



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

**Annual Report**

**September 2021 – August 2022**

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### 1. Introduction:

The Halton SACRE met three times in 2021 – 2022. The first meeting was face to face, the second online and third face to face.

*2<sup>nd</sup> November 2021* x6 attendees, x1 apology;

Agenda included membership, including election of Chair and Vice Chair; annual return and specific question for 2020 – 2021 and MH (LA Officer to Halton SACRE) provided RE network updates.

*8<sup>th</sup> March 2022* x5 attendees, x6 apologies (no group C or D representation)

Agenda included lengthy discussion on the 2020 – 2021 Annual Report and actions arising from findings

*14 June 2022* x7 attendees, x6 apologies.

Agenda included membership; Members discussed SACRE support and engagement in schools, members who had engaged with schools provided feedback; consideration of the SEF relating to the agreed syllabus and next steps

The 2021 – 2022 membership of Halton SACRE is in appendix E.

## 2. Religious Education (statutory responsibilities):

In Halton, 31 Maintained and Voluntary Controlled 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 by Lancashire County Council and subsequently 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 2021 – 2022.

### 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 2021-2022 annual return. 48% of schools responded (30/62 schools), made up of 59% primary schools, 25 % of secondary phase 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 = 20% 21% 17% 23% 26% 30%	2 = 73% 77% 72% 64% 57% 68%	3 = 7% 3% 10% 12% 15% 2%	4 = 0% 0% 0% 2% 0% 0%
Quality of teaching and learning in RE	1 = 18% 18% 10% 23% 19% 27%	2 = 70% 77% 66% 65% 64% 66%	3 = 13% 5% 24% 12% 15% 7%	4 = 0% 0% 0% 0% 2% 0%
Standards of attainment and achievement	1 = 10% 13% 10% 25% 21% 23%	2 = 77% 77% 80% 60% 60% 66%	3 = 13% 10% 14% 15% 19% 11%	4 = 0% 0% 0% 0% 0% 0%
Quality of collective worship	1 = 20% 13% 17% 26% 28% 32%	2 = 67% 77% 62% 60% 57% 66%	3 = 13% 10% 21% 14% 15% 2%	4 = 0% 0% 0% 0% 0% 0%

Overall Effectiveness of RE and Collective worship	1= 17%	2= 67%	3= 17%	4= 0%
	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  
2. Figures in green are for 2017/18  
3. Figures in black are 2018/2019  
4. Figures in purple are 2019/2020  
5. Figures in brown are for 2020/21  
6. Figures in red are for 2021/2022 and previous years are for comparison

## 2.2. Religious Education provision in schools: Of the 30 responding schools,

- 100% of schools have an RE co-ordinator.
- 100% of schools regularly monitor, review and evaluate RE provision
- 97% of schools have provision for a daily act of worship in line with statutory requirements (One primary school reported No).
- 83% 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 two secondary schools and one secondary special school returns record;

2021/22 100% KS3 50% KS4  
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%

- 3% 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 the borough's schools. Face to face meetings covered subject specific teaching, 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 continued remote learning, online conferences, online and face to face CPD and publications during 2021/22. Also circulated were updates from NW AREAIC, NATRE and NASACRE.

## 2.4. Withdrawals.

Halton SACRE has set procedures for schools requesting withdrawals. 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. The LA Officer to SACRE and the Head of Halton's Virtual School also log discriminatory/prejudicial incidents reported by school to review any potential patterns within a community.

2021/22	10 from Collective Worship	2021/22	5 from RE
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	2016/17	9 from RE

## 2.5 Complaints.

There were no complaints to Halton SACRE in 2021 – 2022. 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 2021 – 2022 from schools' self-evaluation of collective worship was;

- Outstanding 20%
- Good 67%
- Satisfactory 13%
- Inadequate 0%

In **2021 – 2022 97%** of schools make provision for a daily act of worship in line with statutory requirements, compared with 100% in 2020/21, 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 8+ 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:

2021/22 83%  
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 opportunities, RE resources 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 were 10 withdrawals from collective worship in 2021 – 2022 (see above). This comprised three from a primary school, five from a primary school and two from a primary school. 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 2021 - 2022).

## **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 and Faith Groups within the Liverpool City Region, NNW SACRE Hub, and Generate Teaching School 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, RE and collective worship updates via the termly Strategic Directors report to governors and guidance on the role and functions of SACRE.

The SACRE is looking at ways of strengthening engagement with school communities within the borough, to inform its own work, celebrate and challenge the quality of RE and collective worship allied to the outcomes of the annual return.

## **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, CPD/network provision for members and schools 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. Attendance across all groups can be an issue.
- 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 –**

17 of 193 (9%) pupils entered to GCSE 2022, with 58.8% 9-5 and 70.6% 9-4

#### **The Grange All Through School –**

No results for 2022

#### **Wade Deacon High School –**

No results for 2022

#### **Saints Peter and Paul Catholic College –**

228 of 268 (85%) pupils entered in 2022, with 38.6% 9-5 and 56.1% 9-4

#### **St Chads Catholic and CofE High School –**

117 of 119 (98%) pupils entered in 2022, with 41.9% 9-5 and 55.6% 9-4

#### **The Heath School –**

215 of 242 (89%) pupils entered in 2022, with 41.9% 9-5 and 57.2% 9-4

A-Levels:

22 pupils entered for A level in 2022, with 91% A\*-C (0% A\*, 23% A, 59% B, 9% C) and 95% A\*-E

**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

Ms Priti Mistry

### Muslim

1x vacancy

### Sikh

1x vacancy

### Judaism

Mrs Gillian Moonman

## **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 James Forber – Head Teacher St Chad’s in his own capacity as a member of  
1 x vacancy

**Group D The Local Authority** Cllr Mark Dennett (Chair), 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)