

# **Calderdale Standing Advisory Council on Religious Education (SACRE)**

## **Annual Report 2017 - 2018**



# Contents

Part 1	The work of SACRE
Part 2	Provision of Religious Education
Part 3	Collective Worship
Part 4	Summary of achievements and priorities

## Appendices

Appendix 1	Minutes of SACRE meetings
Appendix 2	SACRE membership and attendance
Appendix 3	Examination results
Appendix 4	Professional Development Opportunities

This annual report is prepared for Calderdale Standing Advisory Council on RE (SACRE) as part of its statutory responsibility. It may only be reproduced with permission from SACRE. For further information on the report or on RE and Collective Worship in Calderdale, please contact Ian Ross at [enquiries@penninelearning.com](mailto:enquiries@penninelearning.com)

## Foreword by Chair of SACRE

Last year saw the introduction of the RE Merit award for Calderdale schools. This is a local version of the RE quality mark, intended as a first step towards the national accreditation, allowing schools to begin the process with confidence, and encouraging the further development of quality RE within their school.

We have continued to support Collective Worship in schools, and are passionate about supporting the professional development of teachers of RE at whatever level. To this end, the RE networks have continued to develop, as have the relationships between the various West Yorkshire SACREs.

Last year saw a dip again in GCSE entries from the previous slight increase. Since we were already significantly below the national average, this continues to be a major concern to SACRE. There is not only the serious question of what provision is there for those who are not entered for GCSEs, but more importantly the issue of whether our young people are being properly prepared for life in modern Britain if they do not even have a basic religious literacy with which to understand and work with people of different views?

We should, however, celebrate the success of those who were entered, with results well above national average. Thank you to those teachers and pupils who have achieved such good results!

This coming year, SACRE will work on revising the Agreed Syllabus for launch in plenty of time for implementation at the start of the 2019-20 academic year. This is not a wholesale revision, since the previous syllabus is well-liked and well used by local schools. Rather, it is a slight updating, bring three local authorities (Calderdale, Kirklees and Leeds) onto the same syllabus.

As usual, I would like to thank the hard work of the members of SACRE, and the significant support and help they receive from the consultants. Most of all I would like to highlight the hard work of the teachers who provide RE for our young people. They are an amazingly dedicated and hard-working group of professionals who do an amazing and high quality job, often on limited resources. Thank you!

You will find further details of the work of SACRE in the report, and I commend it to you.



Rev John Hellewell, Chair of SACRE



## **Part 1: The Work of Calderdale SACRE**

### **The Annual Report and SACRE's responsibilities**

SACRE is required to produce an annual report as one of its statutory responsibilities. The main purpose of the annual report is to inform the Secretary of State and key partners about RE and collective worship in schools, together with any advice SACRE has given to the local authority during the year and the response to such advice.

SACRE has responsibility for advising a Local Authority (LA) on its schools:

- For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.
- For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

Although not part of its compulsory statutory role, Calderdale SACRE also seeks to serve and support all schools and academies within the area and makes its agreed RE syllabus freely available to all.

SACRE can report with insight and authority on the matters included in this report but does not have the resources to comment in detail on every aspect of the detailed provision of RE or collective worship in every school. However, through offering training and monitoring visits the RE Consultant is able to gain insight into many aspects of the provision of RE and collective worship in Calderdale. This knowledge has been included in this report. Detailed analysis of public examination results is also included.

### **Meetings of SACRE**

There were four meetings of SACRE during the year 2017-2018. The meetings were held on the following dates and the minutes are included in Appendix 1: 17<sup>th</sup> October 2017, 13<sup>th</sup> December 2017, 13<sup>th</sup> March 2018 and 9<sup>th</sup> July 2018. A full programme has been arranged for 2018-2019 with meetings scheduled for 8<sup>th</sup> October 2018, 13<sup>th</sup> December 2018, 12<sup>th</sup> March 2019 and 27<sup>th</sup> June 2019. Venues will be published once these have been confirmed. Any subcommittee or working group arrangements will be published as appropriate.

In addition, the meeting in March 2019 will be a joint meeting with Kirklees, Leeds and Bradford SACREs.

### **Membership**

SACRE membership includes representatives from all four constituent committees.

Committee A	Faiths and denominations except Anglicans
Committee B	The Church of England
Committee C	Teachers and schools
Committee D	Calderdale Council

A full list of members and their attendance record is included in Appendix 2.

### **Joint working and West Yorkshire SACREs**

During the year there has been a commitment to work together among SACREs in West Yorkshire. This has developed through the implementation of joint and similar syllabuses in Leeds, Calderdale and Kirklees. Though not sharing this syllabus, Bradford has also been involved in this inter-SACRE collaboration. A joint meeting of West Yorkshire SACREs (WYSACRE) was held on 13<sup>th</sup> March 2018 in Bradford. At this meeting we were addressed by Dr Joyce Miller who is a commissioner on the Commission for RE or CoRE. This meeting discussed the possible changes to RE and SACREs and the implications for future working. Calderdale SACRE have discussed these implications further and would like to continue to investigate how many secondary schools in Calderdale are providing effective RE teaching through Key Stage 4 and sixth forms. A further joint meeting of West Yorkshire SACREs has been planned for the 12<sup>th</sup> March 2019. Chairs and vice-chairs will be meeting in Autumn 2018 to plan this event and continue forward planning for the rewriting of the RE Syllabus.

The commitment to joint working will be developed in the year ahead. Ideas discussed included:

- Exploring new cross curricular units of work with PSHE and citizenship
- Creating video material on faith perspectives
- Instituting a West Yorkshire RE Award aligned to the REQM.

## Events and Developments

During 2017-18 the principle goal of SACRE has been to continue to embed the revised syllabus and non-statutory units of work and to begin the review of the syllabus for publishing in 2019. During the year a number of resources for the syllabus have been edited. These include:

- A slimmed down and more consistent version of the assessment protocols at the end of each unit
- Progression maps in key concepts for Islam and Christianity to support teachers in planning effectively for progression. The Christianity version is due to be aligned with the Understanding Christianity scheme of work by the end of September 2018.
- A new Islam unit of work for KS3 and a simplified version for Y5 at KS2.
- A general review of all resources in the units of work and adding/ removing links to websites and videos.

We have also produced an information leaflet for LGBTQ and Faith which is included in the hub resources.

SACRE does not provide other training but recognises and encourages the comprehensive provision of training and support through Calderdale Effectiveness service and Pennine Learning. It has also funded and supported specific events from time to time. Details of the provision for training and support are in Appendix 4.

Pennine Learning Associates also provides separate network meetings for teachers of RE at primary and secondary level. These are held each term and are separate from the training provided through Calderdale Effectiveness service.

Some priorities for 2017-18 included:

- **To support the professional development of RE teachers in Calderdale.**
- **To support the development of collective worship within schools**
- **To support the professional development of SACRE members**
- **To monitor and support RE in Calderdale**
- **To begin the review of the RE Syllabus.**

## **Financial support**

Calderdale SACRE has a budget provided by Calderdale Council as part of its statutory duties. Most of this budget funds RE training and consultancy and other statutory roles.

During 2017 -18 the RE advisors, Alastair Ross and Ian Ross, are contracted to support SACRE and are funded by Calderdale Council. They are also contracted to deliver training in RE and other areas through Calderdale Learning Services. The total amount of time allocated for SACRE and other related areas of RE is 20 days a year.

## **Partners, Support and advice**

SACRE is grateful for the expertise of its members. Teacher and governor representatives continue to advise on the needs and progress of schools.

SACRE receives advice and information from a number of sources including: Calderdale MBC. NATRE (National Association of Teachers of RE), NASACRE (National Association of SACREs), The RE Council of England and Wales, Culham St Gabriel's, The Anglican Diocese of Leeds.

There were no formal complaints registered to SACRE throughout the academic year.

## Part 2: Provision of Religious Education

### The Local RE syllabus

The Agreed Syllabus for Calderdale was revised during 2013 - 14 with an entirely new syllabus created to reflect national priorities and local needs. It was jointly produced and funded with Kirklees and also the Anglican Diocese of Wakefield. A joint steering group helped to guide this process. A scheme of work with over 50 units has been written to support the delivery of the syllabus and approximately 90% of schools now have access to these across Calderdale.

To achieve a broad and balanced curriculum, the syllabus is built around three aims. RE should ensure that all pupils:

- A. Investigate the beliefs and practices of religions and other world views (Religious Studies);
- B. Investigate how religions and other world views address questions of meaning, purpose and value (Philosophy);
- C. Investigate how religions and other world views influence morality, identity and diversity (Ethics and Community Cohesion).

To fulfil these aims, teaching and learning should be focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry should be contemporary, relevant and engaging. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

The law requires all schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

Teaching should explicitly include study of both religious and other world views at every key stage. This recognises that one of RE's most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

The Local Agreed Syllabus is to be reviewed and edited during the 2018 – 19 academic year. A number of consultation events have taken place with teachers, governors and SACRE members. It was agreed at the meeting in March 2018 that the new syllabus will continue to be a joint one with Kirklees and Leeds SACREs. A steering group made up of members from the three SACREs has been set up and will guide the process of the review. The main points have been discussed by SACRE.

The key findings of the consultation are:

- There is widespread and almost universal approval for the present syllabus and also for the resources that support it. There is no call for major change but some 'tidying up' and updating is needed;
- It is sensible to align the three syllabi and this will be based on the current (2015) Leeds Syllabus which is the most recent;
- There should be no change to the basic 'architecture' of the syllabus, focused around three areas of learning: religious studies, philosophy and ethics/identity;
- Some updating is needed, mostly consolidating work done since 2015. For example: assessment without levels; learning outside the classroom;
- More detailed guidance and more robust requirements should be put in place for non-GCSE KS4 students;
- Include additional guidance on aligning and preparing for GCSE;
- Include specific guidance for voluntary controlled schools;

- Include progression grids on subject knowledge, outlining more clearly what pupils should know about each world faith at each key stage, the units of work should be aligned to these;
- Append advice on wider religious awareness in schools – such as the importance of building children’s encounter with different faiths;
- Offer the option of some introductory work on Hinduism and Buddhism, at present included at KS3.

It is planned that a number of new (optional) units of work will be written to strengthen coverage of Christianity and World Faiths. These will be part of the West Yorkshire RE Resources Hub. About 400 schools subscribe to this and have access until 2019. Revised arrangements will be in place by then. The Hub is managed through Kirklees on behalf of the other authorities.

Now that initial consultation has taken place, the timetable for revision will be as follows:

Autumn 2018: Syllabus drafted; units of work and knowledge grids drafted

Spring 2019: Final syllabus agreed (Local Agreed Syllabus Conference, March)

Summer 2019: Syllabus published and revised resource Hub open. Training and briefing for teachers provided.

Autumn 2019: Syllabus in effect and taught in schools.

The Local Agreed Syllabus Conference in March then agrees the final version. Legally, there will need to be three separate decisions, one taken for each authority on the same evening. The local authorities then make a final decision on adopting the syllabus.

## Resources

The syllabus is supported by an extensive range of units of work for use by teachers. These are housed in the West Yorkshire RE Resources Hub shared by Leeds, Kirklees and Calderdale.

The Hub also contains a range of other support materials including:

- Anthology of religious stories
- Faiths background information
- Governors' guidance
- Ofsted guidance
- RE Council national framework
- RE policy template

The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.

## Visits and visitors

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school. This is often a difficult practical issue for schools. To support schools and faith communities a directory of possible visits and visitors. This list is provided to help schools to make contact with faith communities and so enrich students' religious education and, more widely, enhance awareness, understanding and tolerance of religious diversity in our region.

It includes individuals who are willing to come into school and bring some direct engagement with faith communities. It also includes some general information about places and organisations. Generally speaking the list covers Calderdale, Kirklees and Leeds. It is revised regularly and does not of course supplant good local relationships and opportunities.



During the year a further initiative has been started to support faith communities, called 'Schools Welcome'. The Schools welcome badge recognises and affirms the commitment of a faith community or individual to work in partnership with schools to deliver an effective and appropriate contribution to education. To achieve this, volunteers or employed staff will have received training about safeguarding, RE and appropriate learning strategies. The organisation will have safeguarding policies and protocols in place. The badge is not a replacement for due diligence and schools remain responsible for their own safeguarding. However, it should give confidence to organisers of visits about the integrity of the education offered.

A training package has been developed and has been delivered on three occasions during the year, involving about 40 people from different faiths across Leeds and the Dewsbury area. This project will be funded in the first two years by Kirklees Learning Services and will be managed by Pennine Learning Associates Ltd.

### **RE Quality Mark**

This report also notes continuing positive developments in RE. The RE Quality Mark (REQM) has been developed to celebrate high quality religious education, providing community schools, church schools and academies with a framework to capture good practice. It encourages the development and celebration of school wide commitment to excellent teaching and learning in religious education. There are three award levels: bronze, silver and gold. After applying for the REQM an assessor will visit the school, interview learners and meet the subject leader and a member of the senior leadership team. SACRE would like to congratulate Barkisland CE Primary for their achievement of the REQM Gold Award. SACRE wishes to encourage schools to enter for the REQM and wants to make the achievement of the REQM in schools a priority for the next year. SACRE has developed an RE Award as an

opportunity to review the quality and provision religious education in schools and to discover their strengths and priorities for future improvement. It can be used as an internal self-assessment tool or it can be the focus for a review with the RE Consultant, leading to recognition by a badge and award.



Like the Calderdale RE Agreed Syllabus, the criteria emphasise the importance of RE in community cohesion, SMSC and the fundamental values that we seek to encourage among young people as citizens of Calderdale, Yorkshire and the UK.

The award has also been designed to dovetail with the national RE Quality Mark and it can act as a stepping stone towards achievement of that national recognition. The five strands mirror the five areas of assessment in the REQM Bronze award but we have tailored these to the local syllabus priorities and to local schools. The award will itself be evidence that can be used towards gaining the REQM.

As part of supporting RE, all primary schools will be offered the opportunity of a half day review of RE, free of charge. Ten places will be allocated.

The aims of the reviews will be to:

- Offer the opportunity to support your self-evaluation in this important area;
- Recognise and celebrate good practice in RE and community cohesion;
- Identify future priorities for improvement;
- Act as a springboard for schools which may wish to gain the national RE Quality Mark.

SACRE would like to congratulate the following schools for achieving the RE Merit Award: All Saints CE Primary, St John Rishworth CE Primary, Savile Park Primary, St Andrew's Junior School, St Joseph Catholic Primary Halifax and St Malachy's Catholic Primary.

## Public examination results

**Please note that the analysis of data has been carried out on unvalidated data at the time of this report being prepared.**

Exam entries for GCSE full course have decreased this year compared to 2017. This year 565 students were entered compared with 859 students being entered in 2017. 23% of the total Yr11 cohort within Calderdale schools sat the full course. This is a decrease from 35% entered in 2017. The numbers entered for full course RS is still below the national figure of 37%. As the short course option is not as valued as before due to Progress 8 and the EBACC, the number of entries for any examination at GCSE has dropped drastically. We do not have access to short course data at Local Authority level at this time, but we are aware that some schools have entered students for short course including the PRU. SACRE is once again concerned that it appears students are not offered entry for RS GCSE and would like to investigate what provision is in place for RE at Key Stage 4 for these students.

Only two schools in Calderdale entered more than half of their cohort and only one school entered the whole cohort for RS GCSE Full course. SACRE is naturally concerned that the low entry for GCSE in Calderdale is a reflection on how RE is valued in Calderdale schools.

Nine schools entered students for GCSE. Five secondary schools did not enter any students for full course GCSE examination though they may have entered for the short course exam.

SACRE would like to congratulate the students who achieved so well in their examinations this year. 87% of students entered for GCSE Religious Studies attained A\* - C or grade 9 -4. This was above the national average of 72%. Comparison data with neighbouring local authorities shows that Calderdale students achieved better grades than those in neighbouring authorities.

Students that attained A\* – G or Grades 9-1 GCSE full course compares well to the national average with Calderdale students achieving 99.6% and the national average being 98%.

These high scores must be seen as a contributing factor for the percentage of GCSE students attaining 5A\*-C (or equivalent) grades including English and Mathematics.

More girls were entered for GCSE than boys locally and the girls scored higher grades. 90% of girls entered scored A\*-C or Grades 9-4 compared to boys in Calderdale who scored

82.6%. these scores compare favourably with national results with girls achieving 79% and boys achieving 63%.

Seven schools entered students for A Level Religious Studies with 61 entries at this level. This number is higher than the number of entries in 2017. Four schools also entered students for AS level with 5 entries being made. There is no national comparative data for A Level and AS Level when this report was being prepared. However, compared with 2017 figures for Calderdale there was a slight increase in attainment this year with 75.4% at A\* - C in A Level compared to 72.2% in 2017. Boys did better than girls in A Level this year with 90.9% attaining A\*-C compared with 72% for girls, though it is worth noting that the statistical set size is quite small.

From all of the analysis, SACRE has many questions for schools regarding how RE is valued and will be pressing the local authority to investigate further.

These are the questions SACRE would like to investigate:

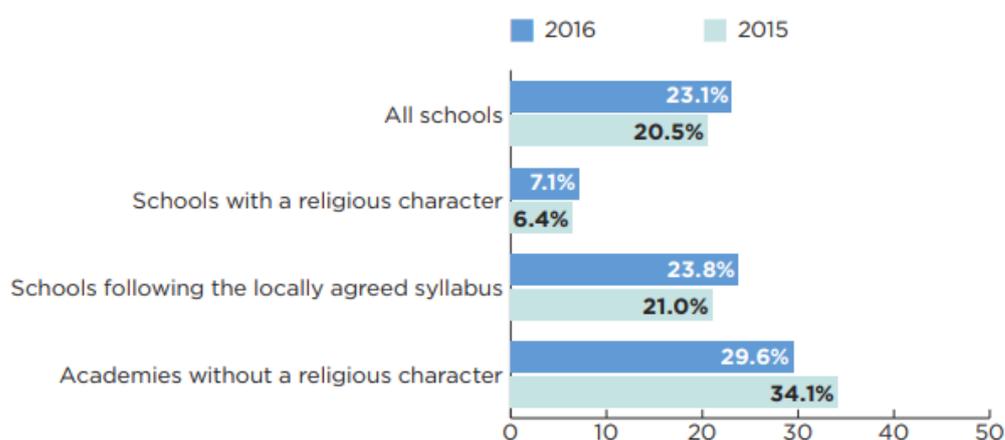
1. What provision is in place for statutory RE for students at KS4 who do not take a GCSE in RS? This equates to about 77% of students in the local authority.
2. How many schools offer short course RS as an exam route?
3. What timetable allocation is offered to teachers of RS as the new GCSE specifications require a longer teaching time? We are aware that some schools start GCSE in Year 9 to fulfil the specifications brief, this then has an effect on how much RE is taught from Year 9 as well as in Key stage 4.

The recent Final Report of the Commission on RE examined some of our concerns at a national level. As one of the SACRE priorities in the 2018 – 19 academic year is to examine and respond to this report fully we will be making comparisons with the national and Calderdale picture of RE. Here are some of the findings from the report:

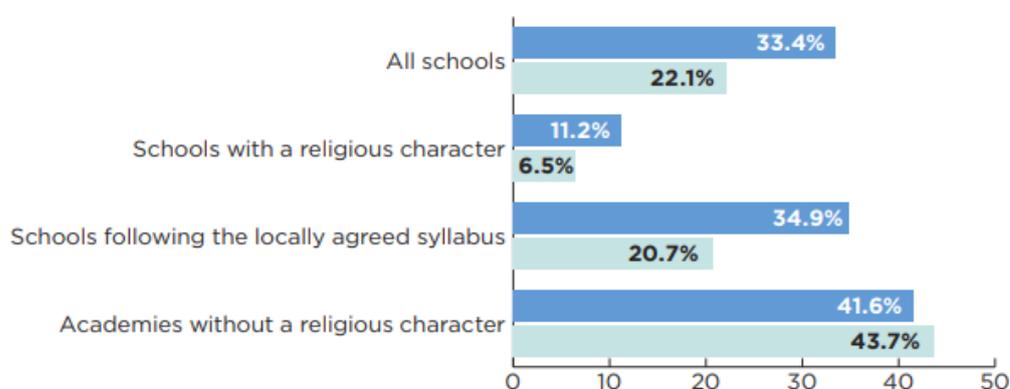
*An increasing number of schools, particularly academies, offer no provision for RE at Key Stages 3 and 4. In 2016, 33.4% of all schools did not offer any RE at Key Stage 4 and 23.1% did not offer any RE at Key Stage 3. This represents nearly 900 schools offering no RE at Key Stage 4, and a significant increase from 22.1% (nearly 600 schools) in 2015. Curriculum time for primary is also limited, with nearly 30% of schools which responded to the 2016 NATRE primary survey offering less than 45 minutes per week.*

There is a clear, and increasing, disparity between school types in terms of provision of RE. For example, the percentage of schools without a religious character offering no RE at Key Stage 4 in 2016 (38.9%) is almost four times that of schools with a religious character (11.2%)

**Figure 1: Schools offering no RE at Key Stage 3<sup>10</sup>**



**Figure 2: Schools offering no RE at Key Stage 4<sup>11</sup>**



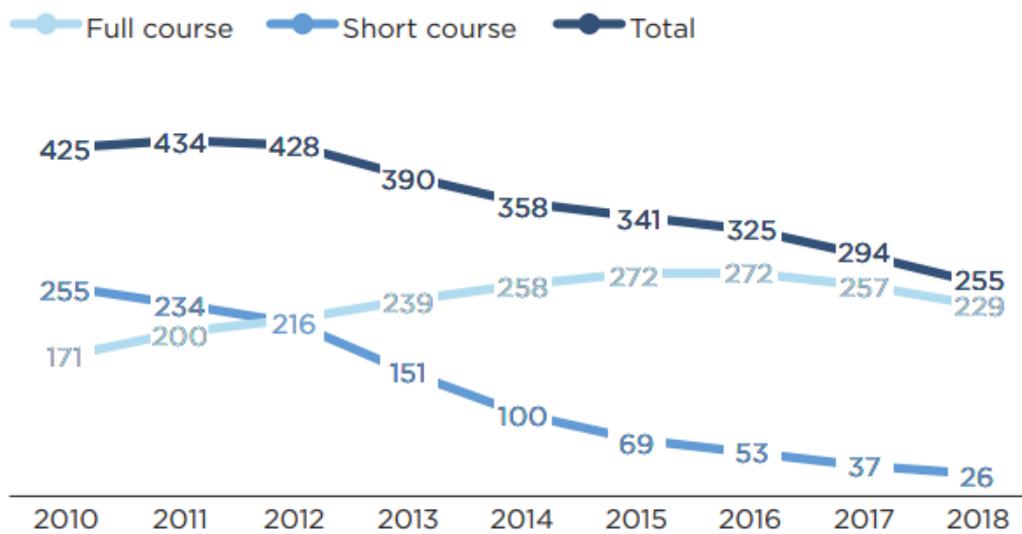
Source: School Workforce Data 2016 analysed by Deborah Weston for NATRE

Academisation and reductions in funding have reduced local authority support for RE via Standing Advisory Councils on Religious Education (SACREs) and professional advisers, to the point where such support is unsustainable in many areas and already disappearing in some. This further increases the disparity between schools with a religious character, where support structures remain relatively robust, and those without, where they are increasingly in jeopardy.

Changes to accountability systems have created an environment where there is less and less incentive for schools to offer good RE, particularly at secondary level. These include Ofsted

no longer inspecting individual subjects, the removal of GCSE Short Courses from school performance measures and the non-inclusion of Religious Studies GCSE in the Ebacc. This has led to a significant drop in students taking a Key Stage 4 qualification in RE and has affected, for example, the number of specialist teachers at secondary level.

**Figure 3: Trends in GCSE entries for Religious Studies<sup>13</sup>**  
 Religious Studies GCSE entries in England 2010–2018 (thousands)



## Part 3: Collective worship

### The Law and Guidance

During the last year updated and clarified guidance on collective worship was drafted and approved by SACRE. This guidance is provided to support schools in fulfilling statutory obligations and promoting good SMSC development. It applies to maintained schools within Calderdale. It does not apply to schools with a religious character which may have guidance from dioceses or other bodies. It does not apply to academies or free schools, where arrangements are governed by the trust deed or funding agreement. However, the basic legal requirements apply to all schools and this guidance may be useful in conjunction with any issued by other authorities.

The current law is determined by the Education Reform Act 1988, with some requirements deriving from the Education Regulations 1981. In summary the law says this:

- All pupils must attend a daily act of collective worship, except for sixth formers who are allowed to decide for themselves whether to attend;
- The legal framework outlined here applies to maintained LA schools. In schools with a religious character collective worship is governed by the trust deed. Arrangements in free schools and academies is determined by the funding agreement.
- There is no need for an act of collective worship to include the whole school all at once. It may be through year groups, classes, key stages or in any combination.
- It may take place at any time during the school day and should normally be on school premises.
- It must be appropriate to the age, aptitude and family background of pupils.
- Responsibility lies with the head and governors, though the precise duties may vary according to the type of school.
- Details of arrangements for collective worship, including the policy, must be documented and available to the public.

The 1988 Education Act required collective worship to be wholly or mainly of a broadly Christian character. This allows schools to focus on some broad, universal and important themes, common to world faiths and non-religious world views: compassion, forgiveness, generosity. It also allows schools to remember specific festivals or stories from Christianity and all world faiths, as well as secular perspectives.

## **Determinations**

A determination may be authorised by SACRE to maintained schools which have a distinctive non-Christian religious make up. These schools must make provision for any minorities but a determination should not mean that there are separate acts of collective worship. This would negate the description 'collective'. A determination should be renewed every five years. Free schools and academies need to apply to the Education Funding Agency rather than to SACRE. In Calderdale there is only one school that has a determination for collective worship and this school has agreed to annual monitoring visit from the RE consultant.

## **Support and Monitoring**

During the year schools were offered a visit to support collective worship through a visit to an assembly and a review of school policy and practice. It was offered to all schools in Calderdale (including academies and free schools) and was available for up to ten schools. During the year 2017 – 18 there were no requests for a support/ monitoring visit from schools in Calderdale.

## **Complaints**

There were no complaints made during the year to SACRE about Collective Worship.

## **Part 4: Summary of achievements and priorities**

### **Achievements and good practice during 2017 -18**

These include:

#### **To support the professional development of RE teachers in Calderdale.**

- Termly networks for primary and Secondary teachers, Primary coordinator course, Teaching and learning strategies and subject knowledge through British Values.
- Developing the West Yorkshire RE Hub (WYRE) for nurturing the skills and knowledge of subject leaders.
- Supporting the hub bid to develop leading teachers and coordinators of RE through the West Yorkshire RE project in conjunction with Huddersfield University.

#### **To support the development of collective worship within schools**

- Provided a training session on planning inclusive collective worship, though only 3 schools booked on this.

#### **To support the professional development of SACRE members**

- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.
- Visiting speakers with a regional and national perspective e.g. Dr Joyce Miller on the CoRE report and implications for SACRE.

#### **To monitor and support RE in Calderdale**

- Visiting up to 10 schools to offer an audit of RE through the use of an RE Award Scheme.

#### **To develop collaboration between SACREs in West Yorkshire**

- See notes above on how this has developed.

## **Priorities for 2018 -19**

### **To support the professional development of RE teachers in Calderdale**

- Termly networks for primary coordinators, Primary coordinator course, Teaching and learning course and subject knowledge of three faiths.
- Develop a website for local schools linked to faith centres and as a portal of links for teachers to use.
- Continue to support schools in applying for REQM.

### **To support the development of collective worship within schools**

- Provide a training session on planning inclusive collective worship this could be funded through Learning Services
- Offer a follow up visit from the training to support collective worship in a selection of schools

### **To support the professional development of SACRE members**

- Annual West Yorkshire meeting of SACREs to agree actions and developments across authorities.
- Continue to meet in a variety of faith centres to develop understanding of the faith and activities in localities.

### **To monitor and support RE in Calderdale**

- Review the Local Agreed Syllabus and supportive documentation (see above)



## **Formal AGM Business**

This item was carried forward due to the previous meeting not being quorate. The clerk asked members if they were happy with the proposal of JH continuing as Chair of SACRE for another year and RB as Vice Chair. All members agreed.

### **1. Welcome and Apologies**

Members introduced themselves due to there being a number of new people joining SACRE:

Patricia Boyd representing C of E

Mark Young representing C of E

Nick Robinson substituting for secondary headteachers

Apologies had been received from Richard Constantine, Mark Stephenson, Susan Press. The clerk informed members that Anne Linehan had sent her apologies as well as her resignation. Members felt that a card of thanks should be sent and that IR would do this.

### **2. Minutes of Meeting Held 22 June 2017**

The minutes were agreed as a true and accurate record.

### **3. Matters Arising**

*Membership:* Two new members had been appointed, MY and PB and NR was a substitute for Michael Gosling and James Franklyn-Smith. IR had approached Leonna Binner from St Augustine's who had agreed to become the primary teacher representative on SACRE.

*Calderdale Gold:* IR had now produced success criteria and an evaluation for the Calderdale Gold Award. He added that Leeds and Kirklees were also doing the award so it may be known as the West Yorkshire RE Award. To gain the award schools will prepare evidence against certain criteria. Once offered to schools this will be part of the 17 days of the contract for Calderdale and will take up 10.5 days.

Discussion took place on whether schools would be limited to access the award. IR said that the first 10 schools will be free and the next 10 would have to pay. Concern was raised as to whether this would stop them doing any other SACRE work. IR explained this would be the number of schools that Pennine Learning could comfortably fit in as part of the contract and their other work. If a school

receives the reward this would make them eligible for a bronze award for REQM. The Award will be launched in Calderdale and it is hoped that this will happen before Christmas. A certificate will be produced and a badge that can be put on the school's papers for schools who achieve the award.

*Controversial Issues and Faith Perspective:* All schools had been sent advice from the PSHE Association on how to deal on how to deal with controversial issues in school.

#### **4. An Introduction to Baha'i**

JB showed members a video as an introduction to the Baha'i faith. Time was allowed for questions after the presentation and JB invited any more questions to be sent via email. He advised that members have a look at the Baha'i Website and agreed to email the links for members to use. Members thanked JB for his presentation.

#### **5. SACRE response to SOTN report from NATRE**

Members had already received a copy of the report. Parts of the report would be used in the Annual SACRE report as part of the data.

Discussion took place on the 2 reports that had been produced with members questioning funding in academies. NR explained how the funding for RE works in academies. He added that this was not necessarily the case for Trinity Academy due to it being a C of E School, however, the same amount of funding was the same for all academies, however, it depended on what the schools priorities were within school as to where the money is spent. IR further expanded on the difference between maintained schools and academies and their RE funding. The funding in academies was not ring-fenced as it was in a maintained school.

#### **6. SACRE response to interim CoRE report**

It was felt that this report was more relevant to SACRE's than the previous report. IR had typed up 4 recommendations from the report that would need a response. It was agreed that the responses would be joined with Kirklees.

Members split into groups and gave a short presentation on their findings after discussion. DAS will type all the responses together once Kirklees had input into the recommendations.

IR said that if the recommendations were accepted then legislation would be amended. Members felt that it was good as the report was promoting RE in schools.

## **7. Draft Annual Report and Data Analysis**

The draft report had now been written. Data was not yet available and DAS agreed to as the Data Officer to provide this information once available. It was agreed that a data group be set up to discuss the data once provided consisting of JH, DF, JB and IR. It was agreed to ask Shelagh and Mark who were absent from the meeting. The meeting will take place on 6 November 2017 at 10.00 am at St Augustines.

## **8. Planning for Joint SACRE Working**

A number of suggestions were put forward to be part of the Joint meeting being held in March. These consisted of:

- Having a HACK – MY to send details to IR.
- Inviting Brendan Cox to the meeting
- Both suggestions joined together
- Any similar reports that had been received at this meeting to be discussed together. This was discussed further and members felt this could be done on an ad hoc basis depending what was on the current agenda. The most common dates for this would be September/October.

## **9. Any Other Business**

None.

**CALDERDALE METROPOLITAN BOROUGH COUNCIL  
CALDERDALE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

**Minutes of SACRE Annual General Meeting  
Wednesday 13 December 2017  
6.00 pm – 8.00 pm  
Halifax Town Hall – Room B**

**Members in attendance:**

**Committee A**

Representing Other Denominations & Faiths	Mr John Hargreaves (JHa) Dr Fiaz Farooq (FF) Mr Mustafa Ahmad (MA) Mr Richard Constantine (RC)
---	---

**Committee B**

Representing the Church of England	Rev John Hellewell (JH) Mark Young (MY)
------------------------------------	--

**Committee C**

Teachers/Unions	Shelagh Hirst (SH)
-----------------	--------------------

**Committee D**

Representing Calderdale Council	Cllr Dorothy Foster (DF)
---------------------------------	--------------------------

**In attendance**

Mrs Debby Simpson – Clerk (DS) Mr Ian Ross (IR)
--

Quorum for the meeting is 1 representative from each of the 4 Committees

## 1. Welcome and Apologies

Introductions were made.

Apologies had been received from Mark Stephenson, Susan Press. John Butterfield, Rob Bilson. JH informed members about the death of Ann Ashton (substitute for the Methodist faith).

## 2. Minutes of Meeting Held 22 June 2017

The minutes were agreed as a true and accurate record.

## 3. Matters Arising

*Anne Linehan:* IR had now sent a card to Anne on behalf of SACRE.

*Calderdale Gold:* IR had sent a letter to Jackie Nellis to ask the team to nominate 3 schools for this award. No response had been received so far so it was intended that the letter would go out to schools in January.

*Data:* Unvalidated had been received and put in the draft report. The Calderdale validated data has now been received and isn't drastically different.

## 4. Core Response and Deadline for Case Studies

IR had met with Kirklees SACRE and brought both responses together. A response had been sent to the Commissioner for RE for Local Authorities. The closure date was last week. IR was not offering to do the case studies due to current workload. A final draft will be produced in March 2018. Discussion with the All Party Parliamentary Group will also be included. RC had also done a personal response to the consultation and 4 members of Kirklees SACRE had done their own personal responses.

This was an item that could be discussed at the joint Calderdale and Kirklees SACRE meeting in March and members needed to discuss whether they wanted to invite Dr Joyce Miller to speak at the meeting as she was one of the Commissioners to the Core Response.

RC said that he was unable to get a response from Mon Senior Paul Fisher and it was agreed that he would try again if Joyce Miller could not attend the meeting.

Chairs of both SACRE's will look at where to hold the meeting.

## 5. Annual Report

The final draft had now been produced. IR explained that the headings had remained the same as this made the document easier to read and helped with questions from NASACRE and DfE.

The report looked at what had happened within SACRE over the last year and has to be with the DfE by 31 December 2017.

Concern was raised about the results from the data. This was discussed in detail. Even though numbers of entries had gone up they were still significantly lower than national average. There had been a decrease in standards which could possibly be due to the increase in numbers.

Members questioned what provisions were in place looking at other faiths across the board in Calderdale and how do SACRE encourage a better uptake. It was felt that due to the governments focus being on English, maths and science and the EBACC that schools were not always offering RE as part of the curriculum. This would probably get worse as school funds get tighter.

Concern was also raised about RE not being taught by specialists and in many cases it was taught by someone as a second subject. IR said that there wasn't much that SACRE would be able to do about this apart from raise their concerns. It was felt that high quality RE teachers were required who could enthuse pupils in order to see a future.

Discussion took place on why schools weren't entering for RE even though legally every child should be educated in RE throughout their school life with KS4 being the greatest concern.

Courses had been opened up to non-specialist teachers however they had to be cancelled due to only 2 people booking on. IR was now looking at more courses that would encourage attendance. The units of work that had been created did help non-specialist teachers to teach RE, however, the teacher would need to use their own imagination to make the lessons interesting. The Golden Aware may also help to encourage schools to look at this.

Subject to a few minor typing amendments members all agree the Annual Report for this year.

## **6. Diocesan Syllabus**

Members had received a copy of the syllabus.

The Diocese were not insisting all schools following the syllabus only recommending. However VA schools should be following the Diocesan Syllabus.

All Diocesan schools had been invited to do training on the syllabus. VC and foundation schools should be following the Local Authority syllabus.

It was felt that the syllabus led more to the Church of England Faith and members did not think that this was a good idea as this would disadvantage a candidate who was taking a GCSE in RE.

IR went through bits of the document with members and discussed in detail the contents.

At the moment IR did not know the uptake of the syllabus but would have thought that VC governing bodies would stick with the LA syllabus and just use extracts of the Diocesan one.

IR said they would be looking at the core themes and feed these into the local agreed syllabus. They would also be running a twilight session on how to simplify the document and incorporate the two thirds Christianity that was necessary.

The Board of Education would be monitoring the syllabus. It was agreed that once feedback had been received from schools and information on what other SACRE's thought JH would raise these concerns with the Board of Education.

## **7. Collective Worship Training & Monitoring**

No monitoring had been carried out within the last 2 – 3 years and this was a core responsibility for SACRE's. Detailed discussion took place on how this could be achieved.

It was felt that members of SACRE could be trained if they so wished. IR said that Kirklees were offering reduced cost training on this if once the training had taken place the schools invited the trainee into their schools to do a monitoring session.

Once published members of Calderdale SACRE could book onto this training. There will probably be a session running in Calderdale during the summer.

IR/JH agreed to circulate the dates of the meeting.

## **8. Syllabus Review**

This had already been discussed in part.

Two questions were asked by IR – do members want to maintain a joint syllabus and if not this would impact on how the syllabus is reviewed and how do members want to review.

After discussion it was agreed to keep the collaborative working with Kirklees and draw in from the Leeds or Bradford syllabus if necessary.

## **9. Yorkshire Spirit**

IR explained that this had been formed by a new community interest company on the back of the Faith Forum in Kirklees closing. There are 4 directors who would be looking at 3 work streams in schools.

- School Linking
- Training for faith visitors and places of worship (the first session had been held on Saturday and looked at accrediting places of worship to be host friendly for schools – one would be running in Calderdale and Kirklees soon)
- Meeting children and enhancing RE

In Calderdale a model was being set up in Ryburn with one secondary school and 5 or 6 primaries. Funding had been made available to run this free of charge. So far there was Jewish, Expedia Experience, Islam, Humanism and Sikhism involved and they were currently looking for someone from the Church of England. The idea is that children meet each other with a faith perspective.

## **9. Any Other Business**

Joint SACRE will be held on 13 March 2018 – with a venue to be agreed by the 2 chairs.

**Notes of the Joint West Yorkshire SACREs  
Tuesday 13th March 2018**

**Held at the View Room, Margaret McMillan Tower, Princes Way, Bradford**

*Present:*

*Bradford: Ros Garside, Mohinder Singh Chana, S Jaspall, Sukhdev Singh, Mary Nowsham, Shannaz Zahoor, M Ahmad*

*Calderdale: John Butterfield, Janet Tringham, John Hellewell, Shelagh Hirst, Dot Foster*

*Kirklees: Janice Leam, Anna Twist, Simon Sloan, Carol Waters, Suzanne Bridges*

*Leeds: Mark Edon, Diane Norton, Janet Buttanshaw, Russell Trudgeon, Margaret Halsey, Kevin Paynes*

*In attendance: Alastair Ross, Ian Ross*

*Guest: Joyce Miller*

### **Introduction**

As members arrived and as part of networking they shared their concerns, priorities and work of their individual SACREs. This was in the form of three questions:

#### **What key things has your SACRE done this year?**

Input from the Bishop of Bradford

Revised guidance on Collective Worship

Seminars for schools applying for determinations

Prevent Strategy course

Further information sharing on different faiths e.g. Bahá'í, A Bible exhibition, Islam

#### **What are your SACRE priorities this year?**

Collective worship training and monitoring

CPD for teachers and SACRE members

School Visits to look at good practice RE

#### **What as a SACRE are you concerned about?**

Shrinkage of the RE curriculum

The loss of more localised control of RE

Concern that RE is not given an important status

Perspectives of academies

Evaluating practice with very limited resources

State of the Nation Report showing not much RE being taught at KS4

Lack of money and resources

### **Welcome**

Ros Garside (Chair of Bradford SACRE) welcomed everyone to the meeting and introduced Dr Joyce Miller.

Joyce Miller is a long standing member of Bradford SACRE and is currently a commissioner on the Commission on RE. Joyce lead us through a powerpoint

outlining the work of the commission and the current priorities as part of the consultation held in 2017.

Members discussed a variety of points from the presentation including:

What is RE? What religions should/ could be taught?

Does the name RE need to change to reflect a more diverse remit?

How can the National Entitlement be adapted for local needs?

How much consultation has taken place with young people?

How can the work of the commission now support change in schools? How could this proceed through parliament?

John Helliwell (Chair of Calderdale SACRE) thanked all members for attending and suggested that individual SACREs meet and discuss the big questions that have been brought to the meeting especially ‘What is RE?’ and ‘What should be in the curriculum?’.

Leeds, Calderdale and Kirklees SACREs held individual meetings to discuss the review of syllabi and processes for consultation.

### **Calderdale SACRE specific meeting**

Motion to recommend to Calderdale Council that the new Syllabus for 2019 should be a joint one with Kirklees and Leeds Local Authorities.

Proposed by Dot Foster, Seconded by Shelagh Hirst. All in favour.

John Butterworth has volunteered to represent Calderdale SACRE on the joint steering group. Other members of SACRE (especially teacher reps will be sought through email conversations)



## **Formal AGM Business**

### **A. Apologies & Welcome**

The clerk welcomed everyone to the meeting. Introductions were given. Apologies were received from Mark Stephenson (it was noted that Mark will be tendering his resignation after this meeting), Dot Foster, Susan Press, Fiaz Farooq, Janet Tringham, Rob Billson. NB: John Butterfield came but could not get into the building. Due to the meeting not being quorate as there was no representation from Councillors – no agreements could be made at this meeting. Any decisions that needed to be made would be made in principal and taken over to the next meeting for approval.

### **B. Election of Chair**

No nomination had been received. SH nominated JH to carry on as Chair with RC seconding this. JH said he would continue for this year only and some kind of succession planning put in place for next year. *(This item to be approved at the next meeting).*

### **C. Election of Vice Chair**

No nominations had been received. SH nominated Rob Billson in his absence to be Vice Chair and RC seconded this. If RB was happy to accept this, it was suggested that if no nominations were received for Chair next year to see if RB would be happy to take on this role. *(This item to be approved at the next meeting).*

### **D. Election of Group Chairs for Groups A, B, C and D**

Agreed that these be done if necessary. As yet no Chairs of group decisions had been required. *(This item to be approved at the next meeting).*

### **E. Membership Review**

Membership of the Committee was discussed. The following points were noted:

- C of E (category B) representation was now complete.
- Two councillors have been appointed to category D, however, Committee has said that they will find another representative as soon as they can.
- There are vacancies in teacher representation in Category C. The clerk had written to Michael Gosling to see if there was a replacement for James Franklyn-Smith who had now left.

- In order to appoint other categories the clerk agreed to contact Father Kevin Bernard or Rev Hilary Barber for anyone from the Interfaith Council, Hope Baptist Church for Baptist representation. JH asked if anyone knew of anyone in the community from different faiths to ask if they would like to join SACRE.
- IR would speak to the representative for Jesus Christ and Latter Day Saints in Kirklees to see if she knew of anyone who could sit on Calderdale SACRE.
- Discussion took place on what barriers were to some communities on being part of a public body. JH said that this is something that SACRE needs to chip away at. It was suggested that someone, possibly from Ackley Bridge, be invited to a meeting to see how the media deal with this. It was felt that this might be something for the joint SACRE meeting next year.

#### **F. Minutes of Last 2 SACRE Meetings – December 2017 and March 2018**

The minutes could not be accepted due to not being quorate, however, both were recommended for the next meeting to being a true and accurate record.

#### **G. Matters Arising**

Minutes – 13 December 2017

*Diocesan Syllabus:* IR has written to all VC school to say they should be following the Calderdale Syllabus and just topping up with RE. However SIAMS inspectors will be trained on recognising the Understanding Christianity Resource. VA schools are recommended to use the Anglican Diocese of Leeds Syllabus but they have a choice.

*Yorkshire Spirit:* This had now been set up and funding received. Pupil conferences are now being set up with one running at Ryburn Valley High and another one running in Kirklees. Funding had also been received for faith visitors and places of worship. There are 2 training sessions being planned for faith centres to engage with children. The training is quality assured to ensure engaging and interesting activities are being used.

*Collective Worship Training:* Only 3 people booked on the training so this didn't go ahead. IR had offered to go into school for the 3 people who had booked on, however, they did not take up the offer.

Minutes – 13 March 2018

The joint meeting had been a success.

JH explained determinations to MA as he was new to the Committee.

## **General SACRE Business**

### **1. Work Plan**

Members went through the work plan from the previous year to see what needed to be added or taken off. After detailed discussion it was felt that the website was still something that needed to be pursued. It was agreed that JH would write something to take to the co-ordinators meeting as a starting point to see what sort of things they would like on the website. It was agreed to keep on work plan. . *(This item to be approved at the next meeting).*

There was no additional funding being received as part of the syllabus so the extra 5 days will be used as part of reviewing the syllabus. Kirklees would provide funding for supply cover for new units of work etc.

The syllabus would be between Calderdale, Kirklees and Leeds. IR explained what had happened last time with the joint syllabus.

The 3 courses running as part of the work plan for next year had already been set up. These would be: How to lead RE in a primary school: a practical course for RE coordinators, RE Coordinators PLUS: how to build excellent RE across your school and Promoting Fundamental British Values & SMSC.

The focus for the year will be the agreed syllabus.

### **2. Consultants Report**

A number of schools had taken up the offer of an half day review of RE provision as part of an award criteria prepared in line with the REQM Award. Three of the schools, St Joseph's Halifax, All Saints and St Andrew's Junior all received awards.

Concern was raised over secondary schools not doing GCSE preparation any more and most schools are now not doing the short award either. There was nothing that SACRE could do about this, but IR intended to raise the concern at Scrutiny. IR was intending to write to all secondary schools outlining their statutory duties. NASACRE had raised this issue at government level and is in discussion in all party working groups.

### 3. **NASACRE Report**

The core report should be out in September with discussions taking place at the 20:20 Conference run by ARIEAC, NATRE and NASACRE. The report will have implications for SACREs. The report will hopefully boost the SACRE profile to enable SACRE to get into schools without being invited, however, this would have to go through parliament and could take a long time for anything to be passed.

### 4. **Review of Syllabus**

Consultations have now taken place. Responses so far showed that nearly everyone was happy with the syllabus as it is now. What was coming out of the review was that co-ordinators were wanting progression maps for each faith and some minor tweaks to some of the units. Secondaries were asking that all primaries should focus on all 6 main faiths by the end of KS2.

There was a panel of 6 people working on this with the next steering committee being held on 4 September 2018. It was agreed that SH and JH would attend this meeting. After this this could carry on attending or arrange for someone else to attend.

### 5. **Dates of Next Meetings**

The following dates were agreed:

Thursday 13 December 2018 – St Paul's Kings Cross (DAS to arrange)

Tuesday 12 March 2018 (Joint meeting) – venue tba

Thursday 27 June 2018 – Christ Church Pellon (JH to arrange)

### 6. **Any Other Business**

*GDPR:* It was agreed that SACRE is a statutory body and emails need to be used for communication purposes, however, emails will be used as a blind copy when using groups of people to ensure more security.

## Appendix 2 - SACRE membership and attendance 2017 – 18

P = Attended

L = Late

A = Absent

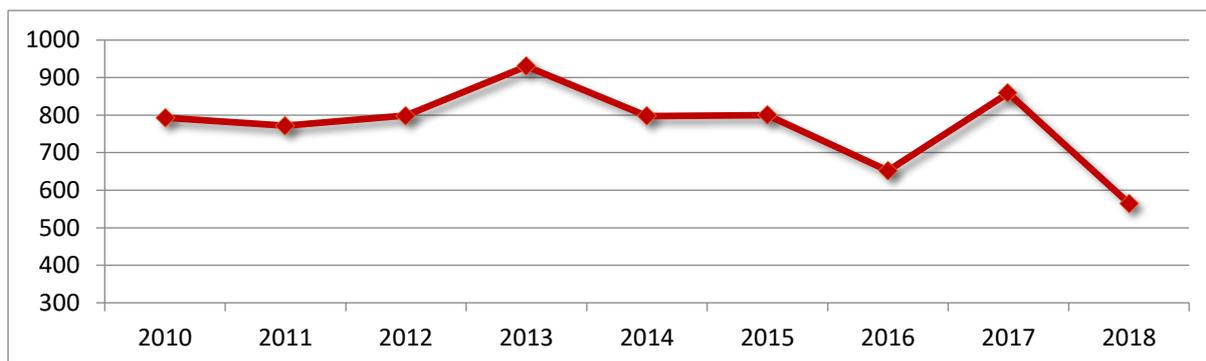
 Not Relevant/Resigned

Name	Representing	09/10/2017	13/12/2018	13/03/2018	09/07/2018
John Butterfield	Bahai	P	A	P	A
John Hargreaves	Methodist	P	P	A	P
Anne Ashton Substitute	Methodist	A			
Richard Constantine	Catholic - Leeds Diocese	A	P	A	P
Anne Linehan	Buddhists				
Rob Billson	British Humanist Association	A	A	A	A
John Irvine	Salvation Army	A	A	A	A
Mustafa Ahmad	Muslim				P
Fiaz Farooq	Muslim	A	P	A	A
James Allinson	C of E	A			
Gill Johnson	C of E	A			
John Hellewell	C of E	P	P	P	P
Patricia Boyd	C of E	P	A	A	A
Mark Young	C of E	P	P	A	P
Janet Tringham	C of E			P	A
Mark Stephenson	Secondary Teacher	A	A	A	
Shelagh Hirst	ATL	A	P	P	P
Trinity Academy	Secondary	P	A	A	A
Dot Foster	LA	P	P	P	A
Geraldine Carter	LA	P	A	A	
Susan Press	LA	A	A	A	A

### Appendix 3 – Examination results

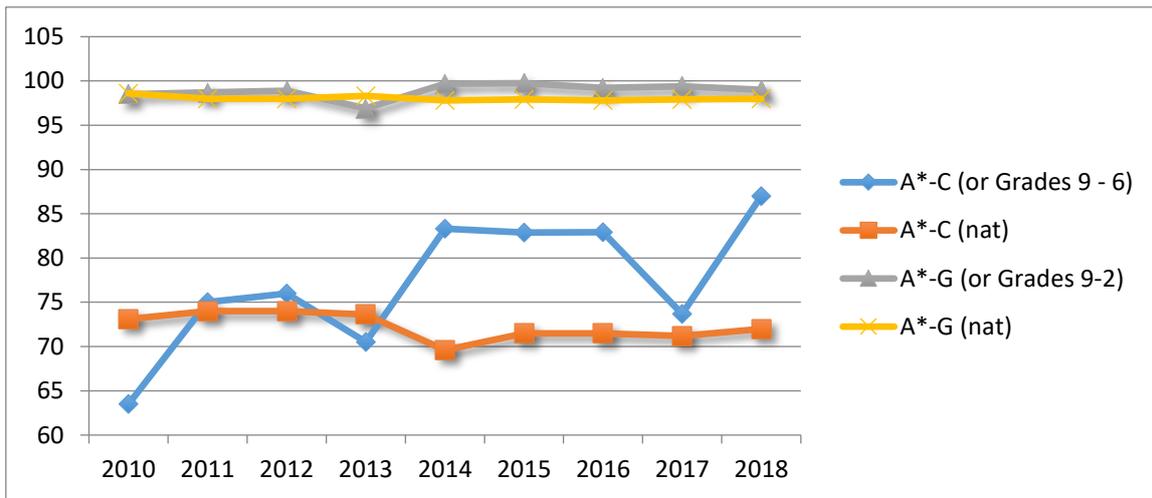
#### GCSE Results – Full Course (number of entries)

	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Total entries</b>	793	772	799	930	797	800	652	859	565



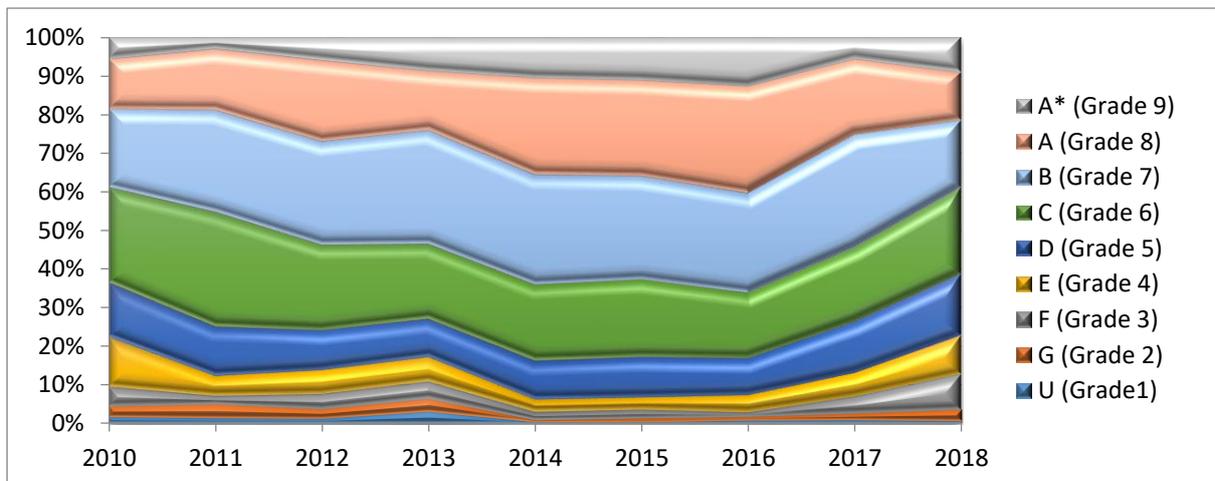
#### GCSE Results – Grouped comparison

%age	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>A*-C Or Grades 9-4</b>	63.5	75.0	76.0	70.5	83.3	82.88	82.9	73.7	87
<b>A*-C (national)</b>	73.1	74.0	74.0	73.6	69.6	71.8	71.5	71.2	72
<b>A*-G Or Grades 9-1</b>	98.5	98.7	98.9	96.9	99.7	99.75	99.2	99.4	99
<b>A*-G (national)</b>	98.6	98.0	98.0	98.3	97.8	97.9	97.8	97.9	98



**GCSE Results – Full Course – Grade breakdown (%)**

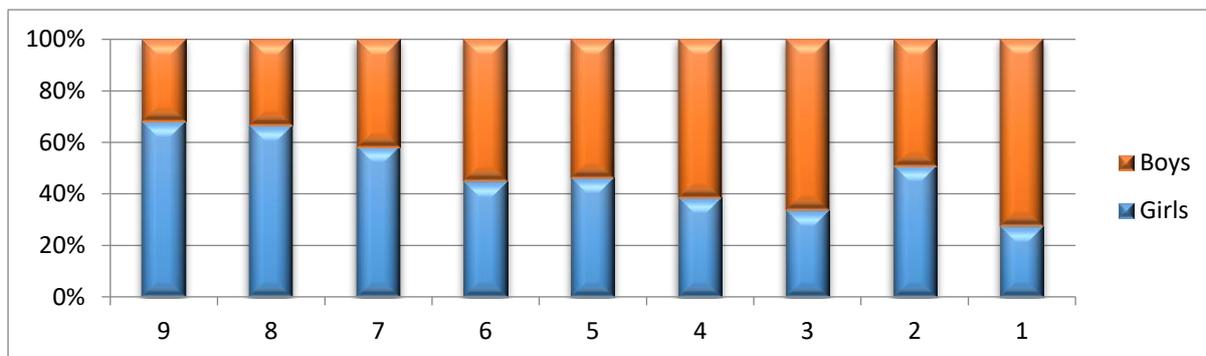
Grade	2010	2011	2012	2013	2014	2015	2016	2017	2018	
									Grade 9	Grade 8
A*	5.6	3.0	5.9	9.4	10.4	11.0	12.5	5.5	Grade 9	9
A	12.9	15.8	21.0	16.8	25.0	24.88	27.6	19.7	Grade 8	12.4
B	20.2	26.3	26.8	23.1	28.5	26.75	25.7	29.1	Grade 7	17.2
C	24.8	29.9	22.3	21.3	19.9	20.25	17.0	19.4	Grade 6	22.5
D	14.0	12.7	10.36	10.8	10.0	10.38	9.5	13.3	Grade 5	15.9
E	13.0	5.3	6.3	7.0	3.4	3.38	4.6	6.2	Grade 4	10
F	5.1	2.1	3.9	4.8	2.0	2.13	1.0	4.3	Grade 3	9.2
G	2.8	3.6	2.5	3.8	0.5	1.00	1.0	1.7	Grade 2	3
U	1.5	1.3	1.1	3.1	0.3	0.25	0.7	0.8	Grade 1	0.5



### GCSE Results – Full Course Gender breakdown 2018 (%)

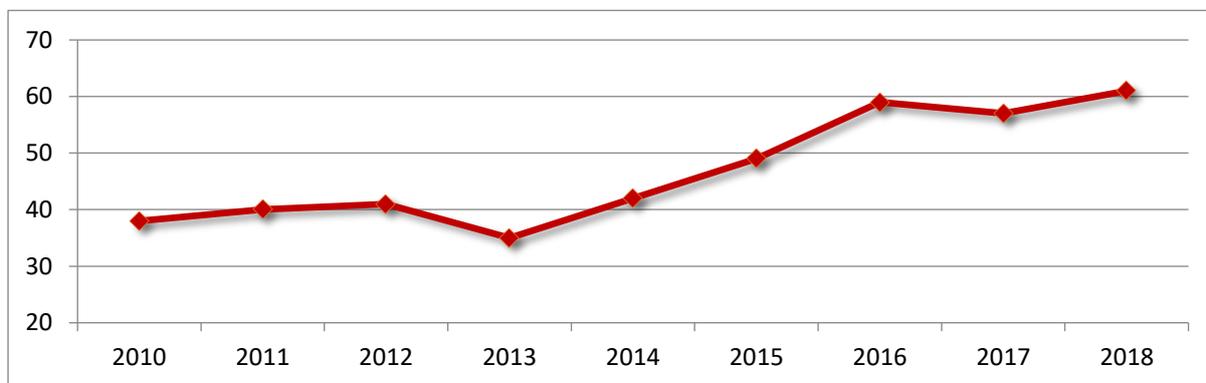
NOE Girls = 323 NOE Boys = 242

	9	8	7	6	5	4	3	2	1
<b>Girls</b>	11.5	15.8	19.5	20.4	14.9	8.1	6.5	3.0	0.3
<b>Boys</b>	5.4	7.9	14.0	25.2	17.4	12.8	12.8	2.9	0.8



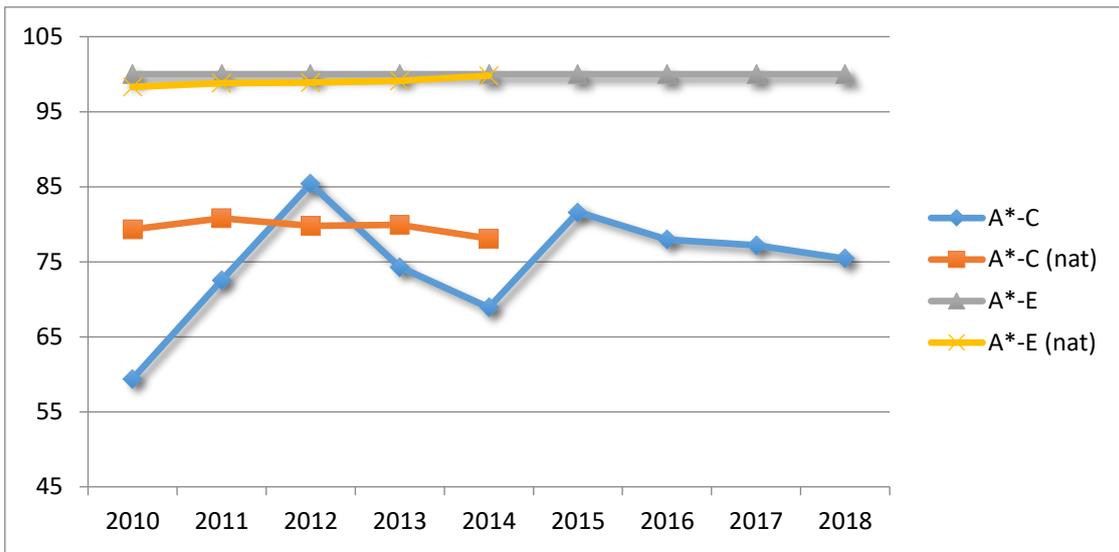
### A Level Results: Number of entries

	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Total entries</b>	38	40	41	35	42	49	59	57	61



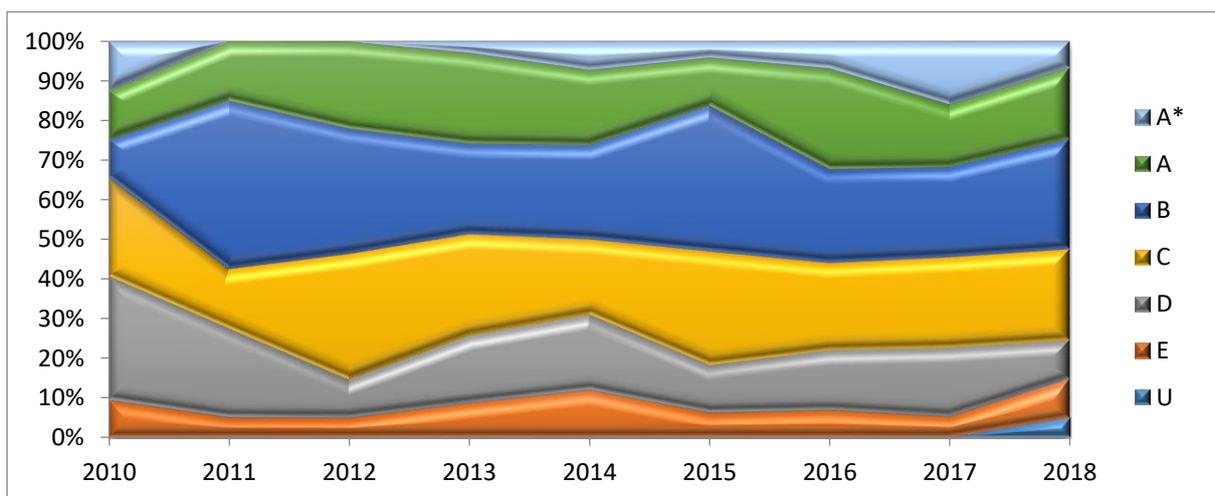
### A Level: Grade Comparisons

%age	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>A*-C</b>	59.4	72.5	85.4	74.3	68.9	81.62	77.94	77.2	75.4
<b>A*-C (national)</b>	79.3	80.8	79.8	79.9	78.1	Not Avail	Not Avail	Not Avail	Not Avail
<b>A*-E</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>A*-E (national)</b>	98.3	98.8	98.9	99.1	99.8	Not Avail	Not Avail	Not Avail	Not Avail



**A Level: Grade Breakdown %**

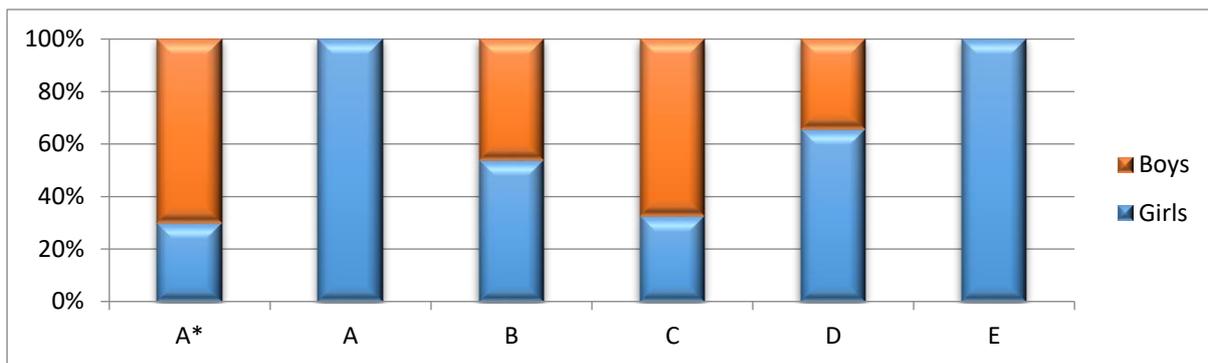
Grade	2010	2011	2012	2013	2014	2015	2016	2017	2018
A*	12.5	0.0	0.0	2.9	7.1	4.08	6.77	15.8	6.5
A	12.5	15.0	22.0	22.9	19.0	12.24	25.42	15.8	18
B	9.4	42.5	31.7	22.9	23.8	36.73	23.72	22.8	27.9
C	25.0	15.0	31.7	25.7	19.0	28.57	22.03	22.8	22.9
D	31.3	22.5	9.8	17.1	19.0	12.24	15.25	17.5	9.8
E	9.4	5.0	4.9	8.6	11.9	6.12	6.77	5.2	9.8
U	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.9



**A Level: Grade Breakdown by gender % 2017**

**NOE Girls = 47 NOE Boys = 10**

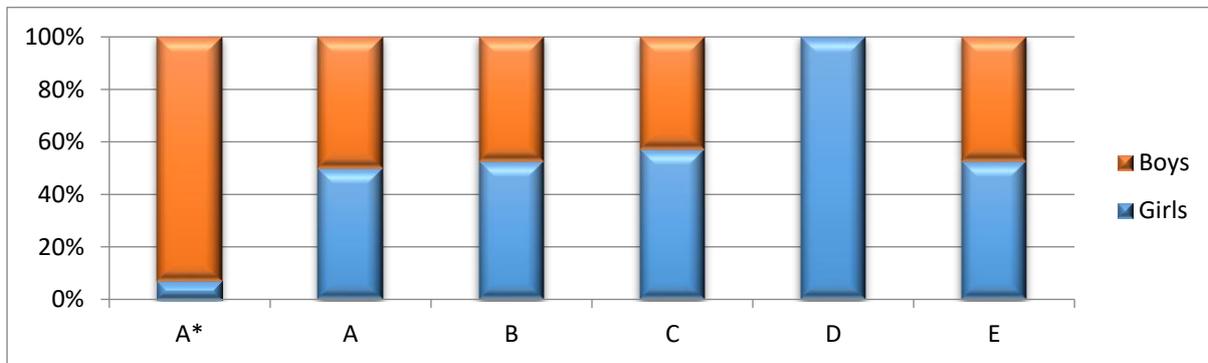
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Girls</b>	12.8	19.1	23.4	19.1	19.1	6.4
<b>Boys</b>	30.0	0.0	20.0	40.0	10.0	0.0



**A Level: Grade Breakdown by gender % 2018**

**NOE Girls = 50 NOE Boys = 11**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Girls</b>	2	18	20	24	12	10
<b>Boys</b>	27	18	18	18	0	9



## Appendix 4

### Professional development and consultancy provided by Pennine Learning Associates Ltd

#### Courses during 2017 -18

Date	Title	Approx numbers
5 <sup>th</sup> October 2017	Primary RE network	30
3 <sup>rd</sup> October 2017	Being an Effective RE Coordinator	7
1 <sup>st</sup> March 2018	Developing Effective Collective Worship in School	4
5 <sup>th</sup> February 2018	Primary RE network	30
23 <sup>rd</sup> May 2018	Primary RE network	30
28 <sup>th</sup> June 2018	Promoting British Values in Your School	7
June 2018	British Values for Governors	10

Schools were visited by Pennine Learning Associates for a range of purposes including SMSC training, RE syllabus training and Calderdale RE Award. Further training on RE was also provided for ITE trainees on both the primary and secondary SCITT programmes.