

City of Stoke-on-Trent

**Standing Advisory Council on
Religious Education**

Twenty Second Annual Report – 2019

Message from the Chair of SACRE, Councillor Abi Brown

This is the twenty second annual report of the Stoke-on-Trent Standing Advisory Council on Religious Education, and it covers the period of the academic year 2018 - 2019.

It has been a privilege to continue as the Chair of SACRE for a third year, driving positive change and encouraging strong working relationships. Children and young people remain a key focus for Stoke-on-Trent, and their education is an essential part of giving them the best start in life we possibly can. Religious Education offers a whole host of skills and opportunities to build resilience, understanding of other people's views, values and beliefs, and helps our children and young people grow into empathetic, well-rounded individuals.

Our meetings have been well attended, with fantastic discussions about the work taking place in the City. In-between meetings, work continues, with information sharing, contact with schools and academies, network meetings for teachers, pupil days and lots more besides! It's wonderful to hear the enthusiasm for Religious Education, and the wide range of benefits its teaching brings.

Schools continue to use and praise the Agreed Syllabus, which has been in place since 2016. In the coming year, we will be evaluating its success in detail as we look towards putting plans in place for 2021, when the current Agreed Syllabus license expires. It is clear that SACRE's decision to implement the Agreed Syllabus has had a hugely positive impact on the quality of teaching of Religious Education in Stoke-on-Trent.

SACRE continued to look at the work being done to promote GCSE and A-Level Religious Education, as this was an area that saw low numbers of students taking examinations. SACRE also communicated with schools to ensure data and information was accurate, and to offer support to increase the numbers of students wishing to pursue Religious Education at the higher levels of GCSE and A-Level. SACRE also continued to work with schools and academies to ensure they were complying with the statutory obligations relating to the Religious Education syllabus.

Extensive plans were put in place to carry out a Pupil Debate in the Council Chamber within Stoke-on-Trent Town Hall, following the successful event held within the Parliament buildings in London. Schools had really engaged in the planning for the event and it was shaping up to be a brilliant session! Unfortunately, due to events outside of our control, the event had to be postponed, but it's back in the diary and we can't wait to welcome everyone in February 2020.

SACRE looked into the Westhill NASACRE Award, and we're excited to have started work towards a bid which we plan to submit in the coming year. I'm sure we'll be able to provide a positive update in our next Annual Report!

We have also kept a watching brief on the Commission on R.E., following the response letter from the Secretary of State. This will remain on the radar of SACRE in the coming year.

Overall, as I'm sure you can see, it has been another incredibly exciting and positive year for SACRE, which I have thoroughly enjoyed being a part of. We have continued to put plans into action and drive forward with positive changes, promoting the very best for our children and young people in Stoke-on-Trent.



Councillor Abi Brown
Chair, Stoke-on-Trent SACRE

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Summary

SACRE met on three occasions during the academic year 2018/2019: 25 October 2018; 14 Feb 2019; 21 June 2019. Meetings were held in the Civic Centre from 4pm – 6pm. All meetings were quorate. The agendas and minutes are available on the local authority's website.

The Local Authority provided funding to support SACRE activity 2018/19 by contracting with RE Today Services of an RE Consultant for 15 days during the year. These days include servicing SACRE, working with schools and the local authority, provision of pupil days and first response consultancy. Fiona Moss from RE Today continued in the role of RE consultant.

There were no formal complaints to SACRE about RE during the year.

There were no determinations in force and no requests for determinations were presented to SACRE during the year.

1 Standards and quality of Religious Education (RE) provision

1a Compliance and time allocation for RE

It is positive that teachers and TAs from a variety of city Primary schools are still able to attend the professional development opportunities provided by SACRE, although contacting schools and sharing information can be difficult. The new OFSTED framework emphasises the need for a broad and balanced curriculum including RE in all school types. Towards the end of the year this new inspection framework began to mean that schools who were struggling to fit RE into their timetable were relooking at curricular provision.

Evidence from the network events and contact with schools via email and phone suggest that the City's primary schools are continuing to teach RE and see the benefit of this part of the curriculum. Continuing links with British Values and Spiritual, Moral, Social and Cultural development have led to an increased understanding of the importance of RE in some schools, and it is pleasing to see that RE also adds to cultural capital, another important aspect of the OFSTED framework. Teachers continue to be pleased with the Agreed Syllabus launched in April 2016 and have fully implemented it in their schools. Teachers in Primary still report that pupil standards have risen as a result of using the new syllabus. Some primary schools continue to report an increase in the time spent teaching RE as a result of the Agreed Syllabus. SACRE will need to consider reviewing the syllabus in 2020 in order to allow schools plenty of time to plan for any changes to the syllabus in 2021.

SACRE are still extremely concerned about the situation in some Stoke secondary schools, with only 1 student being entered for the short course in 2019. However, there has been an increase in the number of pupils entered for GCSE full course (885 in 2018 up to 993 in 2019).

*'All students can reasonably expect their learning will be accredited, and **this agreed syllabus requires that all students should pursue an accredited course leading to a qualification approved under Section 96¹⁰. These modes of accreditation include nationally accredited courses in RE such as GCSE and A level RS, and a wide range of enrichment courses and opportunities, such as the Extended Project Qualification. Good practice examples include many schools where all students take GCSE RS courses at 16.'***

SACRE are continuing to collect information from local secondary schools to ensure that they are compliant with the law and are offering religious education for all students. If schools that are academies are choosing not to follow an agreed syllabus they must still teach RE to all their pupils. SACRE continues to work with the local authority to find out how RE is being taught in schools who are not entering the majority of their cohort for GCSE. We were pleased to note that new OFSTED framework has made it even clearer that RE must be taught in all school types to pupils in both KS3 and KS4 even if they have not opted to take a qualification in Religious Studies.

SACRE is also using the information from the School workforce survey that NATRE sourced from the DfE.

We are really pleased to report good conversations with Secondary schools around quality RE provision and non-compliance; some schools have changed their practice ensuring that as the law and their funding agreements states, all pupils at all ages receive RE. Appendix D shows the school workforce data for RE (submitted to DFE by schools in November 2018 and published in the summer of 2019) showing which schools are providing a good amount of time on RE and those who are not. SACRE will continue to talk to schools who are not compliant and try to support them to provide good RE for all pupils. Schools will continue to pay attention to this as it is clearly stated in the new OFSTED framework that a broad and balanced curriculum must include RE.

The Stoke-on-Trent Agreed Syllabus for RE 2016-2021 is used as the basis for planning the RE curriculum in the City's primary schools.

Issues of compliance with regard to RE relate mainly to the secondary phase, and we believe remain more an issue in key stage 4 than in key stage 3.

Delivery of RE by Higher Level Teaching Assistants (HLTAs), with teachers taking this time as their Preparation and Assessment (PPA) time, continues in Primary schools. Several HLTAs still regularly attend the termly network meetings. We continue to hear that some primary schools are reporting that although RE had been taught by HLTAs this subject is now taught by class teachers. Where this decision has been made it is usually led by a confident subject leader and a supportive senior leadership team.

There were no formal complaints to SACRE about RE during the year. However, as you can see above, SACRE has raised concerns to the local authority about potential compliance issues in Key Stage 4. We are really pleased that these conversations continue to lead to some positive changes on teaching of RE in Key Stage 3 and 4 in some schools. SACRE would like to thank Schools and the Local authority for their support in this.

1b Primary RE

Evidence from teachers attending termly briefing meetings and the RE consultant's visits to schools suggested that:

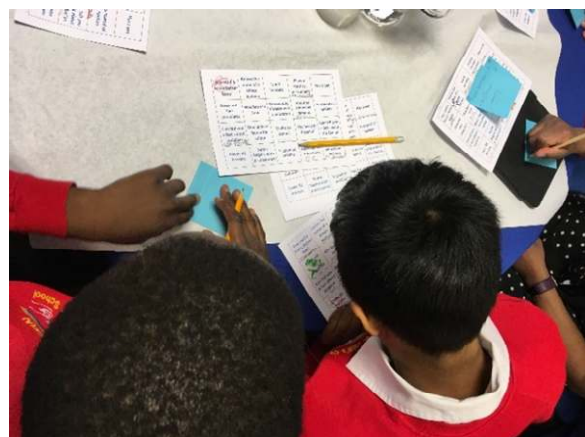
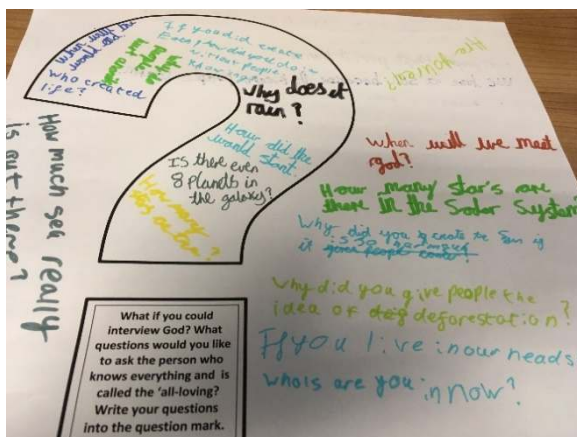
- Termly briefings provided a regular input of professional support and development for those who attend (usually subject leaders) and those in their own school to whom they disseminate learning.
- Termly briefing and training sessions also continue to support non-specialist TAs, HLTAs and teachers in primary schools to increase their confidence leading, managing and teaching RE.
- There is a concern that information about the termly briefings is not reaching some schools legislation around GDPR and a large number of staffing changes seems has made this even harder.

- This year termly briefings have taken place on Teaching about Christianity, Using Text and poetry in RE and the new OFSTED inspection framework. The number of teachers attending has slightly increased with attendance between 15-25 for each session.
- Teachers are continuing to work with the Agreed Syllabus launched in April 2016 and have reported that the planning steps are still working well. Schools continue to be grateful for the investment by the local authority and SACRE providing a comprehensive syllabus, units of work and a full day of training on implementing the syllabus.
- Ensuring that sufficient time is given to RE is an ongoing difficulty for some schools although there are reports that the new OFSTED inspection framework is bringing a renewed focus on RE in schools where RE was struggling to get sufficient curriculum time. The pupil days are also supporting some schools to run RE focus days in addition to supporting teaching of RE more generally.
- Due to encouragement from the RE Adviser and funding from Westhill Trust more schools are preparing for and achieving the RE Quality Mark. It is extremely pleasing that Hillside Primary School and St Mary's CE Primary School have achieved the Silver Quality Mark and Excel Academy and Ormiston Horizon Academy have achieved the Gold Quality Mark.

In March 2019 SACRE funded two pupil days for year 5 pupils. This was offered to all city schools. Over one hundred pupils from 16 primary schools attended the Respect for all pupil days for schools at the Bridge Centre. Pupils and teachers went on to recreate a similar day with groups of pupils in their schools. These were such a success that we plan to run a KS1 and a KS2 pupil day be repeated in March 2020. This will allow more pupils to attend. Places were offered to pupils in year 8 and it was really pleasing to have pupils from Birches Head Academy as last year no secondary schools took up this offer.

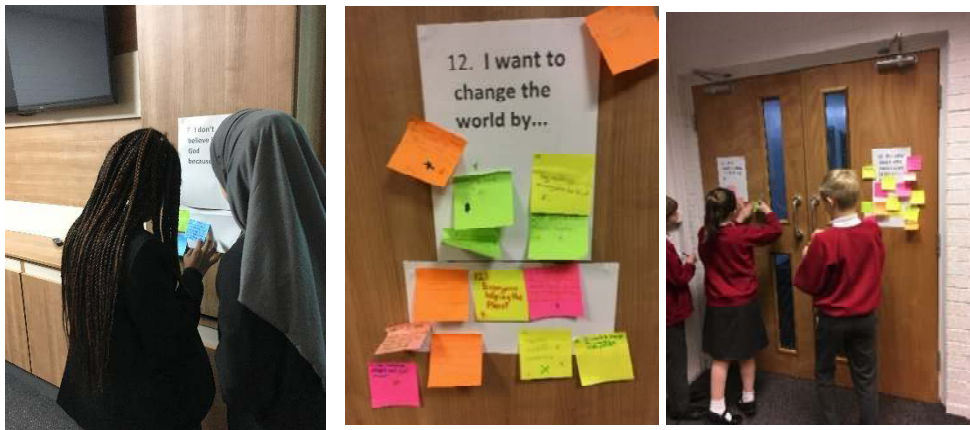
These pupil days were an excellent way to support RE, British values, Social cohesion and SMSC in schools. A diverse group of pupils from 16 primary schools and Birches Head Academy attended the Respect for all pupil days for schools at the Bridge Centre.

Pupils took part in a variety of activities beginning with Fiona Moss posing (and suggesting answers for) difficult questions such as 'What happens in the afterlife?', 'Is God good and kind?' And one more suited to A level philosophy – 'Some people think God just lives in our heads, if so whose head are you in right now!' Pupils and adults got to know one another with a game of people bingo.



Through the day pupils papered the walls with their wisdom; responding to prompts such as

- One belief that really matters to me is...
- The belief or religion that I find most interesting is..... because.....
- I think God has been in touch with me:...
- I don't believe in God because...
- What makes me different from other people is...
- I'm proud to be British because...
- I want to change the world by...
- The community I belong to is great because..



Pupils were able to look at specific knowledge through our exploration of Islamic art and a series of other activities. At the end of the morning we discussed and debated scenarios about prejudice and discrimination.

During the afternoon pupils worked with others to create art and poetry on our rainbow community or that expressed what RE is.



Pupils and teachers were challenged to recreate a similar day or use some of the strategies with groups of pupils in their schools. They were also challenged to enter the free NATRE Spirited Arts and Spirited Poetry competitions.

www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2019/

www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry-2019/

Secondary RE

1c

- It has been pleasing that a number of schools have worked with Sarah Dyer, with support from Fiona Moss, to plan a Student debate planned for November 2019 (postponed due to the election and purdah rules). Local MPs and members of religion and worldview communities are to be invited to witness the student debate. The topics to be debated using a moderated caucus style of debate are;

- 'You learn more by studying other people's worldviews than you do by studying your own'
- 'If religious literacy is fundamental to challenging extremism, Religious Education should be added to the list of core subjects everyone must take at GCSE'
- 'In an increasingly secular society there is no need for R.E.'

There were originally nine secondary schools involved in the project, and we hope as many of those as possible will be able to attend the rescheduled event. It was estimated around 50-55 students would be involved on the day and groups would be mixed to sit alongside students from other schools. There will be a further report on the event in next years annual report.

- There has been an increase in the number of students entered for examination RE. All 14 Stoke-on-Trent secondary schools now enter at least 1 pupil for a religious studies GCSE examination. However, 7 schools enter less than 25% of their cohort (Birches Head Academy, Discovery Academy, Haywood Academy, Ormiston Horizon Academy, Ormiston Meridian Academy, Ormiston Sir Stanley Matthews Academy and The Excel Academy) and a further 2 schools entered around between 25-50% (The Co-Operative Academy and Trentham Academy). On a positive note 5 out of 14 Stoke-on-Trent secondary schools entered more than 80% of their cohort for full course GCSE, thereby providing external accreditation for most of their students of their studies in RE (St Joseph's College, St Peter's Academy, St Margaret Ward Catholic Academy, St Thomas More Catholic Academy and Thistley Hough Academy).
- SACRE remain concerned about the number of pupils not following an accredited course as this is what the syllabus requires. We note that the New OFSTED inspection framework is likely to change this.

1d Public examination entries in RE/RS

Examination results

- Results for the 2019 GCE and GCSE examinations are summarised in Appendix B together with comparative data from 2018.
- Results from the 2019 Full Course GCSE were 58.5% of pupils achieved a strong pass (grades 5-9) compared to 61% nationally. 68.8% of pupils achieved a standard pass (grades 4-9) compared to 72.4% nationally.
- 993 students, 43.3% of all students at the end of KS4 in Stoke-on-Trent schools in 2019, were entered for the full GCSE religious studies course, showing a marked increase from the 885 students, 40.8% of all students in 2018.
- 1 student took the religious studies short course GCSE in 2019 compared to 2 in 2018. This is extremely worrying.

- **GCE A and AS Level Religious Studies**

- 47 students took religious studies A level in 2019 (less than in 2018 when there were 64 entries).
- 0% of students gained the A* grade and 8.5% gained the A grade. 100% of students achieved A* - E.
- The numbers taking AS level decreased from 23 in 2018 to 1 in 2019. 0% achieved an A grade and 100% achieved A - E.

Standards in RE at GCSE (full course)

- 58.5% of students achieved a strong pass (grades 5-9) in 2019 compared to 55.3% in 2018.
- 68.8% of students achieved a standard pass (grades 4-9) in 2019 compared to 68% in 2018.
- 6% of higher attaining students achieved the 9 grade in 2019 compared to 3.6% in 2018.

Standards in RE at GCSE (short course)

- 1 student was entered for the GCSE short course religious education in 2019 compared to 2 students in 2018.

Standards in RE at GCE (A2 and AS)

- Standards in GCE A Level (A2) showed that 100% of students achieved an A* - E grade which is higher than last year's figures (95.3%). 8.5% achieved grade A.
- Standards in GCE AS Level (A2) showed that 100% of students achieved an A* - E grade which is below last year's figures (69.6%). 0% of higher attaining students achieved A grade. Note that only 1 student was entered for GCE AS Level in 2019 compared to 2 students in 2018.

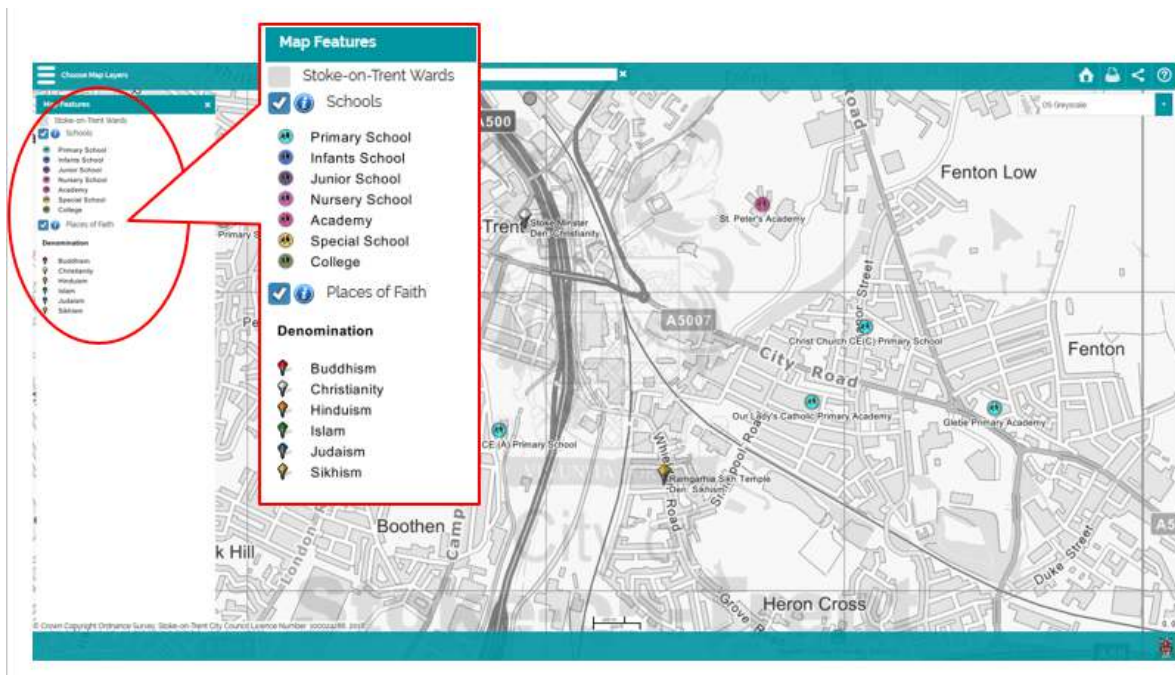
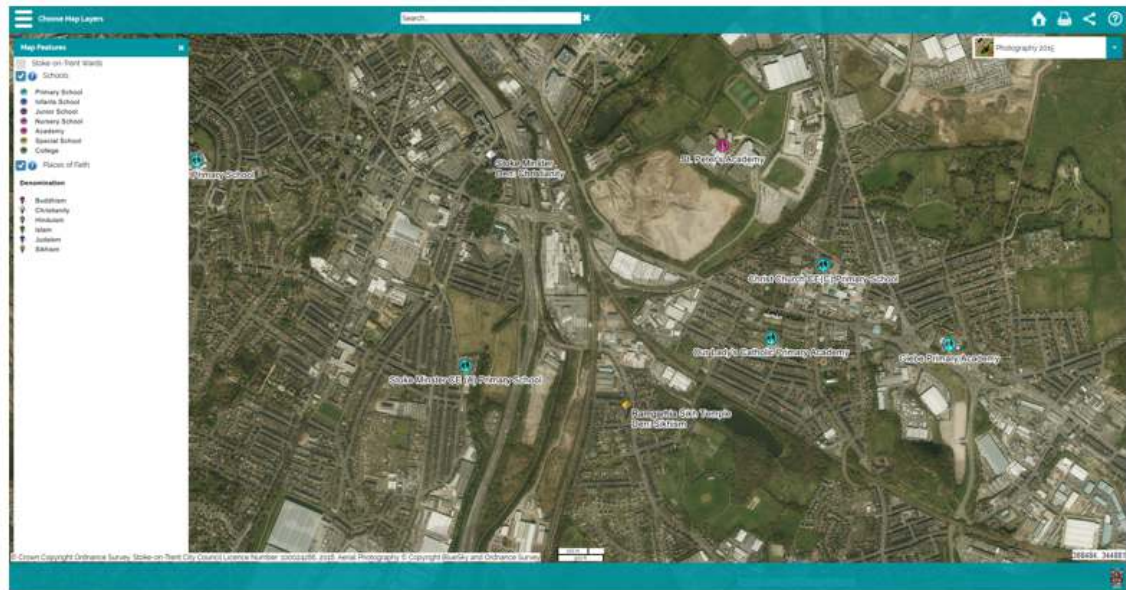
1e Resources

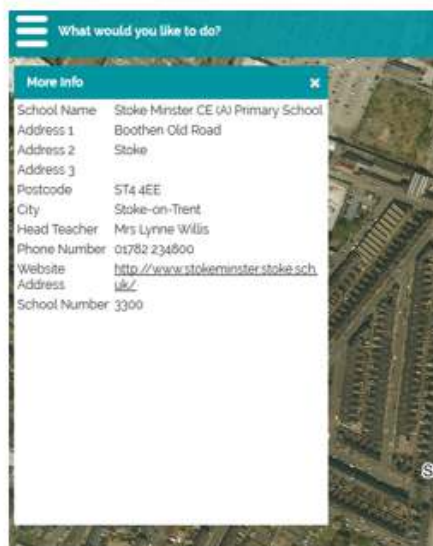
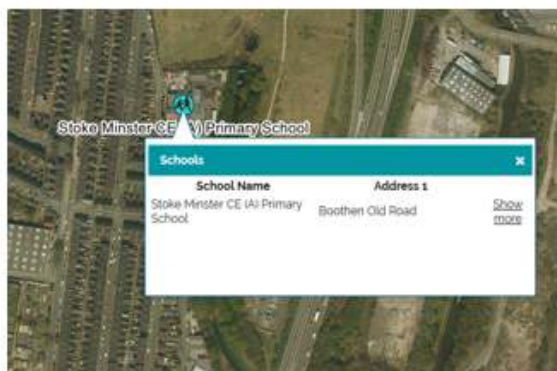
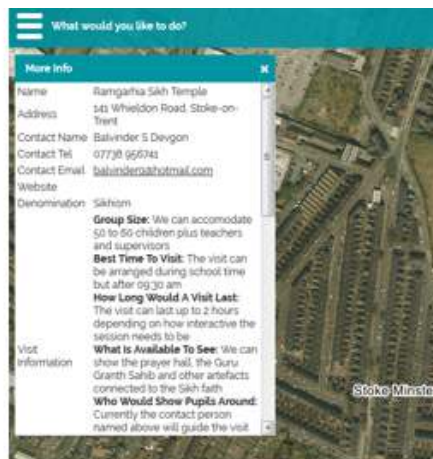
The agreed syllabus was delivered in to schools both in hard copy and electronic form in 2016. This provides a substantial amount of support and guidance for teachers. Primary schools also received a full set of units of work to support teaching of the new Agreed Syllabus. These continue to be used.

SACRE were really pleased in 2018 to be able to work with local places of worship to provide an interactive map to show where places of worship are, contact details and other important details. This was a substantial piece of work and schools are finding this extremely useful. The online interactive map can be found at:

<https://webmaplayers.stoke.gov.uk/webmaplayers8/Map.aspx?MapName=SACRE>

Some screenshots of the online, interactive map, can be found below:





2 Managing the SACRE and partnership with the LA and other key stakeholders

2a SACRE meetings

SACRE meetings were held termly. Main agenda items are given below; full agendas and minutes are available on the Local Authority's website.

25 October 2018, 4pm – 6pm - Civic Centre, Stoke-on-Trent

- SACRE Membership Update
- Youth Debate
- Commission on R.E.
- Promoting GCSE and A-Level R.E.
- National Updates
- Westhill NASACRE Award

14 February, 2019, 4pm – 6pm – Civic Centre, Stoke-on-Trent

- Youth Debate
- SACRE Annual report 2018
- Commission on R.E.
- Withdrawal from R.E.
- National Updates
- Westhill NASACRE Award
- NASACRE Conference

20 June, 2019, 4pm – 6pm , Stoke-on-Trent

- Report on Pupil Day and Plans for next Year
- Plans for Secondary Debate
- R.E. in Primary Schools
- ITE Providers
- National Update
- OFSTED

Each meeting was quorate.

2b **Membership and training**

The following faith groups were represented on SACRE: Church of England, Hindu Community, Jewish Community, Methodist Community, Muslim Community and Sikh Community.

SACRE considered and discussed a range of topics throughout the academic year, relevant to the changing context in education. These included a variety of papers & reports such as the draft new OFSTED inspection framework, report on complaints on schools not providing RE, the Commission on RE final report and a variety of documents from National Association for Teachers of RE and 'RE Quality Mark'.

SACRE also viewed and discussed teaching materials regarding RE to understand their use in the classroom and heard from teachers about teaching RE in primary and secondary schools.

2c **SACRE development**

SACRE supported a range of initiatives during the year. These included:

- Advertising RE opportunities to schools
- Supporting the National Association of Teachers of Religious Education's (NATRE) survey to schools
- Identifying new members to join SACRE.
- Commission for RE response

2d **Financial support for SACRE**

The Local Authority provided funding to support SACRE activity 2018/19 by contracting with RE Today Services for provision of an RE Consultant for up to 15 days per year. This is for servicing SACRE and supporting RE in Stoke schools.

2e **Information and advice**

Specialist consultancy was provided by Fiona Moss of RE Today Professional Services. This guidance was for up to 15 days per year. As in previous years this advice and support proved to be of the highest standard and was greatly appreciated by teachers, the Local Authority and SACRE.

The RE Consultant provides termly briefing meetings for primary subject leaders, teachers and HLTAs, first response consultancy by phone and email, professional development, Guidance and support on the continuing implementation of the new agreed syllabus, consultancy to schools on request (either by the LA or by individual schools), 2 pupil days, working with Sara Dyer, Prevent co-ordinator to put together a student debate, responding to freedom of information requests and email support and guidance to schools.

The professional development opportunities for primary teachers of RE have been RE network meetings, support on email and the phone, face to face meetings and the RE pupil days. Secondary teachers organise their own RE meetings, Fiona or one of her colleagues have offered to attend one of these meetings.

The RE Consultant also provided guidance to SACRE to support its role in giving advice to the Local Authority concerning:

- School workforce data for secondary schools
- New draft OFSTED framework and the implications for schools regarding RE, collective worship and other related matters
- Website compliance of local schools
- RE and KS4 compliance.
- Supporting the Agreed Syllabus
- Issues around PREVENT
- Specific issues relating to RE or religion and belief in local schools

2f **Professional development opportunities**

Topics for one-day professional development opportunities continued to be identified in feedback from teachers. However, it remained the case that teachers found it difficult to attend courses which required them to be absent from school during the school day.

Termly teacher meetings

Termly briefing meetings (twilight) were held for primary RE subject leaders. Primary meetings were led by Fiona Moss (RE Today);

The local authority charges for attendance at termly briefings; this had led to a reduction in the number of teachers accessing this support.

Primary briefings were slightly higher in numbers than last year. One primary network per term being made available. There remained a need for regular face-to-face contact with an RE specialist to provide focused support. A number of schools requested email and phone consultancy from the consultant and all requests were met.

The Lichfield Diocese provided similar opportunities for its subject leaders (primary), led by the Diocesan Adviser for RE. Attendance at the diocesan-led meetings was good. Some aided schools attended both meetings.

NATRE affiliated local groups also run in the city.

3 **The local agreed syllabus**

An Agreed syllabus conference was convened and a new syllabus was launched in schools in April 2016. The syllabus has been fully taught from September 2017. Feedback from Primary schools remains extremely positive, less feedback has been received from secondary schools but that which has been received has been positive.

4 **Collective worship**

Support for Collective Worship was provided to individual schools on request during the year, by advisers from the Diocese of Lichfield and RE Today Services.

There were no determinations in force during the reporting year. There were no requests for a determination submitted to SACRE.

No formal complaints or other matters concerning RE were referred to SACRE during the year.

Appendix A: Terms of reference of SACRE

Terms of reference of SACRE

The composition of SACRE is set out in legislation. The four groups or committees represent the following interests within the local community.

- a. Christian denominations and non-Christian religions, broadly representing their relative strength in the area;
- b. The Church of England
- c. Teachers' associations
- d. The local authority (LA)

Members may be nominated by appropriate organisations but are appointed by the council. Other members may be co-opted.

Terms of reference

1. To support the effective provision of religious education (RE) and collective worship (CW) in schools.
2. Except in specified circumstances, to hold meetings in public and to ensure that notices, agendas and reports are publicly available.
3. To advise the LA on matters connected with daily collective worship in community schools and with the RE provided in accordance with an agreed syllabus for RE.
4. Such matters may be referred to SACRE by the LA or be raised by SACRE on its own initiative. They may include methods of teaching, the choice of materials, the provision of training for teachers and school inspection reports.
5. To determine whether to require the LA to review its agreed syllabus for RE.
6. To consider any applications from Head teachers of community schools after consultation with governors, to disapply the requirement for collective worship to be wholly or mainly of a broadly Christian character, and to review any 'determination' after five years.
7. To publish an annual report on its work which should:
 - specify any matters on which it has been advised the LA;
 - broadly describe the nature of that advice, and
 - set out reasons for offering advice on any matters which were not referred to it initially by the LA.
8. Circulate annual reports to schools and other interested parties, including the Qualifications and Curriculum Authority which publishes a national analysis of SACRE reports.
9. Upon any question being put to the vote, each committee shall have one vote only. Co-opted members have no vote.

Appendix B: Summary of GCSE and GCE results 2019

GCSE (Full Course)

	9	8	7	6	5	4	3	2	1	U	X	Standard pass (grades 4-9)	Strong pass (grades 5-9)
Stoke-on-Trent 2019	6%	9.4%	11.1%	15.7%	16.3%	10.3%	16.1%	8%	4.6%	2.3%	0.2%	68.8%	58.5%
National 2019	7.6%	10.4%	12.7%	16%	14.3%	11.4%	13.7%	8%	4.1%	1.5%	0.3%	72.4%	61%
Stoke-on-Trent 2018	3.6%	8.7%	12.7%	14.7%	15.6%	12.8%	13%	11.3%	5.6%	1.9%	0.1%	55.3%	68%
National 2018	7.3%	10.1%	12.6%	15.9%	14.4%	11.5%	13.5%	8.3%	4.4%	1.6%	0.3%	60.3%	71.8%

GCE results for Religious Studies (2019) with comparative data from 2018

GCE A Level (A2)

	A*	A	B	C	D	E	U
Stoke-on-Trent 2019	0%	8.5%	31.9%	27.7%	21.3%	10.6%	0%
National 2019	4.4%	17.4%	28.3%	26%	15.7%	6.2%	1.8%
Stoke-on-Trent 2018	1.6%	7.8%	29.7%	26.6%	23.4%	6.3%	3.1%
National 2018	4.7%	18.4%	29.2%	25.8%	14.3%	5.6%	1.8%

GCE AS Level

	A	B	C	D	E	U
Stoke-on-Trent 2019	0%	0%	0%	100%	0%	0%
National 2019	16.4%	19.5%	21%	18.5%	12%	11.4%
Stoke-on-Trent 2018	0%	0%	13%	30.4%	26.1%	30.4%
National 2018	16.6%	19.2%	21.4%	17.4%	12.2%	12.3%

Appendix C: Number of pupils taking RS GCSE

Centre	Number of pupils at the end of KS4 2018	Number of pupils entered for Religious Studies Full Course GCSE 2018	Number of pupils entered for Religious Studies Short Course GCSE 2018	Total number of pupils entered for Religious Studies 2018	% of pupils entered for Religious Studies 2018	Number of pupils at the end of KS4 2019	Number of pupils entered for Religious Studies Full Course GCSE 2019	Number of pupils entered for Religious Studies Short Course GCSE 2019	Total number of pupils entered for Religious Studies 2019	% of pupils entered for Religious Studies 2019	Increase / decrease? (2018 to 2019)
Birches Head Academy	114	14		14	12.3%	122	8		8	6.6%	Decrease
Discovery Academy	167				0.0%	206	1		1	0.5%	Increase
Haywood Academy	177	30		30	16.9%	194	21	1	22	11.3%	Decrease
Excel Academy	123				0.0%	161	19		19	11.8%	Increase
Ormiston Horizon Academy	140	10	1	11	7.9%	160	18		18	11.3%	Increase
Ormiston Sir Stanley Matthews Academy	157	18		18	11.5%	200	14		14	7.0%	Decrease
Ormiston Meridian Academy	108	2		2	1.9%	147	9		9	6.1%	Increase
St Joseph's College	150	149	1	150	100.0%	149	148		148	99.3%	Decrease
St Peter's Academy	213	209		209	98.1%	194	189		189	97.4%	Decrease
St Margaret Ward Catholic Academy	187	184		184	98.4%	202	197		197	97.5%	Decrease
St Thomas More Catholic College	177	175		175	98.9%	164	158		158	96.3%	Decrease
The Co-Operative Academy of Stoke-on-Trent	132	71		71	53.8%	158	78		78	49.4%	Decrease
Thistley Hough Academy	87				0.0%	133	107		107	80.5%	Increase
Trentham High School	145	23		23	15.9%	102	26		26	25.5%	Increase
City Wide	2,168	885	2	887	40.9%	2,292	993	1	994	43.4%	Increase

Appendix D: School workforce data for RE (submitted to DFE by schools Nov 2018-published summer 19)

School	Character	Type	OFSTED	% of timetable time spent on teaching RE		
				% Time for RE (KS3)	% Time for RE (KS4)	Average
Birches Head Academy	None	Foundation school	Requires improvement	4.03	2.1	3.07
The Co-Operative Academy of Stoke-On-Trent	Does not apply	Academy sponsor led	Good	1.75	1.6	1.68
Ormiston Horizon Academy	None	Academy sponsor led	Good	4.67	1.57	3.12
Haywood Academy	None	Foundation school	Good	0	0	0.00
Stoke Studio College for Manufacturing and Design Engineering			Requires improvement			0.00
University Academy Kidsgrove			Requires improvement			0.00
St Margaret Ward Catholic Academy	Roman Catholic	Voluntary aided school	Good	8.65	8.05	8.35
The Excel Academy	Does not apply	Community school	Good	3.44	1.54	2.49
The King's CofE (VA) School	Church of England	Voluntary aided school	Good	12.03	6.2	9.12
Ormiston Sir Stanley Matthews Academy	Does not apply	Academy sponsor led	Good	3.88	1.09	2.49
St Peter's CofE Academy	Church of England	Academy sponsor led	Requires improvement	8.79	11.97	10.38
St Thomas More Catholic Academy	Roman Catholic	Voluntary aided school	Good	9.7	10.59	10.15
Ormiston Meridian Academy	Does not apply	Academy sponsor led		2.98	0.76	1.87
Trentham Academy	None	Foundation school		3.36	5.45	4.41
Discovery Academy	None	Academy sponsor led	Requires improvement	0	0	
Thistley Hough	Does not apply	Academy sponsor led	Good	3.61	2.4	

Appendix E: SACRE Representatives

Committee A: Christian denominations and non-Christian religions

Haseeb Ahmed - Muslim Community
Saravanabavan Atputhan - Hindu Community
Samina Butt - Muslim Community
Balvinder Singh Devgon - Sikh Community
Chris Eyre - Methodist Community
Paul Lewis - Jewish Community

Committee B: The Church of England

Mrs A Stone - Diocese of Lichfield
Alex Wolvers - Diocese of Lichfield

Committee C: Teachers Associations

Rebecca Conn-Pearson Secondary Academy Teacher
Mrs N Groves Primary School Teacher (Vice Chair)
Miss N Kirkham Primary School Teacher

Committee D: Local Authority

Councillor Abi Brown (Chair)
Councillor R Dale (until 23rd May 2019)
Councillor L Dodd (from 23rd May 2019)
Councillor D Elliott (from 23rd May 2019)
Councillor M Khan (until 23rd May 2019)
Councillor G Singh Kallar

Co-Optees

Mr P Such

Officer Support

Mr M Barratt
Mrs D Jacobs
Mrs J Lomas
Mrs L Rees
Mrs S Robinson
Mr S Tahir
Mr C Sands (Clerk)

Appendix F: Contact addresses of SACRE officers

Clerk to SACRE

Craig Sands
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