this in 2012.

SACRE has recently been contacted by Staffordshire members of the National Spiritualist Union (NSU) seeking representation on the SACRE. At their Spring term meeting SACRE heard details from Julia Almond on the NSU in Staffordshire and after consideration they agreed to recommend to the Cabinet Member that the NSU have a co-opted place on the Staffordshire SACRE. The Cabinet Member for Learning and Skills has approved this co-option.

Link to Strategic Plan

Ready for Life- Focus on school improvement and providing access to a good education.

Implications

Equalities and Legal:

In line with the Education Act 1993, and the Education Act 1996, Part V, Chapter 111, Schedule 31 and the Schools Standards and Framework Act 1998, Chapter Vi and Schedules 19 and 20.

Resource and Value for Money:

SACRE Members have undertaken the majority of the work necessary to rewrite the agreed syllabus on a voluntary basis, enabling a fit for purpose syllabus to be produced alongside the 20 days commissioned from Entrust to support this process.

Contact Officers

Name and Job Title: Helen Phillips, Scrutiny and Support Officer

Telephone No.: 01785 276143

Address/e-mail: helen.phillips@staffordshire.gov.uk

Appendices/Background papers

Appendix 1 - SACRE Annual Report 2014-15

Appendix 2 – Staffordshire Agreed Syllabus for RE

Staffordshire Standing Advisory Council on Religious Education



**25th Annual Report
September 2014 - September 2015**

From the Chair of SACRE



Chairman's letter for SACRE Annual Report 2014-15

I am pleased to present Staffordshire SACRE's Annual Report for 2014-15. SACRE's year has been marked by two distinct elements: the negotiations to achieve the writing of a new Agreed Syllabus in RE, and the maternity leave of the County's RE Adviser Emma Jardine, together with the temporary appointment of Mrs. Mary Gale to take on Emma's SACRE work during her leave. Ms. Jardine now has a healthy baby girl, while Mrs. Gale has coped splendidly with her new role, for which Staffordshire SACRE expresses its

grateful appreciation to her.

The County's current RE Syllabus has a long history. The 1988 Education Reform Act brought about some radical changes to the local delivery of RE, both in making SACREs statutory and also, more importantly, in requiring all new RE Syllabuses to take note of other significant religious traditions in Britain as well as Christianity. This basic legislation, something of a compromise at the time, remains in place to this day.

Following the passing of the Act, and under the magisterial chairmanship of Councillor Roger Wright (a former teaching colleague of mine), Staffordshire SACRE was duly convened. SACRE at once put in hand the creation of a new RE Agreed Syllabus for the County, to accord with the guidance of the 1988 Act. Working groups came together with Paul Bellingham, Senior RE Adviser, to shape the new Agreed Syllabus. I had the privilege of being one of the original members of Staffordshire SACRE, representing the Church of England, and of contributing to one of the working groups.

After much hard work, the Syllabus was formally accepted by an Agreed Syllabus Conference and by the County Council, and was launched in 1992. In addition to the Syllabus itself, the full document contained much information and a wealth of supporting teacher materials. The Syllabus gained a national reputation, and was at the forefront of contemporary curricular developments in RE. The fact that it has since undergone several revisions and editings, but has not yet been wholly replaced, is a testimony to its essential soundness and to its usefulness to classroom teachers. It has served the County well.

Staffordshire SACRE believes the time is now right for county schools to have the opportunity of working to an Agreed Syllabus in RE which reflects current curricular language and draws upon the most up-to-date insights and developments within the RE world itself. Although the schools' scene has been affected by the growth of Academies, and in their freedom to choose alternative RE syllabuses, in practice most seem still to be using Staffordshire's syllabus, voluntarily. In truth there is much to be said for sustaining such continuity, transferability and networking among all the schools in the County.

Times change. The County's capacity to act freely and deploy a range of resources is now severely restricted. This presents a marked contrast with the "years of plenty" two decades ago. While the following news strictly falls outside the year under review for this Report, I am pleased to be able to record that an arrangement has now been made (November 2015) which will enable work on the new Agreed Syllabus to go ahead. Meanwhile, teachers in our schools have been continuing to use the existing syllabus, and our warm thanks and appreciation are extended to them once again for the faithful and committed work they are doing.

Staffordshire schools and Staffordshire SACRE are not immune to broader issues affecting our society. Over the past year SACRE has received information on the Trojan Horse affair and the worries and concerns regarding radicalisation of pupils throughout the whole country. These are difficult times for educational establishments; Staffordshire SACRE has sought to offer supportive advice when required. In the light of all this, it is even more imperative that Staffordshire pupils continue to have access to the highest quality Religious Education, to enable them to become religiously literate and to be equipped and motivated to contribute positively and constructively to the development of the UK through the 21st Century.

Richard R. Metcalf

Rev. Preb. Michael Metcalf

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1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2014 to July 2015. 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/Resources/Religious%20Education/Pages/Contents.aspx>

The statutory duties of a SACRE are given in Appendix 1. Page 15
The membership of the SACRE is given in Appendix 2. Page 16

2. A summary of the work of the SACRE September 2014-2015

- Monitoring of provision was carried out via survey monkey questionnaires with no key issues identified.
- The SACRE monitored provision and attainment in externally accredited courses in Religious Studies. In 2014 entries for GCSE Full Course continued to rise sharply and there have been no entries for GCSE Short Course. Since 2012 there are now 2233 more entries for full course GCSE. This reflects national changes in the examination system and the de-valuing of the short course GCSE. It is positive that entries overall have not declined and that examination and accreditation is still favoured at KS4. The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus; these findings show that the vast majority of schools are compliant. Standards achieved at GCSE have declined in Staffordshire as entries have increased. This may be because this is the first attempt at full course RE for many schools.
- Entrust offered support to teachers through the central programme of professional development opportunities, the Entrust website and offers of resources. Schools have also continued to access the bespoke training opportunities offered by Emma Jardine, the Senior Teacher Consultant for Religious Education during Autumn Term 2014 and Spring terms 2015.
- Support for RE in Staffordshire via the Entrust website has proven a useful resource for teachers with many going on to access resources.
- SACRE's Code of Conduct has been adopted and signed by all members.
- Staffordshire SACRE was represented at the NASACRE Conference, the NASACRE Annual General Meeting and the AREIAC conference.
- The well attended SACRE Lecture continues to promote and support RE.
- SACRE's decision to fund networking opportunities for teachers of RE in locations across the county was successful. Sessions were well attended.
- The partnership with NASACRE, the National Association of SACREs, is strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends of Faith.
- The March 2015 Staffordshire RE conference 'Progression and Assessment- getting it right' focused on meaningful progression in RE with clarification and support for schools in a life without levels. Dilwyn Hunt was the key note speaker, returning to Entrust by popular demand, he reflected on the changes in assessment allowing delegates to explore key issues in curriculum, planning, teaching, learning and assessment that will help to move RE forward in their schools.
- No determinations have been requested during this academic year.
- SACRE promoted and supported a cohesive community through the agreed syllabus through activities during the year such as the 'Explore Islam Exhibition' and the newly developed Entrust package of faith and cultural workshops bookable throughout the year by schools.
- SACRE have initiated a formal review of the Staffordshire Agreed Syllabus after being authorised to do so by Councillor Ben Adams. The committee has met three times and provided options for providing a revised new agreed syllabus. We await the decision.

3. Standards and quality of RE provision

3.1 Compliance and time allocation for RE

Monitoring

Monitoring took place via Survey Monkey and also from the scrutiny of SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection reports that took place during the academic year 2014-2015. All Staffordshire schools were invited to respond to SACRE monitoring surveys via email and the E Newsletter. See Appendix 4.

Primary Monitoring headlines:

- Collective worship takes many forms including whole school and classroom based collective worship.
- Respondents stated that faith/community visitors contributed to collective worship in their schools.
- Very small numbers of pupils are withdrawn from collective worship.
- Respondents provide RE for pupils with 66% of KS1 classes allocated one hour or more a week and 66% of KS2 classes allocated one hour or more a week. This meets the recommendations of the SACRE. Some schools comment that they are now delivering block weeks of religious education teaching as an alternative delivery model.
- Teaching assistants are employed in the delivery of RE in 25 schools. This included TAs deliver RE in PPA time, supporting individual pupils and in 12 schools planning and delivering the RE Curriculum.
- In 94% of schools planning was based on the Staffordshire Agreed Syllabus.
- In 77% of the schools that responded teachers had had access to CPD for RE. This figure is a slight increase from last year.
- This survey has provided SACRE with an up to date picture of RE provision

Opportunities should be found in the next academic year to remind and assist schools to make the best use of the CPD that is available via Entrust to support the use of the Staffordshire Agreed Syllabus.

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 respondents 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 Public examination entries in RE

Examination analysis

The examination analysis in section 3.2 and the monitoring activity highlighted in 3.1 indicate that a significant proportion of Staffordshire high schools offer a high percentage of their students the opportunity to follow an examination course in religious studies. This has been identified in the Agreed Syllabus 2009 as the preferred option by the SACRE. Schools that do not offer this opportunity to their students are requested to apply to the Advisory Council for a variation of practice. It was hoped that this would have a greater impact at key stage 4 as the new syllabus becomes embedded in school practice. To date no schools have applied for, and been granted, a variation. It should be noted that Academies have to offer Religious Education in accordance with their funding agreements. To SACREs knowledge a number of Academies continue to offer an examination option for their students and continue to work with the Agreed syllabus.

At the Spring term meeting the Advisory Council received a statistical analysis of the standards achieved in GCSE (full course), advanced level and advanced subsidiary GCE Religious Studies by pupils examined in the summer of 2014 (See Appendix 4).

Members asked that letters of congratulations and support be forwarded to the schools referred to in the report where strong results had been achieved.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2014 See Appendix 5

Key issues identified in the analysis are as follows:

Overall

- a) In 2014 entries for GCSE Full Course have risen sharply and there have been no entries for GCSE Short Course. Since 2012 there are now 2233 more entries for full course GCSE
- b) This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- c) It is positive that entries overall have not declined and that examination and accreditation is still favoured at KS4. The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus; these findings show that the vast majority of schools are compliant.
- d) Standards achieved at GCSE have declined in Staffordshire. This decline may reflect the fact that, amongst other things, as entries have increased sharply this may be the first attempt at full course RE for many schools; there may be staffing pressures in schools; staff may need further training in teaching the full course as opposed to the short course; teaching time for pupils may not have been increased to take account of the extra content involved in short course.
- e) Overall 58 students across 19 schools were entered for AS level and 162 students across 23 schools were entered for A Level at the end of KS5. There is a small drop in the number of entries at both AS and A Level.

Full Course GCSE

- a) The number of schools entering pupils for the Full Course has risen sharply this year. 48 of Staffordshire's 54 schools enter pupils for Full Course GCSE.
- b) The percentage of pupils attaining grades A* to C in Full Course nationally has decreased. This coincides with a decrease in Staffordshire. The differential between the national average and the Staffordshire average is -0.65 percentage points. For the first time in 2 years Staffordshire students have performed slightly below the national average.

Short Course GCSE

a) There was no local data for GCSE Short Course RE this year.

Advanced Subsidiary (AS) Level GCE

- a) The number of entries at AS level has fallen slightly this year.
- b) The number of boys has remained steady but entries from girls have fallen.
- c) The percentage of pupils gaining higher grades A-B is below the national figures.

Advanced (A) Level GCE

- a) The number of pupils entered for A Level (A2) has fallen slightly. This is not unexpected and is a reflection of the fall in entries since 2013.
- b) At the higher grades Staffordshire pupils' attainment is slightly below with the national average for both boys and girls.

Teachers and pupils in Staffordshire schools are to be congratulated on their hard work and continued efforts to raise the standard of attainment in the County.

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

3.3 Standards and achievement

Schools were asked to submit teacher assessment levels for RE at the end of key stage 3. This is done on a voluntary basis, giving a basic database for review. The information has been shared with RE teachers at network meetings and has been well received.

3.4 Quality of teaching, quality of leadership and management

Monitoring the quality of teaching and the quality of leadership and management continued to be an issue for the SACRE. There is no systematic means of gathering information to provide reliable evidence on which to base judgments.

The monitoring survey did reveal that in all of the secondary schools that responded there was a specialist RE teacher leading RE. Schools are able to pay for bespoke support and evaluation of their leadership of RE and to date several have opted to do so but it is a voluntary option.

3.5 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 that 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.

Professional development opportunities

A full programme of professional development opportunities was available for teachers to opt into via the senior teacher consultant for RE and QLS (now Entrust). (See Appendix 6).

3.6 Resources

Linguistic and Cultural Mediators

The Senior Teacher Consultant for RE worked alongside the team of Linguistic and Cultural Mediators (LCMs) employed by Entrust to plan a series of Inter faith/cultural experiences 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 LCMs are now able to offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of the LCMs.

Guidance was provided for leadership teams including governors on how to approach the inclusion of British Values as part of SMSC in the school curriculum. Information on issues such as radicalisation and PREVENT were included in this information. In addition support for Policy development was provided.

A continued series of briefing will be provided to ensure leadership teams including governors are kept up to date.

Guidance for Governors regarding RE has been provided through the Governor Information packs. The two parliamentary briefing papers regarding RE have been shared with governors in briefings and training courses.

SACRE members have been provided with the parliamentary briefing paper Religious Education in schools. This report gives information on the position of RE within schools. It is particularly noteworthy that RE GCSE uptake in schools has risen from 164,000 in 2008 to 260,000 in 2014.

Staffordshire RE website

The Entrust web portal is now the major source of support materials for the agreed syllabus. As part of the web portal Staffordshire schools continue to have full access to support materials via a log in and password.

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

4.1 SACRE meetings

Meetings were held on November 12th 2014, February 9th 2015 and July 8th 2015. The first two meetings were held at 2.00 p.m. at the Kingston Centre, Stafford. The July meeting was held at the new Entrust HQ at Riverway, Stafford. Future meetings will be held at the new HQ.

At the Autumn term 2014 meeting Michael Metcalf and Hifsa Haroon-Iqbal were elected as chair and vice-chair respectively for the following year.

4.2 Membership

There have been several changes to the membership of the SACRE during the year.

- Liz Williams was replaced by Sam Kirwan as the ATL representative on Committee C.
- Mr I Lawson replaced Mr C Wileman from the July 2015 meeting on Committee D
- Mr P. Moseley became the new Humanist representative from the 9 July 2015 meeting
- Mrs M Gale replaces Ms E Jardine during her maternity leave, she attended the February 2015 meeting as an observer and replaced Ms E Jardine from the July 2015 meeting.
- There continue to be a number of vacancies.

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

4.3 Training

For 2014-2015 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers. There was a good level of attendance by members at key events during the year including the SACRE lecture. SACRE members were also invited to attend the NASACRE AGM.

4.4 SACRE developments

The SACRE lecture

The Tenth Annual SACRE Lecture was given by Dilwyn Hunt who is an independent RE consultant with expertise in RE assessment and publishes his own RE books. He has been advising nationally to the Religious Education Council on ways in which assessment needs to move in order for schools to improve their RE. Dilwyn firmly believes that assessment should not drive the learning but rather support the learning. At the SACRE lecture, suitable for both primary and secondary colleagues, he shared his expert knowledge of how to ensure our pupils make excellent progress in Religious Education at all levels.

It took place on Tuesday 16th September 2014 at The Kingston Centre, Stafford between 4-6pm and was well attended. Feedback from the event was excellent and reflected positively on the assessment focus.

The Eleventh Annual SACRE Lecture in Autumn 2015 will aim to maintain this momentum with a lecture focusing on how much "RE matters" with the guest spaker Ms Helen Harrison.

This fantastic opportunity was generously subsidised by Staffordshire SACRE

4.5 LA support for the SACRE

The LA now commissions its support for religious education from Entrust. Emma Jardine remained in post as the Senior Teacher Consultant for RE in Staffordshire until Spring 2015. Her role included supporting the SACRE. Emma went on maternity leave in late March 2015 and will return in Spring 2016. Support for the SACRE during her maternity leave is provided by Mary Gale- a retired Headteacher associate consultant for the LA and Entrust. Up until 2013 she was a longstanding member of SACRE.

4.6 Financial support

£12,030 was made available to support the work of SACRE during the financial year 2014-2015 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2014-15 were identified as supporting schools to be aware of their statutory responsibilities and to provide support to the Customer in relation to fulfilling the statutory functions for SACRE, including but not limited to:

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

The budget was a standing item on the agenda at each meeting (see Appendix 7).

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 had 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, Michael Metcalf, is also treasurer of 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 2014-2015 included :-

- The discussion of the joint AREIAC and NASACRE conference on the Trojan Horse incident.
- Response to the letter from Lord Nash.
- Response to the Charlie Hebdo incident in Paris.
- A survey of SACRES and the level of uncertainty regarding LA support in the future.
- The Chairman's visit during April 2015 with a number of NASACRE representatives to Bosnia and Sarajevo remembering the Srebrenica genocide. Experiences from the trip, including the international missing persons initiative which aimed to identify the many unnamed bodies found following the genocide with shared. The purpose of the visit was to try and learn from this tragedy and to make a commitment to share the experience with others. Teaching materials were being produced for use in schools.

- The NASACRE AGM in Birmingham in which Charles Clarke had been an inspirational visiting speaker. He had jointly produced (with Linda Woodhead) a document entitled “A new settlement: Religion and Belief in Schools” which considered a new structure for RE and collective worship in schools, a copy of this very interesting document was forwarded to SACRE Members.
- Engagement with a “What is Religious Education?” survey- “a thought-provoking survey which forces you to think through what your views are and to focus on what is important in RE”. Follow the link bishopg.onlinesurveys.ac.uk/sacre-what-is-re-for-2

Local Authority issues

One freedom of information request was received throughout the year. This requested details about schools requesting a determination to vary their practice regarding the provision of RE and Collective Worship. This was responded to by the associate consultant for RE.

5. The effectiveness of the local agreed syllabus

5.1 Additional guidance/monitoring and evaluation of the agreed syllabus

- The SACRE have initiated a formal review of the Staffordshire Agreed Syllabus after being authorised to do so by Councillor Ben Adams. To date three meetings of the Agreed Syllabus Conference have taken place between 2014-2015, in November, February and July. The Agreed Syllabus Conference explored a range of funding options to determine the eventual type of review of the Staffordshire Agreed Syllabus that will take place. Members hope to be in a position to move the review forward following a decision from Entrust and SCC.

6. Collective worship

6.1 Practice and provision for collective worship

This year there has been no specific training for collective worship although it has been discussed at network meetings with teachers where an issue has arisen.

6.2 Monitoring the provision of collective worship

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

7. Contribution of the SACRE to the community cohesion agenda

7.1 Representative nature of the SACRE

The membership of 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 significant number of SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise, such as the SACRE lecture, SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations.

The Senior Teacher Consultant for RE worked alongside the Minority Ethnic Support Team employed by Entrust to plan a series of Inter faith/cultural experiences 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. MEAS are now able to offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of the MEAS team.

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

The aim of religious education identified in the Staffordshire Agreed Syllabus 2009 is to provide the opportunities and experiences which enable young people to become religiously educated for life in the 21st century. This aim, the qualities identified as being characteristic of a religiously educated individual and the Staffordshire RE process all highlight the important 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 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.

The "Trojan Horse" investigation in Birmingham schools has had an impact on how social, racial and religious harmony contributes to community cohesion. There has been much discussion and policy review on how this can be successfully addressed in all schools. The "British Values" agenda has been a focus of discussion in all schools. School leaders including governors have received support and information to aid their developing knowledge of this agenda.

Links to local authority initiatives promoting diversity

Members were alerted to the Government initiated Inter-Faith Week which took place in November 2014. Members offered to visit schools to speak to pupils about their faith during this week. Explore Islam was held in November. Schools were encouraged to be involved in both events.

Appendices



25th Annual Report
September 2014-September 2015

Appendix 1

The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

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

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

Such matters include:-

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

A SACRE also:

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

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

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

Appendix 2

Membership

Attendance at Meetings

	12 November 2014	9 February 2015	8 July 2015
Committee A			
Christian and other religious denominations			
Free Churches (5)			
Mrs. D. Cutler	✓	✓	
Vacancy			
Vacancy			
Mrs S.J. Phillips (Meth)	✓		✓
Vacancy			
Hindu (2)			
Vacancy			
Mr. G. Devadason	✓		✓
Jewish (1)			
Mr. P. Lewis			
Muslim (2)			
Mrs. H. Haroon-Iqbal			
Mr M. Parekh	✓	✓	✓
Religious Society of Friends (1)			
Mr. W. Walley			
Roman Catholic (2)			
Mrs. A. Hewetson		✓	✓
Sikh (2)			
Mr Tajinder Singh			
Vacancy			
Salvation Army (1)			
Mrs. S. Devereux		✓	✓
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri	✓	✓	
Humanist			✓
Mr P. Moseley *			
Committee B			
Church of England (5)			
Mrs Sue Blackmore		✓	✓
Vacancy			
Mr C. Hopkins			
Rev. Preb. M.R. Metcalf	✓	✓	✓
Mrs R. Woodward	✓	✓	✓
Committee C			
Teacher Associations (5)			
Ms S. Kirwan (ATL)			
vacancy (ASCL)			
Vacancy (NAHT)			
Mr. M. Dwyer (NUT)			
Ms. S. Andjelkovic (NASUWT)	✓		✓

Committee D			
Local Education Authority (5)			
Mr. T.V. Finn		✓	
Mr. P.R. Davies	✓		✓
Mr C. Wileman **	✓✓	✓	✓
Mr D. Williams	✓	✓	✓
Mrs C. Wood		✓	✓
Mr I Lawson **			✓
Co-opted			
Baha'i			
Mrs. J. Thompson			
Clerk to SACRE:			
Mrs. H. Phillips	✓	✓	✓
Officers:			
Ms. E. Jardine, Adviser ***	✓	✓	
Mrs M. Gale ***		***	✓

*Mr P. Moseley became the new Humanist representative from the 9 July 2015 meeting

**Mr I Lawson replaced Mr C Wileman from the July 2015 meeting

***Mrs M Gale replaces Ms E Jardine during her maternity leave

Procedures for schools causing concern

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

1. The SACRE or a sub-committee will request that a letter be sent from the Senior Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
 - a) Concerns to be raised with relevant LA officers (School improvement Partners, District Strategic Improvement Managers) 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 (usually a deputy director)
 - c) The SACRE to hold a note of concern on its records

Monitoring Provision

Collective Worship in Staffordshire Primary Schools

RESPONDENTS: 3 of 3

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

Answer Choices –	Responses –
– Headteacher	0
– Deputy	0
– Teaching staff	100% 3
Total Respondents: 3	
Comments 0	

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

Answer Choices –1	Responses –
– No, it always takes place as a whole school event	33.33% 1
– Yes 1-3 days a week	66.67% 2
– Yes 4-5 days a week	
Total Respondents: 3	
Comments 0	

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

Answer Choices –	Responses –
– No	33.33% 1
– Yes occasionally	33.33% 1
– Yes daily	33.33% 1
Total Respondents:3	

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

Answer Choices –	Responses –
– No	66.66% 2

Answer Choices –	Responses –
– Yes, occasionally	33.33% 1
– Yes, daily	0.00% 0
Total Respondents:3	

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices –	Responses –
– No	33.33% 1
– One	66.66% 2
– Two	0
– Three	0
– Four	0
– More	0
Total Respondents: 3	

Monitoring RE Provision Primary Survey

RESPONDENTS: 38 of 38

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

Answer Choices –	Responses –
– one hour a week	65.79% 25
– more than one hour a week	2.63% 1
– less than one hour a week	34.21% 13
Total Respondents: 38	

Comments(4)

- A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week.
- N A middle school
- We do re days not weekly
- We don't have KS1

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

Answer Choices –	Responses –
– One hour a week	65.79% 25
– more than one hour a week	2.63% 1

Answer Choices –	Responses –
– less than one hour a week	31.58% 12
Total Respondents: 38	
Comments(3)	
<ul style="list-style-type: none"> • A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week. • As above • only have KS1 children 	

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

Answer Choices –	Responses –
– Yes	93.75% 35
– No	9.38% 3
Total Respondents: 38	

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

Answer Choices –	Responses –
– Yes	76.32% 29
– No	23.68% 9
Total Respondents: 38	

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

Answer Choices –	Responses –
– Yes	65.79% 25
– No	34.21% 13
Total Respondents: 32	

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

Answer Choices –	Responses –
– Supporting specific groups of pupils	19.23% 5
– Delivering lessons during PPA time	53.85% 14
– Planning and delivering the RE Curriculum	46.15% 12
Total Respondents: 26	
Comments(2)	
<ul style="list-style-type: none"> • Not applicable - all qualified RE teachers 	

Answer Choices –	Responses –
• HLTA's not TA's	

Collective Worship in Staffordshire secondary Schools

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

Answer Choices –	Responses –
– Head teacher / Principal	37.50% 3
– Senior Leadership Team	50.00% 4
– RE teacher/department	12.50% 1
Total Respondents: 8	
Comments(1)	
Delivery and organisation is delegated to staff within the school	

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

Answer Choices –	Responses –
– Never	37.50% 3
– 1-3 times a week	12.50% 1
– 4-5 times a week	12.50% 1
– We have a system of Year Group/House/Key Stage collective worship	75.00% 6
– Collective worship takes place in tutor time	25.00% 2
Total Respondents: 8	
Comments(0)	

Q3 Do you have pupils withdrawn from collective worship?

Answer Choices –	Responses –
– None	100.00% 8
– One	0.00% 0
– Two	0.00% 0
– Three	0.00% 0
– Four	0.00% 0
– More	0.00% 0

Answer Choices –	Responses –
Total Respondents: 8	

Monitoring RE Provision Staffordshire Secondary Schools
Q1 How much time is allocated to RE per class per week in KS3?

Answer Choices –	Responses –
– One hour	37.50% 3
– Less than one hour	50.00% 4
– More than one hour	25.00% 2
Total Respondents: 8	

[Comments\(3\)](#)

3 hours a fortnight in Year 9
Y7 and 8 have 6 days of RE per year.
Y9 have some RE in Community Studies.

Q2 How much time is allocated to RE per class per week in KS4?

Answer Choices –	Responses –
– One hour	37.50% 3
– Less than one hour	25.00% 2
– More than one hour	37.50% 3
Total Respondents: 8	

Q3 How many RE specialists will be teaching RE in this academic year?

Answer Choices –	Responses –
– None	12.50% 1
– One	37.50% 3
– Two	12.50% 1
– Three	37.50% 3
Total Respondents: 8	

[Comments\(1\)](#)

Four

Q4 How many non-specialists will be teaching RE in this academic year?

Answer Choices –	Responses –
------------------	-------------

Answer Choices –	Responses –
– None	25.00% 2
– One	12.50% 1
– Two	25.00% 2
– Three	12.50% 1
– More	25.00% 2
Total Respondents: 8	
Comments(2) Eleven RE days are delivered by non specialists with material produced by T in C of RE	

Q5 Do some or all of your pupils study towards a qualification in RE?

Answer Choices –	Responses –
– Yes	100.00% 8
– No	0.00% 0
Total Respondents: 8	

Q6 What qualification in RE does your school offer to its pupils?

Answer Choices –	Responses –
– Full Course GCSE	100.00% 7
– Integrated Humanities GCSE	14.29% 1
Total Respondents: 8	
Comments(2) <ul style="list-style-type: none"> • Short course RE • Short course in year 11 	

Q7 Do you provide RE provision post 16?

Answer Choices –	Responses –
– No	37.50% 3
– Yes Examination group only	37.50% 3
– Yes Core RE only	0.00% 0
– Yes both Examination and Core RE	25.00% 2
Total Respondents: 8	

Answer Choices –	Responses –
Comments(1) Core will not run next year	

Q8 How many specialist RE teaching rooms do you have within school?

Answer Choices –	Responses –
– None	0.00% 0
– One	50.00% 4
– Two	12.50% 1
– Three	37.50% 3
– More	0.00% 0
Total Respondents: 8	

Q9 Has your capitation increased or decreased this academic year?

Answer Choices –	Responses –
– Increased	0.00% 0
– Decreased	25.00% 2
– Stayed the same	75.00% 6
Total Respondents: 8	

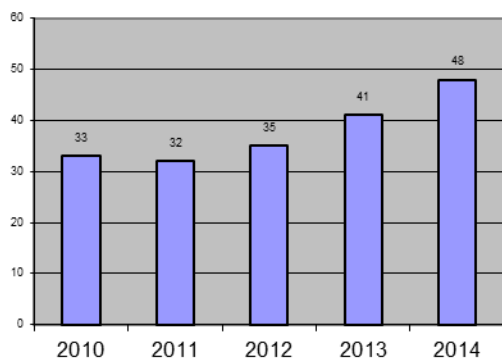
Examination Results

Full Course GCSE in Religious Studies Results Analysis 2014

National Average A* to C 70.7%

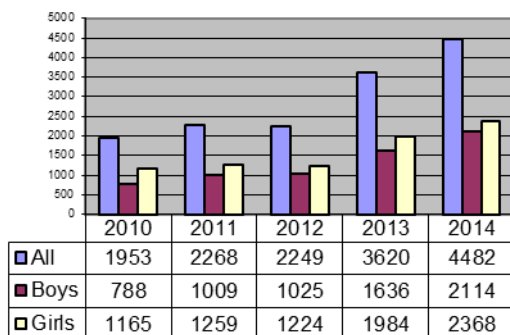
Staffordshire Average A* to C 68.3%

Number of schools entering pupils for GCSE Full Course



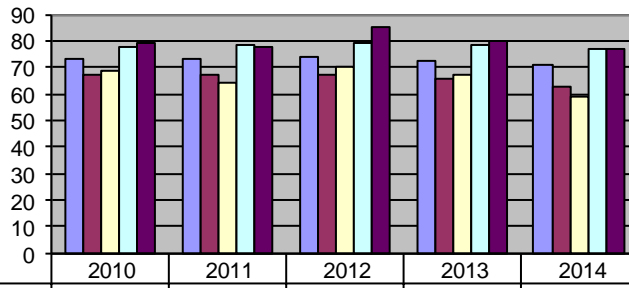
- The number of schools entering pupils for Full Course GCSE typically fluctuates slightly year on year. This year the number has risen once again from 41 to 48.
- As there were no entries for GCSE Short course RE in Staffordshire in 2014 this rise reflects both the changes in the national examination system and also the lack of entries for Short course.

Number of students entered for Full Course GCSE



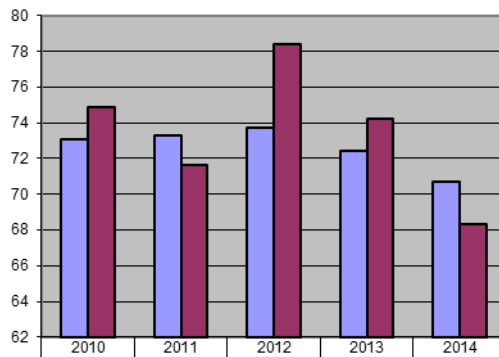
- The numbers of entries has significantly increased once again this year for both boys and girls.
- Since 2012 there are now 2233 more entries for full course GCSE
- This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- The increase in entries is once again a strong indication that in Staffordshire the feared impact on RE of changes nationally has been relatively small.
- The increase is also a positive indication that the KS4 recommendations in the agreed Syllabus are being followed and that schools are working hard to credit their students learning and achievements.

Attainment by gender Full Course



- In 2014 Staffordshire boys have performed slightly below the national average and girls have performed in line with the average for girls nationally.

Percentage of students gaining A* to C grades in Full Course



A* to C National	73.1	73.3	73.7	72.4	70.7
A* to C Staffordshire	74.9	71.6	78.4	74.2	68.3

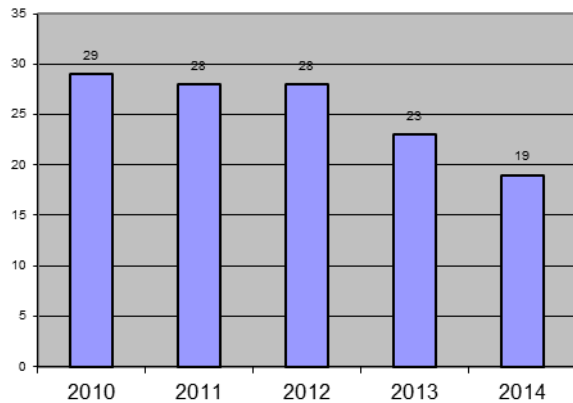
Advanced Subsidiary (AS) GCE in Religious Studies Results Analysis 2014

National Average A to B 27.1%

Staffordshire Average A to B 20.7%

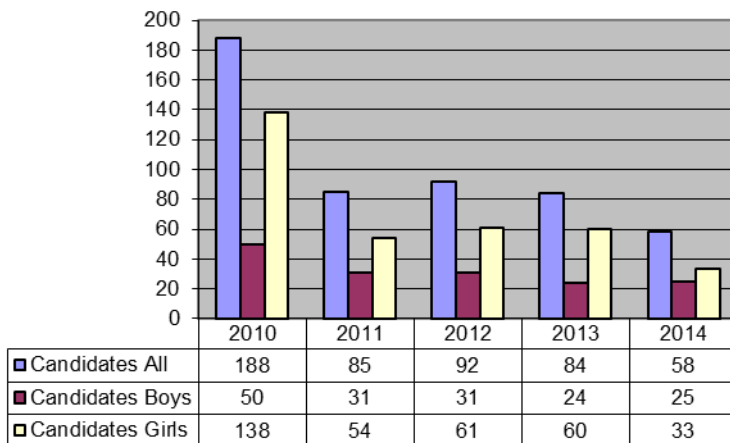
Year 12

No of schools entering students for AS in Year 12



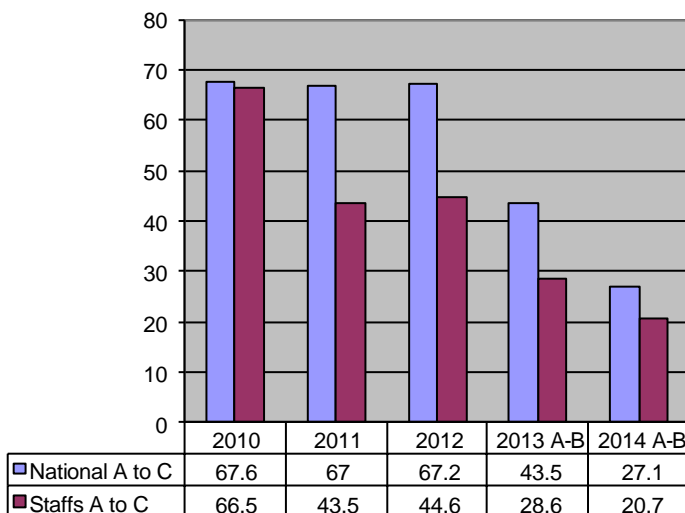
- The number of schools entering students for AS in Year 12 has fallen slightly this year.

Number of students entered for Advanced Level AS in Year 12



- The numbers of students entered for AS has fallen.
- Staffordshire continues to be in line with entries nationally.

Percentage of students gaining A to C in Year 12

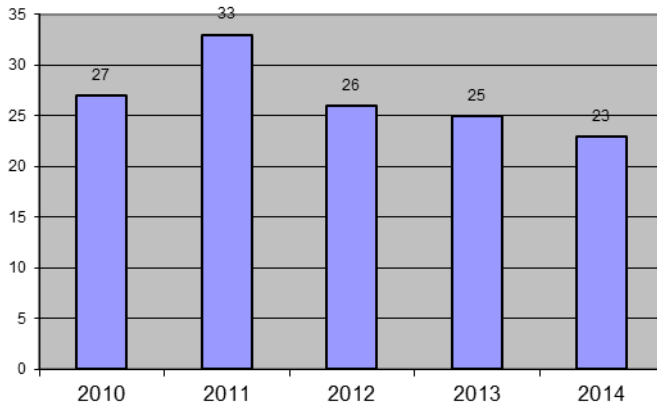


- This graph shows results in Staffordshire for grades A-C at AS RS. The measure has changed, however to A-B which is reflected in the figures for 2013 and 2014.
- Grades nationally have fallen. Results in Staffordshire at the higher grades A-B continue to fall slightly below the national average.

Advanced (A) Level GCE in Religious Studies Results Analysis 2014

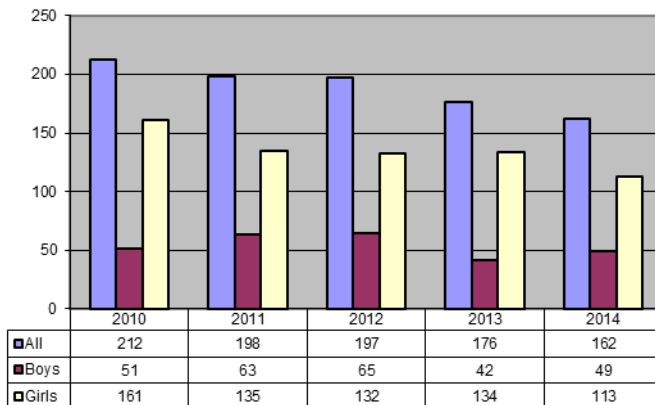
National Average A* to B 51.7 %
Staffordshire Average A to B 42.6 %

Number of schools entering pupils for
Advanced Level A2



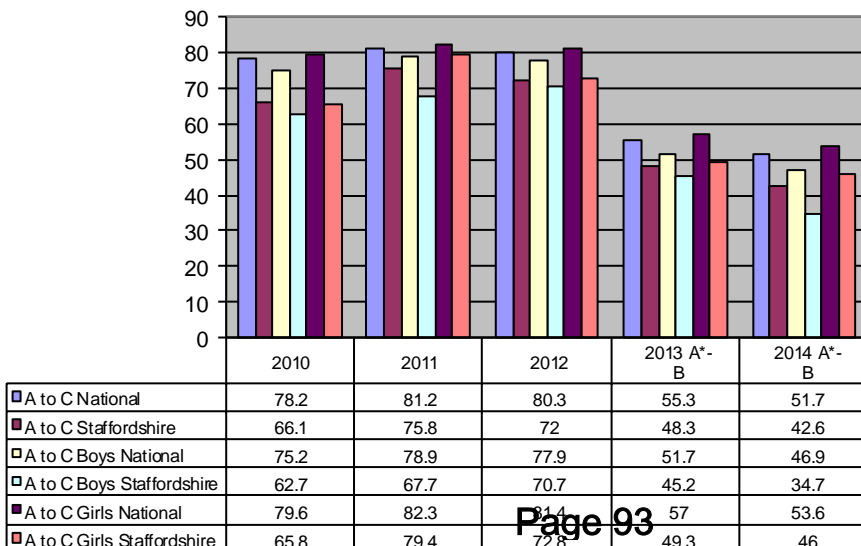
- The number of schools entering students for Advanced Level (A2) RS fluctuates slightly from year to year.
- 23 schools entered students in 2014.

Number of students entered for
Advanced Level (A2)



- The number of Staffordshire pupils entered for Advanced Level (A2) has remained fairly consistent for the past five years but has fallen slightly this year.
- The ratio of girls to boys is approximately 3:1

Percentage of students gaining A to C grades at Advanced
Level (A2)



- This graph shows results in Staffordshire for grades A*-C at AS RS. The measure has changed, however to A-B which is reflected in the figures for 2013 and 2014.
- Results in Staffordshire at the higher grades A-B continue to fall below the national average for both boys and girls.

Staffordshire schools well above the national average

GCSE Full Course

School	Number On Role	Number Of Entries	Well above national average A* to C (70.7%)
Burton Short Stay School	17	2	100
King Edward VI School, Lichfield	208	13	100
Tamworth Enterprise College and AET Academy	177	3	100
Norton Canes High School, Cannock	101	11	90.9
Cannock Chase High a Specialist Science School	231	50	90
Nether Stowe School, Lichfield	91	16	87.5
Chase Terrace Technology College	214	22	86.4
Moorside High School, Werrington	142	141	85.8
Thomas Alleyne's High School, Uttoxeter	294	234	84.2
John Taylor High School	224	222	80.6
The Friary School, Lichfield	209	118	80.5
Clayton Hall Business & Language College	194	186	79
Wolstanton High School, Newcastle	220	19	78.9
Walton High School, Stafford	186	21	76.2
Alleyne's High School, Stone	225	180	75.6
Wilnecote High School, Tamworth	203	41	75.6
Great Wyrley Performing Arts High School	184	12	75

Staffordshire schools well below the national average

GCSE Full Course

school	NOR	NOE	Well below national average A* to C (70.7%)
Maryhill High School Media Arts College	132	13	46.2
Blythe Bridge High School and Sixth Form	178	165	46.1
NCHS - The Science College	94	92	35.9
Clough Hall Technology School, Kids Grove	108	103	25.2
Stafford Sports College	59	53	13.2

Staffordshire schools well above the national average

AS level

school	NOE	Well above national Average A to B (27.1%)
Chase Terrace Technology College	1	100
King Edward VI School, Lichfield	1	100
Landau Forte Academy, Amington	2	50
Thomas Alleynes High School, Uttoxeter	4	50
Edgecliff High School, Kinver	5	40

Staffordshire schools well above the national average

A level

school	NOE	Well above national Average A to B (51.7%)
The Cheadle Academy	1	100
Landau Forte Academy, Amington	18	77.8
Westwood College	4	75
John Taylor High School	11	63.6
Cannock Chase High a Specialist Science School	12	58.3

Appendix 6 CPD in RE 2014-2015

Bespoke In School Training in RE

- Do teachers in your school need inspiration and confidence to teach RE effectively?
- Does your school need support organising and planning its RE curriculum?
- Are you looking for opportunities to achieve greater whole school impact through RE?

Bespoke In School Training in RE can provide the solution!

Emma Jardine, the Senior Teacher Consultant for RE in Staffordshire is available to deliver one to one, department/team or whole school training for staff in Religious Education. As a consultant and AST Emma is available to work alongside individual teachers assisting them with planning and delivering an RE curriculum that meets their specific needs. She also regularly delivers twilight training sessions within schools and is available to contribute to PD days and at staff meetings.

Available as requested, also available for clusters or federations of schools

Twilight: £300 +VAT

Half Day: £300 +VAT

Full Day: £575 + VAT

Contact us for more information or to make a booking:

t: 01785 277 932 w: www.entrust-ed.co.uk e: enquiries@entrust-ed.co.uk

- Are you looking for new ways to inspire and challenge your pupils in RE?
- Would you like advice and ideas on how to teach RE more creatively?
- Would you like support and guidance when assessing your pupils learning?

This two hour INSET session of professional development will support teachers in special schools to explore creative approaches to teaching, learning and assessment in religious education. The Session, designed to be run in your school as a twilight or as part of an INSET day, will include an overview of the requirements for RE in Special Schools and ideas to support sensory learning and artefact use. Ideas for assessment will also be discussed, exploring ideas to support stretch and challenge at both P Level and Levels 1-4.

Delegates will leave with a fresh approach and fresh ideas for their classroom!

Available as requested, also available for clusters or federations of schools

Twilight: £300 +VAT

Half Day: £300 +VAT

Creative Approaches to Religious Education for Primary and Middle Schools

- Are you looking for new ways to inspire and challenge your pupils in RE?
- Would you like advice and ideas on how to teach RE more creatively?

This half day course of professional development enables teachers in primary and middle schools to explore creative approaches to teaching, learning and assessment in religious education. The course will include ideas such as making the most out of artefacts and using art techniques to explore religious ideas and stories. This course supports both stand alone RE and also RE which is incorporated into creative curriculums.

Delegates will leave with a fresh approach and fresh ideas for their classroom!

Date	Time	Venue	Cost	Course Code
25.06.2014	13:00-16:00	The Kingston Centre, Stafford ST16 3TW	£99 + VAT	REDB14017001

Contact us for more information or to make a booking:

t: 01785 277 932 w: www.entrust-ed.co.uk e: enquiries@entrust-ed.co.uk

Using P4C Techniques to Inspire and Challenge in the Secondary Religious Education Classroom

- Are you looking for ways to inspire and challenge your pupils in RE? Would you like to improve questioning and debating in your classroom?
- Would you like to encourage your pupils to think critically, caringly, creatively and collaboratively?
- Would you like to know how the tried and tested pedagogy Philosophy for Children (P4C) works and how you can use it to raise standards in your classroom?

P4C is a powerful approach for teaching and learning. Based on questioning and critical collaborative learning, it is an established idea that has been used with great success across the country helping schools to raise standards in speaking, listening and thinking skills. This half day course will give delegates an introduction to P4C and some innovative ways to get it working to support teaching and learning in RE. Delegates will have the opportunity to test out approaches and learn how they can make an impressive difference in their classroom.

Delegates will leave confident to use a range of strategies to support RE in their classrooms and to share information about these approaches with colleagues.

Date	Time	Venue	Cost	Course Code
01.07.2014	13:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14018001

Stretch and Challenge in the Secondary Religious Education Classroom

- Are you confident that you are meeting the needs of the learners in your classroom?
- Are you looking for challenging activities that not only stretch your most able pupils but are suitable to challenge all of your learners?
- Would you like a range of challenging resources which can be easily differentiated to suit your needs?

With curriculum time at a premium in many RE classrooms this course aims to support teachers as they work to improve levels of challenge and achievement for pupils. A full range of innovative approaches to enhance the student experience will be explored including aspects of differentiation, questioning and independent learning strategies. Delegates will be given a wide range of tried and tested practical strategies that can put into practice immediately.

Attendance will help you feel confident that you and your colleagues are knowledgeable and able to work effectively to raise standards in your classroom!

Date	Time	Venue	Cost	Course Code
07.10.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14024001

The Spirited Arts Project

Tenth Annual SACRE lecture: Improving Assessment in Religious Education

- Are you confident that you are assessing correctly?
- Would you like advice about how to assess with more impact?

Contact us for more information or to make a booking:

t: 01785 277 932 w: www.entrust-ed.co.uk e: enquiries@entrust-ed.co.uk

for RE. He has been advising nationally to the Religious Education Council on ways in which assessment needs to move in order for schools to improve their RE. Dilwyn firmly believes that assessment should not drive the learning but rather support the learning. At the SACRE lecture, suitable for both primary and secondary colleagues, he will be sharing his expert knowledge of how to ensure our pupils make excellent progress in Religious Education at all levels.

This fantastic opportunity is generously subsidised by Staffordshire SACRE

Date	Time	Venue	Cost	Course Code
16.09.2014	16:00-18:00	The Kingston Centre, Stafford ST16 3TW	Admission is FREE	REDN14025001

- Have you implemented a Creative Curriculum in school?
- Do you want to teach RE in a much more creative way?
- Are you looking to make cross-curricular links between RE and Art, Music and Dance?
- Would you like to lead an inspiring project in your school that is proven to contribute to SMSC and have impact both in school and the wider community?

Don't miss the opportunity to attend 'The Spirited Arts Project' (as featured in the September 2012 edition of the highly acclaimed RE Today magazine!).

This two day course is an inspiring project designed to increase teacher confidence to deliver RE through Dance, Art and Music activities in KS1 and 2. Take part in specialist workshops in RE, Music, Art and Dance to learn how to increase pupil awareness and understanding of faith and culture. Spirited Arts will make a significant contribution to SMSC and past delegates have gone on to lead inspiring pupil projects within their schools and local communities providing case studies to demonstrate impact!

Day two offers delegates the chance to share experiences, participate in more practical workshops, complete case studies and forward plan for the following academic year! "The course encouraged us to effectively link RE (my department) with dance, music and art. Furthermore, and most importantly, we were given time to think about implementing excellent cross-curricular links within our own school" - Oldfields Middle School.

Special offer: We recognise that projects of this nature work particularly well when there is a team leading it. For this reason a second delegate from the same school can attend for the special price of £25!

Date	Time	Venue	Cost	Course Code
24.10.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£375 + VAT	REDB14021001
05.05.2015	09:00-12:00	The Kingston Centre, Stafford ST16 3TW		

New to Leading and Managing Religious Education in the Primary School

- Are you a new subject leader for RE?
- Do you need help to effectively plan, assess and moderate RE across using the Staffordshire Agreed Syllabus?
- Are you looking for ideas to inspire others teaching RE within your school?

This course is structured to give subject leaders a secure understanding of the unique position of RE in the curriculum, as well as to support effective and inspirational leadership of the subject. Delegates will work on planning, delivery and assessment of RE. The latest developments in teaching and learning will also be shared.

Bonus offer! Delegates will leave with an 'off the peg' NEW developed resource pack of medium term plans for all year groups designed to take the hassle out of planning RE across the school!

Date	Time	Venue	Cost	Course Code
03.12.2014	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14019001

An Introduction to Philosophy for Children (P4C)

- Would you like to improve questioning in your classroom?
- Would you like to encourage your pupils to think critically, caringly, creatively and collaboratively?
- Would you like to know how the tried and tested pedagogy Philosophy for Children (P4C) works and how you can use it to raise standards in your school?

P4C is a powerful approach for teaching and learning. Based on questioning and critical collaborative learning, it is an established idea that has been used with great success across the country helping schools to raise standards in speaking, listening and thinking skills. This one day course will give delegates an introduction to P4C, an opportunity to test out the approach and to learn how it can make an impressive difference in their classroom and school.

Delegates will leave confident to run P4C sessions in their classrooms and to share information about the approach with colleagues.

Date	Time	Venue	Cost	Course Code
16.01.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14023001

The Religious Education Conference 2015: progression and assessment

- Are you confident that you know what meaningful progression in RE looks like?
- Do you need clarification and support when assessing your pupils RE work?
- Are you confident about RE provision in a world without levels?

The Religious Education Conference: progression and assessment- getting it right!
will explore these questions and more.

We are delighted to be able to welcome **Dilwyn Hunt** to lead the Entrust religious education conference this year. Dilwyn is a freelance religious education consultant specialising in both primary and secondary RE. He is also the author of several RE text books and chairs The Association of Religious Education Inspectors, Advisers and Consultants (AREIAC). Dilwyn works across the country providing training and support in all aspects of RE but particularly in assessment and raising the level of challenge in RE.

Dilwyn is returning to Entrust by popular demand following his recent SACRE lecture and will be delivering a key note as well as vibrant and challenging workshops. Throughout the day delegates will explore key issues in curriculum, planning, teaching, learning and assessment that will help to move RE forward in their schools.

This promises to be an **outstanding** CPD opportunity for both primary and secondary RE Practitioners!

Date	Time	Venue	Cost	Course Code
04.03.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£220 + VAT	REDB14015002

Getting Started with Religious Education for Primary NQTs and RQTs

- Are you an NQT or RQT in need of greater subject knowledge for RE?
- Do you want inspiration and confidence to offer your pupils compelling learning experiences in RE?

RE is a statutory subject however unbelievably most NQTs arrive at their first job having had little or no training in the subject. This course aims to support primary NQTs in the delivery of quality religious education and the improvement of pupil achievement. A range of innovative approaches to enhance the student experience in RE lessons will be explored. Activities will include planning, assessment, managing discussions, incorporating artistic approaches into the RE curriculum and activities to support pupils with their personal learning and thinking skills.

Delegates will leave inspired and equipped to put what they have learnt into practice right away!

Date	Time	Venue	Cost	Course Code
22.01.2015	09:00-16:00	The Kingston Centre, Stafford ST16 3TW	£189 + VAT	REDB14020001

The SACRE Budget 2014-2015

<u>SACRE Budget 2014/2015</u>	
Cost Centre EM1100	
Expenditure from 01/04/14 to 31/03/15	
Allocation	12,150.00
	12,150.00
Expenditure	£
E Jardine Time - SDA 11 days	6,500.00
E Jardine Time - SDA 6 days	3,450.00
Other	
RMB018097 09/07/14 SACRE Meeting	75.00
RMB018099 12/11/14 SACRE Meeting	75.00
RMB026304 09/02/15 SACRE Meeting	28.00
Printing - Job No 76319 Brochures & Pamphlets	18.37
77513 Brochures & Pamphlets - Emma Jardine	563.78
National Assoc of SACRES	90.00
Dilwyn Hunt	337.80
NASACRE Subscription	95.00
AREIAC	70.00
Insurance recharge	44.13
Emma Jardine/Mary Gale Days (Accrual) To be carried fw	800.00
	12,147.08
Balance Remaining	2.92

The Staffordshire Agreed Syllabus for Religious Education

Statutory Requirements from 2016



Acknowledgments

The Working Group

Rev Preb Michael Metcalf, SACRE Chair
Sam Kirwan, St Dominics Brewood
Rosemary Woodward, Lichfield Diocesan Board of Education
Mary Gale, Associate Consultant to Staffordshire SACRE and CEO to MGC consultancy
Emma Jardine-Phillips, Religious Education Adviser to Staffordshire SACRE
Staffordshire NATRE group

Agreed Syllabus Conference and SACRE Members

Committee A: Christian & other religious denominations

Hifsa Haroon-Iqbal
Muhammad Parekh
G. Devadason
Pramaha Laow Panyasiri
Sam Phillips
Margaret Crossland
Ann Hewetson
Tajinder Singh
Diane Cutler
Paul Lewis
Paul Moseley
Susan Devereux

Committee B: Church of England

Sue Blackmore
Colin Hopkins
Michael Metcalf
Jayne Grundy
Rosemary Woodward

Committee C: Teacher Associations

Sonia Andjelkovic
Mick Dwyer

Sam Kirwan

Committee D: Local Authority

Terry Finn
Peter Davies
Ian Lawson
David Williams
Caroline Wood

Co-opted members of Staffordshire SACRE:

Julie Thompson
Julia Almond

Preface

All registered pupils in all maintained schools, (including those in reception settings) up to the age of 19 years, are entitled to receive Religious Education. This Religious Education is required to be taught in accordance with an Agreed Syllabus for Religious Education that is determined locally through the Agreed Syllabus Conference.

This revised syllabus supersedes all previous versions and is issued for implementation in all relevant Staffordshire schools from September 2016. (see 'Ensuring Your School is Compliant' Page 23)

It takes account of the new National Curriculum Programmes of Study (2013) and the 2013 non- statutory National Curriculum Framework for RE (NCFRE) published by the Religious Education Council.

This document sets out the statutory requirements for religious education in Staffordshire.

Staffordshire SACRE is confident that this syllabus provides firm foundations for high quality teaching and learning experiences.

For further information and guidance contact Staffordshire SACRE.



Foreword



Twenty five years ago or so, I had the considerable pleasure and privilege of being involved in the drawing up and adoption of a completely new Agreed Syllabus in RE for Staffordshire. This was the first such syllabus after the major 1988 Education Reform Act, which had re-defined the content and purpose of RE. It is now an even greater pleasure and privilege to be introducing this latest Agreed Syllabus in RE, as Chair of Staffordshire's SACRE and Agreed Syllabus Conference.

The County's Agreed Syllabus had undergone several reviews and revisions down the years; it has served the County's schools and pupils well. However, in view of significant changes more recently in the educational and social contexts, we judged that we should engage in a more radical rewriting of the Syllabus. The new Agreed Syllabus does have some elements of continuity with the former syllabus, and has been designed to ease the transition from the former one, but it also has some key new features.

Chief among these is the emphasis on promoting religious literacy among all pupils, as the undergirding principle of the Syllabus. "Religious Literacy" hardly needs to be justified or explained as an aspiration; indeed, the healthy development of our religiously diverse society demands that we all learn how to live well together. Religious Education in schools is uniquely placed to take the lead in preparing pupils for the realities and implications of the plural adult world, and in embodying in an exemplary fashion what it means to be religiously literate today.

Achieving religious literacy is sub-divided into three aims in the Syllabus. The first two of these roughly correspond to the familiar themes of "learning about" and "learning from" religion. The third aim, of grappling with the fact of religious diversity, and with the challenges this brings, is new. Also new is the framework of age-related expectations, as a means of assessing pupils' progress, in place of the now obsolete eight levels of attainment. A "steer" is given as to which religions and beliefs should be chosen for fuller study alongside Christianity.

Remarkably, the rewriting of the Agreed Syllabus has been achieved in less than half a year. In this endeavour, we owe a considerable debt to the hard work and professional expertise of Emma Jardine-Phillips, RE Adviser to SACRE, and Mary Gale, Consultant with Entrust, who have shared with me in the writing of the Syllabus. The Agreed Syllabus Conference thanks them very warmly, and also thanks members of the Working Group and others who have contributed advice and comment.

We, the members of the Agreed Syllabus Conference, engaged with our statutory task in a pleasing spirit of goodwill and positive consensus. Our desire is that the new Agreed Syllabus in RE for Staffordshire schools will similarly help to engender goodwill, meaningful insights and constructive attitudes as pupils grow in religious literacy and in their understanding and awareness of the world they live in and of their future in it.

Rev. Prebendary Michael Metcalf

Chair, Staffordshire SACRE and Agreed Syllabus Conference

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Curriculum Aims

The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy.

What does it mean to be 'religiously literate'?

A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world.

In consequence, the aims of RE within the Staffordshire Agreed Syllabus are that pupils should acquire:

- (1) an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;

By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

- (2) a developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;

By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.

- (3) 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 - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Exploring Engaging Reflecting

These aims underpin the Staffordshire Agreed Syllabus.

The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. [Section 375 Education Act 1996]

In the **Early Years Foundation Stage** pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around us and provides a structure in which to develop their learning. Schools should build upon this foundation in subsequent key stages.

At Key Stage One schools should focus on Christianity and one other faith. At Key Stage Two and beyond schools should focus on Christianity and two other faiths to illustrate the key dimensions being studied. In each key stage, programmes of study should involve an in-depth study of the narrative, beliefs and practices at the heart of Christianity. Alongside Christianity, Islam should feature throughout a school's RE curriculum.

Other principal faiths found in the United Kingdom are Judaism, Sikhism, Hinduism and Buddhism. In choosing their focus faiths, schools should take account of the religious profile of the school and the local community as well as national and international factors. Schools may also draw on examples from other major faiths where examples of belief and practice better illustrate the dimension being explored.

At some point in each key stage pupils should have the opportunity to demonstrate their knowledge and understanding of Christianity and their additional focus faiths in a systematic way. They should take time to review their learning about the other major faiths in a similar way.

Pupils should also develop awareness of secular world views as appropriate, for example Humanism and atheism.

Schools may, if they choose, draw examples from other faith perspectives to raise awareness of the diversity of religion, for example Baha'i faith, Jainism, Rastafari, Spiritualism and Zoroastrianism (Parsis).

Teaching and Learning

Key Dimensions

The development of a religiously literate person has to take place in a context, using dimensions and content to explore the three curriculum aims.

An exploration of key religious dimensions will give pupils the building blocks with which to construct their understanding of belief systems, and the context in which to develop the attributes of the religiously literate person.

The three curriculum aims are supported by six broad dimensions:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and commitments

The programmes of study that follow identify a number of curriculum opportunities in relation to each of these broad dimensions to give structure to the planning process. Each statement should be approached in the context of the syllabus aims.

Pupils are entitled to experience these curriculum opportunities and they should be the starting point for planning across a key stage. They do not significantly prescribe content, this is a matter for schools to decide for themselves, however they provide the basis for formulating challenging and stimulating questions which support enquiry and engage pupils in the study of religion.

The curriculum opportunities in the programmes of study focus on religious experience. To support good learning and skill development through the curriculum opportunities pupils should also, as appropriate:

- encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
- visit places of religious significance
- use ICT to enhance understanding
- discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
- reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments
- use a range of forms of expression to communicate their arguments
- explore the connection between RE and other curriculum areas

Planning your Religious Education

Units of work should be planned to develop the three curriculum aims and to allow for regular review of pupils' progress.

This would normally, but not exclusively, mean that pupils should be guided through the curriculum aims as follows:

- Exploring the issue or dimension, encountering the context, following up questions and establishing new knowledge concerning religion and belief (**Exploring**)
- Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do (**Engaging**)
- Reflecting on diversity within the dimension, and on personal responses to this diversity to develop their own standpoints and self understanding (**Reflecting**)

This process is designed to support and promote the qualities identified as characteristic of a religiously literate person. Using this process, teachers and pupils can identify the progress they have made against the age related expectations.

Teachers should exemplify this process in every unit of work. The three aims will therefore be revisited in every RE experience, giving pupils the opportunity to practise and make progress on a regular basis.

Inclusion

A wide range of pupils have special educational needs, some of whom also have disabilities. A proportion of these pupils will be taught in special schools. Units of work should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study fully the requirements of the locally Agreed Syllabus for Religious Education. (see p 23 for further guidance on compliance in special schools.)

Exploring

Engaging

Reflecting

Programmes of Study

Early Years Foundation Stage

Reception/Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Post 16



Early Years Foundation Stage

Religious education is an entitlement for all registered pupils, aged 4 to 19.

Children in Nursery classes and other early years' settings are not subject to the requirements of the locally agreed syllabus but they are required to cover the religious and spiritual aspects of the Early Years Foundation Stage through Understanding the World and Personal, Social, Emotional Development in the Areas of Learning. Practitioners will find much in the Staffordshire Agreed Syllabus which supports them in enabling children to meet these sections of the early learning goals.

In Reception classes both the Staffordshire Agreed Syllabus and the Early Years Foundation Stage apply. Criteria for both can be integrated.

Reception/Key Stage 1

Dimension Curriculum Opportunities			
Pupils should have the opportunity to...			
Beliefs teachings and sources	Engage with stories and extracts from religious literature and talk about their meanings 1.1a	Explore stories about the lives and teachings of key religious figures 1.1b	Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c
Practices and ways of life	Find out about how and when people worship and ask questions about why this is important to believers 1.2a	Explore the preparations for and find out about the celebration of festivals 1.2b	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c
Expressing meaning	Explore as appropriate the special nature of artefacts used in worship 1.3a	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c
Identity diversity and belonging	Reflect and respond to stories about belonging and relating to religious communities 1.4a	Identify and ask questions about customs associated with particular religious communities 1.4b	Find out about ceremonies in which special moments in the life cycle are marked 1.4c
Meaning purpose and truth	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a	Listen to and ask questions about stories of individuals and their relationship with God 1.5b	Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c
Values and commitments	Reflect and respond to stories highlighting the morals and values of believers in practice 1.6a	Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions 1.6b	Explore stories from religious traditions and find out about attitudes to the natural world 1.6c

Key Stage 2

Dimension Curriculum Opportunities				
dimension	Curriculum Opportunities			
Beliefs, teachings and sources	Pupils should have the opportunity to...			
	consider their importance for believers today 2.1a	found in sacred books and investigate a range of religious teachings 2.1b	and make links with teachings and practices of special significance to followers 2.1c	stories about the beginnings of the world and reflect upon their importance for believers 2.1d
Practices and ways of life	Compare and contrast the practice of religion in the home in different religious communities 2.2a	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b	Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c	Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d
Expressing meaning	Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions 2.3b	Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d
Identity diversity and belonging	Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a	Find out about the activities of a local religious community and make links with key religious teachings 2.4b	Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d
Meaning purpose and truth	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a	Investigate and reflect on a range of religious responses to suffering, hardship and death 2.5b	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c	Make links between beliefs and action and reflect on how this might have local, national and international impact 2.5d
Values and commitments	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour 2.6d

Beliefs teachings and sources	Explore different possible interpretations for a range of sacred writings and religious teachings and reflect on their impact on individuals and communities 3.1a	Evaluate the contribution made to communities and societies by different religious leaders 3.1b	Apply the teachings of key religious figures to contemporary moral and ethical issues 3.1c
Practices and ways of life	Analyse and reflect on the significance of shared activities for individual believers and religious communities 3.2a	Explore celebrations and commemorations which can both unite and divide believers and reflect on the reasons for this 3.2b	Evaluate the impact of beliefs on behaviour and explore the consequences for individuals and communities 3.2c
Expressing meaning	Compare and contrast the use of symbolism in worship and analyse its effectiveness for believers 3.3a	Investigate the symbolism of celebration and commemoration and evaluate its effectiveness in expressing what is important to religious communities 3.3b	Identify a range of key sources for religious communities and make connections between interpretation and action 3.3c
Identity diversity and belonging	Explore why people belong to religions and analyse the impact this has on individuals and communities 3.4a	Compare and contrast key religious practices and reflect on why there is diversity within and between faiths 3.4b	Explore the impact of religious diversity on communities and apply religious teaching to issues of tolerance and harmony 3.4c
Meaning purpose and truth	Demonstrate how believers use religious sources to provide answers when engaging with questions of meaning, purpose and truth 3.5a	Analyse and compare the evidence and arguments used when engaging with questions about the nature and existence of God 3.5b	Evaluate the relationship between science and religion 3.5c
Values and commitments	Investigate the responsibility and explain the challenge of carrying on a religious tradition 3.6a	Make clear connections between religious beliefs, teachings and actions 3.6b	Apply a range of beliefs and values to current issues and questions and analyse the impact on choices and behaviour 3.6c

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.

This may be Full Course, or Entry Level Religious Studies. Schools wishing to base this provision on any other specification, for example Humanities or Citizenship, must take advice from SACRE.

In keeping with the aims of religious education and the underlying principles of the Staffordshire Agreed Syllabus **pupils must have the opportunity to study Christianity and to draw examples from at least one other faith or secular world view.**

The decision to enter pupils for an examination at the end of the course is at the schools' discretion.

A programme of study is included here for students who are not pursuing an examination course in religious studies. Schools are encouraged to use a variety of approaches to entitlement Religious Education for example student conferences.

Dimension Curriculum Opportunities Pupils should have the opportunity to...		
Beliefs teachings and sources	Critically evaluate the influence and authority of sacred literature for believers today 5.1a	Explain the impact of belief on the achievements of significant religious figures and evaluate their influence on historical and contemporary issues 5.1b
Practices and ways of life	Explore and reflect on the way in which belief and practice support and sustain individuals and communities using contemporary examples 5.2a	Present evidence for differing interpretations of religious sources and analyse and reflect the impact on individual conscience and social change 5.2b
Expressing meaning	Explore and interpret the significance and function of a variety of forms of religious, spiritual and moral expression 5.3a	Present a detailed analysis of key religious sources and evaluate a range of interpretations 5.3b
Identity diversity and belonging	Reflect critically on the advantages and disadvantages of inheriting a religious tradition and reflect on the changing impact of religion and beliefs on community and society over time 5.4a	Reflect critically on the variety of practice within and between faith groups and reflect on issues which unite and divide religious traditions 5.4b
Meaning purpose and truth	Engage with and analyse responses to philosophical and paradoxical questions from a range of faith perspectives 5.5a	Investigate and interpret a variety of religious and spiritual experience and reflect on differing responses and impact 5.5b
Values and commitments	Explore ways in which religious communities help their members respond positively to life's dilemmas 5.6a	Raise questions about contemporary personal, moral and social issues and analyse the variety of religious response 5.6b

Assessing achievement in religious education?

Pupils have an entitlement to religious education throughout their school career. This entitlement should include the opportunities, experiences and challenges which engage young people in the learning process.

As part of that learning process, pupils should have clear goals to aim for. They should also be supported on their learning journey by a **framework** which indicates progress. Here, the framework takes the form of age related expectations. The framework supports and promotes the development of the three syllabus aims which identify a religiously literate person, and is consistent with those used in other subject areas.

The framework provides a statement of age related expectations for each year group. It should be used by teachers as a tool to determine the extent to which pupils have met the expectations. Pupils are assessed as:

Working at greater depth within the expected standard (GDS): pupils who are exceeding the expectations for their age group

Working at the expected standard (EXS): pupils who are meeting the expectations for their age group in full

Working towards the expected standard (WTS): pupils who have yet to meet the expectations for their age group

Teachers will be expected to comply with current legislation with regard to the reporting of progress and attainment in religious education.

The Performance Description (P) levels and advice on differentiating the RE curriculum for pupils with learning difficulties are to be found in the Department for Education supplementary document: Performance - P Scale - attainment targets for pupils with special educational needs June 2014. Reference: DFE-00484-2014

The Religious Education Framework




Age related expectations for RE

Assessment




GDS
EXS
WTS

The age related expectations can be used as a whole to provide an overview of reasonable expectations of achievement across the three aims of religious education for each year group. **For each statement a pupil can be assessed as working at greater depth within the expected standard (GDS), working at the expected standard (EXS) or working towards the expected standard (WTS):**




By the end of Reception

-  Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.
-  Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.
-  Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.




By the end of Year 1

-  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
-  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.
-  Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

By the end of Year 2

-  Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
-  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
-  Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.

By the end of Year 3

-  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
-  Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
-  Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.

By the end of Year 4



Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.



Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.



They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.

By the end of Year 5



Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.



Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.



Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

By the end of Year 6



Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.



Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.



Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.

By the end of KS3



Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They account for the influence of history and culture on aspects of religious life and practice. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.






Pupils identify, and articulate critical responses to, fundamental questions of meaning, purpose and truth and ethical issues. They are able to express a clear sense of their own identity.






Pupils evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments appropriate to living well in a diverse world. They identify interfaith opportunities and successes as well as instances of religious prejudice and discrimination on religious grounds using evidence and examples and in the context of their own experience.

By the end of KS4

-  Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied.
-  Pupils coherently analyse a wide range of viewpoints on fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments. They can give an account of and justification for their personal standpoints.
-  Pupils synthesise a range of evidence, arguments, reflections and examples on the challenges raised by living in a diverse world. They are able to discuss coherently strategies for living well in a religiously plural and open society, developing skills for countering prejudice, discrimination and bias, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

By the end of Post 16

-  Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality and ethics are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.
-  Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments relating this both to themselves and others.
-  Pupils evaluate in depth the significance of religious diversity in a pluralistic society. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues raised by living in a diverse world, providing well-substantiated and balanced conclusions.

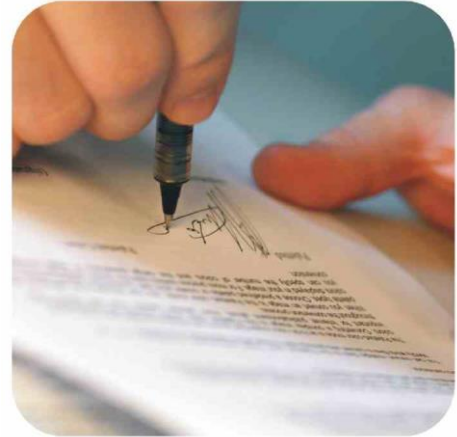
Legal Framework

Religious education in Staffordshire schools

The Education Reform Act 2002 sets out the central aims for the school curriculum. These are:

- to promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- to prepare learners at the school for the opportunities, responsibilities and experiences of adult life

Religious education makes an important contribution to these key aspects of the curriculum



The Legal Framework

The position of religious education in the school curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards and Framework Act of 1998.

Key points in the legislation are:

- Religious education is part of the basic curriculum which all maintained schools are required to provide for their registered pupils. It is the duty of the headteacher to ensure that this is the case. [The School Standards and Framework Act 1998 Schedule 19]
- Religious education is an entitlement for all pupils, including pupils in reception and sixth forms. [The School Standards and Framework Act 1998 Schedule 19]
- The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. [Section 375 Education Act 1996]
- All LAs are required to establish a Standing Advisory Council on Religious Education (SACRE). This Council has the duty of advising the LA on such aspects of Religious Education as methods of teaching, choice of materials and the provision of training for teachers. It may also require a review of an Agreed Syllabus. [Section 390 Education Act 1996]
- The SACRE may, in certain instances, be delegated the duty of considering and disposing of any complaints that an LA or school governing body is in default of its duties with respect to the provision of religious education. [Section 409 Education Act 1996]
- Parents retain the right to withdraw their children from religious education [Section 386 Education Act 1996]

Legal Framework

In Staffordshire, schools that are required to follow the Agreed Syllabus are deemed to be meeting their statutory duties when:

- Religious Education is planned and taught in such a way as to ensure pupils' entitlement to the learning experiences set out in the programme of learning for each key stage
- The age related expectations are used to plan for learning, assessment and progression.
- Reasonable time is made available for the study of RE. The guidelines can be found below:
- Pupils at Key Stage 4 study Christianity and at least one other faith
- At all other key stages schools focus on the teaching of Christianity whilst making pupils aware of the existence and, where possible, the broad perspectives and features of other faiths and secular world views as appropriate.

In addition, although not part of the legal requirement, the Standing Advisory Council on Religious Education (SACRE) strongly recommends that:

- The table below is used as a guideline for time allocation for religious education.

Reception/Key Stage 1	36 hours per year
Key Stage 2	45 hours per year
Key Stage 3	45 hours per year
Key Stage 4	40 hours per year
Post 16	sufficient time to ensure pupils' entitlement to study at least four of the concepts in the Programme of Learning

- sufficient evidence of pupils' achievement is recorded to allow for an overall 'best fit' standard of achievement to be assigned to each pupil at the end of each year
- on transfer from key stage to key stage or school to school, teachers are able to provide the following information:

a long term plan identifying how the programme of study has been delivered during the key stage and a best fit standard of achievement for each pupil

Ensuring Your Setting is Compliant

Legal requirements

RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school. Parents have the right to withdraw their children from all or part of RE, and are not obliged to state their reasons for withdrawal. The 1998 School Standards and Framework Act (the 1998 Act) defined new categories of maintained schools; the rules about the provision of RE differ in some categories, as follows:

Community/Maintained Schools are controlled by the local authority (LA). RE should be taught according to the requirements of the Agreed Syllabus of the LA.

Foundation Schools. RE is taught according to the requirements of the local Agreed Syllabus, unless the schools are of a religious character, in which case their RE is characterised by their Trust Deed.

Voluntary Aided Schools are those schools originally founded by voluntary bodies, but aided from public funds. RE should be taught according to their Trust Deed.

Voluntary Controlled Schools were originally founded by voluntary bodies, but are now controlled and entirely funded and maintained/controlled by the LA. RE should be taught according to the requirements of the local Agreed Syllabus, but parents may request that RE should be provided in accordance with the Trust Deed.

Special Schools should provide RE for all their pupils as far as practicable, according to the status of the school.

Schools with Sixth Forms should provide RE for all pupils in the sixth form in accordance with the local Agreed Syllabus.

Academies are independent schools. Pupils' entitlement to RE should be provided as part of a broad and balanced curriculum in accordance with the requirements for Agreed Syllabuses.

Free Schools are independent schools; however, as a condition of their grant, they should make provision for pupils' entitlement to RE in accordance with the requirements for Agreed Syllabuses.

Sixth Form Colleges and **Further Education Colleges** should provide RE for all students who wish to receive it.

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

Notes



Prosperous Staffordshire Select Committee Work Programme 2016/17

This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2016/17. The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Council has three priority outcomes. This Committee is aligned to the outcome: The people of Staffordshire will be able to access more good jobs and feel the benefits of economic growth.

We review our work programme at every meeting. Sometimes we change it - if something important comes up during the year that we think we should investigate as a priority. Our work results in recommendations for the County Council and other organisations about how what they do can be improved, for the benefit of the people and communities of Staffordshire.

County Councillor Simon Tagg

Chairman of the Prosperous Staffordshire Select Committee

If you would like to know more about our work programme, please get in touch with Tina Randall, Scrutiny and Support Manager, 01785 276148 or by emailing tina.randall@staffordshire.gov.uk

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
<p>Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes</p>	<p>24 May 2016</p>	<p>Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets. Enjoying Life Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.</p>	<p>To consider the 4 options and consultation results prior to Cabinet decisions on proposals.</p> <p><i>(Considered by PSSC on 18 December 2014, 4 September & 12 October 2015. PSSC Members also completed visits to Countryside Estate sites across the County during August 2015.)</i></p>	<p>Members requested a copy of the full SWOT analysis. They supported the proposed approach for developing the detailed management arrangements and selecting the most appropriate partner or partners for each countryside site with the proviso that: further consideration of larger sites be brought back to the Select Committee for pre-decision scrutiny; local members and local member groups are engaged in discussions regarding the future of smaller sites, for example via Local Member Priority Meetings; the Scheme of Delegation extract within the report for selecting the preferred partner(s) and managing arrangements for each countryside estate be supported with the above proviso; and the Chairman write to the Cabinet Member giving the Committee's feedback</p>
<p>Flood Risk Management Cabinet Member: Mark</p>	<p>24 May 2016</p>	<p>Great Place to Live Use and maintain our</p>	<p>To update Members on the Flood Risk Strategy and</p>	<p>The Select Committee recognised the proactive</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Winnington/Gill Heath Lead Officer: Hannah Burgess		built and natural environment to improve health and wellbeing and strengthen community assets.	specifically how Staffordshire would respond should a similar event happen here to that seen in Cumbria during December. To consider the possibility of a Flood Risk summit	work undertaken to prepare for a severe flood event. They emphasised the importance of gully emptying and effective communication with local members on the programme of work and Supported the proposal to host a Staffordshire Flood Summit stressing the need for the summit to be outcome focussed and giving consideration to public involvement
Executive response to Infrastructure+ - scrutiny of governance and reporting arrangements to Prosperous Staffordshire Select Committee	24 May 2016	Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.		The progress outlined in the action plan was welcomed and the Select Committee agreed to monitor progress on the implementation of the agreed recommendations be on a six monthly exception basis, until the recommendations have been fully implemented
Working Together to address the impact that HGVs have on Staffordshire roads and local communities	24 May 2016	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.		The Select Committee agreed the final working group report and recommendations for submission to the Cabinet Member.
Elective Home Education Cabinet Member: Ben Adams	26 July 2016	Ready for Life Enhance access to high quality family,	Item requested at 22 January meeting where the Select Committee were	

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Lead Officer: Julie Stevenson		community and life-long learning	informed that the part of the SDA covering EHE was under discussion with expected outcomes available from May 2016	
Impact of SEND reforms Cabinet Member – Ben Adams Lead Officer – Nichola Glover-Edge/Chris Kiernan	26 July 2016	Ready for Life Focus on school improvement and providing access to a good education.	To consider the impact of the SEND reforms for Staffordshire children. <i>(Following the initial report taken to 15 October 2015 Select Committee)</i>	
SACRE Annual Report, Agreed Syllabus and Membership changes Cabinet Member – Ben Adams Lead Officer – Mary Dale/Emma Jardine	26 July	Ready for Life Focus on school improvement and providing access to a good education.		
The future model for the Shugborough Estate - Sub-leases for the Walled Garden and the County Museum Cabinet Member: Mark Winnington Lead Officer: Janene Cox	26 July 2016	Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.		
Post-16 changes and impact on take-up, staying on rates Cabinet Member: Ben Adams Lead Officer: Darryl	13 September 2016 NB following 22 January meeting members wish to consider the outcome	Ready for Life Enhance access to high quality family, community and life-long learning	Item requested by Members following discussion on School attendance, exclusions and participation.	

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Eyers/Tony Baines	of the Post-16 education review.	Ready for Life Focus on school improvement and providing access to a good education.	In particular around Maths and English being included in the curriculum for those students who have yet to reach Level 2 in these subjects. Members wish to consider what impact this change has to take-up and staying-on rates. <i>(School attendance, exclusions and participation considered at their meeting of 4 September 2015.)</i>	
Car Parking Strategy Cabinet Member: Mark Winnington Lead Officer: James Bailey and David Walters	13 September 2016	Great Place to Live Utilise and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.	Following consideration of call-in of the parking strategy by the Corporate Review Committee (9 July 2015) they agreed "that implementation of the Car Parking Strategy be scrutinised following consultation by the Prosperous Staffordshire Select Committee and that the views on implementation be sought from the relevant local district/borough council scrutiny committees"	
Strategic Economic Plan Cabinet Member: Mark Winnington	tbc	Right for Business Promote the county as the "go to" location	At their meeting of 5 September 2014 Members scrutinised progress on the	

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Lead Officer: Darryl Eyers		through a pro-business mind-set.	European Growth Deal submission and agreed to look at the best way to scrutinise the 8 projects, and whether joint scrutiny with Stoke-on-Trent City Council would be appropriate.	
Libraries in a Connected County – review of progress in changes to static library service Cabinet Member: Ben Adams Lead Officer - Janene Cox/Catherine Mann	13 October 2016	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Following the changes to the static library service the Select Committee will review progress on the static library service	
Libraries in a Connected Staffordshire- Mobile and Travelling Library – monitor Review outcomes Cabinet Member: Ben Adams Lead Officer - Janene Cox/Catherine Mann	May/June 2017 (12 months after implementation of the service changes)	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	To consider the effects of the mobile and travelling library service review implementation. <i>(Last considered on 12 October, 1 June 2015 as part of the wider Library review previously considered by PSSC on 23 January 2015)</i>	
Working Groups				
Entrust Service Level Agreement Key Performance Indicator Working group		Ready for Life Focus on school improvement and providing access to a	Following consideration of Education Support Services – Commissioning and Contract Performance at the	

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Cabinet Member: Ben Adams Lead Officer: Karen Coker		good education.	22 January PSSC Members agreed to set up a working group to consider the review of KPIs and the information they wished to scrutinise in future.	
Infrastructure + Working Group Cabinet Member: Mark Winnington Lead Officer: James Bailey	8 and 29 July 4 September Reporting back to Select Committee on 24 May 2016	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Following their 6 March consideration of Infrastructure + Members agreed to set up a working group in June/July to advice on how they wish to scrutinise the governance of the Infrastructure + contract.	The formal response and action plan from the Cabinet Member was received at their 24 May meeting. Members noted the progress made on the agreed recommendations and will monitor their progress on a six monthly basis.
Working Together to address the impact that HGVs have on Staffordshire roads and local communities	Reporting back to Select Committee on 24 May 2016	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Following a petition presented at Annual Council the Select Committee agreed to set up a working group to consider the concerns raised around HGVs on the A515. This issue has now been widened to address all Staffordshire roads. Membership of the Working Group has been agreed	Final report of the Working group agreed for submission to the Cabinet Member at the Select Committee meeting of 24 May 2016. The Select Committee are awaiting the formal response and action plan from the Cabinet Member.
Briefing notes/updates and referrals				
A 50 Growth Corridor Cabinet Member: Mark		Great Place to Live Promote the county as	To update the Committee on proposals to undertake a	

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Winnington Lead Officer: Steve Burrows		the "go to" location through a pro-business mind-set.	major improvement to the A50 in Uttoxeter. <i>(last considered by PSSC on 7 March 2014)</i> Following the triangulation meeting of 29 July it was agreed that this should be addressed via a briefing note rather than a stand alone agenda item.	
SACRE Annual Report		Ready for Life Focus on school improvement and providing access to a good education.	To receive the SACRE Annual Report.	Reported to 26 July Select Committee

<p>Membership</p> <p>Simon Tagg (Chairman) David Brookes (Vice-Chairman) Ann Beech Len Bloomer Ian Hollinshead Kevin Jackson Mike Lawrence Geoff Martin Sheree People Mike Worthington</p>	<p>Calendar of Committee Meetings (at 10.00 am and at County Buildings, Martin Street, Stafford ST16 2LH unless otherwise stated)</p> <p>24 May 2016 26 July 2016, 2.00pm 13 September 2016 13 October 2016 15 December 2016 19 January 2017 3 March 2017</p>
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Rev. Preb. Michael Metcalf (Co-optee) Paul Woodhead (Co-optee) Candice Yeomans (Co-optee)	
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