



**Halton SACRE annual report
2012 - 2013**

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**N.B. % SCHOOLS REFERS TO % SCHOOLS THAT RESPONDED
TO THE 2012-2013 ANNUAL RETURN (54% RESPONDED (52%Primary, 50% Secondary and
100% Special schools)**

1. Standards and quality of RE provision

Overview

Introduction	
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Ofsted inspection reports and monitoring by SACRE through the RE Annual Return suggest that the quality of RE and Collective Worship in Halton schools is always at least satisfactory and usually good or better. The current 2012/2013 Annual Return for overall gives a positive picture in primary and secondary schools. For a more detailed analysis please see appendix 2.

Key area 1a: Compliance and time allocation for RE

Question	
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	All schools follow the appropriate syllabus and all bar three allocate at least the minimum recommended time.
Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No complaints received

Key area 1b: Public examination entries in RE

Question	
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	See Appendix 1

Key area 1c: Standards and achievement

Question	
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	See Appendix 1
Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	See Appendix 1

Key area 1d: Quality of teaching

Question	
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).	100% of Halton schools are requires improvement or better, 93% schools good or better and 29% schools are outstanding.

<p>Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.</p>	<p>Question 10 of our annual return asked schools to comment on feedback/information they have on pupil perceptions in relation to RE. Responses are as follows:</p> <ul style="list-style-type: none"> • Very positive feedback from pupils on RE and collective worship • Practical activities and visits are popular • RE allows pupils to discuss matters that don't fit elsewhere in the curriculum • RE is a popular subject at GCSE • School and Church Partnership award

Key area 1e: Quality of leadership and management

<p>Question</p>	
<p>Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.</p>	<p>100% schools have an RE co-ordinator.</p> <p>100% schools regularly monitor, review and evaluate RE provision.</p> <p>100% schools have provision for a daily act of worship in line with statutory requirements</p>

Key area 1f: Teacher recruitment and retention, level of specialist provision

<p>Question</p>	
<p>Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.</p>	<p>In secondary schools 52% of teaching of RE at KS3 is undertaken by RE specialists and 54% at KS4.</p>

Key area 1g: Resources

Question	
<p>Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.</p>	<p>84% schools allocate a budget for RE.</p> <p>The level of provision for ICT access is good throughout the borough, RE has good access to these facilities.</p>

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

Key area 2a: SACRE meetings

Question	
On what dates has the SACRE met in the last year, and at what venue(s)?	SACRE met on 5 May (Runcorn Town Hall), 6 November 2012 (Runcorn Town Hall), 14 May (Runcorn Town Hall), and 12 November 2013 (Runcorn Town Hall)
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	There is no pattern of attendance although low numbers at meetings can be an issue. Attendance at meetings is varied; 05.05.12, 9 attendees and 3 apologies; 06.11.12, 5 attendees and 6 apologies; 14.05.13, 8 attendees and 3 apologies; 12.11.13, 5 attendees and 4 apologies;

Key area 2b: Membership and training

Question	
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	Halton SACRE is aware of the need for the group to be more multi-cultural and have agreed to broaden their representation to include other faith groups and world views. The target of having a co-opted member from a non-Christian faith continues to be a challenge. The LA has had a request from the Humanist Society in the past, to whom an email inviting them to be an observer has been sent. No reply has yet been received.

<p>What training/induction is offered both to new members and to the SACRE as a whole?</p>	<p>All members are encouraged to attend relevant conferences and national AGMs and have been invited to attend the LA secondary CPD RE network sessions that will run in the 2013 – 2014 period</p> <p>All new members are supplied with relevant background reading on their appointment.</p>

Key area 2c: SACRE development

<p>Question</p>	
<p>What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>Halton SACRE doesn't currently have a development action plan but we have reviewed the current syllabus to extend it up to 2016. In the interim Halton SACRE will have a development plan in place to rewrite the syllabus for 2016 - 2021</p>

<p>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</p>	<p>We regularly issue information to all schools on useful resources, conferences, CPD and publications and during 2012/2013 the following were distributed to Halton schools:</p> <ul style="list-style-type: none"> • REToday January and March 2011 for Primary & Secondary schools • AQA GCSE RE Studies specifications updates • CPD4RE subject enhancement courses for teacher graduates and primary and secondary online professional development courses • Farmington Institute Scholarships opportunities • Updates from NW AREAIC and NASACRE
<p>Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?</p>	<p>Through 2012 – 2013 we have had an ongoing relationship with with the LA NQT co-ordinator to ensure effective induction for any RE NQTs.</p> <p>A Lecturer in RE at Edge Hill University is Vice Chair of Halton SACRE.</p>

Key area 2d: Financial support

Question	
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	There is no specific budget however SACRE have access to LA core funding and to date all requests for funding have been met.

Key area 2e: Information and advice

Question	
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	<p>A LA Schools and Settings Improvement Officer reports on the quality of RE and Collective Worship from Ofsted reports and an annual return is now sent to all schools.</p> <p>The LA Clerk obtains Diocesan reports from web-sites which also inform SACRE.</p>
What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.	<p>Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings.</p> <p>Approximate time spent on preparation, research, disseminating information and meetings is half a day per week for both the officer and clerk.</p>
Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.	Ways to continue to encourage all schools to engage with the annual return. Outcome is that the LA will identify a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development.

Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.	Nothing to report.

Key area 2f: Partnerships with other key stakeholders

Question	
Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.	<p>Training for RE Teachers has been raised and sessions have been organised to support this in the 2013 – 2014 period, including termly network meetings for secondary practitioners through with a focus on the new curriculum</p> <p>The LA Officer supporting SACRE has brokered support for several primary schools from other schools in the borough with good practice.</p>

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Question	
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	The current agreed syllabus ran from September 2006 to August 2011. The SACRE conference in July 2011 agreed to extend the current syllabus with amendments for 2011 – 2016, with planning for a new syllabus from 2016 - 2021 to be planned for in that time frame

Key area 3b: Using the non-statutory national framework

Question	
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	The current agreed syllabus is firmly based on the non-statutory framework for RE and fully reflects all requirements within that framework, including amendments reflecting the current (2008) non – statutory guidance. Non – statutory guidance in 2013 will help inform support in 2014 - 2015

Key area 3c: Developing the revised agreed syllabus

Question	
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	<p>The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines.</p> <p>Halton's revised agreed syllabus reflects the current secondary curriculum and current primary curriculum framework. Future planning will focus on reflecting current government thinking and the 2013 revised non – statutory guidance relating to core knowledge</p>

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	Copies of the agreed syllabus are sent to all schools and sent to the Policy and Performance Board for information. In 2011 the amended agreed syllabus was sent to all schools and academies electronically and distributed to members of SACRE. The syllabus has been uploaded to the RE section on the Halton Virtual Learning Platform.

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)	All Halton primary, secondary schools, academies, special schools and pupil referral units are sent an annual return for completion by Autumn half term. This gives information on the agreed syllabus followed, monitoring of the provision of RE and the school's self evaluation of RE (and collective worship).

4. Collective worship

Key area 4a: Practice and provision for collective worship

Question	
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)	All Halton primary, secondary schools and academies and special schools and pupil referral units are sent an annual return for completion by Autumn half term. This gives information on the provision of collective worship including the school's self-evaluation.

Key area 4b: Monitoring the provision of collective worship

Question	
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.	<p>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 4 years no school has been found by ofsted to be failing to fulfil its statutory obligation in collective worship. 100% of schools make provision for a daily act of worship in line with statutory requirements</p> <p>91% of schools regularly review and evaluate collective worship.</p>

<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:</p> <ul style="list-style-type: none"> • the number of applications • how many were new applications, and how many were renewals • approximately how many pupils were affected in each case • the SACRE's decision in each case, and a brief reason. 	<p>No determinations</p>
<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	<p>No formal complaints have been made to SACRE.</p>

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

Question	
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership reflects the religions and ethnic diversity of the local community. Please see Appendix 3
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Invitations for observers from other faiths have been distributed with the local and wider community. See key area 2b.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Question	
<p>Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.</p>	<p>A member of SACRE has been identified to take responsibility for co-ordinating SACRE's work in relation to community cohesion.</p> <p>Through 2012 – 2013 The LA provided support to develop effective community cohesion provision in schools, including the gaining by teachers of a secure understanding of community cohesion and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities.</p>
<p> </p>	

Key area 5d: Links to local authority initiatives promoting diversity

Question	
<p>In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?</p>	<p>As above.</p> <p>Joint working with neighbouring LA's</p>
<p> </p>	

Summary

Question	
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Halton SACRE fulfils its statutory obligations. Standards in RE are not an issue in Halton – generally the quality of RE is good. There are currently no schools where RE has been deemed less than satisfactory.
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	Some SACRE meetings have been held in schools by invitation in order to enable SACRE members to experience the school's community ethos including experiencing pupils' spiritual activities. Planning for a faith day in the 2014 summer term
If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?	Due consideration and responses from the LA have been submitted to the DfE during the consultation on the EBacc and the exclusion of RE and the consultation period for RE. The position of RE within the new curriculum for roll out in September 2014 this will be a clear focus for discussion and planning to support schools
Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express to QCDA (such as national innovations)?	We would stress the power of collective worship to give children opportunities and experiences they may not get in other ways, to encourage each child to value their uniqueness, feel valued, understand equality and diversity and be given the opportunity for reflection amongst a busy school life. In Halton all schools understand the importance of the school's ethos in promoting SMSC

APPENDIX 1

GCSE Full Course

The number of pupils entered for full GCSE examinations in religious studies for the period 2005 to 2013 is as follows:

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of candidates	408	381	446	382	355	534	515	449	461
% of pupils aged 15+ entered	25.3	24.3	27.2	23.4	23.0	34.1	34.5	32.7	32.3
% of candidates gaining A* - C	42.6	47.2	57.4	61.0	55.2	41.0	44.5	62.1	72.7
% of candidates gaining A* - G	93.6	94.8	97.3	97.1	98.3	91.6	90.5	97.8	98.0

Attainment at percentage of entry gaining Grades A* - C improved from 42.6% in 2005 to 72.7% in 2013 and represents Halton's best performance to date within this subject. The A* to G % has also increased from 93.6% in 2005 to 98.0% in 2013.

The 2013 national data (provided by the National Consortium for Examination Results - NCER) comparative information is detailed below.

Total entries	210,000
% of pupils aged 15+ entered	36.9%
% of candidates gaining A* - C	72.2 %
% of candidates gaining A* - G	98.4 %

National Subject Residual for RE

This is produced by NCER by calculating a pupil's average attainment across all entries and then how the pupil in any one entry differs from this average attainment. When these averages and differences are built up to school, LA or National level it produces subject residuals. The calculations use the section 96 points scores which is 6 points per grade.

The national and Halton full GCSE RE figures are provided together with the adjusted LA residual. In 2005 the overall adjusted LA residual was -3.23 which means that of the pupils who sat GCSE Religious Studies their performance overall was half a grade lower in GCSE RE compared with their overall GCSE average score when compared to national results.

In 2013 the LA adjusted residual was +3.12 which means that the overall grade in GCSE RE was +3.04 points higher than the national overall average GCSE score for those pupils taking GCSE RE which is equivalent to around half a grade.

	2005	2006	2007	2008	2009	2010	2011	2012	2013
National	0.42	0.58	0.80	-0.65	0.49	0.11	0.07	0.11	0.08
Halton	-2.81	-2.38	-0.47	-2.94	-2.35	-5.41	-4.37	-2.28	3.12
Adjusted LA Residual	-3.23	-2.96	-1.27	-2.29	-2.84	-5.52	-4.44	-2.39	3.04

GCSE Short Course

Performance has varied since 2005 with A*-C performance rising to 57.9% in 2011, though there have been fewer entries compared to previous years.

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of candidates	698	391	426	496	735	522	340	228	283
% of pupils aged 15+ entered	43.3	25.0	26.0	30.4	47.6	33.4	22.8	16.5	19.5
% of candidates gaining A* - C	41.1	35.0	45.3	57.3	48.4	55.9	57.9	60.1	51.2
% of candidates gaining A* - G	91.1	94.9	97.2	97.4	95.6	98.7	97.4	99.1	90.8

'AS' and 'A' Level

In 2013 there were 6 entries for Religious Studies AS level (St Chad's – 1, Sts. Peter & Paul – 5). 5 out of 6 candidates gained an A – E grade. The grade breakdown was 1 C grade and 4 E grades.

In 2013 there were 10 entries for Religious Studies A-level (St Chad's – 4, Sts. Peter & Paul – 6). All 10 candidates gained an A – E grade. The grade breakdown was 1 A, 3 B's, 5 C's and 1 D.

APPENDIX 2

Findings from the 2012/13 Annual Return

The following are all the comments by schools within the completed annual returns.

Q8a - How you keep up-to-date	Q8b - Opportunities for prof development
SIAMS training and RE syllabus	
Websites and journals. Talking to other professionals.	
Through discussion with colleagues/ friends, personal research	None this year however I haven't seen any training that would meet my needs
Use REOnline website and Assemblies Today to keep up to date	No opportunities during this academic year
Termly evaluations - lesson observations, displays, scrutiny of work, pupil voice. Annual report to Headteacher	
DfE Guidance documentation & Merseyside Consortia meetings	DfE Guidance documentation & Merseyside Consortia meetings
Observing any changes to syllabus and ensuring school long term plans are in conjunction with Halton agreed syllabus. On a school level: Reading and reflecting upon staff evaluation of medium term plans for R.E across the key stages – identifying areas of strength and weakness to inform future long term planning.	
Read relevant policies and documents. Am booked to attend some INSET as a new coordinator	New to role . CPD booked for later in the year
Newsletters, articles, emails	
CPD and own online research	RE Conference November 12 (Liverpool SACRE). RE Conference October 13 (Warrington SACRE)
As Collective Worship Co-ordinator I have attended Diocesan courses to keep up to date with changes to SIAMs inspections. The RE Co-ordinator has also attended a number of training sessions delivered by the Diocesan team. The Head teacher also keeps abreast of training e.g. Diocesan conferences.	We have had support from the Diocese. Lesley Deninson has led a whole school staff meeting on Collective Worship and the importance of Prayer.

Diocesan meetings – Subject Leader meetings – Diocesan Training- Inset Training	Diocesan Conference – Headteacher Meetings – Have booked for SIAMS training and Collective worship Training
Liverpool Diocesan training/information- TES- Headteacher update magazine	I did not take up any training last year, although the opportunity is always there through the Diocese.
Training courses	One linked to Philosophy due in the Autumn term
Regular updates from LA and CPD	Monitoring time of all areas of RE
Close reading of government and TES press releases. Keeping up to date with changes to Halton Agreed syllabus. Discussions with local vicar	None
I keep in touch via RE network meetings, through the CES website and literature sent out from the diocese.	Attendance at RE coordinators training in the Summer Term and assessment training
Online, research, reading	Courses
Cluster meetings, emails, diocesan meetings	
Through staff meetings and attending courses led by the Department for Christian Education in Liverpool, monitoring books and lesson observations.	In school development through staff meetings and whole school training at LACE.
Via Diocesan training. Links with other church schools	Lots of professional development via Chester Diocese
I gained a Masters in Teaching and Learning which has enabled me to develop professional practice. I have also been given the opportunity to take the role as acting CTL for RE with excellent in school support.	In July 2013 the department was awarded the gold REQM Award and in August 2013 the dept achieved the highest GCSE and A Level results in its history. Collective worship takes place for each year group once a week, also in tutor time every day.
Courses and advice from Diocese.	Attend RE cluster meetings and RE conference.
Through Liverpool Archdiocese and co-ordinator's meetings	Through Liverpool Archdiocese and co-ordinator's meetings
Courses and meetings	Working within Chester Diocese
Attending co-ordinator's meetings on a regular basis. Checking website for up to date information.	Co-ordinator's meetings. LACE day. Meetings with other co-ordinators.
Liaison with colleagues, subscription to RE Today, relevant reading around issues regarding RE in particular and education in general.	n/a The subject leader is new to the school.

<p>I regularly read and use numerous RE websites, such as the RE Council, RE:online, NATRE, RE Today, WJEC and TES. I also get regular email notifications from these groups. Attending any applicable courses. Meeting with colleagues from other key stages.</p>	<p>Courses including PSHE that interlink. Spiritual staff training from external provider.</p>
<p>RE co-ordinator attends Shrewsbury Diocese termly cluster meetings and an annual day of training and reflection.</p>	
<p>Through attending relevant CPD opportunities and familiarisation with the Halton agreed syllabus.</p>	<p>In-house CPD sessions on the importance of promoting SMSC themes in lessons.</p>
<p>Through cluster groups, sharing good practise with colleagues in other small primary schools, regular RE based staff meeting time, CPD where necessary</p>	<p>There has been none this year as yet, but we tend to do training in house as we have an RE specialist</p>
<p>Attend INSET, look up planning ideas etc on the internet, and work closely with the neighbouring church</p>	<p>Staff working together deciding on themes and topics. Link from CW to class teaching. One member of staff is a practising catholic and runs Sunday school and gives ideas etc to staff, making RE accessible to children.</p>

APPENDIX 3

SACRE MEMBERSHIP

Group A Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area. (2 Catholic, 1 Methodist representatives)

Diocese of Shrewsbury

Mrs Margaret Morgan 15 Crabtree Fold, Norton Cross, WA7 6UD

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan Head Teacher, St Bedes Catholic Infant School

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

Group B The Church of England (3 representatives)

Chester Diocese

Mrs Tara Newman The Vicarage, Barnton, Northwich

Liverpool Diocese

Canon Dr Jeremy Duff St Paul's Vicarage, Victoria Square, Widnes, WA8 7QU

Group C Teachers' Associations (1 Head Teacher representative – all phases and 2 x 1st Tier Teacher representatives)

Mrs Carol Lawrenson Head Teacher Representative (NASUWT)

Brigid Green Teacher Associations (NASUWT)

Group D the Local Authority

Cllr Mark Dennett	Children & Young People Policy and Performance Board Chair
Cllr Chris Rowe	Urban Renewal Policy and Performance Board Member
Cllr Ged Philbin	Executive Board member, Children, Young People and Families

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

Mr Paul Smalley	Teacher Associations (Vice Chair)
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