



**Halton Standing Advisory Council on
Religious Education (SACRE)**

Annual Report

September 2020 – August 2021

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1. Introduction:

The Halton SACRE met three times in 2020 – 2021. Each meeting was via Skype, in line with HBC restrictions due to COVID 19.

20th October 2020 x6 attendees, x2 apologies;

Agenda included membership, including election of Chair and Vice Chair; Mark Higginbottom (MH), LA Officer to SACRE, presented a template and suggested questions for members to engage with RE leaders in school across the borough; Interfaith week and engagement with schools; annual return and specific question for 2019 – 2020 and MH provided RE network updates.

23rd February 2021 x6 attendees, x1 apology (no group C or D representation)

Agenda included members making contact with RE leads in schools; MH presented annual return 2019/2020 feedback so far; MH provided updates from the RE network meeting, autumn 2020 and MH presented the FOI response to NASACRE from Halton LA.

29th June 2021 x7 attendees, x3 apologies.

Agenda included membership; MH and Paul Smalley (Vice Chair and member of Group B, Liverpool Diocese), provided NASACRE Conference feedback and updates; MH discussed SACRE support and engagement in schools, members who had engaged with schools provided feedback; Annual Report – update from MH

The 2020 – 2021 membership of Halton SACRE is in appendix E.

2. Religious Education (statutory responsibilities):

- In Halton, 30 Maintained and VC schools follow the Lancashire Agreed Syllabus (LAS), as adopted by Halton SACRE. Seven academies also purchase the LAS.
- The ASC on 01 March 2016 adopted the LAS for September 2016 – 2021. The LAS was revised and adopted by Halton SACRE for a further five years in summer 2021
- RE teachers have had access to specific training allied to the use of the LAS across key stages, including EYFS through online networks delivered by Lancashire LA and SACRE and further online CPD opportunities during 2020 - 21

2.1 Standards and monitoring of Religious Education:

ALL 62 Halton Schools are requested to complete the annual return in order to capture a full and comprehensive picture of Religious Education across all Halton school. The percentage of school's figures in this report refer to the percentage of schools that responded to the 2020-2021 annual return. 60% of schools responded (39/62 schools), made up of 65% primary schools, 50 % of secondary schools and 50 % of special schools.

Annual return grades for the following				
(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)				
Quality of RE curriculum provision	1 =	2 =	3 =	4 =
	21%	77%	3%	0%
	17%	72%	10%	0%
	23%	64%	12%	2%
	26%	57%	15%	2%
Quality of teaching and learning in RE	30%	68%	2%	0%
	1 =	2 =	3 =	4 =
	18%	77%	5%	0%
	10%	66%	24%	0%
	23%	65%	12%	0%
Standards of attainment and achievement	19%	64%	15%	2%
	27%	66%	7%	0%
	1 =	2 =	3 =	4 =
	13%	77%	10%	0%
	10%	80%	14%	0%
Quality of collective worship	25%	60%	15%	0%
	21%	60%	19%	0%
	23%	66%	11%	0%
	1 =	2 =	3 =	4 =
	13%	77%	10%	0%
Overall Effectiveness of RE and Collective worship	17%	62%	21%	0%
	26%	60%	14%	0%
	28%	57%	15%	0%
	32%	66%	2%	0%
	1 =	2 =	3 =	4 =
15%	80%	5%	0%	
14%	66%	21%	0%	

	21%	65%	12%	2%
	26%	62%	13%	0%
	26%	70%	4%	0%
1. Figures in blue are 2016/17 for comparison 2. Figures in green are for 2017/18 for comparison 3. Figures in black are 2018/2109 4. Figures in purple are 2019/2020 5. Figures in brown are for 2020/21				

2.2. Religious Education provision in schools: Of the 39 responding schools,

- 100% of schools have an RE co-ordinator.
- 100% of schools regularly monitor, review and evaluate RE provision
- 100% of schools have provision for a daily act of worship in line with statutory requirements
- 92% of schools regularly monitor, review and evaluate collective worship provision
- 100% follow an appropriate syllabus and all allocate at least the minimum recommended RE entitlement time across KS1 – 2, whilst the secondary returns record;

2020/21 100% KS3 80% KS4
 2019/20 100% KS3 40% KS4
 2018/19 70% KS3 50% KS4
 2017/18 100% KS3 86% KS4
 2016/17 100% KS3 100% KS4
 2015/16 100% KS4 83% KS4

- Specialist teaching at KS4;

2020/21 – 36%
 2019/20 – 38%
 2018/19 – 39%
 2017/18 - 35%
 2016/17 - 13%
 2015/16 - 37%

- 5% of Halton schools have achieved REQM awards

2.3. Teacher training, materials and advice for schools:

Regularly provided by the LA Officer to SACRE in support of the role and responsibilities of the Halton SACRE. The LA Officer plans and facilitates termly RE network meetings in collaboration with a neighbouring LA for teachers of RE in all borough schools, including subject specific teaching and learning and assessment as well as preparation for inspection and activity relating to the quality of education judgement and curriculum deep dives. Halton SACRE issued information to all schools on useful resources to support remote learning, online conferences, online CPD and publications during 2020/21 whilst schools

experienced partial closure. Also circulated were updates from NW AREAIC, NATRE and NASACRE.

2.4. Withdrawals.

Halton SACRE has set procedures for schools requesting withdrawals by schools. There is clear guidance on the approaches to adopt when engaging with parents and carers and young people and a proforma to submit to the LA outlining the reasons for withdrawal. There has been concern previously with requests for withdrawal from parents and carers (sometimes several at one time) which have subsequently been rescinded. The proforma requests that schools submit such information, thus providing evidence of any potential underlying issues within a community or beyond. The LA officer to SACRE informs the Chair and Vice Chair of any completed or rescinded requests.

2020/21	1 from Collective Worship	2020/21	3 from RE
2019/20	9 from Collective Worship	2019/20	7 from RE
2018/19	14 from Collective Worship	2018/19	11 from RE
2017/18	11 from Collective Worship	2017/18	4 from RE
2016/17	13 from Collective Worship	2106/17	9 from RE

2.5 Complaints.

There were no complaints to Halton SACRE in 2020 – 2021. Any complaint is dealt with by appropriate members of SACRE and/or the LA e.g. time allocation for RE.

3. Collective Worship (statutory responsibilities): including:

Standards and monitoring of collective worship in 2020 – 2021 from schools' self-evaluation of collective worship was;

Outstanding	12.8%
Good	76.9%
Satisfactory	10.3% (three primary schools and one secondary school)
Inadequate	0%

In 2020 – 2021 100% of schools make provision for a daily act of worship in line with statutory requirements, compared with 93% in 2019/20, 92% in 2018/29 and 100% in 2017/18.

Collective worship in primary schools is regarded as a strength in the borough (partly due to the high proportion of faith schools). In the last 6+ years, no school has been found by Ofsted to be failing to fulfil its statutory obligation in collective worship.

Schools regularly review and evaluate collective worship:

2020/21	92%
2019/20	83%
2018/19	79%
2017/18	90%
2016/17	96%
2015/16	88%
2014/15	85%

3.1 Determinations.

There are no current and none have been applied for. Link to Determination Process documents online.

<https://www3.halton.gov.uk/Pages/EducationandFamilies/Schools/SACRE.aspx>

3.2 Teacher training

CPD and materials and advice for schools from national bodies are circulated to all schools via the schools circular and/or through network meetings.

3.3 Withdrawals.

There was one withdrawal from collective worship in 2020 – 2021 (see above). SACRE monitors, advises and supports schools with this through comprehensive guidance materials, request for submission of withdrawals to the Clerk to SACRE. There were no complaints with regard to collective worship in 2020 - 2021).

4. Links with other bodies:

- National bodies Halton SACRE engage with are NASACRE, the REC, AREIAC and, as appropriate central faith and belief organisations in the Liverpool City Region
- Local bodies include; the four dioceses represented on Halton SACRE, Inter Faith Groups within the Liverpool City Region, NNW SACRE Hub.

5. Other areas of SACRE involvement locally in Halton:

- Governors and governing board have been provided with guidance documents to support their role e.g. Compliance with the duty to teach RE, RE in academies and free schools, SACRE guidance for governors, RSE guidance for governors, presentation to governors briefing meeting on the role and functions of SACRE.

6. Halton SACRE's own arrangements (statutory responsibilities):

- Professional and administrative support from Halton LA is in the form of a School Improvement Officer (LA Officer to SACRE) and provision of a Clerk to SACRE. The LA SSIO supports the agenda of each meeting with RE/Collective

worship updates and advice as well as wider school improvement advice relevant to the quality of RE in schools.

- Membership and representation (See Appendix F).
- Recruitment – quoracy can be a challenge, with issues of recruitment of members to fill all available places. Recruitment remains a priority for Halton SACRE
- Training for SACRE members has been facilitated through offer of attendance at LA RE network meetings and annual RE conference and attendance at NASACRE annual conference and online training
- Finance given to SACRE for its work is in line with the expectations of the Central Schools Service Block, CSSB funding of approximately £13K allocated to local authorities for SACRE has been calculated as the underlying expenditure of Halton LA on the functioning of SACRE (including 5% of the salary of the SSIO acting as LA Officer to SACRE).

7. Appendices

A Table of GCSE – short and full

Ormiston Bolingbroke Academy – 81.8% GCSE 9 – 4 in 2021. Y7 – 9 have 1 hour a week RE, Y10 and Y11 GCSE cohorts have 2 hours a week.

The Grange All Through School - No students entered in 2021. Y7 and Y8 receive 2 hours a fortnight, Y9 1 hour a week and in Y10 and Y11 RE is delivered through SMSC and Personal development taught lessons.

Wade Deacon High School - No students entered for GCSE in 2021 (Y7 – Y11 receive 1 hour a week RE).

Saints Peter and Paul Catholic College – 100% students in Y11 entered in 2021, 62% GCSE 9 – 4 in 2021.

B Details of CPD provided to schools is identified in the relevant sections above.

C Halton SACRE policy statements on RE and Collective Worship



Compliance with
the duty to teach Re



Halton Guidelines
for Collective Worsh



SACRE guidance for
governors.docx

D Halton SACRE does not currently have a development plan.

E Circulation details for this Annual Report

- DfE
- NASACRE
- Halton SACRE members
- Elected members - HBC
- Strategic Director – People, HBC; Operational Director – Education, Inclusion and Provision, HBC; Divisional Manager, Education 0 -19 and HBC School Improvement Team
- Halton Schools Circular
- Headteacher and Principals – All Halton schools
- Published on the SACRE section of the HBC website

F Membership as of August 2021

Group A Christian Denominations and Other Religions & Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area.

Diocese of Shrewsbury

Mrs Margaret Morgan
1 x vacancy

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan
1x vacancy

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

Buddhist

Mr Tony Collacott Trustee, Wat Phra Singh UK Temple, Runcorn
Mae Chee Shirley-Anne Hadley Buddhist Nun,

Hindu

1x vacancy

Muslim

1x vacancy

Sikh

1x vacancy

Judaism

1x vacancy

Group B The Church of England

Chester Diocese

Ms Stephanie Moss St Mary's CE Primary, Runcorn
Jenny Owen St John's Church, Weston

Liverpool Diocese

Reverend Linda Riley-Dawkin St Michael's, Ditton
Mr Paul Smalley (Vice Chair)

Group C Teachers' Associations

NAHT

1 vacancy

NASUWT

2x vacancies (1 primary, 1 secondary)

NEU

1x vacancies for secondary
Jane Scragg, primary representative

ASCL

1x vacancy

Group D The Local Authority

Cllr Mark Dennett, Chair Children & Young People Policy and Performance Board
2 x vacancies

Co-opted Members (N.B. can be affiliated to a group but have no voting rights)