



Lambeth SACRE Annual Report 2016

**Lambeth Standing Advisory Council on
Religious Education**

Contact names and addresses

| | |
|--|---|
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Lambeth SACRE is a member of the National Association of SACREs

<http://www.nasacre.org.uk/>



Information about RE and the SACRE can be located on:

<https://www.lambeth.gov.uk/schools-and-education/lambeth-education/religious-education-in-lambeth-schools>

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1 Overview

SACRE Meetings

| | |
|---------------------------------|---|
| 2 nd March 2016 | Elmgreen School |
| 14 th June 2016 | Lilian Baylis Technology School |
| 19 th September 2016 | St Leonard's Church of England Primary School |

Agreed Syllabus Conference Meetings

| | |
|-------------------------------|---------------------------------|
| 2 nd March 2016 | Elmgreen School |
| 13 th April 2016 | International House |
| 14 th June 2016 | Lilian Baylis Technology School |
| 8 th November 2016 | International House, Brixton |

This year Shaun Burns was re-elected Chair of both the SACRE and the ASC.

Despite this being a time of change and a time of austerity both nationally and locally, SACRE members continued to engage in many activities to support their work. As well as attending the full SACRE and ASC meetings this year, members were involved in working groups and individual meetings.

Meetings were held in various educational venues to support SACRE's budget limitations. Visits to local schools have provided the opportunity to discuss the varied provision offered around the Borough and to talk about RE in each school. This helps SACRE members to understand more about local schools and how these work to provide quality RE.

During the year SACRE's clerk Marcia Corlis moved on from her role and SACRE welcomed Maria Gabrielczyk as their new clerk. Graham Jackson retired from his role in Lambeth and a new link Officer Rachael Norman was welcomed as SACRE's link to the Directorate of Children's services.

1.1 Foreword by the Chair of SACRE

I am delighted to introduce and present this Annual Report of Lambeth SACRE to you.

This is the first year for a long time that a full annual report has been produced of Lambeth SACRE's work and this is very appropriate, considering that SACRE is a statutory committee of the Local Authority and fulfils a vital function in supporting and monitoring Religious Education and Collective Worship for and within the LA.

As you will read, it has been a busy year for SACRE locally, not least because we are currently working on reviewing the locally Agreed Syllabus for RE. This has resulted in lively conversations between members and detailed consideration of the content of RE that should be taught in our schools.

Over the past year several key members of SACRE have left: Graham Jackson, representing the Director of Children's Services has retired; Marcia Corlis, long-standing Clerk to the SACRE has moved onto pastures new and Alex Carton, the Cathedral Education Officer of Southwark Cathedral and 1 of the Church of England representatives on SACRE has moved onto a similar role at Peterborough Cathedral. I thank them and all past members of Lambeth SACRE for their commitment and their work on SACRE.

We have welcomed some new members including Rachael Norman, to represent the Director of Children's Services and Maria Gabrielczyk, our new Clerk, both of whom have already proved to be efficient and insightful members of SACRE and I feel that we are fortunate to have them on the committee.

I would also like to thank all the members of SACRE who have faithfully stayed the course and continue to serve on SACRE, it is very important to have continuity as well as new members.

Special thanks must go to Denise Chaplin, our School Improvement Officer for Religious Education who advises SACRE. She has tirelessly advised the committee bringing her expertise and wisdom to inform and deepen the group's thinking and deliberations.

Thank you to all Lambeth schools for the RE that they teach, to our nominating bodies and to the LA for supporting the work of its SACRE.

Over the coming year we need to endeavour to fill our vacancies so that all our nominating bodies have their places filled, thereby ensuring that all faiths and other constituent bodies in Lambeth are represented fully.

If you are reading this Annual Report and interested in joining SACRE, do please get in touch to see if there is a current vacancy for the part of the Lambeth community that you are part of.

Sadly we end this year in a worse place than we began it nationally and globally, this reminds us that, perhaps, now more than ever RE matters. It can help sort

out and prevent the current ignorance, prejudices, divisions and misunderstandings that we are witnessing in our society and the world.

We all have a responsibility to ensure that the RE that is taught and learnt in Lambeth schools makes a positive difference to address and heal the divisions that are currently so prevalent in the world around us today.

Shaun Burns
Chair, Lambeth SACRE.

2. Religious Education

2.1 Locally Agreed Syllabus

This year an Agreed Syllabus Conference has been scoping out the work required to produce a new Agreed Syllabus for Lambeth schools. Several meetings have focused on the developing of the syllabus and SACRE members have liaised via email about the detail pertaining to different units and how they support the teaching of the different beliefs and non-religious world views.

2.1.1 Monitoring

The SACRE remains concerned about how to monitor both the quality of RE in Lambeth schools and the implementation of the Agreed Syllabus. SACRE members continue to investigate ways of monitoring RE that will be useful to teachers and to SACRE. Rachael Norman explained to SACRE what she had discovered in a scrutiny of school websites and ACRE receives exam data on public examinations.

2.1.2 Standards in Religious Education

Locally devised measures of pupils' attainment: Assessment Guidance

Revision of the Assessment Advice is part of the work for the Agreed Syllabus review

2.2 Religious Studies Performance in 2016

SACRE conducts an annual review of GCSE and A Level religious studies examination entries and outcomes.

GCSE Religious Studies

In March SACRE discussed the Public examinations 2015 led by Graham Jackson. SACRE members noted the data for long and short courses.

Graham verbally outlined the data and it was noted that generally girls out performed boys. The achievements of individual schools were scrutinised.

SACRE noted that academies stood out as having the lowest entries for RE and Dunraven was also low.

Where students do not opt to take RE at KS4, schools provide enrichment days and project work to meet their obligations. At Lillian Baylis school approximately 30 pupils opt out of RE.

The meeting noted that results at post 16 had improved slightly and that the A level results were nearer to the national average.

The Chair asked how the good news could be reported to schools. After discussion it was agreed that Graham would send a letter to Headteachers. The 2015 data report follows with the exam information and analysis for 2016 .

Religious Education GCSE results 2015

There were 1214 entries for GCSE RE in 2015 compared to 1268 in 2014 and 1408 in 2013. All entries were for the Full Course. There were no entries for the short GCSE course.

Overall Lambeth averages for GCSE A*-C results in RE have increased compared to last year and are now at 71% for A*-C grades compared to 68% in 2014. Results are now in line with national at A*-C grades (72%).

Individual Lambeth school performance ranged from 100% to 46% A*-C. Girls achieved 77% compared to boys at 63%. This broadly reflects the national pattern of attainment in terms of gender where girls nationally achieved 78% compared to boys at 65%.

When compared to other subjects RE continues to perform lower than overall Lambeth averages for English, but now performs slightly higher than history and significantly higher than geography.

| | | | Religious Studies | History | Geography | English |
|------------|---------|-------|-------------------|---------|-----------|---------|
| Lambeth | A* to C | Boys | 63 | 66 | 53 | 71 |
| | | Girls | 77 | 67 | 58 | 77 |
| | | All | 71 | 66 | 55 | 74 |
| | A* to G | Boys | 98 | 99 | 98 | 99 |
| | | Girls | 100 | 100 | 99 | 99 |
| | | All | 99 | 99 | 99 | 99 |
| National | A* to C | Boys | 65 | 65 | 66 | 67 |
| | | Girls | 78 | 73 | 74 | 82 |
| | | All | 72 | 69 | 69 | 75 |
| | A* to G | Boys | 97 | 97 | 99 | 99 |
| | | Girls | 99 | 99 | 99 | 100 |
| | | All | 98 | 98 | 99 | 99 |
| Difference | A* to C | Boys | -2 | +1 | -13 | +4 |
| | | Girls | -1 | -6 | -16 | -5 |
| | | All | -1 | -3 | -14 | -1 |
| | A* to G | Boys | +1 | -2 | -1 | 0 |
| | | Girls | +1 | -1 | 0 | -1 |
| | | All | +1 | -1 | 0 | 0 |

| School or college name | Number of students at the end of KS4 | Number entered full RS 2015 | % cohort entered for RS 2015 | % cohort entered for RS 2014 | % cohort entered for RS 2013 | Entry up or down on 2014 | Entry up or down on 2013 | A*-C full course (NA 72%) |
|-------------------------|--------------------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|--------------------------|--------------------------|---------------------------|
| Archbishop Tenison's | 93 | 88 | 95% | 91% | 99% | +4% | -4% | 69% |
| Bishop Thomas Grant | 170 | 170 | 100% | 100% | 96% | 0% | -4% | 69% |
| Dunraven School | 180 | 70 | 39% | 30% | 97% | +9% | -58% | 89% |
| Evelyn Grace Academy | 160 | 8 | 5% | 73% | 0 | -68% | -5% | 100% |
| La Re traite Roman | 147 | 144 | 98% | 99% | 99% | -1% | -1% | 89% |
| Lambeth Academy | 164 | 26 | 16% | 38% | 91% | -16% | -75% | 77% |
| Lilian Baylis | 118 | 71 | 60% | 43% | 41% | +17% | -19% | 75% |
| London Nautical | 105 | 80 | 76% | 0% | 0% | +76% | +76% | 61% |
| Norwood School | 132 | 27 | 20% | 92% | 85% | -72% | -65% | 78% |
| Platanos College | 191 | 155 | 81% | 88% | 84% | -9% | -3% | 63% |
| Saint Gabriel's College | 72 | 71 | 99% | 86% | 67% | +13% | +32% | 68% |
| St Martin in the Fields | 144 | 144 | 100% | 88% | 98% | +12% | +2% | 81% |
| Elmgreen School | 166 | 160 | 96% | 91% | 96% | +5% | 0% | 46% |

| Grade | Number Full Course | Full Course |
|----------|--------------------|-------------|
| Grade A* | 65 | 5% |
| A | 215 | 18% |
| B | 309 | 25% |
| C | 268 | 22% |
| D | 164 | 14% |
| E | 103 | 8% |
| F | 50 | 4% |
| G | 28 | 2% |
| U | 12 | 1% |

RE post 16

In 2014, 50 students across 6 institutions took AS level religious studies, with 40% achieving A-B and 90% achieving A-E grades. The national figures were 42% A-B and 91% A-E.

In 2015, 50 students across 7 institutions took AS level religious studies, with 94% achieving A-E grades and 42% achieved A-B grades. The national figures were 92% A-E and 43% A-B.

In 2014, 32 students across 7 schools were entered for A level RE. 94% of students achieved A-E grades, 19% achieved A-B grades and 13% A*/A grades. The national figures were 99% A*-E, 54% A*-B and 26% A*-A.

In 2015, 41 students across 6 schools were entered for A level RE. All students achieved A-E grades, 44% achieved A-B grades and 5% A*/A grades. The national figures were 99% A*-E, 55% A*-B and 24% A*-A.

Religious Education GCSE results 2016

There were 1219 entries for GCSE RE in 2016 compared to 1214 entries for GCSE RE in 2015, 1268 in 2014, and 1408 in 2013. All entries were for the Full Course. There were only 91 entries for the short GCSE course.

Overall Lambeth averages for GCSE A*-C results in RE have increased compared to last year and are now at 72% for A*-C grades compared to 71% in 2014. Results are in line with national at A*-C grades (72%).

Individual Lambeth school performance ranged from 98% to 41% A*-C. Girls achieved 77% compared to boys at 65%. Lambeth scores reflect the national pattern of attainment in terms of gender where girls nationally achieved 77% compared to boys at 62%.

When compared to other subjects RE continues to perform lower than overall Lambeth averages for English, but now performs significantly higher than history and geography.

| | | | Religious Studies Full | History | Geography | English |
|------------|---------|-------|------------------------|---------|-----------|---------|
| Lambeth | A* to C | Boys | 65% | 56% | 58% | 68% |
| | | Girls | 77% | 63% | 64% | 78% |
| | | All | 72% | 59% | 61% | 73% |
| | A* to G | Boys | 97% | 98% | 98% | 100% |
| | | Girls | 98% | 98% | 98% | 100% |
| | | All | 98% | 98% | 98% | 100% |
| National | A* to C | Boys | 63% | 60% | 60% | 66% |
| | | Girls | 77% | 68% | 68% | 78% |
| | | All | 72% | 66% | 66% | 73% |
| | A* to G | Boys | 97% | 96% | 98% | 99% |
| | | Girls | 99% | 98% | 99% | 99% |
| | | All | 98% | 97% | 99% | 99% |
| Difference | A* to C | Boys | +2% | -4% | -2% | +2% |
| | | Girls | 0% | -5% | +4% | 0% |
| | | All | 0% | -7% | -5% | 0% |
| | A* to G | Boys | 0% | +2% | 0% | +1% |
| | | Girls | -1% | 0% | -1% | +1% |
| | | All | 0% | +1% | -1% | +1% |

| School or college name | Number of students at the end of KS4 | Number entered full RS 2016 | % cohort entered for RS 2016 | % cohort entered for RS 2015 | % cohort entered for RS 2014 | Entry up or down on 2015 | Entry up or down on 2014 | A*-C full course (Nat 72%) |
|-------------------------|--------------------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|--------------------------|--------------------------|----------------------------|
| Archbishop Tenison's | 104 | 92 | 88% | 95% | 91% | -7% | 3% | 85% |
| Bishop Thomas Grant | 179 | 178 | 100% | 100% | 100% | 0% | 0% | 82% |
| Dunraven School | 177 | 65 | 37% | 39% | 30% | -2% | +7% | 89% |
| Evelyn Grace Academy | 175 | 63 | 36% | 5% | 73% | +31% | -37% | 98% |
| La Retraite Roman | 148 | 146 | 99% | 98% | 99% | +1% | 0% | 79% |
| Lambeth Academy | 165 | 44 | 27% | 16% | 38% | +11% | -11% | 77% |
| Lilian Baylis | 110 | 67 | 61% | 60% | 43% | +1% | +18% | 79% |
| London Nautical School | 101 | 7 | 7% | 76% | 0% | -69% | +7% | 71% |
| Norwood School | 129 | 31 | 24% | 20% | 92% | +4% | -68% | 81% |
| Platanos College | 186 | 171 | 92% | 81% | 88% | +11% | +4% | 58% |
| Saint Gabriel's College | 60 | 56 | 93% | 99% | 86% | -6% | +7% | 63% |
| St Martin in the Fields | 147 | 146 | 99% | 100% | 88% | -1% | +11% | 73% |
| The Elmgreen School | 167 | 153 | 92% | 96% | 91% | -4% | +1% | 41% |

| Grade | Number Full Course | Percentage Full Course | Number Short Course | Percentage Short Course |
|----------|--------------------|------------------------|---------------------|-------------------------|
| Grade A* | 122 | 10% | 1 | 1% |
| A | 224 | 18.4% | 5 | 5% |
| B | 293 | 24% | 14 | 15% |
| C | 238 | 19.5% | 21 | 23% |
| D | 147 | 12.1% | 14 | 15% |
| E | 83 | 6.8% | 15 | 16% |
| F | 61 | 5% | 8 | 9% |
| G | 21 | 1.7% | 12 | 13% |
| U | 30 | 2.4% | 1 | 1% |

RE post 16

In 2015, 50 students across 7 institutions took AS level RE, with 94% achieving A-E grades and 42% achieved A-B grades. The national figures were 92% A-E and 43% A-B.

In 2016, 86 students across 8 institutions took AS level, with 97% achieving A-E grades and 42% achieving A-B grades. The national figures were 93% A-D and 45% A-E

In 2015, 41 students across 6 schools were entered for A level RE. All students achieved A-E grades, 44% achieved A-B grades and 5% A*/A grades. The national figures were 99% A*-E, 55% A*-B and 24% A*-A.

In 2016, 39 students across 7 schools were entered for A level RE, with 92% achieving A-E grades, 44% achieving A-B grades and 18% achieving A*/A grades. The national figures were 99% A*-E, 54% A*-B and 24% A*-A.

2.3 Teaching

2.3.1 Methods of teaching - training

National information about courses organised, for example by the National Association of Teachers of RE, exam Boards, the Holocaust Memorial Day Trust, the Board of Deputies of British Jews and the London RE Hub have been circulated to schools

2.3.2 Methods of teaching - The choice of teaching materials

During the year schools were also sent information about national resources.

2.4 Other Information

2.4.1 Complaints about RE

No formal complaints about RE in Lambeth schools have been presented to the SACRE this year.

2.4.2 Membership

This year SACRE has seen some more membership changes and has been concerned to ensure regular attendance. SACRE is fortunate to have several established members who support new members when they join. The review of the SACRE Constitution will provide an opportunity to tighten up how absences are managed.

Training for new members has been provided on 2 occasions during the year.

3. Collective Worship

3.1 Advice

No Advice on Collective Worship has been issued this year.

3.2 Determinations

No schools applied for a Determination this year

3.3 Monitoring Collective Worship & Spiritual Development

Part of SACRE's role is to monitor the quality of Collective Worship in Lambeth schools.

The SACRE have also taken an interest in the British Values agenda and its link with SMSC, however they have expressed concern regarding the impact of the focus of the Prevent agenda on the Muslim community.

3.4 Other information

3.4.1 Complaints

There have been no complaints about collective worship in Lambeth schools this year.

4. Links with other agencies

4.1 National

Information from a number of contacts and bodies enables the SACRE to keep abreast of national initiatives and to be involved in developments.

4.1.1 The Association of RE Inspectors, Advisers and Consultants (AREIAC)

The Consultant RE Adviser supporting the SACRE is a member of AREIAC. AREIAC is an organisation for specialist educationalists, all qualified teachers, providing advice, challenge, leadership, training and support for multi-faith

religious education in schools and colleges.

AREIAC is a national institution with a regional structure working in close collaboration with RE professional bodies and other stakeholders. AREIAC is committed to the highest standards of continuing professional development and curriculum innovation.

AREIAC will continue to challenge and support government and other agencies to promote effective RE and to provide opportunities for the spiritual, moral, social and cultural development of young people.

This includes a strong commitment to anti-racism and community cohesion.

4.1.2 The National Association of SACREs (NASACRE)

Lambeth SACRE is also a member of the National Association of SACREs and its Adviser is on the Executive of that body. Two SACRE members attended the conference.

NASACRE 'Shaping the Future' Conference and AGM 2016 17 May, Westminster Central Hall

David Hampshire Chair of NASACRE, opened the meeting and welcomed all delegates, thanking people for travelling, many over long distance, to join the conference. He particularly welcomed and thanked keynote speakers Rt Hon Baroness Elizabeth Butler-Sloss GBE, who served as Chair for the recently published Commission on Religion and Belief (CORAB) in British Public Life, and Professor Adam Dinham, Professor of Faith and Public Policy at Goldsmiths, University of London, co-author of RE for REal.

The Rt Hon Charles Clarke (Visiting Professor, School of Politics, Philosophy, Language and Communication Studies, University of East Anglia) was present, joining the meeting for the first time as Patron of NASACRE.

Keynote Address and Questions

Rt Hon Baroness Elizabeth Butler-Sloss GBE spoke on the impact of CORAB. She shared highlights from the report, which indicates some current shortcomings

in RE, particularly related to community, diversity and the common good. She then answered a wide range of members' questions.

Keynote Address and Afternoon Seminar

Professor Adam Dinham spoke on The Future of Teaching and Learning about Religion and Belief referencing his RE for REal report and answering members' questions.

The afternoon seminar was called Shaping the Future – Evaluating the Recommendations. The aim of the seminar was to facilitate deeper understanding and clarity around the recommendations for SACREs as well as give NASACRE richer, nuanced feedback, with which to represent SACREs in the national debates around the future of RE.

Delegates were given a handout extracting the 5 Recommendations deemed to most directly impact SACREs and worked in small groups using pre-formatted discussion support/capture sheets that encouraged *clause by clause* evaluation of each recommendation. They were requested to develop sufficient consensus to score each element by their level of agreement with it. Each group was also invited to submit a question for the Panel of experts: Charles Clarke, Adam Dinham and David Hampshire.

Feedback – Mike Cullinane

Mr. Cullinane reported that there was an over generalisation about the legal requirement to have collective worship in schools instead it was just a time for reflection. Schools with religious character could still fulfil their mission.

Charles Clarke, the patron of NASACRE stated that there would be generously funded research from the government (£11m) over a two year period to look into Religious Education. There is a firm belief that there should be a national syllabus in Religious Education which all schools should follow whether they have religious worship or not. All accountability would rest with the Secretary of State. The message was clear that he is very supportive of RE in schools, and believes it is important that it remains, but the delivery of the RE has to change.

Richy Thompson informed SACRE that the RE Council has just set up a Commission on RE. This is a 2 year research project and will come up with recommendations on a syllabus. There will be a report after one year and then the final report. There will be evidence gathering sessions. It is an Independent Commission and it will make the recommendations for the contents of a National Curriculum.

In September SACRE voted favourably on the NASACRE revised constitution as requested in SACRE Briefing 12.

4.1.3 The RE Council of England and Wales (REC)

The work of the REC has been disseminated throughout the year to inform SACRE, faith communities and local schools. Several SACRE members are represented on the REC at different levels.

4.2 Local

SACRE members have links with local schools and faith communities.

5. SACRE Arrangements

5.1 Support

The SACRE is supported by a consultant RE Adviser, a Clerk and a local LA Education Officer. The London Borough of Lambeth meets salaries and administrative costs for these posts and a budget for the revision of the Agreed Syllabus.

5.2 Induction arrangements for new members

SACRE members are concerned to ensure that new members can understand SACRE's work and participate actively as soon as possible. Training sessions are provided twice annually for new or inexperienced members.

6. Other areas of work

6.1 Inclusion

In March Stuart Boffin, Head of school Inclusion visited SACRE and gave a verbal presentation to SACRE members on the role of School Inclusion.

SACRE members noted amongst other items:

Home educators and the law; parents can legally withdraw their children from school and home educate. The LA can attempt to visit but parents, particularly well educated parents who know their rights, can refuse entry. Further noted that this is an area that the government is seeking to tighten up with legislation. The meeting discussed issues that can be hidden behind doors and noted the extremes of children's educational experiences. Children with special needs were protected by enforcement under the safeguarding laws. The meeting noted PAN London meetings and alternative education groups that exist.

Mr Boffin stated that he had no experience of finding evidence of extremism. That an unfounded case had been reported but this was due to a building dispute, further reporting that the provision was a supplementary school with the best provision that he had ever seen.

SACRE members noted that teenage pregnancy was stable at 12 in the borough and that they were reducing permanent exclusions by working hard on managed moves between schools. Mr Boffin was glad to be invited to the meeting to raise awareness and for another set of eyes to report any safeguarding issues that can be followed.

He was asked for details of how he is communicating with faith groups and whether he was sharing why they are doing what they are doing and how it is done. Mr Boffin referred to links to the Prevent strategy nationally which is raising awareness.

The meeting was concerned about children who go missing by moving out of London and not registering elsewhere and generally discussed potential ways of tracking such as via child benefit noted that access to these systems are not national and the LA can only access their databases.

The Chair outlined that SACRE supports and endorses what the LA is doing and was pleased to note that it was not only linked to extremism but safeguarding children.

6.2 The Accord Inclusivity Award

This year Lambeth SACRE applied for the Accord Award which for one year only has focussed on the work of SACREs. This has given the SACRE Executive an opportunity to reflect on SACRE's work and priorities in order to lead conversations around this during the coming year and to refocus SACRE's work effectively.

6.3 SACRE Constitution

Lambeth SACRE are currently refreshing their constitution and protocols.

6.4 Ramadan Advice to Schools

Advice for schools about issues around children fasting during Ramadan was approved for schools and circulated in the schools' mailing.

The 2015 – 17 advice particularly raised the issue of Ramadan coinciding with the public exam period.

7. Appendices

Appendix A

Membership of Lambeth SACRE.

| | |
|---|---|
| Committee A: | |
| GROUP A: Faiths and other beliefs other than C of E Caribbean Hindu Pentecostal Humanist Buddhist Majority Black Churches - Roman Catholic Archdiocese Judaism Sikhism | Vacant since August 2016 Helen Mills Richy Thompson —Vice Chair Jo Backus Vacant since July 2016 Mike Cullinane Sandra Teacher Lady Kanwaljit Kaur Singh - |
| Committee B: | |
| GROUP B: Church of England Sarah Thorley Shaun Burns - Chair Susie Santoro | |
| Committee C: | |
| GROUP C: Teachers Pat Bennett - ATL Rep Jason McInnis – Secondary Teacher Marisa Rodgers -RE Teacher | |
| Committee D: | |

| | |
|--|-------------------------------|
| <p>GROUP D: LA</p> <p>Cllr Marcia Cameron Rachael Norman (representing the Director of Children's services) Denise Chaplin</p> | |
| <p>Co-opted:</p> | |
| <p>Prevent Officer</p> | <p>Steven Tippell</p> |
| <p>Observers:</p> | |
| <p>Assistant Director, Inter Faith Network UK</p> | <p>David Hampshire</p> |

Appendix B

Distribution of this report

The report is made available electronically to:

The Department for Education

The National Association of SACREs (NASACRE)

Lambeth SACRE members

Lambeth Council, Elected Members

Director of Children 's services

Teaching Unions in Lambeth

SACRE Nominating Bodies

The main Faith Groups in Lambeth

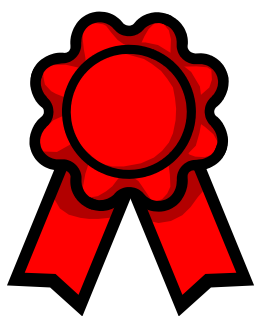
Ecumenical Borough Deans

All schools in Lambeth

Lambeth LA Website

Appendix C

Accord Award Application



Inclusive SACREs Award nomination form



believing in children, learning together

| | |
|--|--|
| SACRE name: | LAMBETH SACRE |
| Name and position of main contact for the Award: | SHAUN BURNS CHAIR |
| Main contact's telephone number and email address: | Tel: 02072349218 Shaun.Burns@southwark.anglican.org |
| Name and email of SACRE Chair (if different from above): | |
| Name and contact email of RE advisors, clerks or local authority staff/ officers that currently actively support the SACRE: | DENISE CHAPLIN denise.chaplin@lewisham.gov.uk RACHAEL NORMAN RNorman@lambeth.gov.uk CLERK: MARIA GABRIELCZYK MGabrielczyk@lambeth.gov.uk |

1. Contact details:

2. SACRE details:

Please provide the information listed below by either including a relevant hyperlink or indicating that the document is to be attached by email with this completed form.¹

¹ If only a paper copy can be submitted, please post it to the Accord Coalition at Unit A, 39 Moreland Street, London, EC1V 8BB.

| | |
|--|---|
| Copy of the current syllabus, and any accompanying guidance: | See SACRE pages on the Lambeth website – link below. The Agreed Syllabus Conference are working to produce a new syllabus for Lambeth schools |
| Copy of the SACRE constitution, along with any standing orders: | SACRE Constitution and Code of Conduct are attached to this Application Form |
| Link to SACRE website (if exists): | https://www.lambeth.gov.uk/schools-and-education/lambeth-education/religious-education-in-lambeth-schools |
| Link to last annual report: | The SACRE are currently working on the 2016 Report. (The previous occupant in post has retired). |

Please list the current membership of your committees A, B, C and D, or any members who are co-opted or attend regularly as an observer, and indicate for which party, tradition or interest group(s) they each represent. Feel free to also indicate any known vacancies.

| | |
|---|---|
| Committee A: | |
| GROUP A: Faiths and other beliefs other than C of E | |
| Caribbean Hindu Pentecostal Humanist Buddhist Majority Black Churches - Roman Catholic Archdiocese Judaism Sikhism | Vacant since August 2016 Helen Mills Richy Thompson —Vice Chair Jo Backus Vacant since July 2016 Mike Cullinane Sandra Teacher Lady Kanwaljit Kaur Singh - |
| Committee B: | |
| GROUP B: Church of England | |
| Sarah Thorley Shaun Burns - Chair Susie Santoro | |
| Committee C: | |

| | |
|--|------------------------|
| GROUP C: Teachers Pat Bennett - ATL Rep Jason McInnis – Secondary Teacher Marisa Rodgers -RE Teacher | |
| Committee D: | |
| GROUP D: LA Cllr Mohammed Seedat Rachael Norman (representing the Director of Children’s services) Denise Chaplin | |
| Co-opted: | |
| Prevent Officer | Steven Tippell |
| Observers: | |
| Assistant Director, Inter Faith Network UK | David Hampshire |

3. SACRE remit and resources: (no more than 250 words)

Please describe – in no more than 225 words – the characteristics of the area the SACRE covers and the number of schools that are currently required to adhere to its syllabus. This is also an opportunity to describe the access to subject expertise and the level of material support the SACRE receives, including from the local authority.

Lambeth is the second largest of the 13 inner London Boroughs with an official population in 2013 of 314,000. Covering around 10.5 square miles, it includes Waterloo, Vauxhall, Kennington, Brixton, Clapham, Stockwell, Norwood and Streatham.

Lambeth is the 5th most deprived borough in London and 14th most deprived in England. Divided into 21 wards, represented by 63 elected Councillors, Lambeth is extremely ethnically diverse - the world in one borough. Lambeth has been a destination for overseas immigration for much of the last 100 years with a low percentage of people with an English only identity.

Lambeth is a young borough. It has the second highest proportion of single people in the country, the second lowest proportion of married couples and is 6th highest for civil partnerships.

The proportion of people moving in and out of the borough is high, similar to much of inner London; approximately 12% of the population leave each year and are replaced by around 10% new arrivals. A significant number of children and young people are from refugee and asylum seeking families; this significantly affects pupil mobility.

There are 90 schools with a total of 35,891 pupils. Ten have academy status. Pupil population is very diverse with 58% of children and young people from Black and Minority Ethnic (BME) communities; 86% of pupils from a BME background. A significant number are children and young people from refugee and asylum seeking families. The Lambeth Pupil Survey 2014 recorded 150 languages in addition to English spoken in schools.

4. Implementation of being an inclusive SACRE: (no more than 850 words)

This is the most important section. The judges recognise there are many competing expectations and demands placed upon the subject. However they are especially interested in the way that the SACRE have sought to boost inclusion, community cohesion, mutual understanding and mutual respect between those of different religions and non-religious worldviews. Please provide specific examples of how these aims are met. It is also recommended to set out at least one innovative approach that has been particularly important or successful. Judges will be interested to find out how the Agreed Syllabus directly advances these aims, but other areas of the SACRE's work that could prove of interest include:

- building a relationship with local schools that are not required to follow the syllabus and forging partnerships with other agencies (such as local academy chains, multi-academy chains and faith school sponsors, or higher or further education providers)
- urging the local authority to ensure that the membership of the SACRE and Agreed Syllabus Conference is diverse and representative, including of the non-religious
- considering the views of pupils, or developing a Youth SACRE or RE Ambassador programme
- support and guidance to schools on making assemblies and/or provision for SMSC development more inclusive

- creative use of Collective Worship determinations
- the production or commissioning of extra resources for teachers, such as with lesson or curriculum planning (please also submit these in digital copy - they will be treated with confidence and only shared amongst the judging panel)
- organising training for Governors or helping tackle gaps in training and Career Professional Development for teachers
- developing support and research networks
- celebrating successes by pupils and schools
- identifying an area of the SACRE's weakness and acting upon it
- targeted help to individual schools
- ideas and help for schools to advance their legal duties, including the Public Sector Equality Duty² and requirement to promote British Values and community cohesion

The Award judges are also interested in the provision of high quality RE more generally, so please consider drawing upon examples that highlight how the SACRE has helped in achieving this. Examples might include:

- new ways of working to alleviate the impact of local authority funding restraints
- sharing ideas and concerns with central government
- ensuring continuity, coherence and sustained learning for pupils moving between primary and secondary phases,
- promoting provision for short course or full RS GCSE and A level

Lambeth SACRE works in partnership with the LA to ensure its meetings are productive. It has strong professional support at all levels and wide representation of local faith and belief communities in its membership. A long standing member of the National Association of SACREs, Lambeth SACRE also has partnerships with faith and belief communities, local, regional and national e.g. the RC Archdiocese of Southwark, Southwark Anglican Diocese, the Board of Deputies of British Jews, and teacher associations. It works closely with the local Prevent Officer.

² The Public Sector Equality Duty was created by Section 149 of the Equality Act 2010 and came into force in 2011. It requires all public bodies and those carrying out public functions to have due regard when carrying out their activities to helping eliminate discrimination, advance equality of opportunity and foster good relations between different people.

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

Several Lambeth SACRE members participate in national and regional activities including the RE Council, the South London Interfaith Group, attending events organized for Holocaust Memorial Day and the annual National Association of SACREs (NASACRE) conference. Members report back information to the SACRE; this shares responsibility through the membership and enables a high level of current information from the wider world of RE. Induction training is provided for new SACRE members in partnership with other local London Boroughs, this supports members further by extending their networks. SACRE has a code of conduct agreed in 2014. As well as attending the full SACRE meetings members engage in working groups and training events shared with other LAs. They are all members of the Agreed Syllabus Conference.

SACRE meetings are held in diverse venues, enabling members to be hosts and to support council budget pressures. When meetings are held in schools or faith venues, the host SACRE members share something about their work and community. Examples of venues have been Lilian Baylis school, Southwark Cathedral Education Department, Streatham Synagogue and the Jamyang Buddhist Centre in Kennington. Meeting in a range of venues also helps SACRE members to understand more how their diverse membership can support delivery of quality RE. Schools are encouraged to link with these to enrich curriculum provision, SACRE engages in self-evaluation and debates topics raised at national events, considering their practice in the light of issues raised. They are active members of NASACRE, receive reports from the APPG or the REC and respond actively to consultations, e.g. the APPG call for evidence on religious literacy.

Lambeth SACRE has regularly produced advice for local schools, on topics such as catering for the needs of Muslim pupils during Ramadan, "Opening the Window" a strategy for Visitors to schools, and Responding to Crises - a partnership document with Southwark Diocese and Greenwich LA initially responding to the murder of Drummer Lee Rigby in Woolwich, since refocused to support schools following other terrible events. SACRE's advice is offered to all schools in the LA. Including Academies. SACRE are currently engaged via an Agreed Syllabus Conference to secure a new 2017 Agreed Syllabus that will be relevant and continue to support the delivery of high quality RE to all young people.

SACRE notes standards in all schools, congratulating and supporting when required. During the current Agreed Syllabus Conference members work with teachers, other LAs and faith & belief communities to capitalise on skills, to hear opinions and possible concerns. They recently participated in a cross LA working group for KS 3 held with Lewisham and Greenwich LA.

On behalf of SACRE, the LA regularly circulates advice and signposts schools to national opportunities and support – e.g HMD resources and training events.

Having a new clerk this year, SACRE has taken stock of its position, is revising its constitution and members are supporting the clerk in trying to fill current vacancies. Full representation is a major target for this next year as is the completion and launch of the new Agreed Syllabus.

5: Evaluation and planning for the future: (no more than 200 words)

Where has the SACRE's work and implementation of its approach been most successful, and why? What lessons were learned? In what way was the SACRE's approach improved as a

result? What are major barriers to further improvement, and how might they be overcome? Have any ideas and recommendations be made for the next Agreed Syllabus Conference?

SACRE works best when members are informed and able to contribute effectively representing their interest group confidently. A regular training programme ensures members participate well from the start of their attendance. This also encourages individual members to propose agenda items and link SACRE to external initiatives in the LA and sponsoring groups. Partnership with other LAs links SACRE members to others from neighbouring SACREs; this gives them a colleague who can be a sounding board.

Encouraging visits to and partnerships with local places of worship is important to SACRE. For some years Learning Outside the Classroom has been part of SACRE's approach to RE and the 'Discover your Faith Neighbours' trail on the Sacred Spaces website was trialed and has subsequently been a catalyst to LoTC work in Lambeth.

<http://lotc.recouncil.org.uk/re-trails/trails/discover-your-faith-neighbours>

SACRE emphasise the importance of faith and belief contacts and networks in the new Agreed Syllabus, e.g. in the KS 2 Unit of understanding Faith in Lambeth.

One of SACRE's main priorities is to forge closer links with cross-council initiatives. This benefits the effectiveness of both SACRE's and the wider Local Authority's work and is reflected in the SACRE Self-Evaluation Toolkit as being a contributor to an effective SACRE.

Please return the completed nomination to paul@accordcoalition.org.uk

If you wish to submit further external or supplementary evidence for consideration by the judges, please consider including appropriate web links in this form. If you only have information as a hard copy then please consider scanning and uploading it online.