

WALSALL COUNCIL

*STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION*

MONDAY, 11 MARCH 2013

FIVE YEAR DEVELOPMENT PLAN

1. Purpose of Report

- 1.1 The purpose of the report is to request SACRE to consider its development plan for the next five years.

2. Recommendation

- 2.1 That SACRE consider and agree the actions to be included on the five year development plan.

3. Background

- 3.1 SACRE may recall that on 22 April 2002, approval was given to one representative from each Group being appointed to work alongside Education Walsall on the five year Development Plan. It was agreed that the Sacre Strategy Sub-Group would carry out this work.

- 3.2 The five year Development Plan was agreed as follows:-

Year	Action
1 - 2008/9	<ul style="list-style-type: none"> • Pilot monitoring system for the teaching and learning of RE across the key stages. • Review of the Agreed Syllabus • Investigate training for SACRE members, including roles/responsibilities of members, and the introduction of the syllabus.
2 - 2009/10	<ul style="list-style-type: none"> • Launch of the Agreed Syllabus
3 - 2010/11	<ul style="list-style-type: none"> • Plan for SACRE to meet the advanced criteria in the self evaluation. • Monitor collective worship (report on outcome of annual monitoring)

4 - 2011/12	<ul style="list-style-type: none">• Promote RE as a field of study for older pupils.• Promote the use of an RE website.
5 - 2012/13	<ul style="list-style-type: none">• Review of Agreed Syllabus.

The launch of the Agreed Syllabus has taken place and will be in use in schools from September 2010.

Rory Borealis – Executive Director (Resources)
28th February, 2013

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Walsall SACRE update 6/2/13

Key issues:

- Current/future financial balances
- Current /future support from Walsall Children's Services Serco
- Current/ future training
- Current action plan (attached)
- Current cabinet report (attached)

Current/future financial balances

SACRE - Income and Expenditure analysis 1st January 2012 to 31st January 2013	
INCOME	
2012 Income	-5000.00
2013 Income	-1250.00
Income Recharges	-2775.00
Total Income	-9025.00
EXPENDITURE	
RE Today Invoices	5494.25
Refreshments	45.50
Room Hire	0.00
Conference	453.25
Total Expenditure	5993.00
Total Surplus	-3032.00

Walsall SACRE need to ensure that future revenue is secured so that the services of RE today can continue. Based on the current SLA Walsall SACRE has sufficient funds for approximately further 5.5 days support from RE Today. It is therefore essential that courses/training delivered as part of these days generates further funding.

To date we have sold..... CD's with the 7 units of work produced by RE Today.

Current /future support from Walsall Children's Services Serco

The support from Walsall CS Serco to Walsall SACRE has fluctuated over the years. Walsall SACRE has always been supported by a Head of service from the improvement services team. At its height the support also consisted of two teaching and learning consultants and dedicated administration. WCS Serco has also provided £5,000 which has been used to fund the work of RE Today.

The contract with Serco will terminate on 31st March 2013. Currently there is a 'as is' transition which means that the vast majority of staff will become council employees from March 31st. However the current head of service will not become part of the council team and a vacancy will therefore exist. This information has been shared with the council's transition team and highlighted as a possible risk.

As can be seen from the financial balance above Serco have provided ¼ of the budget to cover the 3 months until the contract terminates.

Current/ future training

The RE subject leader training continues to grow in strength with 18 primary schools now regularly attending. Secondary school interest has been minimal and it was agreed to no longer hold a separate secondary meeting. The 6.2.13 is the final agreed date for training. Further dates to be agreed with RE Today.

RE Today have submitted various proposals for future training including '**Coummunity cohesion**' a day course for primary and secondary teachers in Walsall and potentially teachers from the other Black Country LA'; **Another follow up day course for primary teachers**. If SACRE agree, RE Today will provide a follow up day course on standards and high achievement through creative teaching and learning; **NQTs programme: a day with primary NQTs on re smscd and cohesion**, a programme of **interactive visits to places of worship for RE teachers** – Sikh, Muslim, Christian, Hindu. Local, resource generating, confidence building and enabling pupil follow up. This would be charged to schools as professional development activity, and run over two days perhaps.

All of the above needs to be agreed as soon as possible.

Council – [Date to be confirmed]

The report of the Standing Advisory Council on religious Education September 2011 - September 2012 (and a review of progress since September 2010 - launch of the revised Agreed Syllabus)

Service Area: Walsall Children's Services

Wards: All

1. Summary of report

The report of the Walsall Standing Advisory Council on Religious Education (SACRE) describes the nature and purpose of the body, outlines the main aspects of the work during the period September 2011 till September 2012 and provides an analysis of outcomes for pupils in relation to religious Studies 2006-2011.

2. Recommendations

2.1 That the report of the Standing Advisory Council for Religious Education be received and noted.

3. Background information

3.1 Under the terms of the 1994 education, local education authorities had the option to set up a Standing Advisory Council on Religious Education (SACRE), in the legislation of the 1988 education Reform Act, however, this became obligatory. The principal function of a SACRE is:

“To advise the authority upon such matters connected with collective worship in county schools and religious education to be given in accordance with an agreed syllabus as the Authority may refer to the council or as the council may see fit.”

3.2 The SACRE comprises four groups representing, respectively:

- i. such Christian and other religious denominations as in the opinion of the Authority will appropriately reflect the principal religious traditions in the area;
- ii. the Church of England;
- iii. such associations representing teachers as in the opinion of the authority, ought to be represented, having regard to the circumstances of the area;
- iv. the local Education Authority, seven elected members to be appointed by the council.

- 3.3 The S.A.C.R.E has two particular functions:
- i. It can require the Local Authority to review its current agreed syllabus;
 - ii. it may determine, on application by the Head Teacher, that the requirement for collective worship in County controlled schools to be wholly or broadly of a Christian character, shall not apply to the collective worship provided for some or all of the pupils in a particular school.

3.4 In accordance with the Education Act 1996 SACRE is required to publish a report with respect to the exercise of their functions and any action taken by representative groups on the Council during the preceding year.

4. Resource considerations

4.1 It was proposed that the agreed syllabus monitoring would provide opportunities for teachers to share best practice, advice on additional resources and indicate future training needs. However as it has been more difficult to engage schools in the monitoring cycle other methods have been used to develop intelligence on future training needs:

4.2 Subject leader meetings have been the key tool to provide a good insight into the future needs of teachers. RE Today currently lead three subject leader sessions a year and also (through discussion with S.A.C.R.E.) have a plan for future training sessions.

4.3 RE Today has also produced eight units of work which support the Agreed Syllabus. These were given to all schools who attended the Spring RE training as part of the course materials. Other schools are able to purchase the units by contacting Walsall CS direct.

4.4 Since 2010 Walsall Children's Services – Serco have provide £5,000 financial support for Walsall SACRE's agreed projects and publications. Since then Walsall SACRE have used this resource to employ the services of RE Today.

5. Citizen impact

Following the Agreed Syllabus at school level gives opportunities for pupils to increase their knowledge and understanding of the religious beliefs, customs and heritage of the many communities within Walsall. This should lead to a greater future understanding and respect between citizens.

6. Community safety

N/A

7. Environmental impact

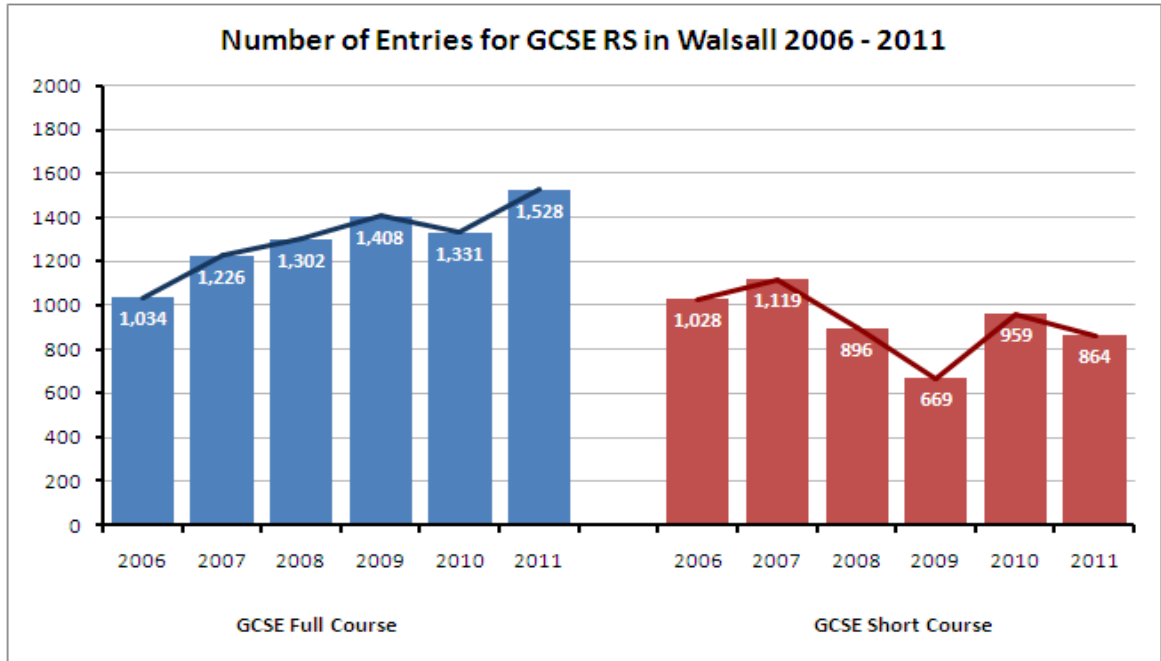
N/A

8. Performance and risk management issues

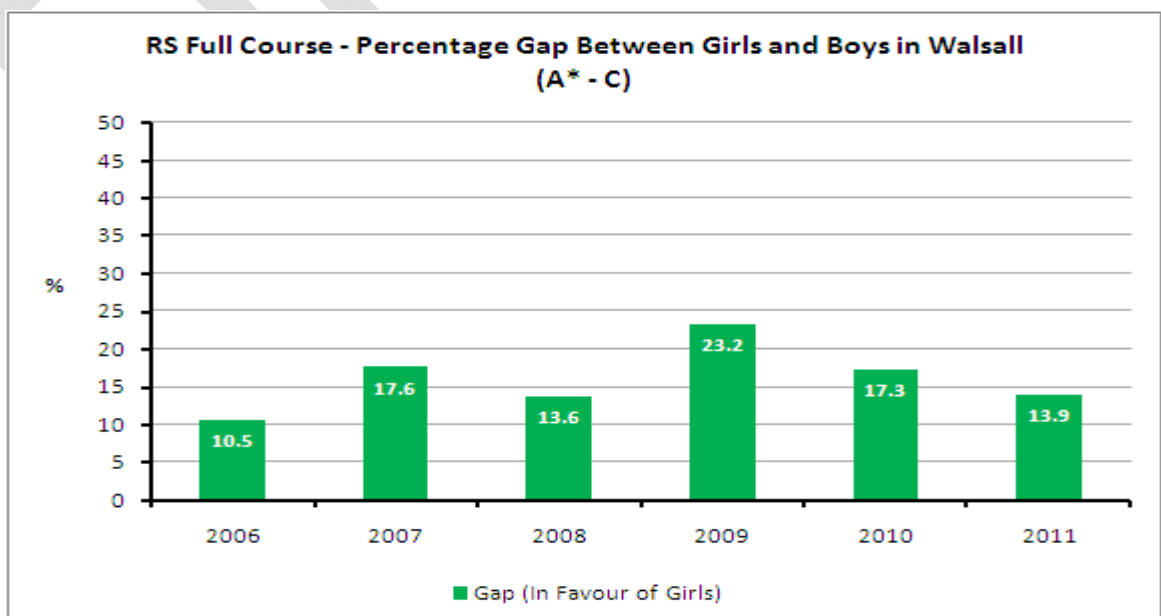
In secondary schools GCSE and A level examination results for 2011 are included in Appendix A attached.

8.1 Analysis of trends

Since 2006 the number of entries for Religious Studies GCSE full course has risen from 1034 to 1528 in 2011. The number of students sitting GCSE short course has declined in this period from 1027 in 2006 to 864 in 2011. However, there has been a net overall increase in the number of students studying Religious Studies at KS4.

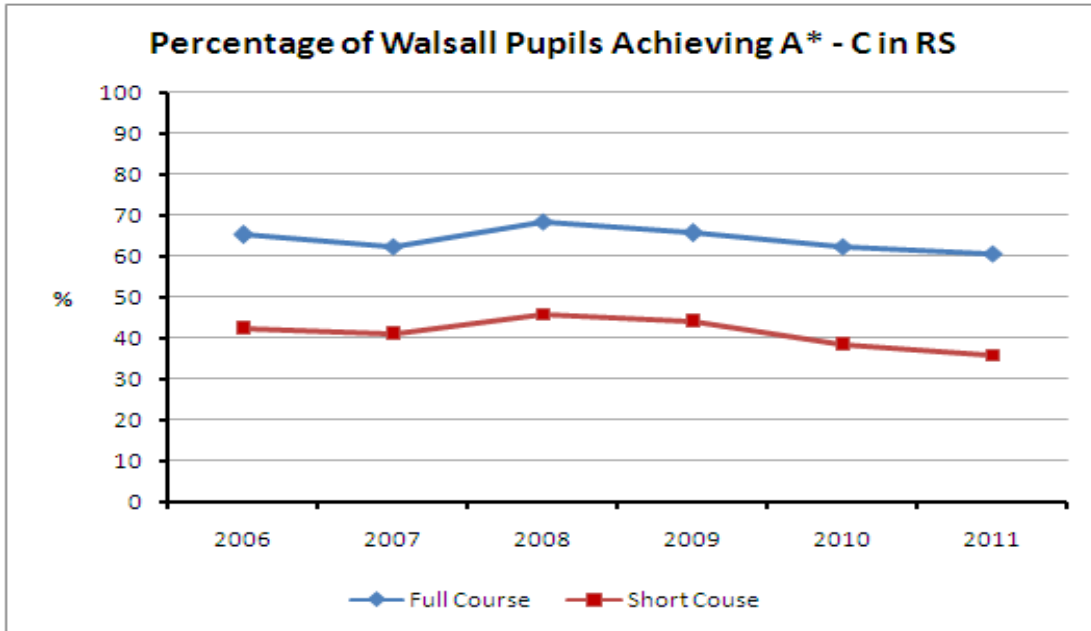


In 2011 60.5% of the pupils who sat Religious Studies full course achieved an A*-C. This has declined 4.6% on the 2006 outcome of 65.1% and the gap to the national average has grown from 4.9% in 2006, to 13.5% in 2011. Since 2006 the national average has risen by 4% from 70% to 74% in 2011. Girls outperform the boys in Religious Studies by 13.9% in 2011 a gap that has widened since 2006. This gap is also reflected in the national trend with a disparity in performance of 11% between the girls and the boys.



The number of students nationally achieving an A*-G has remained constant at 98% since 2006. Since 2010 Walsall's outcome has been below the national average and now stands at 95.3% in 2011.

Since 2006 the number of students achieving an A*-C in Religious Studies short course has fallen by 6.4% from 42.2% in 2006 to 35.8% in 2011.



Nationally the number of passes has also declined from 51.2% in 2006 to 50.6% in 2011. During this period the gap in performance between Walsall and national had widened from 9% in 2006 to 14.8% in 2011. Girls currently outperform the boys, but the gap has closed to 3.1% in 2011 from 8.9% in 2006. The number of students achieving A*-G (short course) has fallen by 7.1% since 2006 and the current gap to national has widened to 7.3% in 2011.

8.2 Ofsted reports and Inspection findings

There have been 45 inspections carried out by Ofsted during the period September 2011- September 2012.

In January 2012 the framework for inspections was revised with many significant changes most notably in terms of SACRE is that there is no longer a separate judgement grade for Spiritual, Social, Moral and Cultural (SMSC) development as this is included in the overall effectiveness judgment.

SMSC is seen as an integral part of school life. From January 2012 onwards Ofsted evidence forms contained a specific section to capture examples of SMSC in every aspect of the inspection including lesson observations, trawls of pupils work, learning walks around the school, etc.

As a result of the changes to the inspection framework it is very difficult to make any meaningful comparisons between previous SMSC grades and the current overall effectiveness grade.

8.3 **Reporting on Pupils' Progress and Attainment**

Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education, as for other subjects of the curriculum.

9. **Equality implications**

9.1 The Education Act (1996) and the school standards and framework January 2012) state that the legal requirements are:

1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at the request of their parents [S352 (1) (a)]. The law relating to RE for pupils who are not yet in Key Stage one. i.e. Foundation Stage is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at school', it includes pupils in reception classes, but not those in nursery or play groups.

By the same law, RE must be provided for all students in school sixth forms (but not those in sixth form colleges, which must provide RE for all students who wish to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives RE as far as is practicable.

2. Religious Education must be taught in accordance with the Agreed Syllabus in:

- community schools;
- foundation schools (apart from those with a religious foundation where parents request RE to be 'denominational' or taught in accordance with Trust Deed of the school;
- voluntary controlled schools (apart from when parents request RE to be 'denominational' or taught in accordance with Trust Deed of the school [19196 Act. Ch 56, S376 (1) 1998 Act, Ch 31 S351 (1)].

3. Religious Education must be taught according to an Agreed Syllabus that reflects the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain [1196 Act Ch 56 S375 (3)].

4. In schools where the Agreed Syllabus applies, Religious Education must be non-denominational, but teaching about denominational differences is permitted [Education Act 1944 S26 (2)].

5. The head teacher, along with the governing body and the LA, is responsible for the provision of Religious Education in foundation and community maintained schools and in voluntary controlled schools (see point 2 above).

9.2 **Withdrawal from Religious Education**

A parent may request that:

- the pupil may be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum;

- a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of school session;
- a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

9.3 Teachers

- With specific exceptions, may withdraw from teaching religious education and they should not be discriminated against for their religious opinions or practices.

10. Consultation

Walsall SACRE meets three times a year in open forum. It has appropriate sub groups and committees to carry out the actions approved by SACRE. There is a financial arrangement Walsall Children's Services to provide funding which supports initiatives to ensure the development of Walsall SACRE.

Walsall SACRE has agreed arrangements for monitoring the Agreed Syllabus and those taking part have undergone training.

Background papers

- Appendix A - 2006 – 2011 Religious Studies (4610) GCSE Full Course
- Appendix B – A summary of the Walsall SACRE RE Action Plan 2011/12
- Appendix C - Summary of activities since September 2010 (since the launch of the revised agreed syllabus)

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Signed:

Executive Director:

Date:

2006 - 2011 Religious Studies (4610) GCSE Full Course Taken from NCER EPAS

Number of Entries

School	Number of Entries																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	24	9	28	125	133	113	39	21	27	99	108	126	63	30	55	224	241	239
Alumwell School	45	30	21	26	26	33	29	38	32	19	21	22	74	68	53	45	47	55
Barr Beacon School	2	5	3	1	9	13	13	17	6	-	27	12	15	22	9	1	36	25
Blue Coat C.E. School	82	67	72	71	51	40	70	102	85	63	79	53	152	169	157	134	130	93
Brownhills School	7	8	9	14	9	21	16	16	18	50	39	42	23	24	27	64	48	63
Darlaston School	62	42	55	51	-	-	55	62	62	52	-	-	117	104	117	103	-	-
Frank F. Harrison School	2	-	-	-	-	-	10	-	-	-	-	-	12	-	-	-	-	-
Grace Academy Darlaston	-	-	-	-	-	59	-	-	-	-	-	80	-	-	-	-	-	139
Joseph Leckie School	16	43	23	12	15	12	32	42	16	16	23	11	48	85	39	28	38	23
Pool Hayes School	-	-	12	9	9	10	-	-	17	18	6	13	-	-	29	27	15	23
Queen Mary's Grammar School	23	25	24	21	16	22	-	-	-	-	-	-	23	25	24	21	16	22
Queen Mary's High School	-	-	-	-	-	-	53	51	53	72	55	39	53	51	53	72	55	39
Shelfield Community Academy	-	-	-	-	10	12	-	-	-	-	16	12	-	-	-	-	26	24
Shire Oak School	-	-	25	23	29	69	-	-	30	26	28	92	-	-	55	49	57	161
Sneyd School	14	4	9	2	3	1	61	43	47	20	7	19	75	47	56	22	10	20
St. Francis of Assisi R.C. School	51	89	67	91	77	80	86	70	95	69	84	79	137	159	162	160	161	159
St. Thomas More R.C. School	95	109	98	91	99	110	118	108	113	111	104	93	213	217	211	202	203	203
Streetly School	3	104	124	105	125	81	5	102	110	125	112	120	8	206	234	230	237	201
Willenhall School	8	6	3	12	5	12	13	13	18	14	6	27	21	19	21	26	11	39

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

2006 - 2011 Religious Studies (4610) GCSE Full Course

%A*-C

School	% A*-C																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	50.0	11.1	89.3	52.0	45.1	43.4	82.1	52.4	96.3	84.8	69.4	69.0	69.8	40.0	92.7	66.5	56.0	56.9
Alumwell School	48.9	46.7	38.1	26.9	46.2	45.5	51.7	57.9	71.9	52.6	47.6	54.5	50.0	52.9	58.5	37.8	48.6	49.1
Barr Beacon School	-	40.0	100.0	100.0	66.7	69.2	92.3	88.2	83.3	-	85.2	83.3	80.0	77.3	88.9	100.0	80.6	76.0
Blue Coat C.E. School	86.6	53.7	75.0	50.7	52.9	80.0	88.6	70.6	85.9	77.8	62.0	79.2	87.5	63.9	80.9	63.4	58.5	79.6
Brownhills School	28.6	37.5	11.1	64.3	55.6	28.6	43.8	62.5	33.3	46.0	46.2	59.5	39.1	54.2	25.9	50.0	47.9	49.2
Darlaston School	48.4	73.8	58.2	68.6	-	-	65.5	69.4	64.5	78.8	-	-	56.4	71.2	61.5	73.8	-	-
Frank F. Harrison School	-	-	-	-	-	-	20.0	-	-	-	-	-	16.7	-	-	-	-	-
Grace Academy Darlaston	-	-	-	-	-	23.7	-	-	-	-	-	22.5	-	-	-	-	-	23.0
Joseph Leckie School	43.8	34.9	73.9	33.3	73.3	83.3	68.8	69.0	62.5	50.0	95.2	90.9	60.4	51.8	69.2	42.9	68.4	87.0
Pool Hayes School	-	-	-	11.1	55.6	50.0	-	-	58.8	77.8	16.7	53.8	-	-	34.5	55.6	40.0	52.2
Queen Mary's Grammar School	100.0	100.0	100.0	90.5	100.0	100.0	-	-	-	-	-	-	100.0	100.0	100.0	90.5	100.0	100.0
Queen Mary's High School	-	-	-	-	-	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Shelfield Community Academy	-	-	-	-	90.0	75.0	-	-	-	-	100.0	91.7	-	-	-	-	96.2	83.3
Shire Oak School	-	-	96.0	91.3	86.2	27.5	-	-	100.0	96.2	92.9	55.4	-	-	98.2	93.9	89.5	43.5
Sneyd School	71.4	50.0	55.6	50.0	0.0	100.0	36.1	46.5	51.1	40.0	14.3	57.9	42.7	46.8	51.8	40.9	10.0	60.0
St. Francis of Assisi R.C. School	70.6	61.8	70.1	61.5	75.3	78.8	84.9	88.6	88.4	87.0	90.5	88.6	79.6	73.6	80.9	72.5	83.2	83.6
St. Thomas More R.C. School	36.8	37.6	42.9	51.6	33.3	63.6	61.0	58.3	55.8	73.0	57.7	71.0	50.2	47.9	49.8	63.4	45.8	67.0
Streetly School	100.0	52.9	53.2	42.9	46.4	35.8	80.0	75.5	72.7	73.6	67.0	65.8	87.5	64.1	62.4	59.6	56.1	53.7
Willenhall School	62.5	66.7	-	8.3	20.0	91.7	38.5	38.5	83.3	64.3	33.3	85.2	47.6	47.4	71.4	38.5	27.3	87.2

LA Average	59.0	52.5	60.7	53.2	52.9	52.9	69.5	70.1	74.3	76.4	70.2	66.8	65.1	62.3	68.4	65.6	62.2	60.5
National Average	63.2	65.0	66.0	67.0	67.0	68.0	75.0	76.0	77.0	79.0	78.0	79.0	70.0	71.0	72.0	73.0	73.0	74.0

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

2006 - 2011 Religious Studies (4610) GCSE Full Course

A*-G

School	% A*-G																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	95.8	88.9	100.0	98.4	94.0	92.9	100.0	95.2	100.0	99.0	99.1	98.4	98.4	93.3	100.0	98.7	96.3	95.8
Alumwell School	100.0	96.7	100.0	88.5	100.0	97.0	96.6	100.0	100.0	100.0	100.0	95.5	98.6	98.5	100.0	93.3	100.0	96.4
Barr Beacon School	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.1	100.0	-	100.0	91.7	100.0	95.5	100.0	100.0	100.0	96.0
Blue Coat C.E. School	100.0	100.0	100.0	100.0	98.0	97.5	100.0	100.0	100.0	100.0	98.7	100.0	100.0	100.0	100.0	100.0	98.5	98.9
Brownhills School	100.0	100.0	100.0	100.0	100.0	95.2	93.8	100.0	100.0	94.0	94.9	97.6	95.7	100.0	100.0	95.3	95.8	96.8
Darlaston School	98.4	97.6	98.2	100.0	-	-	100.0	100.0	95.2	100.0	-	-	99.1	99.0	96.6	100.0	-	-
Frank F. Harrison School	100.0	-	-	-	-	-	100.0	-	-	-	-	-	100.0	-	-	-	-	-
Grace Academy Darlaston	-	-	-	-	-	81.4	-	-	-	-	-	92.5	-	-	-	-	-	87.8
Joseph Leckie School	100.0	97.7	100.0	100.0	100.0	100.0	96.9	92.9	93.8	100.0	95.7	100.0	97.9	95.3	97.4	100.0	97.4	100.0
Pool Hayes School	-	-	83.3	77.8	100.0	100.0	-	-	100.0	100.0	100.0	100.0	-	-	93.1	92.6	100.0	100.0
Queen Mary's Grammar School	100.0	100.0	100.0	100.0	100.0	100.0	-	-	-	-	-	-	100.0	100.0	100.0	100.0	100.0	100.0
Queen Mary's High School	-	-	-	-	-	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Shelfield Community Academy	-	-	-	-	90.0	100.0	-	-	-	-	100.0	100.0	-	-	-	-	100.0	100.0
Shire Oak School	-	-	100.0	100.0	100.0	88.4	-	-	100.0	100.0	100.0	97.8	-	-	100.0	100.0	100.0	93.8
Sneyd School	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	90.0	85.7	94.7	100.0	100.0	100.0	90.9	90.0	95.0
St. Francis of Assisi R.C. School	100.0	100.0	100.0	100.0	100.0	98.8	100.0	98.6	97.9	100.0	100.0	100.0	100.0	99.4	98.8	100.0	100.0	99.4
St. Thomas More R.C. School	94.7	98.2	93.9	97.8	91.9	97.3	98.3	96.3	99.1	97.3	98.1	97.8	96.7	97.2	96.7	97.5	95.1	97.5
Streetly School	100.0	100.0	94.4	95.2	92.0	80.2	100.0	100.0	99.1	99.2	97.3	95.8	100.0	100.0	96.6	97.4	94.5	89.6
Willenhall School	100.0	100.0	100.0	100.0	100.0	100.0	92.3	100.0	100.0	100.0	100.0	96.3	95.2	100.0	100.0	100.0	100.0	97.4

LA Average	98.4	98.9	97.2	97.9	95.6	92.7	99.0	98.5	98.9	98.7	98.5	97.4	98.7	98.7	98.2	98.3	97.1	95.3
National Average	97.0	97.0	98.0	98.0	98.0	98.0	98.0	98.0	99.0	99.0	99.0	99.0	98.0	98.0	98.0	98.0	98.0	98.0

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

**2006- 2011 Religious Studies (4610) GCSE Short Course
Taken from NCER EPAS**

Number of Entries

School	Number of Entries																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	6	108	100	22	-	10	11	94	98	10	-	3	17	202	198	32	-	13
Alumwell School	-	-	-	-	-	2	-	-	-	-	-	1	-	-	-	-	-	3
Barr Beacon School	128	87	49	87	104	114	80	100	67	107	78	71	208	187	116	194	182	185
Blue Coat C.E. School	15	14	12	16	11	36	5	9	7	8	7	19	20	23	19	24	18	55
Brownhills School	-	-	-	-	47	47	-	-	-	-	29	17	-	-	-	-	76	64
Darlaston School	-	16	6	11	-	-	-	5	10	1	-	-	-	21	16	12	-	-
Frank F. Harrison School	13	-	-	42	40	16	35	-	-	47	35	31	48	-	-	89	75	47
Grace Academy Darlaston	-	-	-	-	66	-	-	-	-	-	57	-	-	-	-	-	123	-
Joseph Leckie School	-	-	-	-	-	-	1	1	-	-	-	-	1	1	-	-	-	-
Pool Hayes School	-	-	-	-	-	75	-	-	-	-	-	83	-	-	-	-	-	158
Queen Mary's Grammar School	69	71	72	74	80	74	-	-	-	-	-	-	69	71	72	74	80	74
Shelfield School	91	96	114	81	77	51	99	135	128	30	70	50	190	231	242	-	147	101
Shire Oak School	108	120	83	93	85	38	97	101	82	83	72	28	205	221	165	176	157	66
Sneyd School	22	71	24	26	48	50	21	65	39	34	46	37	43	136	63	60	94	87
St. Francis of Assisi R.C. School	12	6	1	7	5	6	9	-	-	1	-	1	21	6	1	8	5	7
St. Thomas More R.C. School	-	-	1	-	1	1	-	-	-	-	1	2	-	-	1	-	2	3
Streetly School	111	6	-	-	-	-	94	13	-	-	-	-	205	19	-	-	-	-
Willenhall School	1	1	1	-	-	1	-	-	2	-	-	-	1	1	3	-	-	1

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

2006 - 2011 Religious Studies (4610) GCSE Short Course

A*-C

School	% A*-C																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	66.7	52.8	49.0	4.5	-	-	81.8	64.9	61.2	-	-	-	76.5	58.4	55.1	3.1	-	-
Alumwell School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Barr Beacon School	30.5	17.2	53.1	54.0	45.2	45.6	46.3	30.0	67.2	78.5	75.6	52.1	35.6	24.1	61.2	67.5	58.2	48.1
Blue Coat C.E. School	-	14.3	8.3	-	-	19.4	-	33.3	14.3	-	14.3	10.5	-	21.7	10.5	-	5.6	16.4
Brownhills School	-	-	-	-	53.2	2.1	-	-	-	-	72.4	29.4	-	-	-	-	60.5	9.4
Darlaston School	-	56.3	33.3	63.6	-	-	-	80.0	-	36.7	-	-	-	61.9	12.5	58.3	-	-
Frank F. Harrison School	15.4	-	-	11.9	7.5	6.3	2.9	-	-	6.4	8.6	29.0	6.3	-	-	9.0	8.0	21.3
Grace Academy Darlaston	-	-	-	-	28.8	-	-	-	-	-	43.9	-	-	-	-	-	35.8	-
Joseph Leckie School	-	-	-	-	-	-	100.0	100.0	-	-	-	-	100.0	100.0	-	-	-	-
Pool Hayes School	-	-	-	-	-	20.0	-	-	-	-	-	45.8	-	-	-	-	-	33.5
Queen Mary's Grammar School	98.6	85.9	100.0	95.9	97.5	97.3	-	-	-	-	-	-	98.6	85.9	100.0	95.9	97.5	97.3
Shelfield School	23.1	20.8	25.4	-	16.9	45.1	44.4	33.3	43.0	50.0	18.6	48.0	34.2	28.1	34.7	-	17.7	46.5
Shire Oak School	40.7	51.7	19.3	31.2	24.7	2.6	70.1	64.4	39.0	42.2	43.1	-	54.6	57.5	29.1	36.4	33.1	1.5
Sneyd School	45.5	9.9	33.3	38.5	4.2	16.0	38.1	13.8	33.3	58.8	6.5	35.1	41.9	11.8	33.3	50.0	5.3	24.1
St. Francis of Assisi R.C. School	33.3	16.7	100.0	42.9	-	-	55.6	-	-	-	-	100.0	42.9	16.7	100.0	37.5	-	14.3
St. Thomas More R.C. School	-	-	100.0	-	100.0	-	-	-	-	-	100.0	-	-	-	100.0	-	100.0	-
Streetly School	31.5	-	-	-	-	-	46.8	23.1	-	-	-	-	38.5	15.8	-	-	-	-
Willenhall School	-	-	-	-	-	100.0	-	-	-	-	-	-	-	-	-	-	-	-

LA Average 38.7 39.3 44.3 40.0 37.1 34.5 46.6 42.3 47.6 48.3 39.7 37.6 42.2 40.7 45.9 43.8 38.2 35.8
National Average *not published by gender* 51.2 51.2 51.6 51.6 52.3 50.6

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

2006- 2011 Religious Studies (4610) GCSE Short Course

A*-G

School	% A*-G																	
	Boys						Girls						All Pupils					
	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011	2006	2007	2008	2009	2010	2011
Aldridge School	100.0	98.1	99.0	81.8	-	50.0	100.0	100.0	99.0	80.0	-	33.3	100.0	99.0	99.0	81.3	-	46.2
Alumwell School	-	-	-	-	-	100.0	-	-	-	-	-	100.0	-	-	-	-	-	100.0
Barr Beacon School	94.5	88.5	100.0	100.0	98.1	92.1	100.0	95.0	98.5	100.0	100.0	91.5	96.6	92.0	99.1	100.0	98.9	91.9
Blue Coat C.E. School	100.0	100.0	100.0	87.5	72.7	86.1	100.0	100.0	100.0	75.0	100.0	73.7	100.0	100.0	100.0	83.3	83.3	81.8
Brownhills School	-	-	-	-	100.0	80.9	-	-	-	-	100.0	94.1	-	-	-	-	100.0	84.4
Darlaston School	-	100.0	66.7	100.0	-	-	-	100.0	80.0	100.0	-	-	-	100.0	75.0	100.0	-	-
Frank F. Harrison School	84.6	-	-	88.1	87.5	62.5	97.1	-	-	97.9	100.0	87.1	93.8	-	-	93.3	93.3	78.7
Grace Academy Darlaston	-	-	-	-	80.3	-	-	-	-	-	91.2	-	-	-	-	-	85.4	-
Joseph Leckie School	-	-	-	-	-	-	100.0	100.0	-	-	-	-	100.0	100.0	-	-	-	-
Pool Hayes School	-	-	-	-	-	88.0	-	-	-	-	-	88.0	-	-	-	-	-	88.0
Queen Mary's Grammar School	100.0	100.0	100.0	100.0	100.0	100.0	-	-	-	-	-	-	100.0	100.0	100.0	100.0	100.0	100.0
Shelfield School	76.9	93.8	95.6	-	96.1	100.0	87.9	97.0	97.7	-	100.0	100.0	82.6	95.7	96.7	-	98.0	100.0
Shire Oak School	98.1	95.0	85.5	93.5	91.8	60.5	99.0	100.0	95.1	100.0	100.0	78.6	98.5	97.3	90.3	96.6	95.5	68.2
Sneyd School	100.0	93.0	100.0	96.2	91.7	78.0	100.0	90.8	97.4	100.0	89.1	97.3	100.0	91.9	98.4	98.3	90.4	86.2
St. Francis of Assisi R.C. School	91.7	100.0	100.0	100.0	60.0	50.0	100.0	-	-	100.0	-	100.0	95.2	100.0	100.0	100.0	60.0	57.1
St. Thomas More R.C. School	-	-	100.0	-	100.0	100.0	-	-	-	-	100.0	100.0	-	-	100.0	-	100.0	100.0
Streetly School	97.3	50.0	-	-	-	-	100.0	100.0	-	-	-	-	98.5	84.2	-	-	-	-
Willenhall School	-	100.0	100.0	-	-	100.0	-	-	100.0	-	-	-	-	100.0	100.0	-	-	100.0

93.1 94.6 95.7 95.1 93.1 86.2 96.6 97.1 97.2 96.9 97.5 89.8 94.7 95.8 96.4 95.9 94.9 87.6
not published by gender 93.4 93.1 93.8 96.3 96.1 94.9

N.B. the dash (-) has been used to fill cells that either had the grade % of 0 or no grade % at all.

LA data taken from NCER EPAS

National data taken from statistical first release published by DCSF

A Summary of the Walsall SACRE RE ACTION PLAN 2011/12

The Action Plan is the planning and delivery document for SACRE.

KEY PRIORITIES:

1. Support SACRE 5 year plan priorities.
2. Walsall SACRE Consultancy support from RE Today.
3. Monitoring of provision.
4. Curriculum development.

1. Over the 5 years from 2009-2014, SACRE has agreed these priorities: We will:

- plan for SACRE to meet the advanced criteria in the national SACRE self evaluation;
- find ways to monitor the delivery and quality of collective worship and report on the outcome of annual monitoring;
- promote RE as a field of study for older pupils, including GCSE RS and AS and A2;
- promote the use of a RE website for Walsall schools, for example using TheWell as a way to disseminate the Curriculum Plans for the Agreed Syllabus;
- undertake a Review of Walsall Agreed Syllabus in 2013-14

2. Walsall SACRE are supported through a consultancy with RE Today, to:

- run Primary and Secondary Network groups to assist RE subject leaders but also for any teacher of RE and for HLTAs (primary). These are ongoing, termly, and reach increasing numbers of teachers and TAs;
- plan and run day courses for primary teachers on RE and community cohesion, standards and high achievement through creative teaching and learning and spiritual, moral, social and cultural development (HMI priority) through RE. These have been very highly evaluated by delegates;
- support the delivery of the Walsall NQT programme;
- develop original, local resources for planning better RE to put freely on 'TheWell' – the learning platform online. These include:

Y1: Birth and New Life, Love and Partners

Y1: Cycles of the Year: Creation, Harvest, Giving Thanks

Y2: A World of Festivals

Y3: Holy Buildings and Sacred Space

Y4: Christian and Hindu Beliefs and Questions

Y4 Muslim Way of Life: Keeping 5 Pillars

**Y5 Finding Reasons to Care through Religious Stories -
Christianity**

Y6 Muslims and Christians, Who is Inspiring?

- plan a future programme of interactive visits to places of worship for RE teachers – Sikh, Muslim, Christian, Hindu. Local, resource generating, confidence building and enabling pupil follow up. 2013 will see this development.

3. Monitoring of provision

Dates for 'monitoring' the use of Walsall Agreed Syllabus are set and two visits per term are undertaken. SACRE intends to create RE self supported review (SSR) and will work on creating self evaluation tools for RE to cover:

- achievement;
- leadership and management;
- quality of teaching;
- curriculum.

4. Curriculum Development

- SACRE intends to form a curriculum working party of primary school subject leaders that will be able to detail cross curricular links (PHSE, Citizenship and MFL) and collect/collate examples of good practice that can be shared.
- SACRE will identify and support the development of a primary school as a 'RE centre of excellence'.
- SACRE combined the recent SMSCD RE training day with the planned launch event to disseminate the new schemes of work and share good practice.

APPENDIX C

Summary of activities since September 2010 (since the launch of the revised Agreed Syllabus):

As of September 2010 Walsall Children's Services agreed to provide up to 80 'person' hours of time and £5,000 (January - January) a year to support Walsall SACRE. The funding has been used to broker the services of RE Today through their adviser Mr Lat Blaylock. Since September 2011 the Walsall Children's Services team has increased in size and includes dedicated administrative support.

January 2010:

- Earl Richards became the lead adviser to SACRE on behalf of Walsall Children's Services. It was agreed that the LA would provide £5,000 and up to 80 hours of support a year.
- The revised Agreed Syllabus was approved by Cabinet.
- SACRE Action Plan revised.
- Contract brokered with RE Today to deliver up to 15 days support a year at £525 a day.

February 2010:

- The revised Agreed Syllabus was launched.

March 2010:

- SACRE reviewed its monitoring procedures (questionnaires and 10% monitoring of schools).
- Spirituality in the 21st Century conference held.

May 2010:

- Following recommendations from review (held in March) questionnaires sent to all Walsall schools (13 responses received).

July 2010:

- Little Bloxwich CE, Phoenix EBD Primary visited by SACRE members as part of monitoring procedures with resulting reports produced. Joseph Leckie Community Technology College and Queen Mary's High were also visited.

October 2010:

- Subject leader training:
 - Primary: 13 October – Fiona Moss, 25 January 2011 – Lat Blaylock, 6 April 2011 – Lat Blaylock.
 - Secondary: 9 December – Lat Blaylock, 30 March – Lat Blaylock, 22 June 2011 – Lat Blaylock.

November 2010:

- Course programme began with: Respect through RE – Led by Lat Blaylock.

September 2011:

- SACRE Action Plan revised

- Rena Saggi (Curriculum Manager), Sandy Moran (Teaching and Learning adviser) and Jayne Hoey (Administration) from Walsall Children's Services-Serco provided additional support for Walsall SACRE.

October 2011:

- Sandy Moran produced audit tool for schools supporting Spiritual, Moral, Social, Cultural (SMSC) and contacted schools to trial the resource as part of monitoring procedures.

February 2012:

- Sandy presented SMSC training to an audience comprising of 80% (30 in total) Head teachers with the intention of again recalibrating the importance of SMSC in terms of the new inspection framework as a whole school issue. Following the training one primary school approached Sandy to complete a more thorough review of SMSC in their school.
- WCS team produced a draft RE newsletter.
- Subject leader training: 10.10.11, 23.02.12, 19.06.12 (Primary)
- RE today produced 7 units of work to support Teaching and Learning and complimented the Walsall Agreed Syllabus.

May 2012:

- Sandwell and Walsall SACRE's: Respect for all conference for 100 pupils and 20 teachers.

Conclusions:

SACRE has increasingly worked as an activist body, to consider and commission services for schools that improve RE, via its consultancy with ER and RE Today. Although we continue to seek wider engagement with better RE in Walsall, we are pleased to have supported many schools and teachers in their RE work. At a time when the national picture for RE and SACREs is uncertain, Walsall SACRE has increased its capacity to defend and promote quality in RE.

The current national picture, in which many schools are taking Academy status, and in which the DfE has stated there will be no change in the law about RE, is on many schools find hard to follow. SACRE offers its support services to all LA schools, and more widely to academies in the area as appropriate.

Despite considerable effort from SACRE, there has been less engagement with schools over the last academic year (September 2011- September 2012). At present it is not clear if this is specific to Walsall or more widespread. Walsall CS teams original hypothesis, that the introduction of the new OFSTED inspection framework with more emphasis on SMSC, would raise the profile of RE and Walsall SACRE has yet to materialise.

The Walsall CS team are concentrating on producing a RE newsletter to rejuvenate interest at the same time as planning an event to publicise the units of work produced by RE today which will compliment the Agreed Syllabus.