

Notice of Meeting

Standing Advisory Council on Religious Education

Tuesday, 21st June 2016 at 4.00pm
in The Willows Primary School, Newbury

For further information about this Agenda, or to inspect any background documents referred to in Part I reports, please contact Jayne Mann, School Appeals Officer on (01635) 519458

e-mail: jo.watt@westberks.gov.uk



Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 21 June 2016 (continued)

- To:**
- Group A** Rev Bev French (Free Churches) and Mr David McKay (Buddhist)
 - Group B** Revd Mary Harwood (C of E), Mrs Sue Plackett (NAHT), Mrs Maria Pratico (C of E) and Mr Robin Sharples (C of E)
 - Group C** Jo Davies (ATL) and Mr Bernard Eggleton (NASUWT)
 - Group D** Councillor Pamela Bale (WBC), Councillor Billy Drummond (WBC), Councillor Sheila Ellison (WBC) and Councillor Carol Jackson-Doerge (WBC)
- Mrs Jo Fageant (Independent Consultant) and Keith Harvey (Head Teacher)
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Agenda

	Page No.
1 Apologies	
2 Minutes To approve as a correct record the Minutes of the meeting of SACRE held on 8 February 2016.	5 - 6
3 Matters arising from the Minutes	
4 Membership update Hindu Community – Keith Harvey Jewish Community – Jo Fageant To discuss the possibility of a volunteer teacher from Little Heath School to be a co-opted member of SACRE who could be the conduit between SACRE and the secondary RE teachers network.	
5 Nasacre Update - Mary Harwood	7 - 12
6 Progress with Hub Initiative - Jan Lever	13 - 18
7 Jo Fageant - Ongoing Support	
8 Any Other Business	
9 Date of Next Meeting	

Andy Day
Head of Strategic Support

Agenda Item 2

**WEST BERKSHIRE STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**

**MINUTES OF THE MEETING HELD ON
MONDAY, 8 FEBRUARY 2016
VENUE: THE WILLOWS PRIMARY SCHOOL, NEWBURY**

Present:

- Group A** None
- Group B** Revd Mary Harwood (C of E) and Mrs Sue Plackett (NAHT)
- Group C** Jo Davies (ATL) and Mr Bernard Eggleton (NASUWT)
- Group D** Pamela Bale and Sheila Ellison

Apologies for inability to attend the meeting: Mrs Becky Aboutaj (Muslim), Councillor Billy Drummond, Councillor Carol Jackson-Doerge and Mr Robin Sharples (C of E)

Absent: Rev Bev French, Mr David McKay and Mrs Maria Pratico

1 Minutes

It was agreed that the Minutes were a true reflection of the previous meeting.

2 Matters arising

A primary R.E. Co-ordinators' meeting took place earlier this term. The meeting discussed the Crossing the Bridges project that was discussed later in the agenda. The SACRE has not as yet received R.E. GCSE results and therefore the SACRE report cannot yet be completed. **KH will contact West Berkshire to obtain the results.** JF has been trying to establish a contact within the R.E. secondary network. JF has done some work on the North Newbury R.E. trail. **JF will contact David Wylie regarding this.**

3 Membership Update

The SACRE is currently short of Group A involvement (no one present at current meeting and therefore meeting officially not quorate). The Catholic Church is currently looking for a representative.

KH will investigate the Hindu community to attempt to find a representative. JF will contact the synagogue again to attempt to find a replacement for ZS.

4 Response to the Clarke/Woodhead new settlement

MH, JF and RS met and produced a draft response. SE felt that the response was a realistic one. JF said that it was short but to the point. BE asked what was meant by depoliticising. He questioned why both options were vulnerable. The response was that we have no solutions, only comments.

Action: Change 'is' in para 1 to 'would be.' Change 'DfE' to 'curriculum developments.' The SACRE would then be happy for the response to be sent to NASACRE.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION -
8 FEBRUARY 2016 - MINUTES**

5 Proposal for joint working across the six Berkshire SACREs and implications for an action plan for West Berkshire SACRE

A joint project was started last year with the Berkshire SACREs, the 'Crossing the Bridge' project. The aim of the project is to help schools and places of worship make the most of visit. Planning sheets have been put together and some places of worship have already begun to use these. A booking form, feedback form and workbook for children are also available.

The SACRE discussed whether this project should continue and there was an overwhelming feeling that this would be a positive thing to do. The SACRE (along with the other Berkshire SACREs) have been asked whether a coordinator should be appointed. Funding would be needed for continued meetings and for the coordinator to undertake their role. The coordinator would develop resources that could be used across the six SACREs. All of the Berkshire SACREs are positive about the proposal and a decision now needs to be made. It has been proposed that Jan Lever's company takes on the coordinator role as well as the syllabus review in 2017. The possible amount of funding needed would be £1,000 in 2016/17 and potentially up to £3,000 in 2017/18 for the syllabus review. KH said that the SACRE has effectively three options:

1. To join the hub;
2. To review the syllabus alone; and
3. To keep the current syllabus.

JF said that the current syllabus might be kept but that it would probably need more resourcing. The feeling of the meeting was that the syllabus currently meets needs well.

Decisions were taken by the SACRE (in principle). There was an agreement that the six Berkshire SACREs should be working together. There was agreement that there should be a hub coordinator and that this person should be the same person for the syllabus review and the Crossing the Bridge project. There was agreement that the correct person to do this would be Jan Lever, as she has good local knowledge and experience. SE asked whether the SACRE should go out to tender. The general feeling was that we would not need to do this as the sum of money is relatively small. There was agreement to hold future SACRE meetings on the 2nd or 3rd week after each half term break. This would enable coordinated working.

JM to email all members (particularly group A) to establish if there is agreement by all groups to these proposals.

6 R.E. Syllabus Issues

Nothing further to report.

7 Jo Fageant ongoing support to SACRE

JF said that she is prepared to continue to support the SACRE for one further year but would not be prepared to continue after this point. Therefore, the SACRE will need to decide during the course of the current year what option will be chosen for future support.

This is a key item for the next agenda.

8 Any other business

There was no other business.

9 Date of next meeting

24th June 2016 at 4pm at The Willows School.

Shaping the Future

NASACRE Conference and AGM

Tuesday 17th May 2016

Methodist Central Hall, Westminster, London

11.30 Welcome and Introductions – David Hampshire

“May you live in interesting times”

Could be considerable unintended consequences from the White Paper and the changing education context e.g. academisation

11.40 Keynote address

The Rt.Hon Baroness Elizabeth Butler – Sloss GBE

The Rt Hon Baroness Elizabeth Butler-Sloss GBE, formerly President of the Family Division of the High Court was the first female Lord Justice of Appeal and until 2004, was the highest –ranking female judge in the United Kingdom. She has chaired many high profile enquiries and inquests. Baroness Butler-Sloss served as Chair for the recently published Commission on Religion and Belief in British Public Life.

‘Religion and Belief in British Public Life’ – report December 2015

Commission covered 2013, consisted of 20 representatives from faith/belief groups.

Need a new settlement for religion and belief.

Vision : a society at ease with itself in which everyone is valued

Need greater religion and belief literacy. Lack of this feeds antagonism. Urgent action required to combat stereotyping of religion belief groups.

Young people should be equipped with religion and belief literacy for economic and moral reasons.

World is a global village: business, arts etc.

Report has practical suggestions to improve the national religion and belief literacy.

“What you teach will be crucial because of its impact on the young people who will be leaders of tomorrow”.

Education

Many agreed syllabi present ‘sanitised’ pictures of religions and often have very little reference to non-religious worldviews.

Recommends – Introduction of a statutory entitlement to a nationally agreed framework for RE.

Training for teachers of RE needs to be overhauled. Attention should be given to training for RE on a similar level to the training in English and Maths.

Recommends – the repeal of statutory requirement for Collective Worship and possibly replacing with time for reflection which would be inclusive to equip young people for global village and enable their SMSC development.

Negative consequences to selecting pupils/staff on grounds of religion – recommend this is reduced.

Schools of a particular religious persuasion must widen their pupils' understanding of belief of others.

All staff should have training in discussing sensitive and controversial matters relating to religion and belief.

Recommendation-

“All pupils in state- funded schools should have a statutory entitlement to a curriculum about religion, philosophy and ethics that is relevant to today’s society, and the broad framework of such a curriculum should be nationally agreed. The legal requirement for schools to hold acts of collective worship should be repealed, and replaced by a requirement to hold inclusive times for reflection”

“We must not allow schools to become introspective”

Question Time

- 1) Are SACRES putting the Report’s recommendations into practice?
- 2) To what extent does the local determination of RE need to be continued? Can this manage to address the diversity of different communities?

12.45 NASACRE Business Meeting

- Minutes of AGM held 21 May 2015
- Chair’s report
- Accounts and Treasurer’s report
- Secretary’s report
- Changes to the constitution
- New Exec. members: announcement
- Matters arising on the minutes
- A.O.B

Chair’s Report

(David Hampshire)

Local authorities need to fulfil their statutory responsibilities. NASACRE trying to have stronger voice nationally and to ensure all SACRES are consulted.

Income £12.5k

Budget includes:

- Travel 6k

- Admin and website
- Membership of other organisations
- Exec. Meetings

Changes to the constitution

The constitution has been changed to reflect more clearly roles and responsibilities and to enable appropriate and timely responses on local SACREs' issues and national issues relevant to RE and SACREs.

77 of 154 SACRE's represented at the AGM 17/5/16

2.15 Keynote address

Professor Adam Dinham

Professor Adam Dinham is Professor of Faith and Public Policy at Goldsmiths, University of London. He is also Chair of the British Sociological Association Sociology of Religion Study Group (Socrel), Professor of Religious Literacy, Diakonhjemmet University College, Oslo, Norway and Honorary Stephenson Professor of Leadership, Religion & Society, Sheffield Institute for Interdisciplinary Biblical Studies, Sheffield University, UK. With Martha Shaw, Professor Dinham is the co-author of RE for RE al: The future of teaching and learning about belief

RE for RE al: The Future of teaching and learning about religion and belief

Dinham – Shaw, November 2015

Context

- Policy
- Teaching and Learning
- Young people's thinking
- The next generation in wider society

1944 settlement for RE is over 70 years old and changes in religion/belief running faster than the changes being made to RE.

Migration, globalisation – increasing diversity which needs religion/belief literacy, but we have a 20th century settlement for a 21st century reality

RE can be marginalised

What happens in schools now?

Purpose, content, place, curriculum model?

Conroy (Glasgow) £1 per pupil per year on RE where annual spend per pupil is £4000 per year even in lowest funded area.

Impacts of this in wider society

- Anxiety, indifference, hostility towards RE
- Loudest voice = from new atheists
- Religions literacy and fuzzy secularity

3 reports in the last year – all 3 recommend national coherence

RE for R.E.al

Role of SACRE = important alongside other professional and relevant bodies - a national panel to create a national framework for RE.

Recommendations-

“A statutory National Framework for Religion and Belief Learning should be developed and be applicable to all schools, balancing shared national approaches with school level determination.”

“Since SACREs currently play a leading part in religion and belief learning, there is an urgent need for review of their role, and the role of others, such as professional bodies, local authorities, schools themselves, and other experts, in the forming of learning. This should inform and result in the appointment of a national panel to develop the framework.”

Issues of representation – who represents faith/belief communities?

How are they chosen?

Who speaks for whom and with what knowledge and experience?

Clarifying the muddle

- Collect worship
- Right to withdraw
- Faith Schools admissions policies
- Clarify religion in the life of the school

Is RE education formational, confessional?

How to clarify the muddle?

Purposes – content – structure of RE

Purpose

- Educational force in its own right
- Instrumental/useful eg. Cohesion

Content

- More breadth i.e. stretchy definition of religion and belief

Structure

- Compulsory RE plus optional GCSE – what goes where?

Sort the purpose of RE and then content and structure will follow.

Assumption that better understanding of others leads to more love for them. Is this so?

- Churches (especially CofE) have role (culturally and historically many people still attached to Christianity, part of their identity)
- Politicians

Religious Literacy

- Attitude
- Disposition (how do you feel about)
- Knowledge (stretchily defined)
- Skills (questioning skills)

Challenge for

Everybody, regardless of religion, belief or none

Question time

- Is RE about improving the quality of our disagreements?
- Are there any other countries ahead of England with their RE /religious literacy?

4.10 Westhill/NASACRE awards

Awards given to

- 1) Liverpool
- 2) Newham
- 3) North Yorkshire
- 4) There is a further £4000 award still available, submission deadline 31st July 2016

(Could the Pan-Berkshire Hub submit an application to embed and extend the 'Crossing the Bridges' Project?)

4.20 Closing remarks from the Chair (David Hampshire)

Thanked all the organisers and all SACRE members for their continued work for RE.

Notes by Jan Lever

Adviser to Reading, Wokingham, Poole and North Somerset SACREs

18th May 2016



Pan-Berkshire Hub

Crossing the Bridges Project 2015-7



What Teachers Wanted

- Help with visits to Places of worship.
- Help with visitors from faith communities
- A directory of good places and visitors
- Guidance on how to make visits more meaningful



Outline Project Plan

- Use the existing structure of the 6 unitary authorities working together as they do for creating the Locally Agreed syllabus
- Include teachers, SACRE members and members of other faith communities
- Create networking opportunities
- Produce materials for teachers and faith communities



Process

- A joint conference with teachers, SACRE members and faith leaders to discuss the issues, collect ideas and launch the project
- 3 advisers met to draft materials in response to the discussions
- 2 follow on meetings with faith leaders (by invitation) to focus on their views and review the draft booking and feedback forms
- RE leaders network meetings in each of the 6 areas to discuss the issues and review the draft materials



Refined Project Aims

- To facilitate deeper and richer RE learning experiences for children and young people by bringing them into dialogue with members of faith/belief communities both in the classroom and at host places of worship, this promoting their understanding of diversity in their own local communities
- To make organising visits to places of worship and visits to the classroom, easier for teachers enabling this to happen more frequently
- To ensure RE learning is maximised by using an enquiry approach and by training and quality assuring hosts at places of worship and visitors to schools.



Outcomes

- Forms created to facilitate booking between schools and faith venues
- Forms to encourage constructive feedback
- Booklets for pupils to use interactively
- Sample booklets
- Training sessions for teachers
- Training sessions for hosts



'Crossing the Bridges'

Places of Worship visit
Schools' Booking Form



It is recommended to make contact with the venue before completing this form.

School		
Contact Name	email	telephone
Year Group/Age		
Maximum number of pupils: Number of accompanying adults:		
Day, Date & Time of proposed visit: Length of visit:		
Curriculum information:		
What do pupils already know about the religion/place of worship?		
What is the main focus for the visit? (Big question, enquiry, concept, theme...)		
What would we like the children to learn from the visit?		

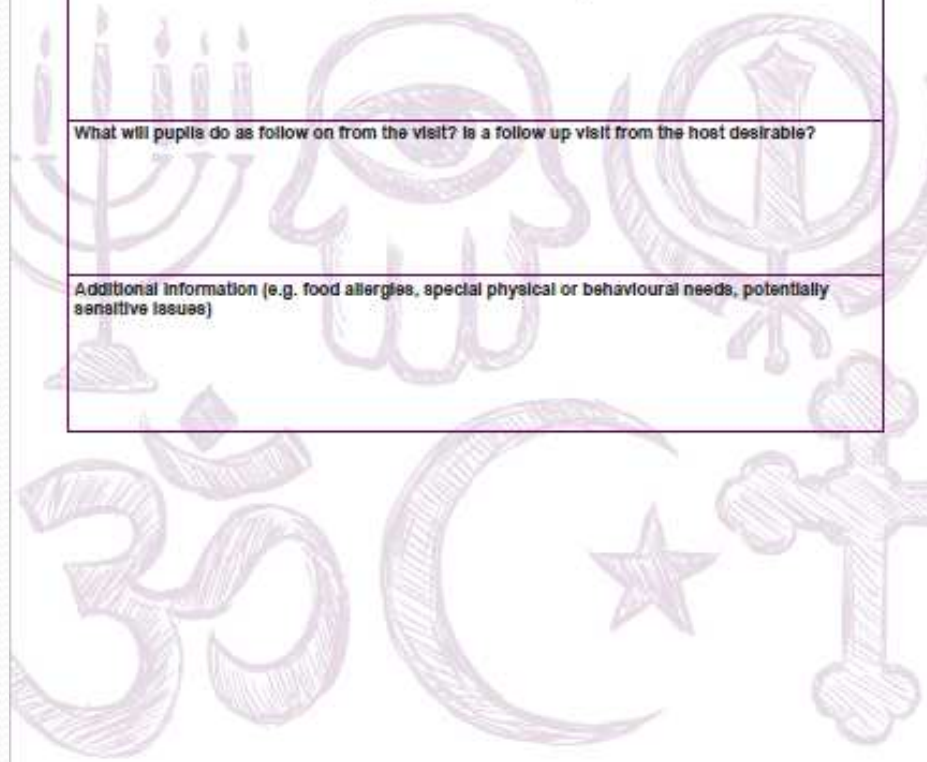




What would we like the host to do/say/show the children during the visit?

What will pupils do as follow on from the visit? Is a follow up visit from the host desirable?

Additional information (e.g. food allergies, special physical or behavioural needs, potentially sensitive issues)



An enquiry-approach to visiting places of worship

How do you know what Christians believe about forgiveness by what you encounter in this place of worship?

What do I know about Christian beliefs about forgiveness already?

I remember the story of Jesus forgiving Judas when he betrayed him at the Last Supper and some of the stories Jesus told about forgiveness e.g. the Prodigal Son and turning the other cheek. I know Christians believe God will forgive them if they say sorry for their sins.



6 encounters

In each box put a picture of one encounter e.g. a piece of furniture, a symbol, a person, a piece of music and in the 'Clues' box write what this encounter might tell you about the beliefs behind it.

1



Christians sit in the nave and face the altar. They pray during services and ask God to forgive them. I think they feel like part of a community.

2



Babies are baptised at the font and the water is a symbol of washing away sin. Then babies are members of Christianity.

3



Christians think their teaching should be all over the world, that's why there is an eagle to carry the Bible everywhere. The Bible says Christians should forgive people.

4



This is where the vicar stands to teach people during services. I think Christians are taught to forgive people because that's what Jesus taught them.

5



Christians remember people who have died fighting in wars and show their respect on Poppy Day. I don't know if Christians can forgive people who kill others.

6



This window has a picture of Jesus on the cross. Christians believe Jesus was crucified to save them from sins, so that they can be forgiven by God if they say they are sorry. Christians believe Jesus died so that people could be forgiven.

My encounters so far lead me to deduce that Christians believe forgiveness is important and that God forgives them so they should forgive others.



What questions do I need to ask to find out more about what Christians believe?

(Can I talk with a member of this religion to hear their answers?)

My questions

Answers (more clues)

1. How can Christians forgive someone who kills someone they love?
2. How does Jesus' crucifixion mean Christians can get God's forgiveness?
3. Why did Jesus forgive Judas?
4. Are Christians better at forgiving than other religions?
5. What will happen to me if I don't forgive people? I am not a Christian.

My encounters so far lead me to deduce that Christians believe
My encounters so far lead me to deduce that Christians believe Christians should forgive other people because Jesus died to show God will forgive them.

This page shows what I have found out from my encounters in this place of worship about the beliefs of the people who visit this place of worship.

Christians rate forgiveness.
Vicars teach about it and Jesus died so that Christians could get God's forgiveness. (if they say sorry)
The crucifixion was horribly painful but Jesus forgave the people who killed him. (How could he do that?)
Babies are baptised at the font to welcome them into the Christian religion, but what sins have babies done? They are only little!
Christians believe they should try to forgive anyone for doing bad things, as Jesus taught them this was what God wants them to do.

This visit has been interesting to me because
I have now got more questions in my head about how Jesus could possibly forgive the people who caused him so much pain. How could he be God as well as a man?



Evaluation of project so far

- Materials have been welcomed by teachers
- About 260 teachers have seen and engaged with the materials to some extent
- Materials are hosted on several websites
- Materials shared across many local authorities (Oxford, Berkshire, Wiltshire and Poole)
- Materials sent to schools when requested
- Materials shared with a small range of faith communities



The Next Steps

- Provide more training for hosts and teachers
- Draw in a wider range of faith communities
- Create a full directory of places of worship for the local area
- Continue the network meetings to share good practice
- Strengthen the links between SACREs, faith communities and schools by holding more joint events
- Create a system for collating and monitoring the booking and feedback forms



Pan-Berkshire SACRE Hub

Notes for SACREs May 2016

Hub co-ordinator role

9 days, 3 per term.

Suggested use of time April 2016 – March 2017

2-3 days to plan, administer and deliver the event/conference September 2016 (venue and refreshments paid for by SACREs or by funding gained through the bids currently submitted)

3 days to plan, prepare, Chair and follow up the 3 termly meetings (first one held 18/5/16)

1 day to write and follow up Westhill/NASACRE bid for a 2016-17 award to enhance the Crossing the Bridges Project

1 day to write agreed syllabus review tool/process to bring to Hub meeting Spring term 2017

1-2 days unallocated as yet

Crossing the Bridges Co-ordinator role

6 days, 2 per term.

Suggested use of time April 2016-March 2017

1.5 days to prepare and deliver presentation 30/6/16 at Culham St Gabriel's Conference in Birmingham

0.5 day Write Crossing the Bridges Project Plan

1 day to manage/edit the teacher work on the Directory

1 day to finalise and edit the Directory

1 day to collate feedback from schools and hosts and write report for SACREs

1 day to organise publicity for project to schools, hosts etc

Teacher time to work on Directory April 2016- March 2017

6days @ £200

5 days to work on Directory

1 day to collate feedback to inform project

Plus 1 day prep and 2 days' delivery of host/teacher training for Crossing the Bridges Project

Total

9 days Hub co-ord

6 days Crossing the Bridges co-ord

3 days host/teacher training

18 days @ £500 = £9000

Plus 6 days teacher time @ £200 = £1200

Total for both roles/projects for the Hub: £10,200

Each SACRE has agreed to contribute £1,700.

£1,700 x 6 = £10,200.

To be invoiced at end of each term to Wokingham Borough Council

Wokingham B C will invoice SACREs in the Hub for their share of the cost of this work.

Jan Lever

May 2016

Pan-Berkshire SACRE Hub Crossing the Bridges Project

Action plan April 2016-March 2017

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
<p>A. To increase the number of visits by schools to places of worship and visitors into RE lessons</p>	<p>Facilitate by:</p> <ul style="list-style-type: none"> • Producing a Project Plan for the SACREs • Providing a common booking form and publicising to schools, hosts and speakers • Providing a Directory of places of worship hosts and visiting speakers 	<p>June 2016</p> <p>Form produced Spring 2016</p> <p>Autumn 2016: Publicise through e.newsletters in LAs and Diocese, SACRE and Diocesan web pages, teacher networks and host/speaker training events</p> <p>Appoint teacher assistant Summer Term 2016. Teacher collates Directory pages Autumn 2016- Spring 2017</p>	<p>Hub Co-ordinator (sent to SACRE Chairs)</p> <p>Hub-co-ordinator with SACRE advisers and chairs</p> <p>Hub co-ordinator, SACREs, Teacher Directory assistant</p>	<p>Half-day Hub co-ord time £250</p> <p>1 day Hub co-ordinator time £500 for the year</p> <p>1 day Hub co-ordinator time to appoint teacher assistant and to manage his/her work on Directory Summer/Autumn Terms 2016 £500 5 days teacher assistant time to collate Directory £1000</p>			

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
	<ul style="list-style-type: none"> Engaging schools in the project by dissemination of information Evaluating visits and visitors using the common feedback forms 	<p>Autumn 2016: Publicise through e.newsletters in LAs and Diocese, SACRE and Diocesan web pages, teacher networks and host/speaker training events</p> <p>Feb newsletter did this and only one teacher came.</p> <p>Autumn 2016 – Spring 2017 Collate feedback forms and report to hosts, schools and SACREs</p>	<p>Hub co-ordinator with SACRE advisers</p> <p>Teacher assistant and Hub co-ordinator</p>	<p>1 day Hub co-ord time to edit, finalise and oversee graphic design of Directory Spring Term 2017 £500</p> <p>1 day Hub co-ord time over the year £500 plus 1 day teacher assistant time £200</p>			
<p>B. To improve the quality of the RE learning experiences children and young people receive during visits or with visitors</p>	<p>Facilitate by:</p> <ul style="list-style-type: none"> Giving presentation to Culham St Gabriel's Conference, Birmingham (Conference presentation available for SACRE meetings Summer 2016) Providing interactive teaching materials using an enquiry approach to enhance agreed syllabus delivery, and sample materials to support teachers. 	<p>June 30th 2016</p>	<p>Hub co-ordinator and SACRE Adviser Anne Andrews</p> <p>Hub co-ord and SACRE advisers</p>	<p>1.5 days to prepare and deliver presentation and attend conference @ £500 = £750</p> <p>Total Hub co-ord time 6 days @ £500 = £3000 Plus x6 teacher assistant days @ £200 = £1200 Sub total: £4200</p>			

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
	<ul style="list-style-type: none"> <li data-bbox="405 217 761 496">• To disseminate these materials through teacher network meetings and LA and SACRE web pages and through Discovery RE website (and offer them to RE Online to publicise nationally) <li data-bbox="405 544 761 639">• To offer training for teachers and hosts and speakers 	<p data-bbox="792 217 1070 424">Produced in Phase 1 of project and disseminated through networks and websites Spring/Summer 2016</p> <p data-bbox="792 536 1070 671">Autumn 2016 Half day in East Berks Date tbc Venue tbc</p> <p data-bbox="792 719 1070 815">Half day in West Berks Date tbc Venue tbc</p> <p data-bbox="792 863 1070 1031">(Possibly repeat in Spring Term 2017 if more funding available through Westhill Bid)</p>	<p data-bbox="1093 536 1279 600">Hub co-ord and SACRE advisers</p> <p data-bbox="1093 679 1357 775">SACRE Adviser to be nominated or Hub co-ordinator</p>	<p data-bbox="1386 536 1547 568">Costed above</p> <p data-bbox="1386 679 1659 887">1 day preparation 1 day delivery 1 day admin and co-ordination 3 days adviser time @ £500 a day = £1500</p> <p data-bbox="1386 935 1659 1142">Total Hub co-ord time 6 days @ £500 = £3000 Plus x6 teacher assistant days @ £200 = £1200 Sub total: £4200</p> <p data-bbox="1386 1190 1659 1318">Plus 3 days adviser/hub co-ord time to prepare and run training @ £500 a day = £1500</p> <p data-bbox="1386 1366 1659 1469">Total 9 days adviser/hub co-ord time @ £500</p>			

Aim	Actions	Timescales	People Responsible	Cost	Summer 2016	Autumn 2016	Spring 2017
				6 days teacher assistant time @ £200 =£5700			