



Staffordshire Standing Advisory Council on Religious Education

**27th Annual Report
September 2016 - September 2017**

From the Chair of SACRE



After the excitement last year of drawing up and launching Staffordshire's reshaped Agreed Syllabus in Religious Education, Staffordshire SACRE has enjoyed a less intense but still dynamic programme during the academic year 2016-17, the period covered by this Annual Report.

It is good, first, to note that during the year excellent progress has been made in rolling out the new Agreed Syllabus to Staffordshire schools, and that the Syllabus is being readily and enthusiastically received by teachers. The work of embedding the Syllabus is ongoing, through in-service sessions, cluster groups and individual school and teacher support ably led by Emma Jardine-Phillips, County Adviser in RE.

Each year the Accord coalition offers prizes for organisations engaging with religious and cultural diversity. For 2016-17, Accord specifically invited SACREs to apply for this prize, and Staffordshire SACRE duly submitted an application, highlighting the new Syllabus among other matters. An unexpectedly large number of SACREs applied for the prize, which went to Brent SACRE. In the report of the competition, Staffordshire SACRE was commended for its inclusive membership and for the support it gave within RE for pupils with learning difficulties.

One of the outcomes from this exercise, and more broadly from reflecting on the thinking behind the Agreed Syllabus, is the realisation that although the United Kingdom is clearly a very diverse society, religiously and ethnically, this diversity tends to be concentrated in particular locations, and not to be directly experienced in many effectively mono-cultural areas, including large parts of Staffordshire. Schools in Staffordshire, and SACRE itself, therefore face the challenge of how to enable pupils to encounter the reality of living with, and within, diversity.

Arising from this, Staffordshire SACRE submitted an application for a Westhill/NASACRE Award for 2017-18 to support a project linked to the themes of the Agreed Syllabus (Exploring, Engaging, Reflecting) which would enable groups of pupils to explore with practising Christians and with practising Muslims their experiences of living with diversity. I am pleased to say that this application was successful, and the project will go ahead in the Autumn Term 2017.

During the year, SACRE gave attention to a report from the Tell MAMA initiative (Measuring Anti-Muslim Attacks), noting that 11% of such recorded attacks occurred in schools, though none in Staffordshire itself. SACRE carried out a constructive correspondence with the County's relevant Cabinet Member to enquire what the County's policy was for minimising the risk of religious hate incidents, and to offer support for that policy within County schools.

The Religious Education picture nationally is currently dominated by the Commission on RE – a massive exercise being mounted by the Religious Education Council. SACRE submitted evidence to the Commission, and I delivered a personal submission to one of the consultative sessions. An Interim Report will be published in Autumn 2017 with the final report scheduled for Autumn 2018. The Commission's findings will have considerable impact on the future of Religious Education (and also SACREs) in this country.

Finally, I gladly thank Emma for her inspirational leadership of RE within the County, and the members of Staffordshire SACRE for their participation and contributions during the year. On SACRE's behalf I wish very warmly to thank and congratulate RE teachers across the County for their achievements in delivering high quality RE in their schools, and in preparing their pupils for the realities of living in the religiously diverse world which is Twenty First Century Britain.

A handwritten signature in black ink that reads "Michael R. Metcalf". The signature is written in a cursive style with a long, sweeping tail on the final letter.

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 2016 to July 2017. 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 16
The membership of the SACRE is given in Appendix 2. Page 17

2. A summary of the work of the SACRE September 2016-2017

- The revised Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council for implementation in schools from September 2016 onwards. All pupils on the school roll are entitled to receive Religious Education. This includes pupils in the second year of the foundation stage and 16-19 year old students in school Sixth Forms. Locally agreed syllabus' are the legal basis for RE in all schools where it applies and inspection is based upon the implementation of the Agreed Syllabus.
- An official launch event for the new Agreed Syllabus for Religious Education was held at The Entrust Riverway Centre in January. Attendees included school representatives, pupils, faith representatives and councilors including the Staffordshire County Council Lead Member for Learning and Skills.
- Monitoring of provision was carried out via survey monkey questionnaires. 70 responses were received from Staffordshire Primary Schools. A zero response was received from Staffordshire Secondary Schools.
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. The SACRE monitored provision and attainment in externally accredited courses in Religious Studies in 2016. Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to C was 70.6% (72% in 2014) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- Entrust offered a full programme of CPD to support RE teachers across the year. Over 100 schools attended CPD events across the year. Bespoke support was also provided in response to individual school requests.
- Support for RE in Staffordshire via the Entrust website has proven a useful resource for teachers with many visiting the site to download the new agreed syllabus and the SACRE annual report.
- 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 and Chase Against Hate Crimes.
- The SACRE liaised with the LA to share the findings and potential impact locally of the 2015 Tell MAMA Annual Report; Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester; The possible implications of the European Court of Justice ruling on the wearing of visible religious symbols.
- Staffordshire SACRE made an application to the 2017 Accord Inclusivity Award. Whilst unsuccessful in gaining the award the application drew praise in specific areas.
- Staffordshire SACRE successfully bid for a Westhill/NASACRE Award and have been awarded a grant to fund the 2017 delivery of a project: Explore:Engage:Reflect
- 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 schools were invited to respond to SACRE monitoring surveys via email, via the Religious Education newsletter and during training events throughout the year. Staffordshire SACRE received 70 responses to its primary monitoring questionnaires. Staffordshire SACRE received a zero response to its secondary monitoring questionnaires. See Appendix 4 for a statistical breakdown.

Primary Monitoring headlines:

- Collective worship is led by a variety of staff in different settings but is most likely to be led by a member of the Senior Leadership Team.
- Provision for collective worship varies from school to school with some schools operating a year group system and others offering a system of whole school provision
- Collective worship takes many forms including thought for the day and teacher led worship
- A sizeable number of respondents stated that faith/community visitors contributed to collective worship in their schools
- Over 30% of 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.
- 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. A small number of schools commented that they are now delivering block weeks of Religious Education teaching as an alternative delivery model.
- In 67% 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.
- 90% of schools stated that their planning was based on the Staffordshire Agreed Syllabus.
- 59% of schools stated that teachers had had access to CPD for RE. This number is down on the 2015/16 monitoring results.
- 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. Opportunities should be found in the next academic year to determine accurate provision in secondary schools that are required to follow the Staffordshire Agreed Syllabus.

3.2 Standards and achievement

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

Public examination entries in RE

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

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

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies. Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice. This academic year no schools have applied for, or been granted, a variation.

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

At the Spring term meeting the Advisory Council received a statistical analysis of the standards achieved in GCSE (full course), advanced subsidiary and advanced level GCE Religious Studies by pupils examined in the summer of 2016. In line with the SACRE remit, the analysis of GCSE and A level results that follows only takes account of local authority maintained schools. A list of maintained schools (correct 16.01.17) is provided for reference.

SACRE were pleased to congratulate teachers and pupils in Staffordshire schools on their demanding work 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 2016 can be found in Appendix 5. Key issues identified in the analysis are as follows:

GCSE

- Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to C was 70.6% (72% in 2014) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- 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.

| |
|--|
| Staffordshire Maintained Schools |
| The Kings CE School |
| Paulet High School |
| Paget High School |
| Sir Thomas Boughey High School |
| Norton Canes High School |
| Blythe Bridge High School and Sixth Form |
| Moorside High School |
| Codsall Community High School |
| Endon High School |
| Great Wyrley Performing Arts High School |
| King Edward VI School, Lichfield |
| Nether Stowe School |
| Wolgarston High School - A Specialist Tech College |
| The Friary School, Lichfield |
| Cheslyn Hay Sport and Community High School |
| Thomas Alleyne's High School |
| Chase Terrace Technology College |
| King Edward VI High School - A Language College |
| Abbot Beyne School |
| Stafford Sports College |

- The results tables reveal that there were several schools achieving results well above the national average.
- SACRE were mindful to take note of the number of pupils on role versus the number of entries. This gave an insight into the provision that different schools have in place for pupils at KS4.

A Level

- Overall, both national results and Staffordshire's results for A Level Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2015 the National Average A* to B was 54.5% (51.7 % in 2014) and the Staffordshire Average A to B was 52% (42.6 % in 2014).
- Results for all pupils showed that pupils in Staffordshire achieved slightly below the national average at grades A*-B but broadly in line with the national average for grades A*-E. The results for female pupils reflect the results for all pupils. The results for male pupils revealed that they performed below the national average.
- The results tables revealed that there were several schools achieving results well above the national average.
- The number of entries per school was small. This is not unexpected at KS5 for which examination courses will be optional.

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

3.3 Quality of teaching, quality of leadership and management

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was made available to schools. This provided an opportunity for schools to review their curriculum, access the subject leader training provided by Entrust and share information related to assessment and feedback. Over 100 schools attended RE training and development courses with Entrust this academic year. Feedback from schools attending RE training reflected that subject leaders felt secure in their role moving forward with the revised curriculum requirements.

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. SACRE was unable to gain a reliable picture of provision in secondary schools, but in those schools' that entered pupils for examinations it was clear to see where the key stage 4 element of the agreed syllabus was being followed.

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.

Monitoring the quality of teaching and the quality of leadership and management overall continues to present some challenges for the SACRE. There are no systematic means of gathering information to provide reliable evidence on which to base judgments. However, following the introduction of the revised Agreed Syllabus for Religious Education SACRE are optimistic about the quality of RE in Staffordshire and are reassured by the positive response the agreed syllabus has received from those schools required to use it.

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 is 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.

Entrust Education website

The Entrust website holds the revised Agreed Syllabus for Religious Education. Other non-statutory supportive materials including long and medium term plans, are available from the Senior Teacher Consultant for RE at Entrust.

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

4.1 SACRE meetings

Meetings were held on November 9th 2016, February 8th 2017 and June 21th 2017 at the Kingston Centre, Stafford. All meetings were held at 2.00 p.m.

At the Autumn term 2016 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. See Appendix 2 for full details.

- Mrs. A. Hopkins replaced Mrs. S. Devereux in September 2016
- Mrs. L. Goodwin replaced Mr. M. Dwyer in October 2016
- Mrs. L. Nicholson Ward replaced Mr. C. Hopkins in November 2016
- Mr. M. Cooper replaced Mrs. R. Woodward in January 2017
- 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 2016-2017 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers.

Rev. Preb. M.R. Metcalf and Mr M. Parekh attended the 2017 NASACRE Conference and AGM 'Preparing for Life in Britain: The Contribution of RE'. Charles Clarke, Dr Joyce Miller and Prof Aaqil Ahmed (the only person to have been both BBC and Channel 4 Head of Religion and Ethics) formed the conference panel. Both SACRE members spoke positively of the event and the quality of the conference panel in attendance. 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 AREIAC two regional meetings in 2016-17 including the joint AREIAC/NASACRE conference 'Religions are not Monoliths'. A full update and evaluation was provided to SACRE in the summer term meeting to inform the work of SACRE moving forward.

4.4 SACRE developments

The REC Commission

Staffordshire SACRE gave a full submission to the REC commission as a contribution to their call for evidence. This independent commission has been established by the Religious Education Council (REC) to make wide-ranging recommendations in relation to RE in schools.

The Big NASACRE Survey

Staffordshire SACRE discussed the key aspects of this survey and the chairman collated information gleaned into a full submission to NASACRE.

2017 Accord Inclusivity Award

Staffordshire SACRE made an application to the 2017 Accord Inclusivity Award. The application revealed an in-depth picture of the work and achievements of Staffordshire SACRE. Whilst ultimately unsuccessful the nomination drew particular praise for:

- The production of separate guidance given for special schools
- The wide range of SACRE representatives
- The letters of praise/support which SACRE sends to high/low performing schools

4.5 LA support for the SACRE

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

4.6 Financial support

£12,590 was made available to support the work of SACRE during the financial year 2016-2017 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2016-17 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 2017-18 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.

SACRE have reported on the findings of the 2015 Tell MAMA Annual Report. The report was launched in parliament and highlights hate crime against Muslims in the UK. Of particular concern to SACRE was that 20% of hate crime attacks were in places of education. Members were

reassured that many of the of the notable points relating to education were reflected well within the new Staffordshire Agreed Syllabus, through which schools are given a steer to include Islam within their programme of study. Members requested further clarification from the LA on any issues that were being experienced in Staffordshire and what actions were being taken to ensure that Muslim pupils were kept safe. A written response was received from Gill Heath, Cabinet Member for Communities and the Environment. In the summer term meeting a presentation was provided by the Entrust Inclusion and Wellbeing team who gave specific details relating to procedures followed in Staffordshire when schools' report racist incidents.

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 2016-2017 are included in the minutes from each meeting.

Local Authority

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was introduced into schools. 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 remained in regular contact and worked 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:

- All schools were invited to a free launch event to support them in implementing the revised syllabus
- 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.

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 significant 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.

In 2016-17 SACRE members have liaised with the LA to share the findings and potential impact locally of:

- The 2015 Tell MAMA Annual Report
- Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester
- The possible implications of the European Court of Justice ruling on the wearing of visible religious symbols

The Senior Teacher Consultant for RE works alongside the LCM 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 LCMs.

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. Opportunities are planned to provide further guidance to schools experiencing difficulties fulfilling the third syllabus aim in 2017-18.

This academic year the SACRE liaised with the LA to share the findings and potential impact locally of the 2015 Tell MAMA Annual Report, Statements from the co-chairs of the Inter Faith Network UK and Moderators of the IFN Faith Communities Forum in response to terrorist attacks in London and Manchester and the possible implications of the European Court of Justice ruling on the wearing of visible religious symbols. The SACRE brings together members with links to other organisations such as the IFN, NASACRE, Prevent and CAHC (Chase Against Hate Crimes). They are well positioned as a local body to contribute to social, racial and religious harmony and to the wider community.

Appendices



**27th Annual Report
September 2016-September 2017**

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

| | 9 November 2016 | 8 February 2017 | 21 June 2017 |
|---|--------------------|--------------------|-----------------|
| Committee A | | | |
| Christian and other religious denominations | | | |
| Free Churches (5) | | | |
| Mrs. D. Cutler | ✓ | ✓ | |
| Vacancy | | | |
| Vacancy | | | |
| Mrs S.J. Phillips (Meth) | ✓ | ✓ | |
| Vacancy | | | |
| Hindu (2) | | | |
| Vacancy | | | |
| Mr. G. Devadason | | | |
| Jewish (1) | | | |
| Mr. P. Lewis | | | |
| Muslim (2) | | | |
| Mrs. H. Haroon-Iqbal | | | |
| Mr M. Parekh | ✓ | | |
| Religious Society of Friends (1) | | | |
| Mrs. M. Crossland Resigned August 2017 | ✓ | | |
| Roman Catholic (2) | | | |
| Mrs. A. Hewetson Resigned January 2017 | | | |
| Sikh (2) | | | |
| Mr Tajinder Singh | | | |
| Vacancy | | | |
| Salvation Army (1) | | | |
| Mrs. A. Hopkins* | ✓ | ✓ | |
| Buddhist (1) | | | |
| Ven. Dr Phramaha Laow Panyasiri | | ✓ | |
| Humanist | | | |
| Mr P. Moseley | | | |
| | | | |
| Committee B | | | |
| Church of England (5) | | | |
| Mrs S. Blackmore Resigned February 2017 | ✓ | | |
| Replaced by 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) | ✓ | ✓ | |
| vacancy (ASCL) | | | |
| Vacancy (NAHT) | | | |
| Mrs. L. Goodwin (NUT)**** | ✓ | ✓ | |
| Ms. S. Andjelkovic (NASUWT) | | ✓ | ✓ |

| | | | |
|---|----|----|----|
| Committee D | | | |
| Local Education Authority (5) | | | |
| Mr. T.V. Finn Resigned May 2017 | | | |
| Mr. P.R. Davies Resigned May 2017 | | ✓ | |
| Mr I Lawson | ✓✓ | ✓✓ | ✓✓ |
| Mr D. Williams Resigned May 2017 | | | |
| Mrs C. Wood Resigned May 2017 | ✓ | ✓ | |
| Replaced By: | | | |
| Mr. S. Hussain | | | ✓ |
| Mr. B. Peters | | | |
| Mr. M. Sutton | | | ✓ |
| Vacancy | | | |
| Co-opted | | | |
| Baha'i | | | |
| Mrs. J. Thompson | | ✓ | ✓ |
| Spiritualist National Union | | | |
| Mrs J. Almond Resigned January 2017 | | | |
| | | | |
| Clerk to SACRE: | | | |
| Mrs. J. Roberts | ✓ | ✓ | ✓ |
| | | | |
| Officers: | | | |
| Ms. E. Jardine-Phillips, Adviser | ✓ | | ✓ |
| | | | |

*Mrs. A. Hopkins replaced Mrs. S. Devereux in September 2016

**Mrs. L. Nicholson Ward replaced Mr. C. Hopkins in November 2016

***Mr. M. Cooper replaced Mrs. R. Woodward in January 2017

**** Mrs. L. Goodwin replaced Mr. M. Dwyer in October 2016

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: 62

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

| Answer Choices | Responses |
|----------------|--------------|
| Headteacher | 45.16% 28 |
| Deputy | 20.97% 13 |
| Teaching staff | 41.94% 26 |

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 | 45.16% 28 |
| Yes 1-3 days a week | 41.94% 26 |
| Yes 4-5 days a week | 14.52% 9 |

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

| Answer Choices | Responses |
|------------------|--------------|
| No | 32.79% 20 |
| Yes occasionally | 44.26% 27 |
| Yes daily | 22.95% 14 |

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

| Answer Choices | Responses |
|-------------------|--------------|
| No | 11.29% 7 |
| Yes, occasionally | 88.71% 55 |
| Yes, daily | 1.61% 1 |

Q5 Do you have any pupils withdrawn from collective worship?

| Answer Choices | Responses |
|----------------|--------------|
| No | 63.35% 43 |
| One | 11.29% 7 |
| Two | 13.79% 4 |
| Three | 6.45% 1 |
| Four | 1.61% 1 |
| More | 4.84% 3 |

Q5 When was your collective worship policy last reviewed?

| Answer Choices | Responses |
|------------------------|--------------|
| In the last six months | 23.40% 11 |
| In the last year | 34.04% 16 |
| In the last two years | 42.55% 20 |

Monitoring RE Provision Primary Survey

RESPONDENTS: 70

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

| Answer Choices | Responses |
|---------------------------|--------------|
| one hour a week | 72.86% 51 |
| more than one hour a week | 4.29% 3 |
| less than one hour a week | 22.86% 16 |

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

| Answer Choices | Responses |
|---------------------------|--------------|
| One hour a week | 72.86% 51 |
| more than one hour a week | 8.57% 6 |
| less than one hour a week | 18.57% 13 |

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

| Answer Choices | Responses |
|----------------|-----------|
| Yes | 90% 63 |
| No | 10% 7 |

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

| Answer Choices | Responses |
|----------------|--------------|
| Yes | 59.42% 41 |
| No | 42.03% 29 |

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

| Answer Choices | Responses |
|----------------|--------------|
| Yes | 67.14% 47 |
| No | 32.86% 23 |

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

| Answer Choices | Responses |
|---|--------------|
| Supporting specific groups of pupils | 28.26% 13 |
| Delivering lessons during PPA time | 78.26% 36 |
| Planning and delivering the RE Curriculum | 21.74% 10 |

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

| Answer Choices | Responses |
|-------------------------|--------------|
| In the last six months | 24.56% 14 |
| In the last year | 35.09% 20 |
| In the last two years | 24.56% 14 |
| In the last three years | 15.79% 9 |

Staffordshire SACRE received a zero response to its secondary monitoring questionnaires.

Examination Results 2016-2017
Full Course GCSE in Religious Studies Results Analysis 2016
National Average A* to C 70.2% (70.6% in 2015)
Staffordshire Average A* to C 67.8% (68.4% in 2015)

Appendix 5

GCSE Full Course Results All Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) ALL PUPILS

| Est. No. | Centre | NOR | NOE | * | A | B | C | D | E | F | G | Q | U | X | A*-C | A*-G | Avg Pts |
|----------|---|--------|--------|------|------|------|------|------|------|-----|------|-------|------|-----|------|-------|---------|
| - | National (All Schools) | 600317 | 268573 | 10.6 | 19.0 | 23.5 | 18.5 | 11.9 | 7.2 | 4.5 | 2.7 | < 0.1 | 1.9 | 0.3 | 71.5 | 97.8 | 5.3 |
| - | National (State Funded) | 539985 | 252022 | 9.3 | 18.1 | 23.7 | 19.0 | 12.4 | 7.5 | 4.7 | 2.9 | < 0.1 | 2.0 | 0.3 | 70.2 | 97.7 | 5.2 |
| - | LA (State Funded) | 8761 | 4984 | 5.4 | 15.7 | 24.6 | 22.1 | 13.7 | 8.3 | 4.7 | 3.3 | | 1.8 | 0.2 | 67.8 | 97.9 | 5.0 |
| 4500 | Abbot Beyne School | 104 | 102 | 3.9 | 12.7 | 23.5 | 20.6 | 10.8 | 10.8 | 7.8 | 5.9 | | 3.9 | | 60.8 | 96.1 | 4.6 |
| 4067 | Blythe Bridge High School | 152 | 125 | 0.8 | 8.8 | 17.6 | 25.6 | 18.4 | 15.2 | 8.0 | 4.0 | | 1.6 | | 52.8 | 98.4 | 4.4 |
| 4178 | Chase Terrace Technology College | 221 | 22 | 13.6 | 18.2 | 50.0 | 13.6 | 4.5 | | | | | | | 95.5 | 100.0 | 6.2 |
| 4140 | Cheslyn Hay Sport and Community High School | 211 | 174 | 2.3 | 11.5 | 21.8 | 26.4 | 15.5 | 10.3 | 9.2 | 1.7 | | 1.1 | | 62.1 | 98.9 | 4.8 |
| 4075 | Codsall Community High School | 233 | 21 | 28.6 | 42.9 | 14.3 | 9.5 | | | 4.8 | | | | | 95.2 | 100.0 | 6.7 |
| 4077 | Endon High School | 137 | 119 | 1.7 | 6.7 | 15.1 | 32.8 | 18.5 | 12.6 | 5.9 | 6.7 | | | | 56.3 | 100.0 | 4.5 |
| 4079 | Great Wyrley High School | 175 | 43 | | 16.3 | 32.6 | 27.9 | 14.0 | 2.3 | 7.0 | | | | | 76.7 | 100.0 | 5.3 |
| 4181 | King Edward VI High School | 136 | 134 | 1.5 | 5.2 | 17.9 | 19.4 | 19.4 | 13.4 | 6.7 | 8.2 | | 8.2 | | 44.0 | 91.8 | 3.9 |
| 4072 | Moorside High School | 130 | 130 | 6.9 | 16.9 | 28.5 | 29.2 | 11.5 | 6.2 | 0.8 | | | | | 81.5 | 100.0 | 5.6 |
| 4089 | Nether Stowe School | 76 | 14 | | | 57.1 | 14.3 | | 14.3 | | 14.3 | | | | 71.4 | 100.0 | 4.7 |
| 4066 | Norton Canes High School | 65 | 15 | 13.3 | | 53.3 | 26.7 | | 6.7 | | | | | | 93.3 | 100.0 | 5.8 |
| 4055 | Paget High School | 126 | 18 | 5.6 | 16.7 | 27.8 | 22.2 | 16.7 | 11.1 | | | | | | 72.2 | 100.0 | 5.4 |
| 4051 | Paulet High School | 120 | 17 | 11.8 | 17.6 | 17.6 | 29.4 | 23.5 | | | | | | | 76.5 | 100.0 | 5.6 |
| 4060 | Sir Thomas Boughey High School | 164 | 33 | 15.2 | 30.3 | 21.2 | 18.2 | 9.1 | | | 6.1 | | | | 84.8 | 100.0 | 5.9 |
| 5402 | Stafford Manor High School | 58 | 45 | | 2.2 | 22.2 | 24.4 | 13.3 | 17.8 | 4.4 | 4.4 | | 11.1 | | 48.9 | 88.9 | 3.9 |
| 4126 | The Friary School | 207 | 107 | 5.6 | 29.9 | 35.5 | 16.8 | 10.3 | 0.9 | 0.9 | | | | | 87.9 | 100.0 | 6.0 |
| 4012 | The King's CofE (VA) School | 79 | 68 | 1.5 | 4.4 | 14.7 | 19.1 | 14.7 | 8.8 | 8.8 | 13.2 | | 13.2 | 1.5 | 39.7 | 85.3 | 3.4 |
| 4146 | Thomas Alleyne's High School | 253 | 249 | 8.8 | 31.7 | 23.7 | 16.1 | 8.4 | 4.0 | 3.2 | 3.2 | | 0.4 | 0.4 | 80.3 | 99.2 | 5.7 |
| 4100 | Wolgarston High School | 165 | 162 | 1.2 | 13.0 | 27.2 | 21.6 | 16.7 | 6.8 | 7.4 | 4.9 | | 1.2 | | 63.0 | 98.8 | 4.8 |

GCSE Full Course Results Female Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) FEMALE

| Est. No. | Centre | NOR | NOE | * | A | B | C | D | E | F | G | Q | U | X | A*-C | A*-G | Avg Pts |
|----------|---|--------|--------|------|------|------|------|------|------|-----|------|-------|------|-----|-------|-------|---------|
| - | National (State Funded) | 264739 | 135118 | 12.6 | 21.8 | 24.8 | 17.6 | 10.5 | 5.9 | 3.4 | 1.9 | < 0.1 | 1.1 | 0.3 | 76.8 | 98.6 | 5.6 |
| - | LA (State Funded) | 4290 | 2660 | 7.8 | 19.4 | 26.6 | 21.5 | 12.0 | 6.3 | 3.1 | 2.0 | | 1.2 | 0.1 | 75.3 | 98.7 | 5.4 |
| 4500 | Abbot Beyne School | 50 | 49 | 4.1 | 20.4 | 20.4 | 18.4 | 10.2 | 14.3 | 6.1 | 2.0 | | 4.1 | | 63.3 | 95.9 | 4.9 |
| 4067 | Blythe Bridge High School | 67 | 59 | 1.7 | 16.9 | 22.0 | 22.0 | 15.3 | 11.9 | 8.5 | 1.7 | | | | 62.7 | 100.0 | 4.9 |
| 4178 | Chase Terrace Technology College | 114 | 18 | 11.1 | 16.7 | 55.6 | 16.7 | | | | | | | | 100.0 | 100.0 | 6.2 |
| 4140 | Cheslyn Hay Sport and Community High School | 105 | 92 | 1.1 | 12.0 | 23.9 | 28.3 | 17.4 | 8.7 | 8.7 | | | | | 65.2 | 100.0 | 4.9 |
| 4075 | Codsall Community High School | 116 | 20 | 30.0 | 40.0 | 15.0 | 10.0 | | | 5.0 | | | | | 95.0 | 100.0 | 6.7 |
| 4077 | Endon High School | 59 | 57 | 3.5 | 5.3 | 24.6 | 31.6 | 12.3 | 10.5 | 3.5 | 8.8 | | | | 64.9 | 100.0 | 4.7 |
| 4079 | Great Wyrley High School | 96 | 39 | | 15.4 | 35.9 | 28.2 | 12.8 | 2.6 | 5.1 | | | | | 79.5 | 100.0 | 5.3 |
| 4181 | King Edward VI High School | 63 | 62 | 3.2 | 8.1 | 21.0 | 19.4 | 21.0 | 16.1 | 1.6 | 1.6 | | 8.1 | | 51.6 | 91.9 | 4.4 |
| 4072 | Moorside High School | 73 | 73 | 9.6 | 13.7 | 37.0 | 21.9 | 12.3 | 4.1 | 1.4 | | | | | 82.2 | 100.0 | 5.7 |
| 4089 | Nether Stowe School | 30 | 5 | | | 80.0 | 20.0 | | | | | | | | 100.0 | 100.0 | 5.8 |
| 4066 | Norton Canes High School | 28 | 6 | 33.3 | | 66.7 | | | | | | | | | 100.0 | 100.0 | 6.7 |
| 4055 | Paget High School | 66 | 11 | 9.1 | 27.3 | 36.4 | 9.1 | 9.1 | 9.1 | | | | | | 81.8 | 100.0 | 5.9 |
| 4051 | Paulet High School | 61 | 15 | 13.3 | 20.0 | 13.3 | 33.3 | 20.0 | | | | | | | 80.0 | 100.0 | 5.7 |
| 4060 | Sir Thomas Boughy High School | 75 | 13 | 23.1 | 46.2 | 7.7 | 7.7 | 7.7 | | | 7.7 | | | | 84.6 | 100.0 | 6.3 |
| 5402 | Stafford Manor High School | 42 | 36 | | 2.8 | 25.0 | 27.8 | 13.9 | 13.9 | 2.8 | 2.8 | | 11.1 | | 55.6 | 88.9 | 4.1 |
| 4126 | The Friary School | 112 | 63 | 7.9 | 38.1 | 30.2 | 11.1 | 11.1 | 1.6 | | | | | | 87.3 | 100.0 | 6.2 |
| 4012 | The King's CofE (VA) School | 34 | 33 | 3.0 | 9.1 | 24.2 | 18.2 | 15.2 | 3.0 | 3.0 | 15.2 | | 9.1 | | 54.5 | 90.9 | 4.2 |
| 4146 | Thomas Alleyne's High School | 133 | 130 | 10.8 | 40.0 | 19.2 | 14.6 | 6.9 | 2.3 | 1.5 | 3.8 | | | 0.8 | 84.6 | 99.2 | 6.0 |
| 4100 | Wolgarston High School | 83 | 81 | 2.5 | 17.3 | 27.2 | 21.0 | 14.8 | 3.7 | 7.4 | 6.2 | | | | 67.9 | 100.0 | 5.0 |

GCSE Full Course Results Male Pupils

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310) MALE

| Est. No. | Centre | NOR | NOE | * | A | B | C | D | E | F | G | U | X | A*-C | A*-G | Avg Pts |
|----------|---|--------|------|---|-------|------|------|------|------|------|------|------|-----|-------|-------|---------|
| - | National (State Funded) | 275246 | #### | | 13.9 | 22.4 | 20.7 | 14.6 | 9.4 | 6.2 | 4.0 | 3.0 | 0.3 | 62.5 | 96.7 | 4.8 |
| - | LA (State Funded) | 4471 | 2324 | | 11.5 | 22.4 | 22.8 | 15.7 | 10.6 | 6.5 | 4.8 | 2.6 | 0.4 | 59.3 | 97.0 | 4.6 |
| 4500 | Abbot Beyne School | 54 | 53 | | 5.7 | 26.4 | 22.6 | 11.3 | 7.5 | 9.4 | 9.4 | 3.8 | | 58.5 | 96.2 | 4.4 |
| 4067 | Blythe Bridge High School | 85 | 66 | | 1.5 | 13.6 | 28.8 | 21.2 | 18.2 | 7.6 | 6.1 | 3.0 | | 43.9 | 97.0 | 4.0 |
| 5401 | Cannock Chase High School | 95 | 6 | | | 16.7 | 33.3 | 16.7 | 33.3 | | | | | 50.0 | 100.0 | 4.3 |
| 4178 | Chase Terrace Technology College | 107 | 4 | | 25.0 | 25.0 | | 25.0 | | | | | | 75.0 | 100.0 | 6.3 |
| 4140 | Cheslyn Hay Sport and Community High School | 106 | 82 | | 11.0 | 19.5 | 24.4 | 13.4 | 12.2 | 9.8 | 3.7 | 2.4 | | 58.5 | 97.6 | 4.6 |
| 4075 | Codsall Community High School | 117 | 1 | | 100.0 | | | | | | | | | 100.0 | 100.0 | 7.0 |
| 4077 | Endon High School | 78 | 62 | | 8.1 | 6.5 | 33.9 | 24.2 | 14.5 | 8.1 | 4.8 | | | 48.4 | 100.0 | 4.3 |
| 4079 | Great Wyrley High School | 79 | 4 | | 25.0 | | 25.0 | 25.0 | | 25.0 | | | | 50.0 | 100.0 | 4.5 |
| 4181 | King Edward VI High School | 73 | 72 | | 2.8 | 15.3 | 19.4 | 18.1 | 11.1 | 11.1 | 13.9 | 8.3 | | 37.5 | 91.7 | 3.5 |
| 4072 | Moorside High School | 57 | 57 | | 21.1 | 17.5 | 38.6 | 10.5 | 8.8 | | | | | 80.7 | 100.0 | 5.4 |
| 4089 | Nether Stowe School | 46 | 9 | | | 44.4 | 11.1 | | 22.2 | | 22.2 | | | 55.6 | 100.0 | 4.1 |
| 4066 | Norton Canes High School | 37 | 9 | | | 44.4 | 44.4 | | 11.1 | | | | | 88.9 | 100.0 | 5.2 |
| 4055 | Paget High School | 60 | 7 | | | 14.3 | 42.9 | 28.6 | 14.3 | | | | | 57.1 | 100.0 | 4.6 |
| 4051 | Paulet High School | 59 | 2 | | | 50.0 | | 50.0 | | | | | | 50.0 | 100.0 | 5.0 |
| 4060 | Sir Thomas Boughey High School | 89 | 20 | | 20.0 | 30.0 | 25.0 | 10.0 | | | 5.0 | | | 85.0 | 100.0 | 5.7 |
| 5402 | Stafford Manor High School | 16 | 9 | | | 11.1 | 11.1 | 11.1 | 33.3 | 11.1 | 11.1 | 11.1 | | 22.2 | 88.9 | 3.0 |
| 4126 | The Friary School | 95 | 44 | | 18.2 | 43.2 | 25.0 | 9.1 | | 2.3 | | | | 88.6 | 100.0 | 5.7 |
| 4012 | The King's CofE (VA) School | 45 | 35 | | | 5.7 | 20.0 | 14.3 | 14.3 | 14.3 | 11.4 | 17.1 | 2.9 | 25.7 | 80.0 | 2.7 |
| 4146 | Thomas Alleyne's High School | 120 | 119 | | 22.7 | 28.6 | 17.6 | 10.1 | 5.9 | 5.0 | 2.5 | 0.8 | | 75.6 | 99.2 | 5.4 |
| 4100 | Wolgarston High School | 82 | 81 | | 8.6 | 27.2 | 22.2 | 18.5 | 9.9 | 7.4 | 3.7 | 2.5 | | 58.0 | 97.5 | 4.6 |

Points to note:

- Overall, both national results and Staffordshire's results for GCSE Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2016 the National Average A* to C was 70.2% (70.6% in 2015) and the Staffordshire Average A* to C was 68.4% (68.5% in 2014)
- 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 wrote to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE were mindful to take note of the number of pupils on role versus the number of entries. This gave an insight into the provision that different schools have in place for pupils at KS4.

Advanced Level GCE in Religious Studies Results Analysis 2016-17
National Average A* to B 54.4% (54.5 % in 2015)
Staffordshire Average A to B 49.6% (52 % in 2015)

KS5 GCE A Level Results All Pupils

All pupils

| School/College | NOE | * | A | B | C | D | E | U | X | A*-A | A*-B | A*-E | Avg Pts |
|---|-------|------|------|------|-------|------|------|-----|-------|------|------|-------|---------|
| National (all entries) | 22079 | 5.6 | 18.5 | 30.3 | 25.5 | 13.7 | 5.0 | 1.4 | < 0.1 | 24.1 | 54.4 | 98.5 | 35.6 |
| LA (State-funded Schools/Colleges) | 280 | 3.2 | 15.4 | 31.1 | 23.6 | 18.2 | 6.8 | 1.8 | | 18.6 | 49.6 | 98.2 | 33.4 |
| Chase Terrace Technology College | 7 | 14.3 | 14.3 | 28.6 | 28.6 | 14.3 | | | | 28.6 | 57.1 | 100.0 | 38.6 |
| Cheslyn Hay Sport and Community High School | 8 | | | 50.0 | | 37.5 | 12.5 | | | | 50.0 | 100.0 | 28.8 |
| Codsall Community High School | 13 | | 7.7 | 61.5 | 15.4 | 15.4 | | | | 7.7 | 69.2 | 100.0 | 36.2 |
| King Edward VI High School | 1 | | | | 100.0 | | | | | | | 100.0 | 30.0 |
| King Edward VI School | 13 | | 23.1 | 23.1 | 23.1 | 15.4 | 15.4 | | | 23.1 | 46.2 | 100.0 | 32.3 |
| Moorside High School | 3 | | | 66.7 | 33.3 | | | | | | 66.7 | 100.0 | 36.7 |
| The Friary School | 6 | | | 33.3 | 16.7 | 16.7 | 33.3 | | | | 33.3 | 100.0 | 25.0 |
| Thomas Alleyne's High School | 13 | 7.7 | 46.2 | 7.7 | 15.4 | 23.1 | | | | 53.8 | 61.5 | 100.0 | 40.0 |

KS5 GCE A Level Results Female Pupils

| School/College | NOE | * | A | B | C | D | E | U | X | A*-A | A*-B | A*-E | Avg Pts |
|---|------------|------------|-------------|-------------|-------------|-------------|------------|------------|---|-------------|-------------|-------------|-------------|
| LA (State-funded Schools/Colleges) | 201 | 3.5 | 17.9 | 33.3 | 23.4 | 15.4 | 5.0 | 1.5 | | 21.4 | 54.7 | 98.5 | 35.0 |
| Chase Terrace Technology College | 5 | 20.0 | 20.0 | 20.0 | 20.0 | 20.0 | | | | 40.0 | 60.0 | 100.0 | 40.0 |
| Cheslyn Hay Sport and Community High School | 6 | | | 66.7 | | 33.3 | | | | | 66.7 | 100.0 | 33.3 |
| Codsall Community High School | 5 | | 20.0 | 60.0 | 20.0 | | | | | 20.0 | 80.0 | 100.0 | 40.0 |
| King Edward VI School | 11 | | 27.3 | 27.3 | 18.2 | 9.1 | 18.2 | | | 27.3 | 54.5 | 100.0 | 33.6 |
| Moorside High School | 2 | | | 100.0 | | | | | | | 100.0 | 100.0 | 40.0 |
| The Friary School | 4 | | | 50.0 | 25.0 | 25.0 | | | | | 50.0 | 100.0 | 32.5 |
| Thomas Alleyne's High School | 7 | 14.3 | 57.1 | 14.3 | | 14.3 | | | | 71.4 | 85.7 | 100.0 | 45.7 |

KS5 GCE A Level Results Male Pupils

| School/College | NOE | * | A | B | C | D | E | U | X | A*-A | A*-B | A*-E | Avg Pts |
|---|-----------|------------|------------|-------------|-------------|-------------|-------------|------------|---|-------------|-------------|-------------|-------------|
| LA (State-funded Schools/Colleges) | 79 | 2.5 | 8.9 | 25.3 | 24.1 | 25.3 | 11.4 | 2.5 | | 11.4 | 36.7 | 97.5 | 29.5 |
| Chase Terrace Technology College | 2 | | | 50.0 | 50.0 | | | | | | 50.0 | 100.0 | 35.0 |
| Cheslyn Hay Sport and Community High School | 2 | | | | | 50.0 | 50.0 | | | | | 100.0 | 15.0 |
| Codsall Community High School | 8 | | | 62.5 | 12.5 | 25.0 | | | | | 62.5 | 100.0 | 33.8 |
| King Edward VI High School | 1 | | | | 100.0 | | | | | | | 100.0 | 30.0 |
| King Edward VI School | 2 | | | | 50.0 | 50.0 | | | | | | 100.0 | 25.0 |
| Moorside High School | 1 | | | | 100.0 | | | | | | | 100.0 | 30.0 |
| The Friary School | 2 | | | | | | 100.0 | | | | | 100.0 | 10.0 |
| Thomas Alleyne's High School | 6 | | 33.3 | | 33.3 | 33.3 | | | | 33.3 | 33.3 | 100.0 | 33.3 |

Points to note:

- Overall, both national results and Staffordshire's results for A Level Religious Studies in 2016 are broadly in line with overall results achieved in 2015. In 2016 the National Average A* to B was 54.4% (54.5 % in 2015) and the Staffordshire Average A to B was 49.6% (52 % in 2015).
- Results for all pupils show that pupils in Staffordshire achieved slightly below the national average at grades A*-B but broadly in line with the national average for grades A*-E. The results for female pupils reflect the results for all pupils. The results for male pupils revealed that they performed below the national average.
- However, a closer look at the results tables reveal that there were several schools achieving results well above the national average. SACRE wrote to congratulate these schools on their achievements.
- The number of entries per school is small. This is not unexpected at KS5 for which examination courses will be optional.

Staffordshire schools receiving letters from SACRE

GCSE Full Course

| School | Number On Role | Number Of Entries | Well above national average A* to C (70.2%) |
|----------------------------------|----------------|-------------------|---|
| Chase Terrace Technology College | 221 | 22 | 95.5 |
| Codsall High School | 223 | 21 | 95.2 |
| Great Wyrley High School | 175 | 43 | 76.7 |
| Moorside High School | 130 | 130 | 81.5 |
| Norton Canes High School | 65 | 15 | 93.3 |
| Sir Thomas Boughay High School | 164 | 33 | 84.8 |
| The Friary School | 207 | 107 | 87.9 |
| Thomas Alleyne's High School | 253 | 249 | 80.3 |

A Level

| School | NOE | Well above national average A* to B (54.4%) |
|----------------------------------|-----|---|
| Chase Terrace Technology College | 7 | 57.1 |
| Codsall High School | 13 | 69.2 |
| Moorside High School | 3 | 66.7 |
| Thomas Alleyne's High School | 13 | 61.5 |

The SACRE Budget 2016-2017

| Name | Val.in RC | Post Date |
|--|-----------------|------------|
| Employers Liability Insurance 16/17 | -6.47 | 15/03/2017 |
| Public Liability Insurance 16/17 | -33.83 | 15/03/2017 |
| Professional Indemnity Ins 16/17 | -1.31 | 15/03/2017 |
| Employers Liability Insurance 16/17 | 35.43 | 15/03/2017 |
| Public Liability Insurance 16/17 | 159.17 | 15/03/2017 |
| Professional Indemnity Ins 16/17 | 7.20 | 15/03/2017 |
| Staffordshire Agreed Syllabus for RE - E Jardine-P | 1,150.00 | 15/03/2017 |
| RMB1300G08 31/01/2017 | 60.00 | 03/03/2017 |
| RMB032268 08/02/2017 | 20.00 | 03/03/2017 |
| RMB1300G08 31/01/2017 | 175.00 | 03/03/2017 |
| RMB032266 - SACRE | 20.00 | 04/10/2016 |
| Annual AREIAC membership 2016-17 Full rate | 70.00 | 04/10/2016 |
| RMB032267 : SACRE - 09/11/2016 | 20.00 | 07/12/2016 |
| Annual Subscription Academic year 2016/17 | 95.00 | 15/06/2016 |
| NASACRE Conference 6.3.2017 Member fee | 75.00 | 07/02/2017 |
| Professional NATRE Membership 1/07/2016-30/6/2017 | 100.00 | 27/06/2016 |
| SDA Charge to Services for transfer to Entrust-Cur | 6,500.00 | 13/10/2016 |
| Conference attendance NASACRE 17.5.16 | 100.00 | 15/06/2016 |
| Employers Liability Insurance 16/17 | 6.47 | 23/02/2017 |
| Public Liability Insurance 16/17 | 33.83 | 23/02/2017 |
| Professional Indemnity Ins 16/17 | 1.31 | 23/02/2017 |
| | | |
| Total Expenditure | 8,586.80 | |
| | | |
| Budget | 12590 | |
| | | |
| Variance | 4,003.20 | |
| | | |