

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

1 Purpose of Report

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

2 Summary

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

3 Recommendation

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

4 Background

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

5 Equal Opportunities

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

6 Financial implications

6.1 There are no immediate financial implications

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Staffordshire Standing Advisory Council on Religious Education

28th Annual Report

September 2017 - September 2018

From the Chair of SACRE



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

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

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

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

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

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

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

Rev. Prebendary Michael Metcalf

Chair, Staffordshire SACRE

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1. Introduction

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

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

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

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

The statutory duties of a SACRE are given in Appendix 1. Page 20

The membership of the SACRE is given in Appendix 2. Page 21

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

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

3. Standards and quality of RE provision

3.1 Compliance and time allocation for RE

Monitoring

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

Primary Monitoring headlines:

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

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

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

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

Background:

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

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

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

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

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

Findings: See chart below

The following schools failed to engage with the process:

King Edward VI High School Stafford

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

Schools causing concern:

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

Recommendations:

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

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

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

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

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

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

3.2 Standards and achievement

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

Public examination entries in RE

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

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

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

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

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

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

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

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

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

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

Key issues identified in the analysis are as follows:

GCSE

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

A Level

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

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

3.3 Quality of teaching, quality of leadership and management

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

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

3.4 Teacher recruitment and retention, level of specialist provision

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

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

3.5 Resources

Linguistic and Cultural Mediators

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

Governor Services

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

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

4.1 SACRE meetings

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

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

4.2 Membership

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

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

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

4.3 Training

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

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

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

4.4 SACRE developments

Guidance on visits to sacred spaces.

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

The Westhill/NASACRE Award

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

4.5 LA support for the SACRE

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

4.6 Financial support

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

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

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

4.7 Information and advice

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

4.8 Partnerships with other key stakeholders

NASACRE

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

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

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

Local Authority

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

5. The effectiveness of the local agreed syllabus

5.1 Additional guidance/monitoring and evaluation of the agreed syllabus

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

Additional guidance was provided in the following formats:

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

6. Collective worship

6.1 Practice and provision for collective worship

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

6.2 Monitoring the provision of collective worship

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

7. Contribution of the SACRE to the wider community

7.1 Representative nature of the SACRE

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

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

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

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

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

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

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

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

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

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

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

Appendices to the



27th Annual Report September 2017-September 2018

The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

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

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

Such matters include:-

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

A SACRE also:

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

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

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

Appendix 2

Membership

Attendance at Meetings

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

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

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

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

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

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

Procedures for schools causing concern

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

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

Appendix 4

Collective Worship in Staffordshire Primary Schools

RESPONDENTS: 41

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

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

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

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

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

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

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

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

Q5 Do you have any pupils withdrawn from collective worship?

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

Q6 When was your collective worship policy last reviewed?

Answer Choices	Responses
	31.58%

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

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

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

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

Answer Choices	Responses
Yes	100%
No	

Further responses:

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

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

Monitoring RE Provision Primary Survey

RESPONDENTS: 43

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

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

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

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

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

Answer Choices	Responses
Yes	90.7%
No	11.63%

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

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

Yes	86.5%
No	13.95%

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

Answer Choices	Responses
Yes	69.77%
No	30.23%

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

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

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

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

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

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

Q10 How long has the subject leader been in role?

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

Examination Results 2017

Appendix 5

Full Course GCSE in Religious Studies Results Analysis 2017

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

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

GCSE Full Course Results All Pupils

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

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

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

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

GCSE Full Course Results Male Pupils

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

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

Points to note:

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

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

Advanced Level GCE in Religious Studies Results Analysis 2017

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

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

KS5 GCE A Level Results All Pupils

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

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	21289	5.7	18.5	30.7	25.7	13.0	4.8	< 0.1	1.6	< 0.1	24.2	54.9	98.4	35.7
4075	Codsall Community High School	16			50.0	25.0	12.5	12.5					50.0	100.0	31.3
4087	King Edward VI School	12			41.7	50.0		8.3					41.7	100.0	32.5
4072	Moorside High School	3			33.3	66.7							33.3	100.0	33.3
4066	Norton Canes High School	3		33.3		66.7						33.3	33.3	100.0	36.7
4126	The Friary School	12			25.0	25.0	16.7	16.7		16.7			25.0	83.3	22.5

KS5 GCE A Level Results Female Pupils

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

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

KS5 GCE A Level Results Male Pupils

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

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

High School					
4126	The Friary School	3	66.7	33.3	100.0 16.7

Points to note:

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

Staffordshire schools receiving letters from SACRE

GCSE Full Course

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

A Level

School
Codsall High School
King Edward IV School

Moorside High School
Norton Canes
The Friary School

The SACRE Budget 2017-2018

Screen Data Export - SACRE (2017-18) Final outturn					
Option	NML400				
Username	FELLR1				
Date	30/05/2018				
Time	11:50				
GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/***** to EM1100/***** / Enquiry Year: 2017/ Period: 00 to 12					
GL Account Code	Description	Current Budget	Actual + Grni	Actuals	Variance Bud v(Act+GRNI)
EM110010002	SACRE Teachers Gross	12,860.00	0.00	0.00	(12,860.00)
EM110019201	SACRE Insurance Charges Other	0.00	155.08	155.08	155.08 below the line
EM110044038	SACRE QLS Cirriculum Advice	0.00	8,827.00	8,827.00	8,827.00
EM110044350	SACRE Premises Services	0.00	152.50	152.50	152.50
EM110046204	SACRE Conference Fees	0.00	1,170.00	1,170.00	1,170.00
EM110047202	SACRE Subscriptions General	0.00	170.00	170.00	170.00
EM110063008	SACRE General Grants	0.00	(2,725.00)	(2,725.00)	(2,725.00)
EM110064550	SACRE Tfrs to Oth Accounts	(9,000.00)	(9,000.00)	(9,000.00)	0.00
Screen Data Export - SACRE (2018-19) as at 30.5.18			(1,250.42)	(1,250.42)	(5,110.42)
Option	NML400				
Username	FELLR1				
Date	30/05/2018				
Time	11:54				
GL Account Codes for : Enquiry Group: Current Budget(V2) v Act + Com/GL Account Code Range: EM1100/***** to EM1100/***** / Enquiry Year: 2018/ Period: 00 to 12					
GL Account Code	Description	Current Budget	Actual 2018	Actuals + GRNI +	Variance Bud v (Act+Com)
EM110010002	SACRE Teachers Gross	(6,910.00)	0.00	0.00	6,910.00
EM110046204	SACRE Conference Fees	0.00	100.00	100.00	100.00
EM110048342	SACRE Contingency	12,860.00	0.00	0.00	(12,860.00)
		5,950.00	100.00	100.00	(5,850.00)