



**Halton SACRE annual report  
September 2016 – August 2017**

# Contents

Standards and quality of RE provision .....	3
Overview .....	3
Compliance and time allocation for RE.....	3
Public examination entries in RE .....	4
Standards and achievement .....	4
Quality of teaching .....	4
Quality of leadership and management .....	6
Teacher recruitment and retention, level of specialist provision .....	6
Resources .....	7
Managing the SACRE and partnership with the LA and other key stakeholders ...	8
SACRE meetings .....	8
Membership and training .....	8
SACRE development .....	9
Financial support .....	11
Information and advice .....	11
Partnerships with other key stakeholders .....	12
The effectiveness of the local agreed syllabus .....	13
Review of the agreed syllabus .....	13
Using the non-statutory national framework .....	13
Developing the revised agreed syllabus .....	14
Consultation/launch/implementation of the agreed syllabus .....	15
Additional guidance/monitoring and evaluation of the agreed syllabus .....	15
Collective worship .....	15
Practice and provision for collective worship .....	16
Monitoring the provision of collective worship .....	16
Contribution of the SACRE to the community cohesion agenda .....	18
Summary .....	20
Appendix 1.....	21
Appendix 2.....	22

**N.B. % SCHOOLS REFERS TO % SCHOOLS THAT RESPONDED  
TO THE 2016-2017 ANNUAL RETURN 76% RESPONDED (86%Primary, 25% Secondary and  
100%Special schools)**

## 1. Standards and quality of RE provision

### Overview

Introduction	
<p>Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.</p>	<p>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 2016/2017 Annual Return gives a positive picture in primary and secondary schools. Specialist teaching at KS4 remained a concern in 2015/2016 (37%), in 2016/2017 the picture is perceived to be worse at 13%, but only two secondary schools submitted a return...</p>

### Key area 1a: Compliance and time allocation for RE

Question	
<p>To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?</p>	<p>All schools follow the appropriate syllabus and all allocate at least the minimum recommended RE entitlement time across KS1 – 2, whilst the two secondary returns record 80% at KS3 and an improvement to 100% in 2016/17 from 83% at KS4 in 2015/16.</p>
<p>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.</p>	<p>No complaints received</p>

**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.	Overarching standards identified in key area 1d.
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).	<p>82% of Halton schools (incl nurseries, academies, free school and PRU) are good or outstanding.</p> <p>88% of primaries are good or outstanding</p> <p>73% of secondary's are good or outstanding</p> <p>100% of special schools are good or outstanding</p>

<b>Annual return grades for the following</b>				
(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)				
<b>Quality of RE curriculum provision</b>	1 = 30%	2 = 68%	3 = 2%	4 = 0%
<b>Quality of teaching and learning in RE</b>	1 = 27%	2 = 66%	3 = 7%	4 = 0%
<b>Standards of attainment and achievement</b>	1 = 23%	2 = 66%	3 = 11%	4 = 0%
<b>Quality of collective worship</b>	1 = 32%	2 = 66%	3 = 2%	4 = 0%
<b>Overall effectiveness of RE and collective worship</b>	1 = 27%	2 = 68%	3 = 5%	4 = 0%

<p>Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.</p>	<p>Our annual return reminded schools of their statutory duty with regard to parental right to withdraw or partially withdraw pupil(s) from collective worship and/or Religious Education. Schools were asked to submit the number of withdrawals from RE and/or collective worship in the past year, with reasons, if given. In 2016/17 13 children had been withdrawn from collective worship and 9 from RE.</p> <p>From January 2016 Halton schools that use the locally agreed syllabus have had access to the Lancashire Agreed syllabus and the associated teaching resources. Halton adopted this syllabus from September 2016 – 2021. Teachers have also had access to bespoke conferences and training delivered by Lancashire LA/SACRE in support of the Lancashire Agreed Syllabus.</p> <p><b>Please let us know of any strengths and achievements your school has in RE &amp; collective worship, including the outcomes of any specific professional development that has been undertaken.</b></p> <p><b>Strengths and achievements:</b></p> <p>We had our SIAMS Inspection in 2016 and received the overall outcome of Good. Over the past years we have strived to develop collective worship, through Christian Values, across the school and embed these values in all areas of the children's learning. We have developed a format for collective worship for all members of staff to follow when delivering Collective Worship. We are encouraging the children to develop a more active role in the delivery of Collective Worship and are occasionally using the School Council to deliver Worship linked to their fundraising this year. All staff follow the Lancashire Agreed Syllabus to deliver weekly RE sessions.</p> <p>INSET training has been provided for all teachers on Collective Worship and RE to ensure that all members are aware of any updates and changes. The lead regularly disseminates any relevant information to the staff through staff meetings and INSET.</p> <p><b>Please give any feedback/information on pupil perceptions of RE e.g. pupil surveys in school</b></p> <p>Feedback/information: Children have positive feedback from RE and like learning about other religions as well as Christianity. Regular feedback is collected from both the children and the staff delivering RE and Collective Worship to aid in the development of the curriculum. There is now a team of children involved with the implementation of Collective Worship and developing child led collective worship. We aim to encourage child feedback from Collective Worship so that we can continue to improve what we do at All Saints.</p>
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### Key area 1e: Quality of leadership and management

Question	
<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% (up from 94% in 2015/16) schools regularly monitor, review and evaluate RE provision.</p> <p>98% (up from 97% in 2015/16) 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

Question	
<p>Please describe and evaluate the level of specialist RE provision in primary schools,</p>	<p>In secondary schools 25% (24% in 2014/2015 and 2015/16) of teaching of RE at KS3 is undertaken by RE</p>

secondary schools, post-16 institutions and special schools.	specialists and 13% (37% in 2015/16 and 69% in 2014/2015) at KS4.
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**Key area 1g: Resources**

Question	
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>84% schools allocate a budget for RE. (84% in 2015/2016 and 2014/2015).</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)?	<p>SACRE met on 09 Nov 2016, 24 May 2017 (Runcorn Town Hall).</p> <p>Halton and Warrington SACRE have met jointly through RE networking to support developments on 15 September 2016 and 09 March 2017.</p>
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; 09 November 2016, 6 attendees and 4 apologies; 24 May 2017, 7 attendees and 5 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?	<p>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. Approaches are being made to relevant associations in the region.</p> <p>See appendix 2</p>
What training/induction is offered both to new members and to the SACRE as a whole?	<p>All members are encouraged to attend relevant conferences and national AGMs.</p> <p>New members are supplied with relevant background reading on their appointment.</p> <p>Opportunities are planned for members to meet informally with neighbouring SACREs</p>



**Key area 2c: SACRE development**

<b>Question</b>	
<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>Teachers from across Halton and a neighbouring LA attended a Joint RE conference hosted by the two LAs.</p> <p>The two LAs host joint RE teacher's network groups sharing initiatives such as contacts for places of worship, school visits, online resources, including use of the Lancashire Agreed Syllabus (LAS) website.</p> <p>Learn, Teach Lead RE hub leaders have delivered NQT training and host half termly hub meetings for teachers.</p>
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>There is no current development plan. Halton SACRE develop actions allied to the adoption of the Lancashire Agreed Syllabus from Sept 2016 to support teachers of RE and pupils across schools.</p>

<p>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</p>	<p>Halton SACRE regularly issues information to all schools on useful resources, conferences, CPD and publications and during 2016/2017 the following were distributed to Halton schools and governors, as appropriate :</p> <ul style="list-style-type: none"> <li>• Updated resources and advice allied to fundamental British values and Prevent duty issued by DfE and other agencies, as well as Collective worship guidance and right to withdrawal documentation and feedback.</li> <li>• Guidance to governors outlining their responsibilities allied to RE and key questions to ask in schools</li> <li>• Resources to raise profile of SACRE with schools</li> <li>• Farmington Institute Scholarships and Westhill awards opportunities</li> <li>• Updates from NW AREAIC and NASACRE</li> <li>• National teaching and learning in RE updates as part of May 2017 RE conference.</li> </ul>
<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 2016 – 2017 we continue to work closely with the LA NQT co-ordinator to ensure effective induction for any RE NQTs. NQTs are equally welcome to attend the aforementioned RE network meetings and conference. Learn, Teach, Lead RE hub leaders have delivered NQT training.</p> <p>There are strong links to two local schools direct, teaching school led consortia and 1 external teacher training consortium. The LA officer also sits on two regional teaching school partnerships.</p> <p>A Lecturer in RE at Edge Hill University is Vice Chair of Halton SACRE and Chair of NASACRE executive.</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 (SSIO) reports on the quality of RE and Collective Worship from Ofsted reports where specified and an annual return is sent to all schools to gather evidence allied to RE teaching and learning, provision and collective worship. It seeks additional information each year, e.g. Right to withdrawal being exercised in 2016-2017 return.</p> <p>The LA Clerk obtains Diocesan reports from web-sites which also inform SACRE.</p> <p>The LA SSIO supports the agenda of each meeting with RE/Collective worship updates and advice</p>

<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>	<p>Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings.</p> <p>SACRE has benefitted from the input from external consultancy in support of planning and advice to schools. This also comes through SSIO attendance at AREIAC and NNW SACRE hub.</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>
<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.</p>	<p>Ways to continue to encourage all schools to engage with the annual return. The LA now identifies a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development. E.g. right to withdrawal figures and advice</p>
<p>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.</p>	<p>Nothing to report.</p>

#### Key area 2f: Partnerships with other key stakeholders

Question	
<p>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>	<p>Training for RE Teachers organised in the 2016 – 2017 period through network meetings and conference.</p> <p>The LA has sponsored attendance by members at NASACRE annual conference and at a NW RE conference. Feedback to the subsequent SACRE was positive.</p> <p>Governing boards have received updates on their responsibilities via the LA Strategic Director's briefings.</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.	<p>The ASC on 01 March 2016 agreed to adopt the new Lancashire agreed syllabus for September 2016 – 2021.</p> <p>RE teachers have had access to specific training allied to the use of the Lancashire Agreed Syllabus across key stages through a conference delivered by Lancashire LA and SACRE.</p>

#### 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?	<p>The Lancashire Agreed Syllabus takes full account of other additional guidance.</p> <p>This move is having clear impact on RE locally by supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It allows wider networking and sharing of resources with colleagues in a neighbouring LA. Feedback from Halton teachers and Headteachers is very positive.</p>

**Key area 3c: Developing the revised agreed syllabus**

<b>Question</b>	
<p>Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.</p>	<p>The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines every five years.</p> <p>The Lancashire Agreed Syllabus takes full account of other additional guidance.</p> <p>This move will have clear impact on RE locally by more effectively supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It will also allow wider and more effective networking and sharing of resources with colleagues in a neighbouring LA.</p>

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

Question	
<p>Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.</p>	<p>All key documents relating to SACRE and RE teaching and learning and collective worship are held on 'perspectivelite' an online tool accessed by all schools in Halton.</p> <p>Relevant schools have full access to the Lancashire Agreed Syllabus and its full range of resources.</p>

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

Question	
<p>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.)</p>	<p>All Halton primary, secondary schools, academies, free school, special schools and pupil referral units are sent an annual return for completion by December. 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).</p>

## 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, academies, free school and special schools and pupil referral units are sent an annual return for completion. This gives information on the provision of collective worship including the school's self-evaluation. All schools are also issued with detailed guidance to support effective collective worship from Halton SACRE.

### 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. 98% of schools make provision for a daily act of worship in line with statutory requirements</p> <p>96% (up from 88% in 2015/2016 and 85% in 2014 – 2015) of schools regularly review and evaluate collective worship.</p> <p>All schools and academies have been provided with guidance, advice and support materials and advice on providing high quality collective worship.</p> <p>In 2016/17 there were 13 withdrawals from collective worship and 9 from RE.</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"> <li>• the number of applications</li> <li>• how many were new applications, and how many were renewals</li> <li>• approximately how many pupils were affected in each case</li> <li>• the SACRE's decision in each case, and a brief reason.</li> </ul>	<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 SMSC 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.

### 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 SMSC**

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>Through 2016 – 2017 The LA provided support and guidance to develop effective SMSC provision in schools, including the gaining by teachers of a secure understanding of fundamental British values and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities and the Prevent duty and how the five duties are embedded within the curriculum.</p> <p>Updates have been given at Headteacher meetings and a recent governor’s conference and subsequent Chair of Governors briefing by the Strategic Director.</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>

## 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?	<p>Previous 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.</p> <p>Further lines of communication include joint 'informal' meetings with neighbouring SACRE. Joint networking as previously described enrich the subject discussions between teachers and establish strong links between schools to improve the teaching, learning and assessment of RE.</p>
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?	<p>Clarify RE teaching at KS4</p> <p>Collective worship guidance.</p> <p>Act on the outcomes of the consultation Religious Education for All to strengthen the position of RE in all schools</p>
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)?	<p>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.</p> <p>In Halton all schools understand the importance of the school's ethos in promoting SMSC</p>

## APPENDIX 1

### GCSE Full Course

The number of pupils entered for full GCSE examinations in religious studies for the period 2011 to 2017 is as follows:

	2011	2012	2013	2014	2015	2016	2017
Number of candidates	515	449	461	386	713	576	614
% of pupils aged 15+ entered	34.5	32.7	32.3	26.7	49.4	42.0	44.0
% of candidates gaining A* - C	44.5	62.1	72.7	54.4	66.1	67.5	57.0
% of candidates gaining A* - G	90.5	97.8	98.0	95.1	97.6	96.0	96.9

The 2017 national data (provided by the National Consortium for Examination Results - NCER) comparative information is detailed below.

Total entries	263,974
% of pupils aged 15+ entered	44.8%
% of candidates gaining A* - C	71.2%
% of candidates gaining A* - G	97.9%

### 'AS' and 'A' Level

In 2017 there were 2 entries for Religious Studies AS level (both at Ormiston Bolingbroke Academy). Both candidates achieved B grades.

In 2017 there were 9 entries for Religious Studies A-level (Ormiston Bolingbroke Academy – 2, St Chad's – 5, Sts. Peter & Paul – 2). All candidates gained an A – E grade. The grade breakdown was two B grades, four C grades and three D grades.

## **APPENDIX 2**

### **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

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

**Group B The Church of England (3 representatives)**

Gillian Deans Farnworth

Helen Blackburn Farnworth

Chester Diocese

Mr Ted Owen

Ms June Morris

Liverpool Diocese

Reverend Linda Riley-Dawkin St Michael's, Ditton

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

Ms Cathy Simpson The Grange through school (NUT)

Ms Liz Woodward Daresbury Primary School (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 (resigned during the year)

Cllr Ged Philbin Portfolio for 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

