

Staffordshire Standing Advisory Council on Religious Education



**24th Annual Report
September 2013 - September 2014**

From the Chair of SACRE



SACREs (Standing Advisory Councils on Religious Education) are unusually distinctive in their composition, duties and procedures. They also vary considerably from one Local Authority to another, depending on such factors as which faith communities are represented, how well the SACRE is resourced, and how the SACRE itself has evolved over the last two decades. In the case of Staffordshire SACRE, for instance, there is a marked difference between the formal, tightly controlled character of SACRE meetings in the early 1990's, and the participative, interactive nature of meetings in more recent years. I am sure this latter style enables each of the stakeholder groups in the SACRE better to "own" and identify with our SACRE's work.

In terms of Local Authority support, we are fortunate in Staffordshire SACRE to enjoy both the ongoing active involvement of County Council representatives and also the stability and encouragement provided by a ring-fenced level of resourcing carried over into the agreement with Entrust, together with the continuing and very welcome administrative services provided by the County Council. In these times of austerity, many SACREs are not so well placed.

The exact composition of a SACRE is determined by its parent Local Authority, which will have due regard to the faith groups present in the area as well as to the broader picture of faiths and beliefs nationally and globally. The faith group composition of Staffordshire SACRE has remained largely static, even if the actual faith representatives change, but it is worth highlighting the addition to Group A of the Humanist representative, after some years technically as an observer. A Baha'i representative continues as an observer. We are sorry to record the resignation of two members who had a particular interest in pupils with learning difficulties, and thank them for their advocacy and contributions in this field.

In common with other SACREs and comparable bodies, Staffordshire SACRE has drawn up a Code of Conduct for its members and meetings, to which all existing representatives have been invited to subscribe, and to which all new representatives will be required to subscribe. Much of the Code is common sense and good manners, and in truth it is there as a precaution rather than as a necessity, but the work of the SACRE depends on there being a collaborative and inclusive ambience in which its discussions and decisions may take place. Staffordshire SACRE seeks to model good practice in community relations and in working together from a variety of stances to achieve shared purposes for public benefit.

A main concern of Staffordshire SACRE through the year has been the review of the County's Agreed Syllabus in RE, resulting in a decision to aim for a new Syllabus instead of revising the existing one, because of the need for a substantial updating and because of the changes that are taking place within the wider school curriculum. However, drawing up a new Syllabus requires additional resourcing, and at the time of writing this (October 2014) we have not yet been able to secure an adequate basis to enable the creating of a new Agreed Syllabus in RE to begin.

In presenting this Annual Report for 2013-2014 to the County Council, to Staffordshire schools, and to the general public, it remains for me to thank again most warmly, on behalf of Staffordshire SACRE, all those who work together to deliver the highest quality of Religious Education and Collective Worship in the schools of our County – classroom teachers, subject leaders, senior management, governors, outside visitors from faith communities, and Entrust's Senior Advisor in RE, Emma Jardine. Although your contributions are rarely seen and celebrated at large, the pupils you reach will have been enriched, they will remember, and their experiences in RE will guide and sustain them as they mature into responsible citizens in our modern, plural and challenging world.

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 2012 to July 2013. 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.
The membership of the SACRE is given in Appendix 2.

2. A summary of the work of the SACRE September 2013-2014

- 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 2013 entries for GCSE Full Course rose sharply as GCSE Short Course entries fell. This reflects changes in the examination system. 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. Results continue to be around the national average in full and short course GCSE.
- 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.
- 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 new Code of Conduct has been adopted and signed by all members.
- Staffordshire SACRE was represented at both the NASACRE Conference and at the NASACRE Annual General Meeting.
- 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 Friends of Faith Forum.
- The 2014 Staffordshire RE conference 'Making RE Work for You' focused on creative models for RE provision and delivery. With Lat Blaylock as the key note speaker it reflected the changes in schools and curriculums allowing delegates to consider where RE featured within the changing landscape.
- 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.
- The SACRE have initiated a formal review of the Staffordshire Agreed Syllabus after being authorised to do so by Councillor Ben Adams on behalf of Staffordshire County Council.

3. Standards and quality of RE provision

3.1 Compliance and time allocation for RE

Monitoring

All monitoring took place via Survey Monkey. All Staffordshire schools were invited to respond to SACRE monitoring surveys via email and the E Newsletter. See Appendix 9.

Primary Monitoring headlines:

- Collective worship takes many forms including whole school and classroom based collective worship.
- All respondents stated that faith/community visitors contributed to collective worship in their schools.
- Very small numbers of pupils are withdrawn from collective worship.
- All respondents provide RE for pupils with 68% of KS1 classes allocated one hour or more a week and 68% of KS2 classes allocated one hour or more a week. This meets the recommendations of the SACRE. One school commented 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 20 schools. This included TAs delivering RE in PPA time, supporting individual pupils and in 7 schools planning and delivering the RE Curriculum.
- In 94% of schools planning was based on the Staffordshire Agreed Syllabus.
- In 75% of the schools that responded, teachers had access to CPD for RE. This figure is down from last year by 15%
- This survey has provided SACRE with an up to date picture of RE provision

No major issues have emerged from the primary survey. 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 delivering RE was eleven which raises concerns over consistency. 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 all schools some or all pupils study towards a qualification in RE and in the majority of schools this included both the short and full course qualification.
- In sixth form in the main the only RE provision in place was linked to examination. There was no general RE in any school that responded.
- For all respondents capitation had either stayed the same or decreased.

No major issues have emerged from the secondary survey. It is pleasing that the responding schools are still employing subject specialists and that examination still have 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 and 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 two schools have applied for, and been granted, a variation. It should be noted that Academies have to offer Religious Education in accordance with their funding agreements. To SACREs knowledge a number of Academies continue to offer an examination option for their students and continue to work with the Agreed syllabus.

At the autumn term meeting the Advisory Council received a statistical analysis of the standards achieved in GCSE (full and short course), advanced level and advanced subsidiary GCE Religious Studies by pupils examined in the summer of 2013 (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.

Overall

- a) In 2013 entries for GCSE Full Course have risen sharply and GCSE Short Course numbers have fallen. This reflects changes in the examination system. 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.
- b) Overall 84 students across 23 schools were entered for AS level and 176 students across 25 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. 41 of Staffordshire's 54 schools enter pupils for Full Course GCSE.
- b) The percentage of pupils attaining grades A* to C has risen above the national average for 2013 for the second year running. The differential is +1.8 percentage points which amounts to a slightly positive residual.

Short Course GCSE

- a) 40 out of 54 Staffordshire secondary schools enter pupils for the Short Course. The number of entries has fallen substantially this year.
- b) The number of Staffordshire students gaining the higher grades A* to C is broadly in line with national figures.

Advanced Subsidiary (AS) Level GCE

- a) The number of entries at AS level has fallen slightly this year.
- b) Recruitment of boys to the course remains an issue, with the ratio at approximately 3:1 in both years.
- c) The percentage of pupils gaining higher grades A-B is below the national figures.
- d) Attainment in AS level continues to be an issue.

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 in 2012.

- b) Attracting boys to the course remains an issue with the ratio remaining at about 3:1.
- c) At the higher grades Staffordshire pupils attainment is broadly in line with the national average.

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.

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.

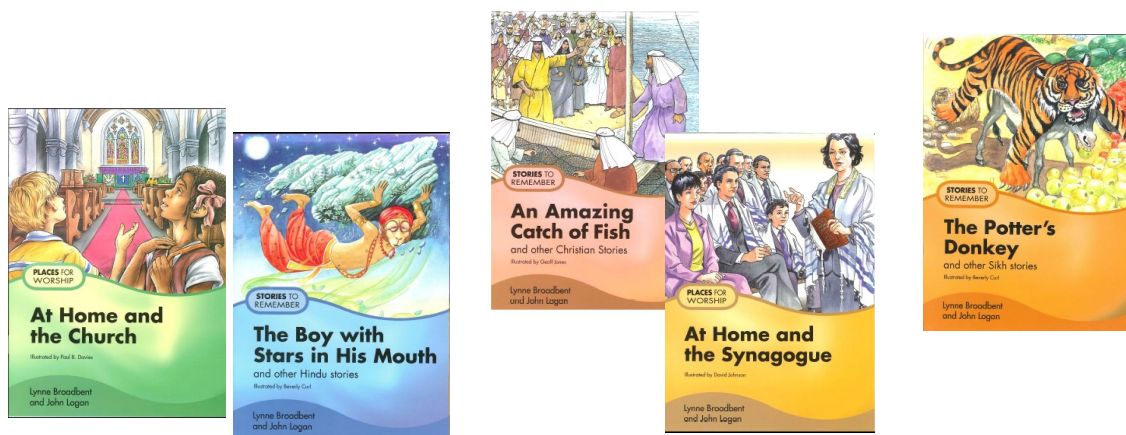
Professional development opportunities

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

Offers to teachers

A pack of five story books, 'Stories to remember' was on offer to Primary Schools at a discounted rate.



Some of the resources offered to Staffordshire teachers in 2012-2013

The 'Student Handbook for Religious Education', a reference book giving brief, factual accounts of six major faiths, had been made available at a reduced rate to schools.

Secondary schools in Staffordshire have each received a free copy the 'A Sense of Place', the Staffordshire SACRE resource which arose from The Westhill/Nassacre Project. This is now also available for teachers to purchase for £15. The resource is also for sale via www.retoday.org.uk

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.

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 13th 2013, February 12th and July 9th 2014. All meetings were held at 2.00 p.m. at the Kingston Centre, Stafford.

At the autumn term 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:

- Christine Chadwick left, replaced by Susan Devereux as the Salvation Army representative
- Jane Essex left and was replaced by Bill Walley as the Quaker representative
- Liz O'Brien resigned. SACRE are waiting to hear from the Diocese as to who they nominate to replace her
- Mary Gale left. To forward details of a replacement.
- Liz Williams was replaced by Sam Kirwan as the ATL representative
- Julie Thompson joined SACRE as the new Baha'i co-optee

All new members will be asked to sign the SACRE Code of Conduct.

4.3 Training

For 2013-2014 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

Last year in their spring term meeting members addressed the issue of the low turn out at the 2012 SACRE lecture and decided to refocus the SACRE lecture with a specific educational focus for this year. It was also decided to redress the balance of focus by inviting a speaker with a primary school specialism. In response to this the Eighth Annual SACRE Lecture was given by Gill Vaisey who is an early years RE consultant and publishes her own RE books. It took place on Tuesday 17th September at The Kingston Centre, Stafford between 4-6pm and there were over 30 attendees. Feedback from the event was excellent and reflected positively on the new time and focus.

The Ninth Annual SACRE Lecture will aim to maintain this momentum with a lecture focusing on assessment in religious education to be given by Dilwyn Hunt.

4.5 LA support for the SACRE

The LA now commissions its support for religious education from Entrust. Emma Jardine remains in post as the Senior Teacher Consultant for RE in Staffordshire. Her role continues to include supporting the SACRE.

4.6 Financial support

£12,030 was made available to support the work of SACRE during the financial year 2013-2014 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2013-14 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 8).

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 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 2013-2014 included

- NASACRE's understanding of the impact of Academies on RE and the SACRE

Local Authority issues

Several freedom of information requests were received from the Daily Mail throughout the year. These regularly requested information regarding the impact of Islam on Staffordshire schools, for example details about schools opting to hold collective worship broadly of an Islamic character

rather than a Christian Character. These were responded to by the senior teacher consultant for RE.

Staffordshire University

The SACRE maintains excellent links with Staffordshire University through the vice-chair, Hifsa Haroon Iqbal. The university continues to host the popular 'Explore Islam Exhibition' which, now in its 13th year, took place in November 2013 and welcomed over 300 children.

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, Cabinet member for Education and Skills training, on behalf of Staffordshire County Council. To date two meetings of the Agreed Syllabus Conference have taken place in February and July. The Agreed Syllabus Conference are currently exploring 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 their scheduled meeting in November 2014.

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 others events to promote positive community relations

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

The aim of religious education identified in the Staffordshire Agreed Syllabus 2009 is to provide the opportunities and experiences which enable young people to become religiously educated for life in the 21st century. This aim, the qualities identified as being characteristic of a religiously educated individual and the Staffordshire RE process all highlight the important role played by religious education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The syllabus emphasises that, in a civilised society, 'difference can be celebrated when we also seek out and build on shared values and experiences'.

The SACRE is committed to the syllabus and to the role it plays in building a cohesive community.

7.4 Links to local authority initiatives promoting diversity

Members were alerted to the second Government initiated Inter-Faith Week which took place in November 2013. 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



24th Annual Report
September 2013-September 2014

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

Staffordshire SACRE Code of conduct

In 2013 the Staffordshire SACRE agreed a Code of Conduct (set out below), to which all new SACRE members are required to subscribe.

All representatives should:

- Attend the meetings of SACRE and take part constructively in the deliberations and work of SACRE
- Keep in mind the benefit to the community as a whole when participating in and reviewing the work of SACRE, and when representing SACRE in public
- Resist and challenge stereotyping
- Accept in principle the honourable standing and good intentions of other SACRE members.
- State views and opinions honestly and at all times politely
- Respect the rights of other members to disagree with your point of view
- Respect and cooperate with the statutory role and responsibilities of SACRE

As a new SACRE member you are asked to consider the statements above and fill in the details below to subscribe to the Code:

I,

Name (printed).....

Representing.....

On Committee.....

agree to subscribe to the Staffordshire SACRE Code of Conduct

Signed.....

Date.....

Appendix 3

Membership

Attendance at Meetings

	13 November 2013	12 February 2014	9 July 2014
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. J. Essex*	✓	✓	
Mr. W. Walley*			✓
Roman Catholic (2)			
Mrs. E.M. O'Brien	✓	✓	
Mrs. A. Hewetson			
Sikh (2)			
Mr Tajinder Singh			
Vacancy			
Salvation Army (1)			
Lieutenant C. Chadwick **			
Mrs. S. Devereux**			✓
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri		✓	
Humanist			✓
Mrs. P. Budd			
Committee B			
Church of England (5)			
Mrs Sue Blackmore		✓	✓
Mrs. M. Gale			
Mr C. Hopkins			
Rev. Preb. M.R. Metcalf	✓	✓	✓
Mrs R. Woodward	✓		
Committee C			
Teacher Associations (5)			
Ms Liz Williams (ATL)	✓	✓	✓
Mr B. Scott (ASCL)			✓
Vacancy (NAHT)			

Mr. M. Dwyer (NUT)	✓		
Ms. S. Andjelkovic (NASUWT)	✓	✓	

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

*Mrs Jane Essex has been replaced by Mr W. Walley as the Religious Society of Friends representative from the 9 July meeting

**Mrs Susan Devereux replaced Ms Christine Chadwick as the Salvation Army representative from the 9 July meeting

***Mrs Julie Thompson became the Baha'i co-opted representative from the 9 July meeting

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: 29 of 29

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

Answer Choices –	Responses –
– Headteacher	75.86% 22
– Deputy	17.24% 5
– Teaching staff	31.03% 9
Total Respondents: 29	
Comments(5)	
<ul style="list-style-type: none"> • This is contributed to by other staff and external links • Headteacher is responsible, although the organisation and delivery is delegated to staff within the school • and Coordinator • RE Co-ordinator and headteacher • RE Co-ordinator 	

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	44.83% 13
– Yes 1-3 days a week	55.17% 16
– Yes 4-5 days a week	10.34% 3
Total Respondents: 29	
Comments(3)	
<ul style="list-style-type: none"> • Plus form • We do whole school and class collective worship • whole school daily 	

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

Answer Choices –	Responses –
– No	24.14% 7
– Yes occasionally	65.52% 19
– Yes daily	10.34% 3

Answer Choices –	Responses –
Total Respondents: 29	

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

Answer Choices –	Responses –
– No	0.00% 0
– Yes, occasionally	100.00% 29
– Yes, daily	0.00% 0
Total Respondents: 29	

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices –	Responses –
– No	65.52% 19
– One	13.79% 4
– Two	13.79% 4
– Three	3.45% 1
– Four	0.00% 0
– More	3.45% 1
Total Respondents: 29	

Monitoring RE Provision Primary Survey

RESPONDENTS: 32 of 32

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

Answer Choices –	Responses –
– one hour a week	65.63% 21
– more than one hour a week	3.13% 1
– less than one hour a week	34.38% 11
Total Respondents: 32	

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	65.63% 21
– more than one hour a week	3.13% 1
– less than one hour a week	31.25% 10
Total Respondents: 32	
Comments(3)	
<ul style="list-style-type: none"> • A new plan we are trying is to have a school RE week each half term. We are approaching our second RE week. • As above • only have KS1 children 	

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

Answer Choices –	Responses –
– Yes	93.75% 30
– No	9.38% 3
Total Respondents: 32	

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

Answer Choices –	Responses –
– Yes	75.00% 24
– No	25.00% 8
Total Respondents: 32	

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

Answer Choices –	Responses –
– Yes	59.38% 19
– No	40.63% 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	20.00% 4
– Delivering lessons during PPA time	70.00% 14
–	35.00%

Answer Choices –	Responses –
Planning and delivering the RE Curriculum	7
Total Respondents: 20	
Comments(2)	
<ul style="list-style-type: none"> • Not applicable - all qualified RE teachers • 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	50.00% 3
– Senior Leadership Team	50.00% 3
– RE teacher/department	0.00% 0
Total Respondents: 6	
Comments(1)	
Delivery and organisation is delegated to staff within the school	

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

Answer Choices –	Responses –
– Never	16.67% 1
– 1-3 times a week	16.67% 1
– 4-5 times a week	16.67% 1
– We have a system of Year Group/House/Key Stage collective worship	83.33% 5
– Collective worship takes place in tutor time	33.33% 2
Total Respondents: 6	
Comments(0)	

Q3 Do you have pupils withdrawn from collective worship?

Answer Choices –	Responses –
– None	100.00% 6
– One	0.00% 0
– Two	0.00% 0
– Three	0.00% 0
–	0.00%

Answer Choices –	Responses –
Four	0
–	0.00%
More	0
Total Respondents: 6	

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

Answer Choices –	Responses –
–	60.00%
One hour	3
–	40.00%
Less than one hour	2
–	20.00%
More than one hour	1
Total Respondents: 5	
Comments(1)	
3 hours a fortnight in Year 9	

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

Answer Choices –	Responses –
–	60.00%
One hour	3
–	20.00%
Less than one hour	1
–	20.00%
More than one hour	1
Total Respondents: 5	

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

Answer Choices –	Responses –
–	20.00%
None	1
–	40.00%
One	2
–	0.00%
Two	0
–	40.00%
Three	2
Total Respondents: 5	
Comments(1)	
four	

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

Answer Choices –	Responses –
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Answer Choices –	Responses –
– None	20.00% 1
– One	0.00% 0
– Two	40.00% 2
– Three	20.00% 1
– More	20.00% 1
Total Respondents: 5	
Comments(1) eleven	

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

Answer Choices –	Responses –
– Yes	100.00% 5
– No	0.00% 0
Total Respondents: 5	

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

Answer Choices –	Responses –
– Full Course GCSE	100.00% 4
– Integrated Humanities GCSE	0.00% 0
Total Respondents: 4	
Comments(2) <ul style="list-style-type: none"> • Short course RE • Short course in year 11 	

Q7 Do you provide RE provision post 16?

Answer Choices –	Responses –
– No	20.00% 1
– Yes Examination group only	40.00% 2
– Yes Core RE only	0.00% 0
– Yes both Examination and Core RE	40.00% 2
Total Respondents: 5	
Comments(1) Core will not run next year	

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

Answer Choices –	Responses –
– None	0.00% 0
– One	60.00% 3
– Two	0.00% 0
– Three	40.00% 2
– More	0.00% 0
Total Respondents: 5	

Q9 Has your capitation increased or decreased this academic year?

Answer Choices –	Responses –
– Increased	0.00% 0
– Decreased	40.00% 2
– Stayed the same	60.00% 3
Total Respondents: 5	

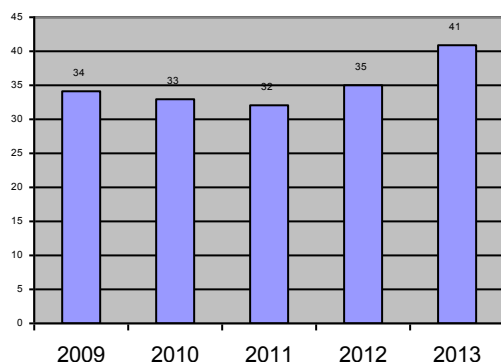
Examination Results

Full Course GCSE in Religious Studies Results Analysis 2013

National Average A* to C 72.4%

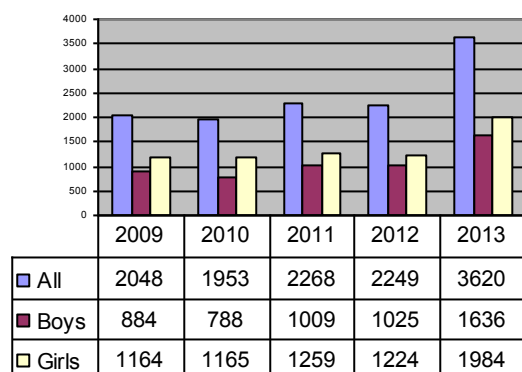
Staffordshire Average A* to C 74.2%

Number of schools entering pupils for GCSE Full Course



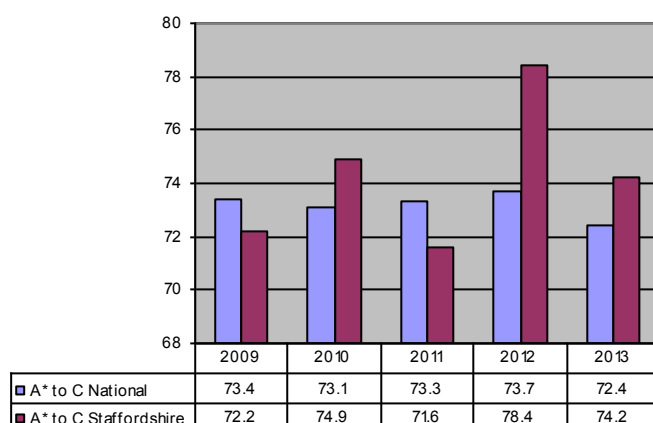
- The number of schools entering pupils for Full Course GCSE typically fluctuates slightly year on year. This year the number has risen sharply from 35 to 41.
- This reflects changes in the national examination system.

Number of students entered for Full Course GCSE



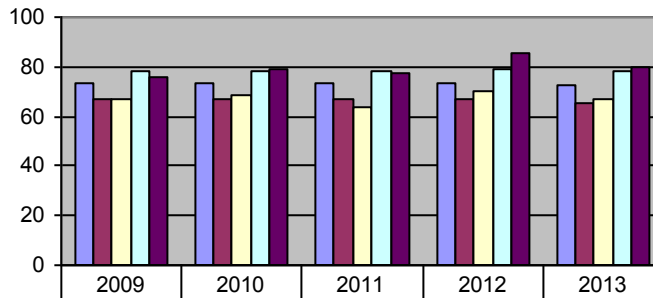
- The numbers of entries has significantly increased this year for both boys and girls.
- This increase reflects the national changes in the examination system.
- The increase in entries is a strong indication that in Staffordshire the feared impact on RE of changes nationally regarding the introduction of the E Baccalaureate has been relatively small.
- The increase is also a positive indication that the KS4 recommendations in the agreed Syllabus are being followed.

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



- The percentage of pupils attaining grades A* to C in Full Course nationally has remained consistent with an increase of 0.4 percentage points
- This year the Staffordshire schools have performed well above the national average.
- The differential between the national average and the Staffordshire average is +1.8 percentage points.

Attainment by gender Full Course



- In 2013 both Staffordshire boys and girls have performed above the average for boys and girls nationally.

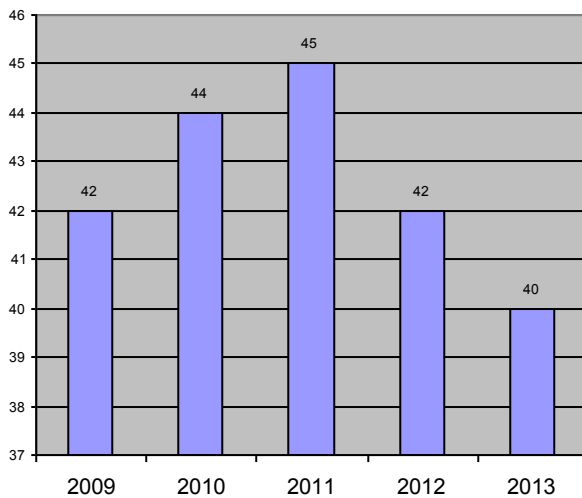
	2009	2010	2011	2012	2013
A* to C National	73.4	73.1	73.3	73.7	72.4
A* to C Boys National	67.1	67.1	67.2	67.1	65.5
A* to C Boys Staffordshire	66.9	68.9	64.1	70.1	67
A* to C Girls National	78.5	78	78.5	79.4	78.3
A* to C Girls Staffordshire	76.2	78.9	77.5	85.3	80.2

Short Course GCSE in Religious Studies Results Analysis 2013

National Average A* to C **53.9%**

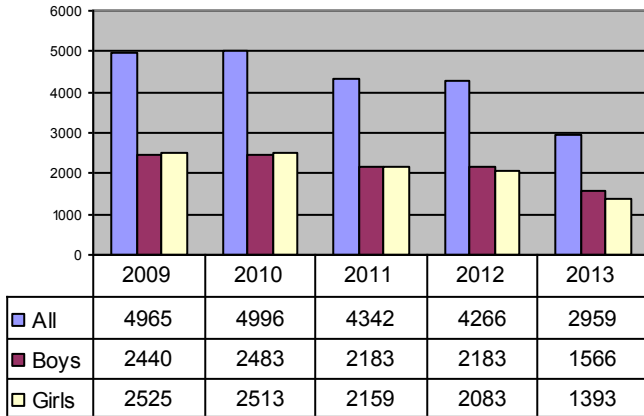
Staffordshire Average A* to C **49.6%**

Number of schools entering students for Short Course GCSE



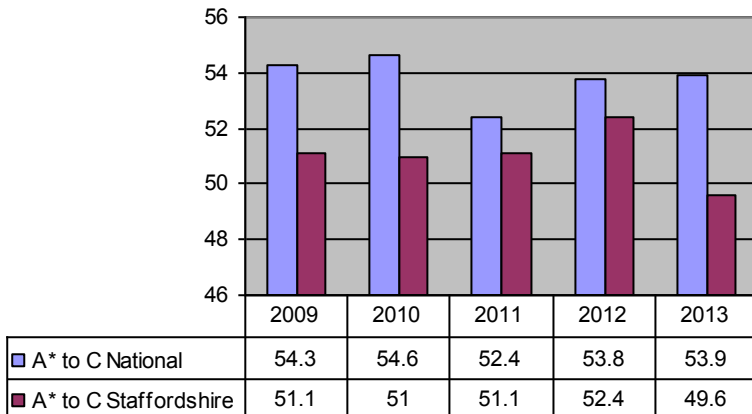
- The number of schools entering students for Short Course RS has fallen slightly this year.
- This coincides with the increase in schools entering pupils for full course GCSE.

Number of students entered for Short Course GCSE



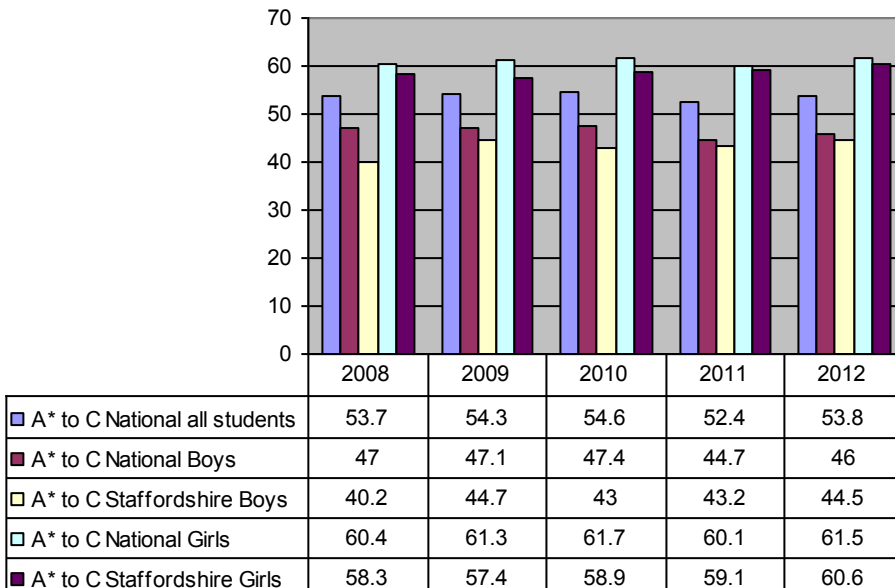
- The number of pupils entered for the Short Course GCSE RS has fallen in 2012, again this coincides with a sharp increase in full course entries.

Percentage of students gaining A* to C for Short Course GCSE



- The national average for 2013 has remained broadly the same but Staffordshire's average has decreased.
- There could be several reasons lying behind this including time allocated for teaching the subject and also the possibility that where pupils are more able they are entered for the more demanding Full Course GCSE instead.

Attainment by gender for Short Course GCSE



- The percentage of girls achieving grades A* to C is higher than the national average for all pupils but below that for girls in 2012.
- The percentage of Staffordshire boys attaining the higher grades is lower than the national average for all pupils and below the national average for boys.

Advanced Subsidiary (AS) GCE in Religious Studies Results Analysis 2013

National Average A to B

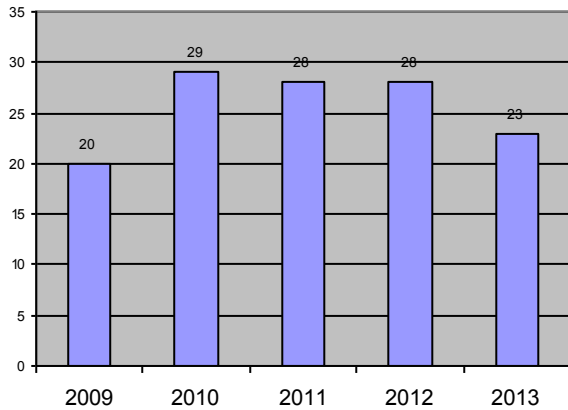
43.5%

Staffordshire Average A to B

28.6%

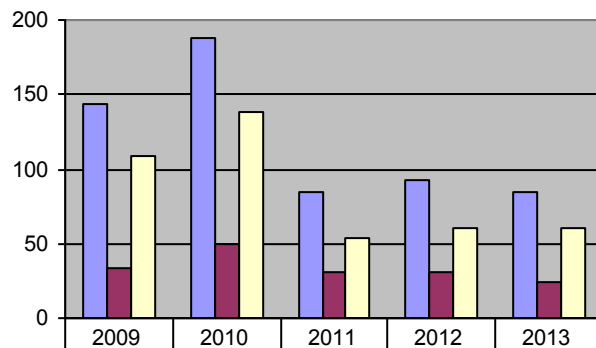
Year 12

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.

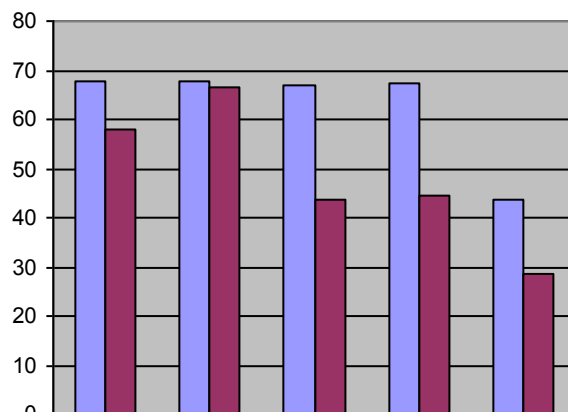
Number of students entered for Advanced Level AS in Year 12



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

	2009	2010	2011	2012	2013
■ Candidates All	143	188	85	92	84
■ Candidates Boys	34	50	31	31	24
■ Candidates Girls	109	138	54	61	60

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.
- Results in Staffordshire at the higher grades A-B continue to fall below the national average.

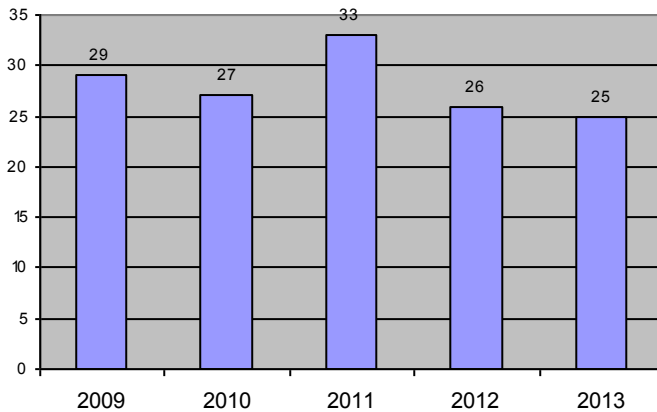
	2009	2010	2011	2012	2013 A-B
■ National A to C	67.9	67.6	67	67.2	43.5
■ Staffs A to C	58.1	66.5	43.5	44.6	28.6

Advanced (A) Level GCE in Religious Studies Results Analysis 2013

National Average A* to B 51.7 %

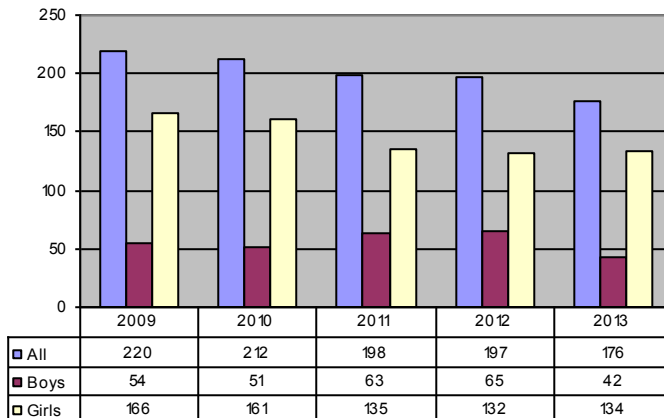
Staffordshire Average A to B 48.3 %

Number of schools entering pupils for
Advanced Level A2



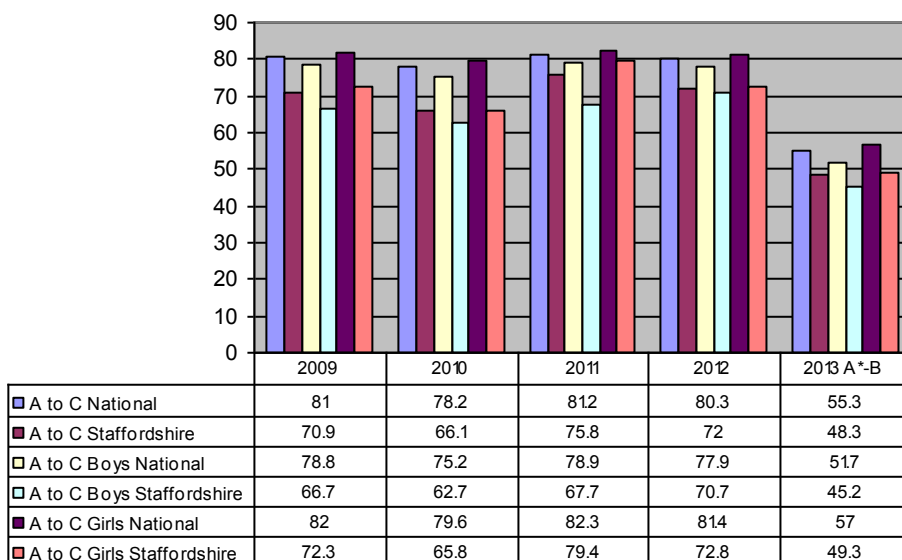
- The number of schools entering students for Advanced Level (A2) RS fluctuates slightly from year to year.
- 25 schools entered students in 2013.

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 two 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.
- 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	Entries	Well above national average A* to C (72.4%)
Alleyne's High School, Stone	192	82.3
Cannock Chase High School	17	100
Edgecliff High School, Kinver	46	93.5
John Taylor High School	80	92.5
King Edward VI High School – A Language College	51	100
King Edward VI School, Lichfield	22	90.9
Moorside High School, Werrington	139	84.9
Nether Stowe School, Lichfield	13	92.3
Ounsdale High School, Wombourne	171	76.6
Sir Thomas Boughey High School, Audley	10	80
Staffordshire university Academy	37	97.3
The de Ferrers Academy	282	80.5
The Friary School, Lichfield	93	78.5
Thomas Alleyne's High School, Uttoxeter	253	90.5
Walton High School, Stafford	13	100
Westwood College, Leek	72	86.1
Wolstanton High School, Newcastle	24	87.5

Staffordshire schools well below the national average

GCSE Full Course

School	Entries	Well below national average A* to C (72.4%)
Blyth Bridge High School and Sixth Form	153	42.5
Maryhill High school Media Arts college	16	43.8
Paulet High School, Burton on Trent	121	52.1

Staffordshire schools well above the national average

GCSE Short Course

School	Entries	Well above national average A* to C (53.9%)
Cannock Chase High a Specialist Science School	33	72.7
Cheslyn Hay Sport & Community High School	200	62
Madeley High School	128	65.6
Nether Stowe School, Lichfield	122	70.5
Stafford Sports College	12	75
Walton High School, Stafford	192	69.3
Wolstanton High School, Newcastle	184	67.9

Staffordshire schools well below the national average

GCSE Short Course

School	Entries	Well below national average A* to C (53.9%)
Abbot Beyne School, Burton on Trent	37	2.7
Alleyes High School	35	8.6
Chesterton Community Sports College	94	19.1
Leek High – Specialist Technology School	83	19.3
Paulet High School, Burton on Trent	9	11.1
The Friary School, Lichfield	120	25

Staffordshire schools well above the national average

AS level

School	Entries	Well above national Average A to B (43.5%)
John Taylor High School	19	47.4
Moorside High School, Werrington	1	100
The Friary School, Lichfield	4	75
Thomas Alleyes High School, Uttoxeter	3	66.7

Staffordshire schools well above the national average

A level

School	Entries	Well above national Average A to B (55.3%)
Chase Terrace Technology College	4	75
Cheslyn Hay Sport & Community High School	6	66.7
Codsall Community High School	8	62.5
John Taylor High School	20	65
Landau Forte Academy, Amington	22	68.2
Landau Forte Academy, QEMS	1	100
Norton Canes High School	1	100
Westwood College, Leek	5	100

Professional Development Opportunities 2013-2014

<ul style="list-style-type: none"> • Would you like the opportunity to receive some free CPD with a Primary School focus? • Would you benefit from taking part in hands on practical RE focused activities? • Would you be inspired by a talk about how a classroom teacher went on to fulfill her ambition of writing children's books and developing complementary resources? <p><i>Then don't miss the ninth annual SACRE lecture with this years presenter Gill Vaisey.</i> This fantastic opportunity is generously subsidised by Staffordshire SACRE</p> <p>About Gill Vaisey Gill is a qualified teacher and Religious Education Consultant, specialising in primary and early years education. Gill provides training for local authorities, church dioceses, schools, and nursery schools in both maintained and non-maintained settings. After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, Gill taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent. Since 1995, Gill has been a successful freelance consultant providing training and support for LAs, Church Dioceses and schools across England and Wales. Gill is author of the Key Stage 1 Crystal Clear series of books which were commissioned by the Curriculum and Assessment Authority for Wales.</p> <p>As a result of an extensive project working with nursery and reception classes, Gill has written and published her own books and cross-curricular resources (Books@Press) designed specifically to support RE for Early Years pupils.</p> <p>Gill will be talking about her experiences and will deliver some hands on practical training sharing ideas that can be used in the classroom the very next day!</p>	<p>17 Sept 2013 Kingston Centre 16:00-18:00</p> <p>Admission is FREE this opportunity is subsidised by Staffordshire SACRE</p> <p>To register your attendance email dawn.lovell@staffordshire.gov.uk or call 01785 277968</p>
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<p><i>If you enjoy Gill's SACRE lecture then don't miss the opportunity to attend her full day course at The Kingston Centre on the 14th November! See below for further details.</i></p>	
<ul style="list-style-type: none"> • Do teachers in your school lack confidence when teaching RE? • Is your school having difficulty organising and planning its RE? • Are you looking for opportunities to achieve greater whole school impact through RE? <p><i>Bespoke In School Training in RE can provide the solution!</i></p> <p>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.</p>	<p>Available as requested, also available for clusters or federations of schools.</p> <p>Twilight: £220 Half Day: £220 Full Day: £405</p>
<p>NEW FORMAT</p> <ul style="list-style-type: none"> • Are you a subject leader for RE looking to network and find out what other subject leaders are doing with their RE Curriculum? • Are you looking for ideas to inspire others teaching RE in your school? • Are you looking for ways to raise the profile of RE whole school? <p><i>Attend our Religious Education Network meetings: Primary/Middle 'drop in' sessions</i></p> <p>With the demands placed on teachers', those with the added role of subject leader have less and less time to fulfill all aspects of their role as effectively as they like. These termly 'drop</p>	<p><i>Date for the diary:</i></p> <p>14 Oct 2013 Burton 15:00-16:30</p> <p>15 Oct 2013 Kingston 15:00-16:30</p> <p>16 Oct 2013 Seabridge</p>

<p>in' sessions will give you an opportunity to meet Staffordshire SACRE's RE Consultant and other RE teachers in order to network and share ideas. Drop-in's will be informal, there will be a brief update on local/national developments and a new idea for the classroom shared. The rest of the session will be for informal networking with others giving you the opportunity to meet like minded people and share experiences. To register your attendance email dawn.lovell@staffordshire.gov.uk then simply drop in at any point, bring an open mind, any questions or queries and perhaps an idea to share with others.</p> <p>NB: This fantastic opportunity is generously subsidised by Staffordshire SACRE!</p> <p><i>Regular attendance at network meetings will ensure that you are informed and able to lead other in the subject effectively!</i></p>	<p>15:00-16:30</p> <p>Emma Jardine</p> <p>Admission is FREE</p> <p>To register your attendance email dawn.lovell@staffordshire.gov.uk or call 01785 277968</p>
<ul style="list-style-type: none"> • 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? <p><i>Don't miss the opportunity to attend 'The Spirited Arts Project'</i></p> <p>As featured in RE Today 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!</p> <p><i>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!</i></p>	<p>24 Oct 2013 Kingston 09:00-16:00</p> <p>And</p> <p>13 May 2014 Kingston 09:00-12:00</p> <p>Emma Jardine £375 inclusive</p> <p><i>Additional delegates from the same school can attend for the special price of £25!</i></p>

<ul style="list-style-type: none"> • Do you need to develop your understanding of the new People and Communities section of the 2012 EYFS Framework? • Do you need more confidence to identify how you can develop progression for more able pupils and those working at KS1? • Would you benefit from exploring a range of religious and cultural stories can make a significant contribution to pupils' Spiritual, Moral, Social and Cultural development? <p>Book onto FUN RE FOR THE FOUNDATION STAGE and KS1 Exploring the new EYFS, SMSC and RE</p> <p>Course participants will have the opportunity to:</p> <ul style="list-style-type: none"> • participate in a range of cross-curricular, practical and enjoyable activities that can be used with Foundation Stage children to support the beliefs and culture elements of the new 2012 EYFS curriculum and Religious Education • become familiar with the requirements of the new People and Communities section of the EYFS and how this naturally links with the locally Agreed Syllabus and KS1 requirements • identify appropriate resources and activities that enables People and Communities / RE to be explored as part of an integrated curriculum for early years and KS1 children. • explore appropriate ideas and activities for children working at the Foundation Stage level and identify how these can be developed further for more able children working at KS1 • understand the relationship between Religious Education and Cultural Diversity • recognise the contribution that RE can make to Spiritual, Moral and Social Development <p>Gill's training sessions focus on practical, appropriate, enjoyable activities for the age group and require participants to come equipped with a sense of humour and be prepared to have fun!</p>	<p>Date for the diary:</p> <p>14 Nov 2013 Kingston 09:00-16:00</p> <p>Gill Vaisey / Emma Jardine</p> <p>£169</p>

<p>NEW FORMAT</p> <ul style="list-style-type: none"> • Are you a subject leader for RE looking to network and find out what other subject leaders are doing with their RE Curriculum? • Are you looking for ideas to inspire others teaching RE in your school? • Are you looking for ways to raise the profile of RE whole school? <p>Attend our Religious Education Network meetings: Secondary/Middle ‘drop in’ sessions</p> <p>With the demands placed on teachers’, those with the added role of subject leader have less and less time to fulfill all aspects of their role as effectively as they like. These termly ‘drop in’ sessions will give you an opportunity to meet Staffordshire SACRE’s RE Consultant and other RE teachers in order to network and share ideas. Drop-in’s will be informal, there will be a brief update on local/national developments and a new idea for the classroom shared. The rest of the session will be for informal networking with others giving you the opportunity to meet like minded people and share experiences. To register your attendance email dawn.lovell@staffordshire.gov.uk then simply drop in at any point, bring an open mind, any questions or queries and perhaps an idea to share with others.</p> <p>NB: This fantastic opportunity is generously subsidised by Staffordshire SACRE!</p> <p><i>Regular attendance at network meetings will ensure that you are informed and able to lead other in the subject effectively!</i></p>	<p>Date for the diary:</p> <p>19 Nov 2013 Kingston 15:00-16:30</p> <p>20 Nov 2013 Seabridge 15:00-16:30</p> <p>21 Nov 2013 Burton 15:00-16:30</p> <p>Emma Jardine</p> <p>Admission is FREE</p> <p>To register your attendance email dawn.lovell@staffordshire.gov.uk or call 01785 277968</p>
<ul style="list-style-type: none"> • Are TAs involved in the support and delivery of RE in your school? • Are they in need of confidence and resources to teach RE more effectively? <p>Book them onto Religious Education for Teaching Assistants!</p> <p>This course aims to support HLTAs and TAs in the delivery of quality religious education</p>	<p>Date for the diary:</p> <p>26 Nov 2013 Kingston 13:00-15:30</p> <p>Emma Jardine</p>

<p>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 managing discussions, incorporating artistic approaches into the RE curriculum and activities to support pupils with their personal learning and thinking skills.</p>	<p>£89</p>
<ul style="list-style-type: none"> • 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? <p><i>New to Leading and Managing RE in the Primary School is the course for you!</i></p> <p>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.</p> <p><i>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!</i></p>	<p><i>Date for the diary:</i></p> <p>3 Dec 2012 Kingston 09:00-16:00</p> <p>REDB13013001 Emma Jardine</p> <p>£169</p>
<ul style="list-style-type: none"> • 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 P4C works and how you can use it to raise standards in your school? <p><i>Introduction to Philosophy for Children (P4C)</i></p> <p>P4C is a powerful approach to teaching and learning. It is an established idea that has been used to great success across the country helping schools to raise standards in speaking and listening and thinking skills. This one day course will give delegates an introduction to P4C, a chance to test out the approach and to hear from practitioners for whom it has made an</p>	<p><i>Date for the diary:</i></p> <p>14 Jan 2014 Kingston 09:00-16:00</p> <p>REDB13014001 Emma Jardine</p> <p>£169</p>

<p>impressive difference.</p> <p><i>Delegates will leave confident to run P4C sessions in their classrooms and to share information about the approach with colleagues.</i></p>	
<ul style="list-style-type: none"> • 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? <p><i>Getting started with Religious Education for Primary NQTs and RQTs is the course for you!</i></p> <p>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.</p> <p><i>Delegates will leave inspired and equipped to put what they have learnt into practice right away!</i></p>	<p><i>Date for the diary:</i></p> <p>21 June 2014 Kingston 9:00-16:00</p> <p>REDB13012001 Emma Jardine</p> <p>£169</p>
<p><i>The RE Conference 2014: Don't miss your opportunity to hear from the most knowledgeable and high profile speakers and trainers in the RE field. The most comprehensive RE CPD of the year!</i></p> <p>Delegates will explore key improvements in curriculum, planning, teaching and assessment that will help to move RE in their schools from good to outstanding. With an inspiring key note address and a selection of seminar sessions for both primary and secondary delegates this promises to be an outstanding CPD opportunity for RE Practitioners!</p>	<p><i>Date for the diary:</i></p> <p>4 March 2014 Kingston 09:00-16:00</p> <p>REDB13015001 RE today</p>

<p>More details to follow!</p> <p><i>Bonus offer! Delegates will have the opportunity to meet people of faith who are available to come into schools to support RE and to purchase quality resources at a reduced price during the lunch time from specially selected trade stands!</i></p>	<p>£205</p>
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The SACRE Budget 2013-2014

SACRE Budget 2013/2014

Cost Centre EM1100

Expenditure from 01/04/13 to 31/03/14

Allocation	12,030.00
	12,030.00

Expenditure

	£
E Senior Time - SDA	6,500.00
E Senior Time - 2 days prep work for RE Network Mtgs (SACRE Funded)	1,150.00

Other

SACRE Meeting and Awards 10/07/13 - Refreshments	171.25
SACRE Lecture 17/09/13 - Refreshments	40.50
SACRE Meeting 13/11/13 - Refreshments	75.00
SACRE Meeting 12/02/14 - Refreshments	75.00
AREIAC Membership 13/14	70.00
NASACRE AGM 23/05/13	85.00
6 x RE Twilight Network Mtgs (SACRE Funded)	1,320.00
Gill Vaisey - Foundation Stage KS1 Inset	832.80
RE Today - RE Syllabus Review Consultancy Mtg with Lat Blaylock	282.00
Body & Soul Conference 09/05/14 - Room Hire	300.00
Body & Soul Conference 09/05/14 - Refreshments	149.40
Gill Vaisey - SACRE Conference Presentation	572.80
AREIAC Conference	90.00
RE Today Services Subscription	103.50
NASACRE Annual Subscription	95.00
RE Today - Books	27.45
	11,939.70

Balance Remaining	90.30
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