

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



**25<sup>th</sup> 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 21<sup>st</sup> 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 SACRE's 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 12<sup>th</sup> 2014, February 9<sup>th</sup> 2015 and July 8<sup>th</sup> 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](http://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 21<sup>st</sup> 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



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

<b>Committee D</b>			
<b>Local Education Authority (5)</b>			
Mr. T.V. Finn		✓	
Mr. P.R. Davies	✓		✓
Mr C. Wileman **	✓✓	✓	✓
Mr D. Williams	✓	✓	✓
Mrs C. Wood		✓	✓
Mr I Lawson **			✓
<b>Co-opted</b>			
<b>Baha'i</b>			
Mrs. J. Thompson			
<b>Clerk to SACRE:</b>			
Mrs. H. Phillips	✓	✓	✓
<b>Officers:</b>			
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	
<a href="#">Comments</a> 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	
<a href="#">Comments</a> 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	
<b>Comments(3)</b>	
<ul style="list-style-type: none"> <li>• A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week.</li> <li>• As above</li> <li>• only have KS1 children</li> </ul>	

### 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	
<b>Comments(2)</b>	
<ul style="list-style-type: none"> <li>• Not applicable - all qualified RE teachers</li> </ul>	

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	
<a href="#">Comments(1)</a>	
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	
<a href="#">Comments(0)</a>	

#### 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
<b>Total Respondents: 8</b>	
<a href="#">Comments(2)</a> 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
<b>Total Respondents: 8</b>	

#### 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
<b>Total Respondents: 8</b>	
<a href="#">Comments(2)</a> <ul style="list-style-type: none"> <li>• Short course RE</li> <li>• Short course in year 11</li> </ul>	

#### 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
<b>Total Respondents: 8</b>	

Answer Choices –	Responses –
<a href="#">Comments(1)</a> 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
<b>Total Respondents: 8</b>	

**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
<b>Total Respondents: 8</b>	

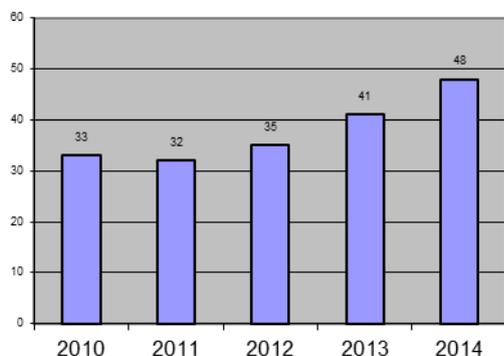
## Examination Results

### Full Course GCSE in Religious Studies Results Analysis 2014

National Average A\* to C 70.7%

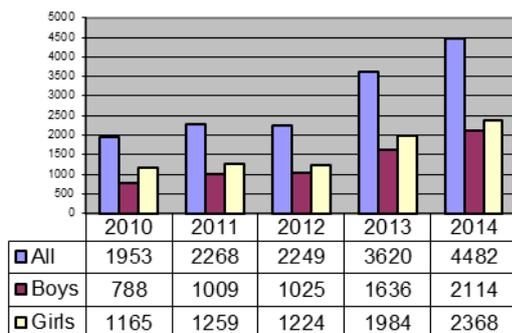
Staffordshire Average A\* to C 68.3%

Number of schools entering pupils for GCSE Full Course



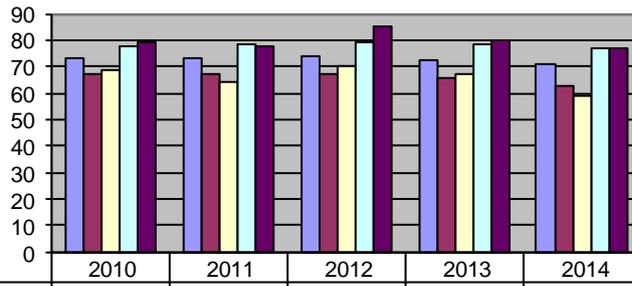
- The number of schools entering pupils for Full Course GCSE typically fluctuates slightly year on year. This year the number has risen once again from 41 to 48.
- As there were no entries for GCSE Short course RE in Staffordshire in 2014 this rise reflects both the changes in the national examination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

Number of students entered for Full Course GCSE



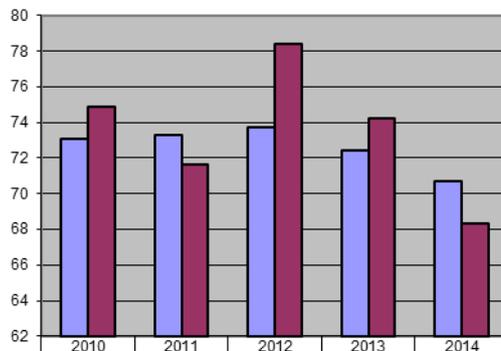
- The numbers of entries has significantly increased once again this year for both boys and girls.
- Since 2012 there are now 2233 more entries for full course GCSE
- This increase reflects the national changes in the examination system and the de-valuing of the short course GCSE.
- The increase in entries 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

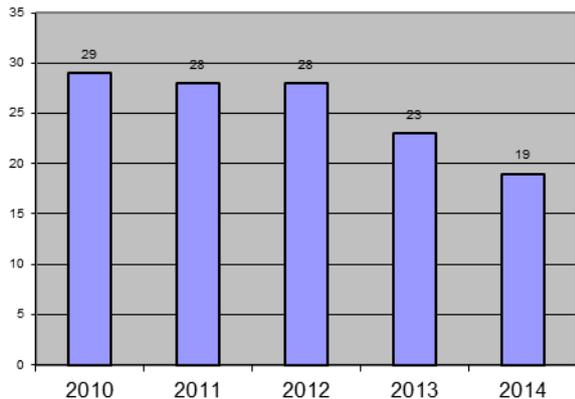
# Advanced Subsidiary (AS) GCE in Religious Studies Results Analysis 2014

National Average A to B 27.1%

Staffordshire Average A to B 20.7%

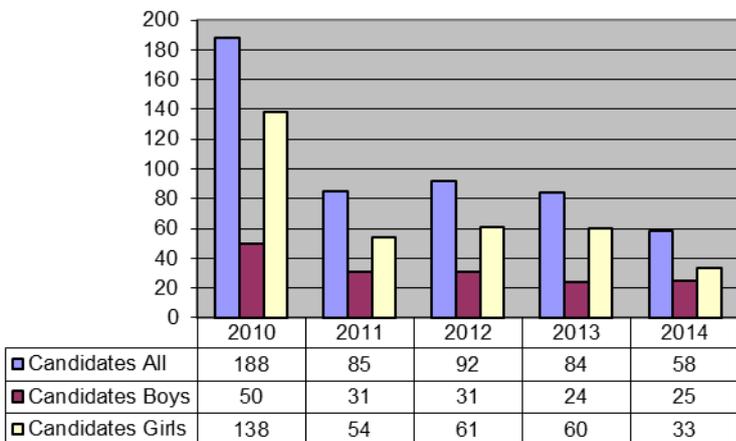
## Year 12

No of schools entering students for AS in Year 12



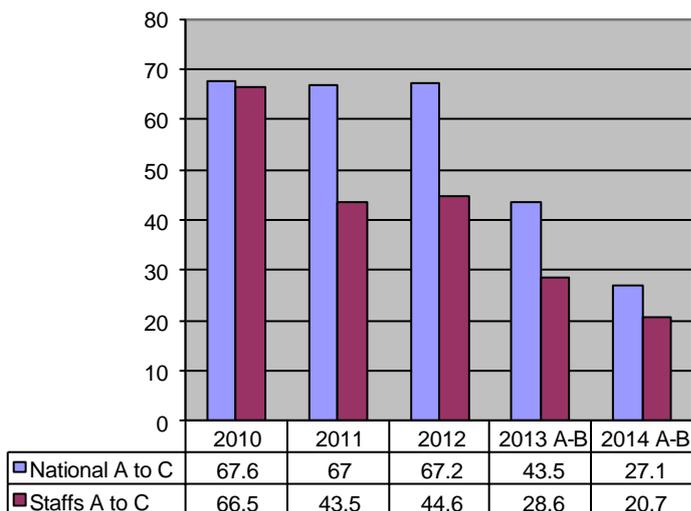
- The number of schools entering students for AS in Year 12 has fallen slightly this year.

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

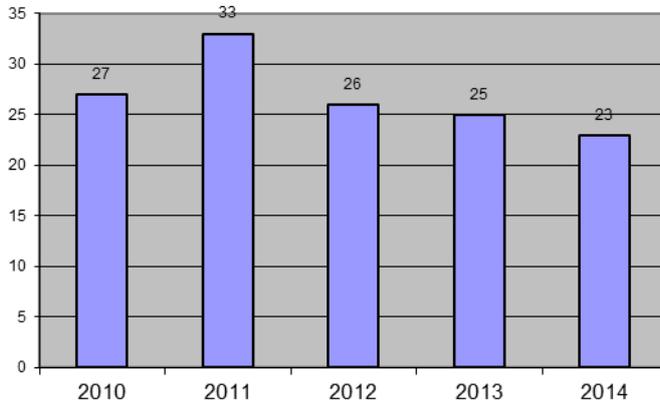


- This graph shows results in Staffordshire for grades A-C at AS RS. The measure has changed, however to A-B which is reflected in the figures for 2013 and 2014.
- Grades nationally have fallen. Results in Staffordshire at the higher grades A-B continue to fall slightly below the national average.

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

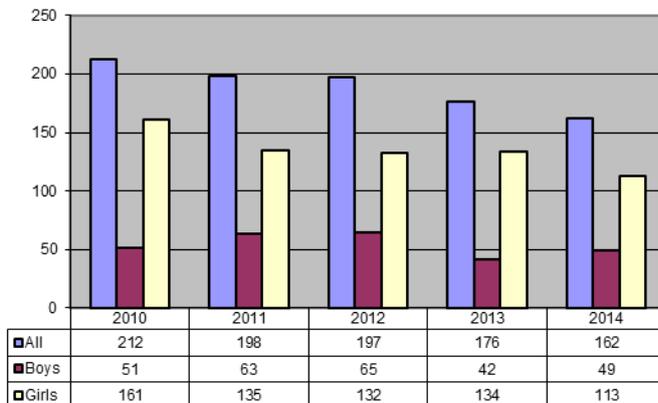
National Average A\* to B 51.7 %  
Staffordshire Average A to B 42.6 %

Number of schools entering pupils for  
Advanced Level A2



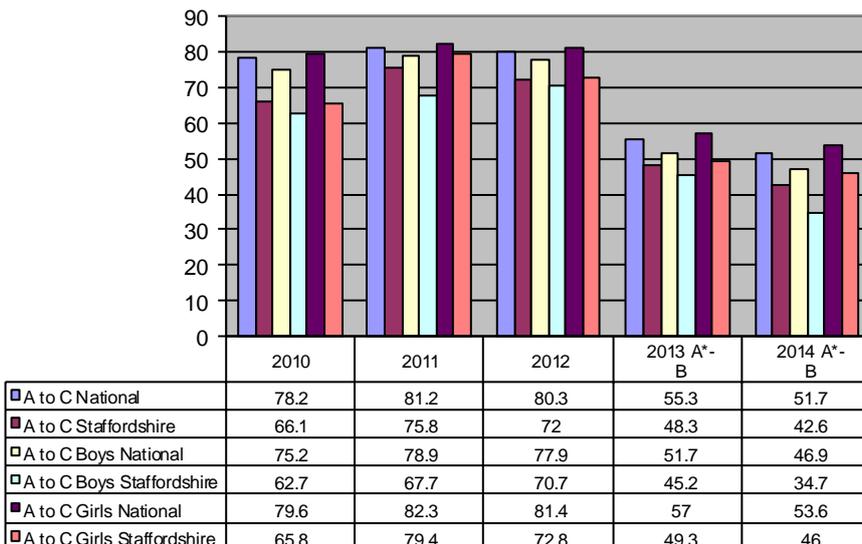
- The number of schools entering students for Advanced Level (A2) RS fluctuates slightly from year to year.
- 23 schools entered students in 2014.

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

<b>school</b>	<b>NOE</b>	<b>Well above national Average A to B (27.1%)</b>
Chase Terrace Technology College	1	<a href="#">100</a>
King Edward VI School, Lichfield	1	<a href="#">100</a>
Landau Forte Academy, Amington	2	<a href="#">50</a>
Thomas Alleyne's High School, Uttoxeter	4	<a href="#">50</a>
Edgecliff High School, Kinver	5	<a href="#">40</a>

## Staffordshire schools well above the national average

### A level

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

## 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](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto: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](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto: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](http://www.entrust-ed.co.uk) e: [enquiries@entrust-ed.co.uk](mailto: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 <b>FREE</b>	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

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