

City of Stoke-on-Trent

**Standing Advisory Council on
Religious Education**

Twenty First Annual Report – 2018

Message from the Chair of SACRE, Councillor Abi Brown

This is the twenty first annual report of the Stoke-on-Trent Standing Advisory Council on Religious Education, and it covers the period of the academic year 2017 - 2018.

I am extremely pleased to say that in my second year of chairing SACRE, we have again achieved a great deal. Religious Education continues to be an essential part of education in Stoke-on-Trent, providing a host of opportunities for our children and young people to enhance their understanding of diversity, values, beliefs and ways of living around the world.

It has been great to hear from so many SACRE Members this year about the positive work they have been involved in. SACRE have heard directly from those working in schools about the way Religious Education is explored, the activities pupils engage in and the enthusiasm for the subject. Schools continue to praise the Agreed Syllabus, noting how it has improved the way Religious Education is taught to our children and young people.

SACRE have worked hard to create an online, interactive map, detailing the places of worship in the city. This was following a direct request from schools, which SACRE quickly responded to, with an online tool detailing the locations, contact details and practical information about the venues. Following on from previous years and positive feedback, we were also very pleased to be able to run two successful RE Pupil Days, along with a teacher training session network meetings.

Following on from our concerns in the previous academic year that the numbers of pupils studying GCSE Religious Studies continued to fall, SACRE have been proactive in requesting that the Local Authority Director of Children and Family Services wrote to schools to request information about their syllabus and the ways they would comply with their statutory obligations if they were not doing so. Responses to these letters were discussed by SACRE, with follow-up letters to schools where appropriate. SACRE also scrutinised Ofsted reports for secondary schools in the city.

SACRE received regular updates regarding the Commission on RE, and submitted a response as part of the consultation ahead of receiving the final report and discussing its findings and recommendations.

Overall, it has been a very exciting and positive year for SACRE, with a great deal being achieved and plans turned into reality. Increased engagement with schools in particular is extremely positive. SACRE continues to be a key body, pushing for the best education possible for our children and young people, setting them up for a successful future.



Councillor Abi Brown
Chair
Stoke-on-Trent SACRE

Contents

Paragraphs

Executive summary

1. Standards and quality of Religious Education (RE) provision

- Compliance and time allocation for RE 1a
- Primary RE 1b
- Secondary RE 1c
- Public examination entries in RE/RS 1d
- Resources 1e

2. Managing the SACRE and partnership with the Local Authority (LA) and other key stakeholders

- SACRE meetings 2a
- Membership and training 2b
- SACRE development 2c
- Financial support 2d
- Information and advice 2e
- Professional development opportunities 2f

3. The local agreed syllabus

3

4. Collective worship

4

Appendices

- A. SACRE: terms of reference
- B. GCSE results for Religious Studies (2017)
- C. Number of pupils taking RS GCSE
- D. School workforce data for RE (2015)
- E. Membership of SACRE
- F. Contact addresses of SACRE officers

Summary

SACRE met on three occasions during the academic year 2017/2018: 9 November 2017; 15 Feb 2018; 21 June 2018. Meetings were held in the Civic Centre from 4pm – 6pm. All meetings were quorate. The agendas and minutes are available on the local authority's website.

The Local Authority provided funding to support SACRE activity 2017/18 by contracting with RE Today Services of an RE Consultant for up to 16 days during the year. These days include servicing SACRE, working with schools and the local authority, provision of pupil days and first response consultancy. Fiona Moss from RE Today continued in the role of RE consultant.

There were no formal complaints to SACRE about RE during the year.

There were no determinations in force and no requests for determinations were presented to SACRE during the year.

1 Standards and quality of Religious Education (RE) provision

1a Compliance and time allocation for RE

It is very positive that teachers and TAs from a variety of city Primary schools are still able to attend the professional development opportunities provided by SACRE. Evidence from these events and contact with schools via email and phone suggest that the City's primary schools are continuing to teach RE and are continuing to find there is pressure to fit it into the curriculum. Continuing links with British Values and Spiritual, Moral, Social and Cultural development have led to an increased understanding of the importance of RE in some schools. We hope there will be a greater focus on RE in the soon to be released OFSTED framework which will emphasise the need for a broad and balanced curriculum including RE in all school types. Teachers continue to be pleased with the Agreed Syllabus launched in April 2016 and have now fully implemented it in their schools. Teachers in Primary report that pupil standards have risen as a result of using the new syllabus. Some primary schools continue to report an increase in the time spent teaching RE as a result of the Agreed Syllabus. SACRE will need to consider reviewing the syllabus in order to allow schools plenty of time to plan for any changes to the syllabus in 2021.

SACRE are still extremely concerned about the situation in some Stoke secondary schools, where not only has the amount of students entered for short course stayed tiny (this year it was only 2 pupils), but there has also been a decrease in the number of pupils entered for GCSE full course (995 in 2017 down to 885 in 2018). The locally Agreed Syllabus states that;

*'All students can reasonably expect their learning will be accredited, and **this agreed syllabus requires that all students should pursue an accredited course leading to a qualification approved under Section 96¹⁰**. These modes of accreditation include nationally accredited courses in RE such as GCSE and A level RS, and a wide range of enrichment courses and opportunities, such as the Extended Project Qualification. Good practice examples include many schools where all students take GCSE RS courses at 16.'*

The SACRE are continuing to collect information from local secondary schools to ensure that they are compliant with the law and are offering religious education for all students. If schools that are academies are choosing not to follow an agreed syllabus they must still teach RE to all their pupils. SACRE has spent the last 18 months working with the local authority to find out how RE is being taught in schools who are not entering the majority of their cohort for GCSE. SACRE is also using the information from the School workforce survey that NATRE sourced from the DfE.

We are really pleased to report good conversations with Secondary schools around quality RE provision and non-compliance; some schools have changed their practice ensuring that as the law and their funding agreements states all pupils at all ages receive RE. Appendix 4 provides the details of this and provides information (Nov 2017) showing which schools are providing a good amount of time on RE and those who are not. SACRE will continue to talk to schools who are not compliant and try to support them to provide good RE for all pupils. Schools will continue to pay attention to this as it is clearly stated in the new draft OFSTED framework that a broad and balanced curriculum must include RE.

The Stoke-on-Trent Agreed Syllabus for RE 2016-2021 is used as the basis for planning the RE curriculum in the City's primary schools.

Issues of compliance with regard to RE relate mainly to the secondary phase, and we believe remain more an issue in key stage 4 than in key stage 3.

Delivery of RE by Higher Level Teaching Assistants (HLTAs), with teachers taking this time as their Preparation and Assessment (PPA) time, continues in Primary schools. Several HLTAs still regularly attend the termly network meetings. We continue to hear that some primary schools are reporting that although RE had been taught by HLTAs this subject is now taught by class teachers. Where this decision has been made it is usually led by a confident subject leader and a supportive senior leadership team. There are early signs that training as a result of the new syllabus is increasing the number of teachers delivering RE.

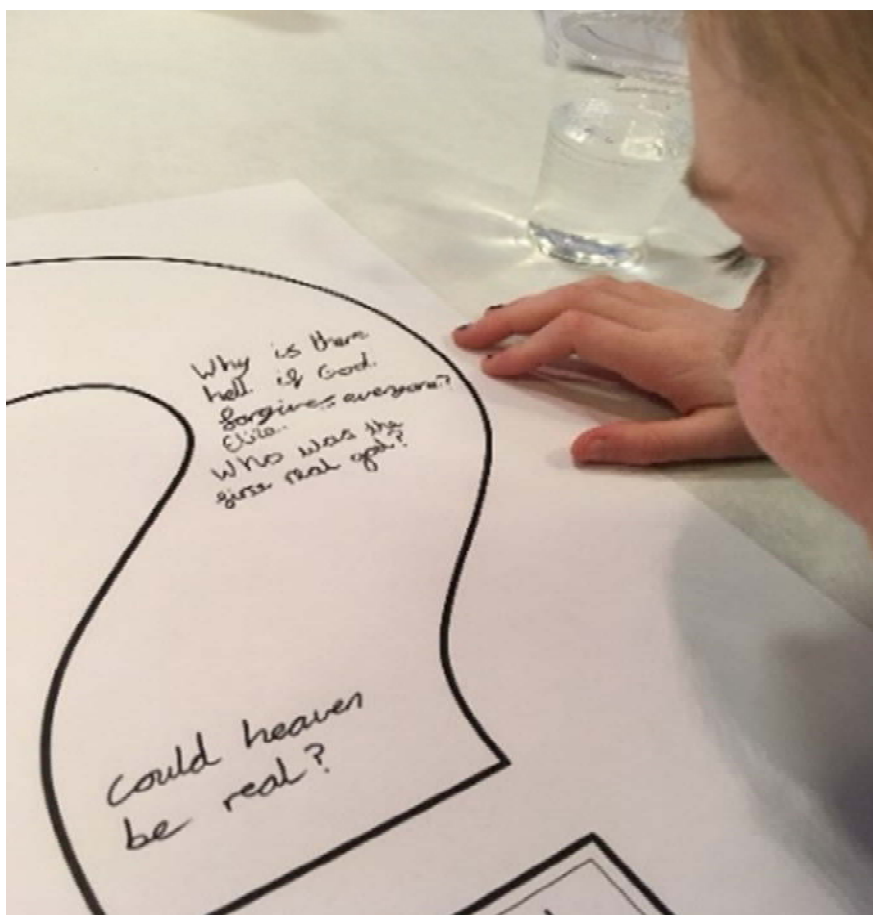
There were no formal complaints to SACRE about RE during the year. However as you can see above SACRE has raised concerns to the local authority about potential compliance issues in Key Stage 4. We are really pleased that these conversations have led to some positive changes on teaching of RE in Key Stage 3 and 4 in some schools. SACRE would like to thank Schools and the Local authority for their support in this.

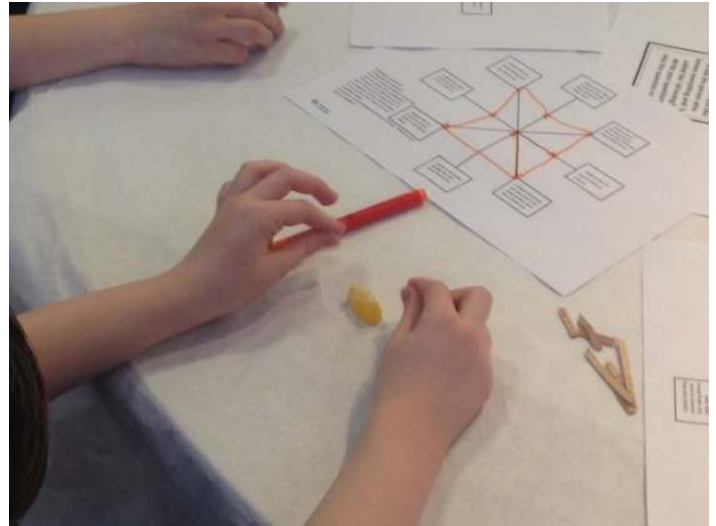
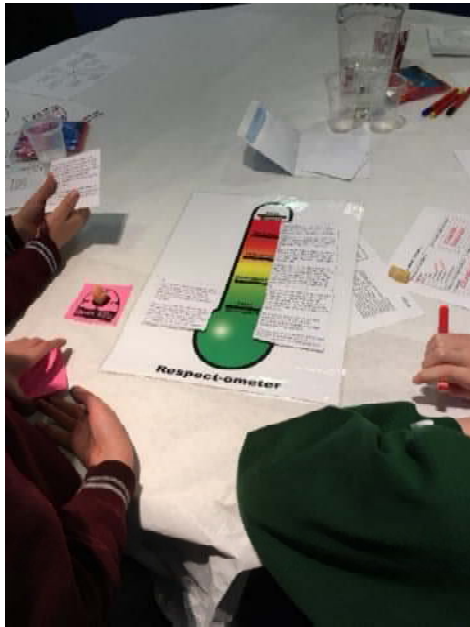
1b **Primary RE**

Evidence from teachers attending termly briefing meetings and the RE consultant's visits to schools suggested that:

- Termly briefings provided a regular input of professional support and development for those who attend (usually subject leaders) and those in their own school to whom they disseminate learning.
- Termly briefing and training sessions also continue to support non-specialist TAs, HLTAs and teachers in primary schools to increase their confidence leading, managing and teaching RE.
- There is a concern that information about the termly briefings is not reaching some schools and legislation around GDPR seems to make this even harder. The local authority are working hard to improve the number of schools who hear about this support
- This year termly briefings have taken place on Teaching about non-religious worldviews, assessment in RE and moderating work. The number of teachers attending has dipped slightly with attendance between 12-22 for each session.
- Teachers are continuing to work with the Agreed Syllabus launched in April 2016 and have reported that the planning steps are still working well. Schools continue to be grateful for the investment by the local authority and SACRE providing a comprehensive syllabus, units of work and a full day of training on implementing the syllabus.

- A full day of training on Teaching three religions was provided in April 2018 which was attended by a mixture of subject leaders, NQTs, HLTAs and teachers. The evaluations for this training were all excellent. The day provided subject knowledge on Christianity, Islam and Judaism and a large number of teaching and learning strategies.
- Ensuring that sufficient time is given to RE is an ongoing difficulty for some schools although there are reports that the syllabus is bringing a renewed focus on RE. The pupil days are also supporting some schools to run RE focus days in addition to other teaching of RE.
- Due to encouragement from the RE Adviser and funding from Westhill Trust more schools are preparing for and achieving the RE Quality Mark.
- In March 2018 SACRE funded two pupil days for year 5 pupils. This was offered to all city schools. Over one hundred pupils from 20 primary schools attended the Respect for all pupil days for schools at the Bridge Centre. Pupils and teachers went on to recreate a similar day with groups of pupils in their schools. These were such a success that they will be repeated on two occasions in March 2019. This will allow more pupils to attend. Places were offered to pupils in year 8 however as last year no secondary schools took up this offer.





Stoke SACRE RE and Respect for all days March 2018

Secondary RE

- 1c
- There has been a very significant decrease in the number of students entered for examination RE. 3 Stoke-on-Trent schools enter no students for GCSE RS (Discovery Academy, The Excel Academy and Thistley Hough Academy). Also 6 schools enter less than 25% of their cohort (Birches Head Academy, Haywood Academy, Ormiston Horizon Academy, Ormiston Sir Stanley Matthews Academy, Ormiston Meridian Academy and Trentham Academy) and a further 1 school enter around 50% (The Co-Operative Academy of Stoke-on-Trent). On a positive note 4 out of 14 Stoke-on-Trent secondary schools entered more than 65% of their cohort for full course GCSE, thereby providing external accreditation for most of their students of their studies in RE (St Joseph's College, St Peter's Academy, St Margaret Ward Catholic Academy and St Thomas More Catholic Academy).
 - SACRE remain concerned about the number of pupils not following an accredited course as this is what the syllabus requires.
 - Secondary schools are now assessing without levels, some are using GCSE grades down to year 7 (flightpaths) and others are creating their own bespoke systems. The agreed

syllabus does not use levels and will allow recording of progression to mesh with individual school systems.

1d **Public examination entries in RE/RS**

Examination results

- Results for the 2018 GCE and GCSE examinations are summarised in Appendix B together with comparative data from 2017.
- Results from the 2018 Full Course GCSE were 55.3% of pupils achieved a strong pass (grades 5-9) compared to 60.3% nationally. 68% of pupils achieved a standard pass (grades 4-9) compared to 71.8% nationally.
- 885 students, 40.8% of all students at the end of KS4 in Stoke-on-Trent schools in 2018, were entered for the full GCSE religious studies course, showing a marked decrease from the 995 students, 46.8% of all students in 2017.
- 2 students took the religious studies short course GCSE in 2018 compared to 0 in 2017. This reflects the national pattern but is still a concern as it means pupils are not accredited for their studies.
- **GCE A and AS Level Religious Studies**
- 64 students took religious studies A level in 2018 (less than in 2017 when there were 114 entries). This is worrying but not unsurprising as the number of pupils studying GCSE as fallen.
- 1.6% of students gained the A* grade and 7.8% gained the A grade. 95.3% of students achieved A* - E.
- The numbers taking AS level decreased from 28 in 2017 to 23 in 2018. 0% of students achieved an A grade. 69.6% of students achieved A - E which is a decrease compared to 2017.

Standards in RE at GCSE (full course)

- 55.3% of students achieved a strong pass (grades 5-9). Figures cannot be compared with 2017 data as GCSE grade boundaries have changed since 2017.
- 68% of students achieved a standard pass (grades 4-9). Figures cannot be compared with 2017 data as GCSE grade boundaries have changed since 2017.
- 3.6% of higher attaining students achieved the 9 grade in 2018.

Standards in RE at GCSE (short course)

2 students were entered for the GCSE short course religious education in 2018.

Standards in RE at GCE (A2 and AS)

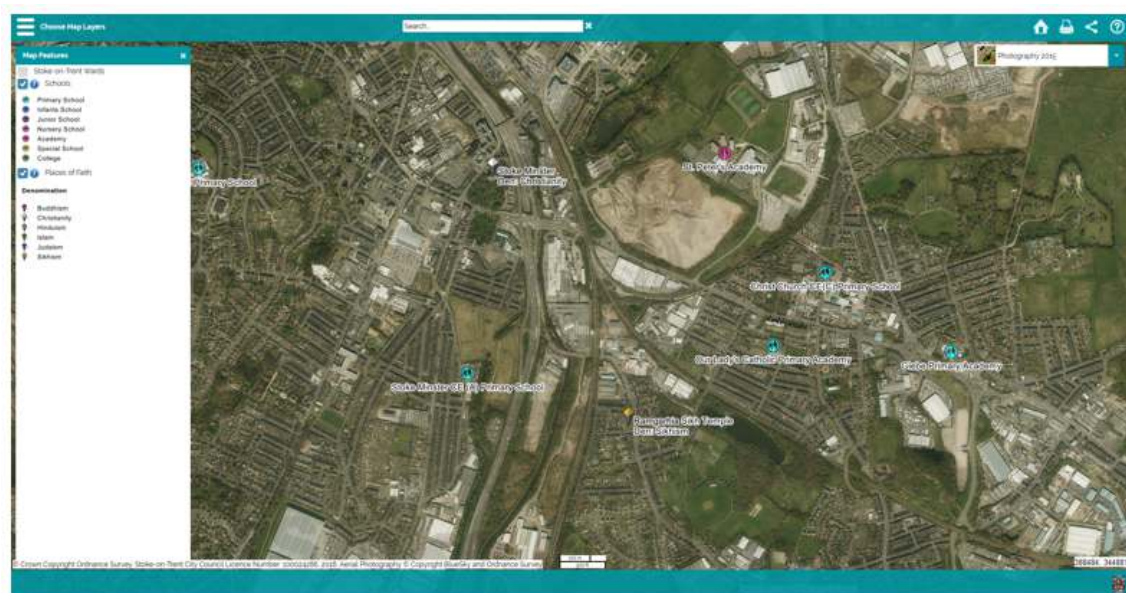
- Standards in GCE A Level (A2) showed that 95.3% of students achieved an A* - E grade which is slightly below last year's figures (95.6%). 1.6% of students achieved A* grade and 7.8% achieved grade A.
- Standards in GCE AS Level (A2) showed that 69.6% of students achieved an A* - E grade which is below last year's figures (92.9%). 0% of higher attaining students achieved A grade.

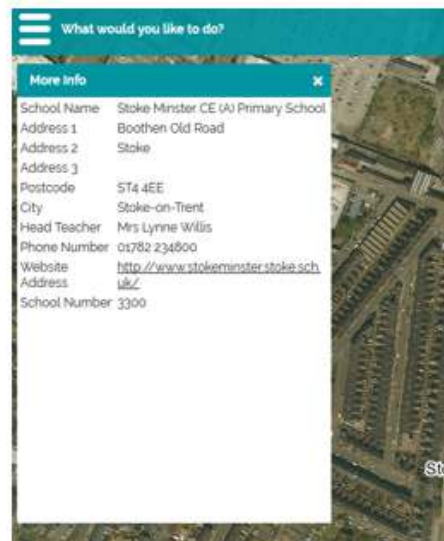
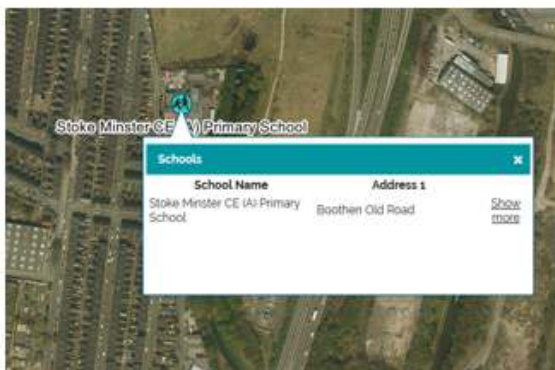
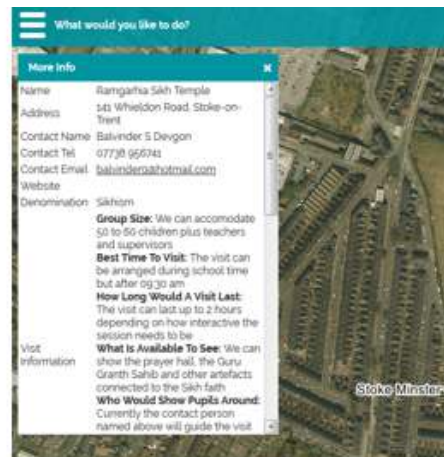
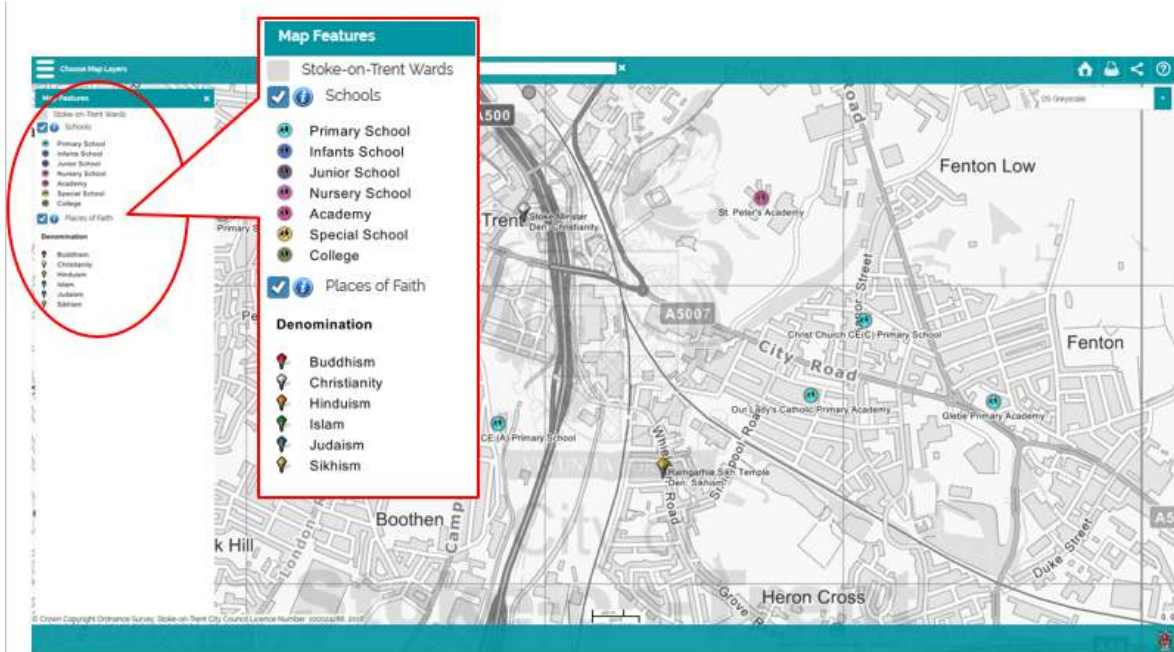
1e Resources

The agreed syllabus was delivered in to schools both in hard copy and electronic form in 2016. This provides a substantial amount of support and guidance for teachers. Primary schools also received a full set of units of work to support teaching of the new Agreed Syllabus. These continue to be used.

SACRE were really pleased to be able to work with local places of worship to provide an interactive map to show where places of worship are, contact details and other important details. This was a substantial piece of work and schools are finding this extremely useful. The online interactive map can be found at: <https://webmaplayers.stoke.gov.uk/webmaplayers8/Map.aspx?MapName=SACRE>

Some screenshots of the online, interactive map, can be found below:





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

2a SACRE meetings

SACRE meetings were held termly. Main agenda items are given below; full agendas and minutes are available on the Local Authority's website.

9 November 2017, 4pm – 6pm - Civic Centre, Stoke-on-Trent

- Places of worship database
- State of the nation: Compliance on RE in secondary schools
- SACRE Annual Report
- National SACRE Funding
- Recent Request for SACRE Support
- Updated SACRE Constitution
- A training session for SACRE Members followed the meeting

15 February, 2018, 4pm – 6pm – Civic Centre, Stoke-on-Trent

- Update: Places of worship database (Presentation)
- SACRE Annual report 2017
- Responses to letters on RE compliance from secondary schools
- SACRE Development plan
- Primary school OFSTED reports update and review
- National Update

21 June, 2018, 4pm – 6pm , Stoke-on-Trent

- RE in our secondary schools: Rebecca Conn Pearson-Birches Head Primary School
- Review of Secondary Ofsted reports
- Review and report from primary pupil days
- Prevent Agenda
- Public perception of subjects
- Possibility of organising pupil debate for secondary students
- Local and national updates

Each meeting was quorate.

2b Membership and training

The following faith groups were represented on SACRE: Church of England, Hindu Community, Jewish Community, Methodist Community, Muslim Community, Roman Catholic Community & Sikh Community.

SACRE considered and discussed a range of topics throughout the academic year, relevant to the changing context in education. These included a variety of papers & reports such as the Commission on RE, report on complaints on schools not providing RE, State of the Nation report, a variety of documents from National Association for Teachers of RE and 'RE Quality Mark'.

SACRE also viewed and discussed teaching materials regarding RE to understand their use in the classroom, how they supported the delivery of the Stoke-on-Trent Agreed Syllabus and prepared pupils for life in Modern Britain.

2c **SACRE development**

SACRE supported a range of initiatives during the year. These included:

- Supporting the National Association of Teachers of Religious Education's (NATRE) survey to schools
- Identifying new members to join SACRE.
- NASACRE Survey
- Commission for RE response

2d **Financial support for SACRE**

The Local Authority provided funding to support SACRE activity 2016/17 by contracting with RE Today Services for provision of an RE Consultant for up to days per year. This is for servicing SACRE and supporting RE in Stoke schools.

2e **Information and advice**

Specialist consultancy was provided by Fiona Moss of RE Today Professional Services. This guidance was for up to 16 days per year. As in previous years this advice and support proved to be of the highest standard and was greatly appreciated by teachers, the Local Authority and SACRE.

The RE Consultant provides termly briefing meetings for primary subject leaders, teachers and HLTAs, first response consultancy by phone and email, professional development, Guidance and support on the continuing implementation of the new agreed syllabus, consultancy to schools on request (either by the LA or by individual schools), a teaching three religions subject knowledge day, meeting with Prevent co-ordinator and email support and guidance.

The professional development opportunities for primary teachers of RE have been RE network meetings, the Three religion subject knowledge day and the RE pupil days. Secondary teachers organise their own RE meetings, Fiona or one of her colleagues have offered to attend one of these meetings.

The RE Consultant also provided guidance to SACRE to support its role in giving advice to the Local Authority concerning:

- School workforce data for secondary schools
- Website compliance of local schools
- RE, British Values and preparation for life in Modern Britain
- RE and KS4 compliance.
- Supporting the Agreed Syllabus

- Issues around PREVENT
- Specific issues relating to RE or religion and belief in local schools

2f **Professional development opportunities**

Topics for one-day professional development opportunities continued to be identified in feedback from teachers. However, it remained the case that teachers found it difficult to attend courses which required them to be absent from school during the school day. Despite this the Teaching Three religions subject knowledge day was well attended with a focus on subject knowledge for teaching about Christianity, Islam and Judaism and a large number of teaching and learning strategies. The evaluations for this training were all excellent.

Termly teacher meetings

Termly briefing meetings (twilight) were held for primary RE subject leaders. Primary meetings were led by Fiona Moss (RE Today);

The local authority charges for attendance at termly briefings; this had led to a reduction in the number of teachers accessing this support.

Primary briefings were slightly lower in numbers than last year, 2 briefing had attendance of approximately 16 and one had approximately 20 attendees. One primary network per term being made available. There remained a need for regular face-to-face contact with an RE specialist to provide focused support. A number of schools requested email and phone consultancy from the consultant and all requests were met.

The Lichfield Diocese provided similar opportunities for its subject leaders (primary), led by the Diocesan Adviser for RE. Attendance at the diocesan-led meetings was good. Some aided schools attended both meetings.

NATRE affiliated local groups also run in the city. Having achieved the silver RE Quality Mark Sandford Hill Primary have continued a network for the Stoke 6 local primary schools.

3 **The local agreed syllabus**

An Agreed syllabus conference was convened and a new syllabus was launched in schools in April 2016. The syllabus has been fully taught from September 2017. Feedback from Primary schools remains extremely positive, less feedback has been received from secondary schools but that which has been received has been positive.

4 **Collective worship**

Support for Collective Worship was provided to individual schools on request during the year, by advisers from the Diocese of Lichfield and RE Today Services.

There were no determinations in force during the reporting year. There were no requests for a determination submitted to SACRE.

No formal complaints or other matters concerning RE were referred to SACRE during the year.

Appendix A: Terms of reference of SACRE

Terms of reference of SACRE

The composition of SACRE is set out in legislation. The four groups or committees represent the following interests within the local community.

- a. Christian denominations and non-Christian religions, broadly representing their relative strength in the area;
- b. The Church of England
- c. Teachers' associations
- d. The local authority (LA)

Members may be nominated by appropriate organisations but are appointed by the council. Other members may be co-opted.

Terms of reference

1. To support the effective provision of religious education (RE) and collective worship (CW) in schools.
2. Except in specified circumstances, to hold meetings in public and to ensure that notices, agendas and reports are publicly available.
3. To advise the LA on matters connected with daily collective worship in community schools and with the RE provided in accordance with an agreed syllabus for RE.
4. Such matters may be referred to SACRE by the LA or be raised by SACRE on its own initiative. They may include methods of teaching, the choice of materials, the provision of training for teachers and school inspection reports.
5. To determine whether to require the LA to review its agreed syllabus for RE.
6. To consider any applications from Head teachers of community schools after consultation with governors, to disapply the requirement for collective worship to be wholly or mainly of a broadly Christian character, and to review any 'determination' after five years.
7. To publish an annual report on its work which should:
 - specify any matters on which it has been advised the LA;
 - broadly describe the nature of that advice, and
 - set out reasons for offering advice on any matters which were not referred to it initially by the LA.
8. Circulate annual reports to schools and other interested parties, including the Qualifications and Curriculum Authority which publishes a national analysis of SACRE reports.
9. Upon any question being put to the vote, each committee shall have one vote only. Co-opted members have no vote.

Appendix B: Summary of GCSE and GCE results 2018

GCSE (Full Course)

	9	8	7	6	5	4	3	2	1	U	X	Standard pass (grades 4-9)	Strong pass (grades 5-9)
Stoke-on-Trent 2018	3.6%	8.7%	12.7%	14.7%	15.6%	12.8%	13%	11.3%	5.6%	1.9%	0.1%	55.3%	68%
National 2018	7.3%	10.1%	12.6%	15.9%	14.4%	11.5%	13.5%	8.3%	4.4%	1.6%	0.3%	60.3%	71.8%

Cannot compare 2018 data with 2017 data due to grades being renamed and grade boundaries being changed.

GCE results for Religious Studies (2018) with comparative data from 2017

GCE A Level (A2)

	A*	A	B	C	D	E	U
Stoke-on-Trent 2018	1.6%	7.8%	29.7%	26.6%	23.4%	6.3%	3.1%
Stoke-on-Trent 2017	4.4%	9.6%	24.6%	33.3%	16.7%	7%	4.4%
National 2018	4.7%	18.4%	29.2%	25.8%	14.3%	5.6%	1.8%
National 2017	5.7%	18.5%	30.7%	25.7%	13%	4.8%	1.6%

GCE AS Level

	A	B	C	D	E	U
Stoke-on-Trent 2018	0%	0%	13%	30.4%	26.1%	30.4%
Stoke-on-Trent 2017	10.7%	25%	28.6%	25%	3.6%	7.1%
National 2018	16.6%	19.2%	21.4%	17.4%	12.2%	12.3%
National 2017	22.5%	24.3%	23.4%	14.9%	8.2%	6%

Appendix C: Number of pupils taking RS GCSE

Centre	Number of pupils at the end of KS4 2017	Number of pupils entered for Religious Studies Full Course GCSE 2017	Number of pupils entered for Religious Studies Short Course GCSE 2017	Total number of pupils entered for Religious Studies 2017	% of pupils entered for Religious Studies 2017	Number of pupils at the end of KS4 2018	Number of pupils entered for Religious Studies Full Course GCSE 2018	Number of pupils entered for Religious Studies Short Course GCSE 2018	Total number of pupils entered for Religious Studies 2018	% of pupils entered for Religious Studies 2018	Increase / decrease? (2017 to 2018)
Birches Head Academy	133	16		16	12.0%	114	14		14	12.3%	Increase
Discovery Academy	159	11		11	6.9%	167				0.0%	Decrease
Haywood Academy	195	26		26	13.3%	177	30		30	16.9%	Increase
Excel Academy	146	128		128	87.7%	123				0.0%	Decrease
Ormiston Horizon Academy	110				0.0%	140	10	1	11	7.9%	Increase
Ormiston Sir Stanley Matthews Academy	165	11		11	6.7%	157	18		18	11.5%	Increase
Ormiston Meridian Academy	153	13		13	8.5%	108	2		2	1.9%	Decrease
St Joseph's College	122	122		122	100.0%	150	149	1	150	100.0%	Increase
St Peter's Academy	172	154		154	89.5%	213	209		209	98.1%	Increase
St Margaret Ward Catholic Academy	196	194		194	99.0%	187	184		184	98.4%	Decrease
St Thomas More Catholic College	175	175		175	100.0%	177	175		175	98.9%	Decrease
The Co-Operative Academy of Stoke-on-Trent	137	70		70	51.1%	132	71		71	53.8%	Increase
Thistley Hough Academy	122	49		49	40.2%	87				0.0%	Decrease
Trentham High School	142	26		26	18.3%	145	23		23	15.9%	Decrease
City Wide	2,127	995		995	46.8%	2,168	885	2	887	40.9%	Decrease

Appendix D: School workforce data for RE (submitted to DFE by schools Nov 2017-published summer 18)

School name	Religious character	School type	% of Yr7 teaching spent on RE	% of Yr 8 teaching spent on RE	% of Yr 9 teaching spent on RE	% of Yr 10 teaching spent on RE	% of Yr 11 teaching spent on RE	% of KS3 teaching spent on RE	% of KS4 teaching spent on RE
Birches Head Academy	None	Foundation school LA	4.1	4.1	4	1.9	1.5	4.1	1.7
The Co-Operative Academy	Does not apply	Academy sponsor led The Co-operative Group Academy sponsor led	6.4	4.3	5.8	3.3	1.4	5.3	2.4
Ormiston Sir Stanley Matthews Academy	Does not apply	Trust	5.2	5.5	1	1.2	1.2	3.6	1.2
St Joseph's College	Roman Catholic	Academy converter	0	0	0	0	0	0	0
Ormiston Horizon Academy	None	Academy sponsor led Ormiston Academies Trust	4.1	6	3.2	3.1	3.4	4.4	3.3
Discovery Academy	None	Academy sponsor led ALPHA Academies Trust Woodard Academies	1.7	1.8	0	0	0	1.2	0
St Peter's Academy	C of E	Trust	8.8	8.1	11.7	12.6	11.5	9.8	12
Haywood Academy	None	Academy converter	0	0	0	0	0	0	0
Thistley Hough Academy	Does not apply	Academy sponsor led Creative Education Trust	6.7	3.7	2.4	8.2	0	4.5	4
St Margaret Ward Catholic Academy	Roman Catholic	Academy converter	6.6	7.9	9.6	6.3	8.1	8.1	7.2
St Thomas More Catholic Academy	Roman Catholic	Academy converter	7.9	8.4	11.3	11.4	10.9	9.3	11.1
The Excel Academy	Does not apply	Academy converter Academy sponsor led	4.6	4.6	1.8	1.8	0	3.7	1
Ormiston Meridian Academy	Does not apply	Ormiston Academies Trust	4.4	4.1	0	1.7	0	2.9	0.8

Appendix E: SACRE Representatives

Committee A: Christian denominations and non-Christian religions

Haseeb Ahmed Muslim Community

Saravanabavan Atputhan Hindu Community

Samina Butt Muslim Community

Mr B Singh Devgon Sikh Community

Pastor H Drummond Elim Pentecostal Community (until 30 January 2018)

Chris Eyre Methodist Community

Paul Lewis Jewish Community

Committee B: The Church of England

Mrs A Stone Diocese of Lichfield

Alex Wolvers Diocese of Lichfield

Committee C: Teachers Associations

Rebecca Conn-Pearson Secondary Academy Teacher

Mrs N Groves Primary School Teacher (Vice Chair)

Miss N Kirkham Primary School Teacher

Mrs A Mallard Secondary Academy Teacher (until 14 August 2018)

Mrs E Preston Maintained School Headteacher (until 30 January 2018)

Committee D: Local Authority

Councillor Abi Brown (Chair)

Councillor R Dale

Councillor M Khan

Councillor G Singh Kallar

Co-Optees

Mr P Such

Officer Support

Mrs D Jacobs

Mrs L Rees

Mrs S Robinson

Mr S Tahir

Mr C Sands (Clerk)

Appendix F: Contact addresses of SACRE officers

Clerk to SACRE

Craig Sands
Democratic Services Officer
Democratic & Committee Support
Resources Directorate
Civic Centre
Glebe Street
Stoke-on-Trent
ST4 1HH

Religious Education Consultant

Fiona Moss
RE Today Services
Imperial Court
Sovereign Road
Birmingham
B30 3FH
fiona@retoday.org.uk