



# Ealing SACRE

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Annual Report  
September 2015 - August 2016

# SACRE ANNUAL REPORT

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## 1. Introduction

I have been pleased to continue as the Chair of Ealing SACRE this year. Its variety continues to be a challenge and a source of satisfaction to me.

This year Oliver Murphy has kindly joined the team of SACRE members who make time to visit schools, prepare and present reports to the meetings. Several schools have renewed their determinations and we have had the opportunity to hear presentations from the teachers of Dormers Wells Infant and Nursery School and Lady Margaret, Three Bridges, Clifton and Durdan's Park primary schools.



**Cllr Anthony Kelly**

RE in England and Wales appears to be undergoing wide review and change, as demonstrated by the publication of "A New Settlement: Religion and Belief in Schools" and "Re for Real: The future of teaching and learning about religion and belief." These reports have challenged the present settlement and proposed new ways forward. Whilst the policy actions are uncertain, if the reports' recommendations are implemented, they may transform the role of local SACREs.

We were also fortunate to discuss new forms of faith-making and living. This included an excellent presentation from Dr Dwyer (UCL) and Professor Gilbert (Royal Holloway) on "Making Suburban Faith," an Arts and Humanities Research Council funded project based in Ealing. This project explores the ways in which suburban faith communities create shared space, focusing on architectures, material cultures, rituals, music and performance.

I believe that shared religious spaces share a vision with SACRE to promote a religious education based on mutual knowledge, understanding and respect for human rights, which in my opinion is crucial when it comes to dealing with the challenges we might face in the borough in a post-Brexit environment.

Finally I would like to pay tribute and thanks on behalf of the SACRE members and the council to Nora Leonard who is retiring this year. Her role as the SACRE consultant has been invaluable to me and I wish her well in her next project.

If you wish to know more about the work SACRE please get in contact.

***Cllr. Anthony Kelly***  
**Chair of Ealing SACRE**

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## **2. Religious education**

- 2.1 Thirty schools completed a self-assessment monitoring return in 2015-16. A summary of the information collected can be found in appendix 1.
- 2.2 The 2015-16 examination results, along with a comparison to the previous year's results, can be found in appendix 2.

## **3. Reflection**

- 3.1 SACRE received applications from four schools requesting a renewal of an existing determination. Renewals were granted to:
  - Lady Margaret Primary School (October 2015<sup>1</sup>)
  - Dormers Wells Infants and Nursery School (February 2016)
  - Clifton Primary School (June 2016)
  - Durdan's Park Primary School (June 2016)

## **4. Links with other bodies**

- 4.1 SACRE continues its membership of the National Association of SACREs (NASACRE).

## **5. Other issues**

- 5.1 During the year, the SACRE consultant kept members informed of several significant developments at a national level which were likely to affect RE and SACREs. A summary report of these developments written by Ealing SACRE clerk Paula Portas can be found in Appendix 7.
- 5.2 The "Days of Observance" calendar was again produced for the use of schools and LA officers. This poster-sized calendar contains listings for many religious festivals and other dates of note. An on-line version, including informative articles about all of the observances mentioned, can be found on the Ealing Grid for Learning, [www.egfl.org.uk/religion](http://www.egfl.org.uk/religion).
- 5.3 The following members retired from SACRE during 2015-16:
  - Rabbi Janet Burden
  - Donald Burling
  - Cllr Alex Stafford
  - Cllr Charan Sharma

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<sup>1</sup> Lady Margaret PS was granted a provisional renewal, dependent on the outcome of Marianne Izen's visit to the school in November. The renewal was confirmed in February when Dr Izen gave her report.

5.4 In addition, SACRE welcomed several new members during the course of the year:

- Local authority committee: Cllr Abdullah Gulaid, Cllr Seema Kumar
- Church of England committee: Rev Karen Greenidge

## **6. SACRE arrangements**

6.1 Throughout the year, SACRE received professional support from Nora Leonard, SACRE consultant. Laurie Lyle, committee team member and Lee Teasdale, Ray Simpson and Paula Portas, democratic service officers, provided administrative and clerking support.

6.2 The LA continues to pay for membership of NASACRE and for limited attendance at conferences.

## Appendix 1

### Summary of monitoring results 2015-16

Schools participating	High Schools	Primary Schools		
	Brentside	Alec Reed Academy Allenby Beaconsfield	Gifford Greenwood Hambrough Hathaway John Perryn Mayfield Montpelier Perivale Petts Hill	St John's St Mark's Selborne Southfield Three Bridges Viking West Acton Wood End Infants
	Special Schools	Berrymede Infants Clifton		
	Belvue John Chilton Springhallow	Coston Derwentwater Downe Manor Drayton Green		
Strengths of RE provision				
Brentside HS	<ul style="list-style-type: none"> <li>Consistently outstanding results at A-level, recognised as good/outstanding compared to national outcomes.</li> <li>Extra-curricular opportunities such as debate club and festival club.</li> <li>Timetabled lesson for every student.</li> </ul>			
Belvue	<ul style="list-style-type: none"> <li>Subject specialist co-ordinator.</li> <li>Different faiths represented in student population.</li> <li>All teachers teaching RE 'good' to 'outstanding'.</li> </ul>			
John Chilton	<ul style="list-style-type: none"> <li>Collaborative working, depth of learning.</li> <li>Changes to curriculum to enable better progression.</li> </ul>			
Springhallow	<ul style="list-style-type: none"> <li>"The pupils' spiritual, moral, social and cultural develop is outstanding. Pupils are encouraged to reflect on their actions and their effect on others." (Ofsted March 2013)</li> <li>The new school building has a designated "faith" room designed for prayer, reflection and quiet time.</li> </ul>			
Alec Reed Academy	<ul style="list-style-type: none"> <li>Detailed, well thought out planning.</li> <li>Established links with grammar/spelling patterns.</li> <li>Visits and visitors linked with topic.</li> <li>Opportunities for writing.</li> </ul>			
Allenby	<ul style="list-style-type: none"> <li>Teachers' understanding of the subject.</li> <li>Lessons include "enquiry approach" to allow the children to deepen their understanding.</li> <li>Opportunities for children to develop positive attitudes and relate their learning in RE to their own experience.</li> </ul>			
Beaconsfield	<ul style="list-style-type: none"> <li>Celebration of all festivals – activities and assemblies.</li> <li>Staff diversity and knowledge</li> <li>Student diversity and knowledge.</li> </ul>			
Berrymede Infants	<ul style="list-style-type: none"> <li>Leadership and management of RE.</li> <li>Resources.</li> <li>External visits/visitors.</li> <li>Pupil voice indicating enjoyment.</li> </ul>			
Clifton	<ul style="list-style-type: none"> <li>We are a multi-cultural, multi- religion school and we celebrate, and learn about, most festivals from all religions.</li> <li>We teach our children to accept and appreciate everyone's different beliefs.</li> </ul>			

Coston	<ul style="list-style-type: none"> <li>▪ Regular, timetabled lessons across all key stages.</li> <li>▪ Weekly and longterm planning evident and on shared drive.</li> <li>▪ Termly assessment of children's progress.</li> </ul>
Derwentwater	<ul style="list-style-type: none"> <li>▪ Teacher assessment at the end of each topic.</li> <li>▪ Pupils' survey.</li> <li>▪ Final piece of work (SMSC included), e.g. invitation for a religious celebration.</li> </ul>
Downe Manor	<ul style="list-style-type: none"> <li>▪ Following Ealing scheme.</li> <li>▪ Visit to local mosque as part of year 5 Islam topic.</li> </ul>
Drayton Green	<ul style="list-style-type: none"> <li>▪ Content of lessons planned to provide memorable learning experiences</li> </ul>
Gifford	<ul style="list-style-type: none"> <li>▪ Range of religions taught.</li> <li>▪ Resources to support teaching.</li> <li>▪ Links to children's background/experiences.</li> </ul>
Greenwood	<ul style="list-style-type: none"> <li>▪ Willingness to accept others' beliefs.</li> <li>▪ Reviewed our Collective Worship Policy, as a result, reflections embedded in assemblies.</li> <li>▪ RE is taught according to the guidelines laid down by Ealing SACRE's agreed syllabus.</li> </ul>
Hambrough	<ul style="list-style-type: none"> <li>▪ Religious education lessons have a link to our Rights Respecting Schools initiative so the children are aware of their own and each other's rights. Through this they gain a respect for other people and for differing cultures.</li> <li>▪ After looking at planning and conducting work scrutiny it is apparent that teachers are beginning to use cross curricular links in their RE work.</li> <li>▪ The Ealing Agreed Syllabus gives teachers a clear overview and a balance of religious and humanistic approaches. Our more experienced teaching staff support new teachers to implement the RE curriculum. In all key stages they have a good balance of activities such as using drama and art to reflect the cross curricular links.</li> <li>▪ The school has a dedicated RE subject leader who monitors and evaluates provision and drives improvement. Parental support for RE is positive, with no withdrawal from RE lessons.</li> </ul>
Hathaway	<ul style="list-style-type: none"> <li>▪ All faiths and festivals celebrated.</li> <li>▪ Making links with local religious places of worship.</li> <li>▪ Inviting speakers in to speak about different world faiths.</li> <li>▪ Monitoring of coverage.</li> </ul>
John Perryn	<ul style="list-style-type: none"> <li>▪ Taught in all year groups, but more differentiated in ks2.</li> </ul>
Mayfield	<ul style="list-style-type: none"> <li>▪ SMSC provision</li> <li>▪ Assemblies</li> <li>▪ Cultural visits</li> <li>▪ Links to children's lives</li> </ul>
Montpelier	<ul style="list-style-type: none"> <li>▪ We use the Ealing scheme of work enhanced by visits to places of worship.</li> <li>▪ High quality class assemblies on aspects of the 6 major religions</li> </ul>
Perivale	<ul style="list-style-type: none"> <li>▪ Quality of resources</li> <li>▪ Scheme of work in place</li> <li>▪ Ealing Agreed Syllabus being followed</li> </ul>

Petts Hill	<ul style="list-style-type: none"> <li>Teaching of RE enables us to be inclusive of all our children's faiths and allows them to share their experiences.</li> <li>Use of ICT in teaching RE especially using Espresso, online stories, virtual tours of places of worship and seeing real life celebrations of special events and acts of worship.</li> <li>RE is well resourced with a selection of artefacts so that child can see and handle, when appropriate, items such as a Menorah.</li> <li>Cultural and religious special days and celebrations are acknowledged and learnt about throughout the school year. For example: Christmas, Diwali, Eid, St Patricks day , Chinese New Year etc.</li> </ul>
St John's	<ul style="list-style-type: none"> <li>Resources/artefacts</li> <li>SOW</li> <li>Children</li> </ul>
St Mark's	<ul style="list-style-type: none"> <li>All year groups visit a place of worship from the main faiths during their time at St Mark's.</li> <li>We follow Ealing's RE syllabus.</li> </ul>
Selborne	<ul style="list-style-type: none"> <li>Trips to different places of worship which tie in with long-term plans. All religions covered over school career.</li> <li>Celebration of all major religious festivals.</li> <li>Linking tolerance in RE with British Values teaching.</li> </ul>
Southfield	<ul style="list-style-type: none"> <li>The religions are taught throughout the school.</li> <li>There are cross-curricular links and topics are taught in the term which is relevant to a celebration.</li> <li>Our assemblies are also linked to key religious festivals.</li> <li>Some visitors from places of worship come and do an assembly.</li> </ul>
Three Bridges	<ul style="list-style-type: none"> <li>The commitment of all staff.</li> <li>Schedule of visits to places of worship; parents' commitment to this.</li> </ul>
Viking	<ul style="list-style-type: none"> <li>Celebrations from different faiths.</li> <li>Collective worship.</li> <li>KS1 lessons.</li> </ul>
West Acton	<ul style="list-style-type: none"> <li>Variety of trips and visits to places of worship.</li> <li>Participation in inter-faith week.</li> </ul>
Wood End Infants	<ul style="list-style-type: none"> <li>Children exposed to a range of religious practices and beliefs.</li> <li>RE is embedded in our school ethos.</li> </ul>
<b>Areas requiring development and how these are being addressed</b>	
Brentside HS	<ul style="list-style-type: none"> <li>Taking opportunities to support lower ability GCSE students to achieve their highest marks on 12 mark answers.</li> <li>Restructuring assessments to allow even greater numbers of students to achieve Level 8.</li> <li><i>Addressed by:</i> We have a scheme of work on religious leaders, but the latest agreed syllabus mentions modern leaders: this is something we will incorporate into the Y7 scheme of work. I feel the broad areas are being covered but there is some specific content we could build in: "the landscape of religious ideas in Britain", "the ability of sound and music to evoke awe" and "how individuals express their spirituality through creativity e.g. music." As a department, we will discuss ways of embedding these areas throughout the schemes of work, for example by embedding music into our lessons on religious festivals.</li> </ul>



Belvue	<ul style="list-style-type: none"> <li>▪ Lack of artefacts, clothing and resources.</li> <li>▪ Required to find a new exam for KS4 as our current exam will no longer be running after 2016.</li> <li>▪ <i>Addressed by:</i> Currently researching and buying a range of resources.</li> </ul>
John Chilton	<ul style="list-style-type: none"> <li>▪ Developing “I can” statements for assessment.</li> <li>▪ <i>Addressed by:</i> Working in new teams; collaboration.</li> </ul>
Springhallow	<ul style="list-style-type: none"> <li>▪ To celebrate further our cultural diversity.</li> <li>▪ To give pupils opportunities to explore their own and others views and to explore and develop moral concepts and values.</li> <li>▪ <i>Addressed by:</i> (not answered)</li> </ul>
Alec Reed Academy	<ul style="list-style-type: none"> <li>▪ Year 1 need to develop the quantity and quality of writing and rely less on worksheets.</li> <li>▪ <i>Addressed by:</i> Offering support during planning and sharing effective practice with other year groups.</li> </ul>
Allenby	<ul style="list-style-type: none"> <li>▪ Time limitations with curriculum demands in other subjects.</li> <li>▪ <i>Addressed by:</i> Through introducing cross-curricular studies for some lessons.</li> </ul>
Beaconsfield	<ul style="list-style-type: none"> <li>▪ Resources</li> <li>▪ Opportunities for trips and key speakers.</li> <li>▪ <i>Addressed by:</i> Teachers ordering new resources; SLT to organise trips.</li> </ul>
Berrymede Infants	<ul style="list-style-type: none"> <li>▪ Year 2 curriculum coverage spring/summer term (SATS have an impact on this).</li> <li>▪ <i>Addressed by:</i> Teacher/pupil surveys; monitoring of curriculum coverage; support at planning meetings and one to one; cross-curricular planning.</li> </ul>
Clifton	<ul style="list-style-type: none"> <li>▪ Teaching and learning of RE Curriculum</li> <li>▪ <i>Addressed by:</i> We have begun the process of looking at what is being taught through structured RE lessons, and how this reflects the Ealing syllabus for Religious education. We will begin to look at how we can take the curriculum and streamline it to work within our school.</li> </ul>
Coston	<ul style="list-style-type: none"> <li>▪ Updating assessment sheets and provision of relevant resources.</li> <li>▪ <i>Addressed by:</i> Currently devising a new assessment sheet for different year groups. Will ask staff what resources they require to teach RE, and order new resources.</li> </ul>
Derwentwater	<ul style="list-style-type: none"> <li>▪ Connecting community projects to the curriculum (e.g. religious sites).</li> <li>▪ Consistency in assessment across key Stages</li> <li>▪ Monitoring</li> <li>▪ <i>Addressed by:</i> Religious discussions occur through children’s experience outside of school. Pupil conferencing; visits to local places of worship in each year group; guest speakers</li> </ul>
Downe Manor	<ul style="list-style-type: none"> <li>▪ Quality of daily act of collective worship.</li> <li>▪ <i>Addressed by:</i> SMSC co-ordinator appointed. Action plan written and budget allocated to support teachers with planning and delivering daily act of collective worship.</li> </ul>
Drayton Green	<ul style="list-style-type: none"> <li>▪ Engagement of Muslim pupils when other faiths are discussed and/or taught.</li> <li>▪ <i>Addressed by:</i> Working with parent body.</li> </ul>

Gifford	<ul style="list-style-type: none"> <li>▪ Further links to groups needed (e.g. church, mosque, etc.), and using link to facilitate trips and visitors to school.</li> <li>▪ <i>Addressed by:</i> Links being made through staff members and community groups contacted.</li> </ul>
Greenwood	<ul style="list-style-type: none"> <li>▪ Visits to places of worship to be planned in teaching.</li> <li>▪ Child-friendly resources (books, websites, etc.)</li> <li>▪ <i>Addressed by:</i> Organise visits or visitors from outside of school to share their knowledge of religion; audit of resources.</li> </ul>
Hambrough	<ul style="list-style-type: none"> <li>▪ Increasing community involvement in RE through organised trips and outside speakers related to RE study units.</li> <li>▪ Planning to reflect pupil voice in terms of agreed success criteria.</li> <li>▪ Providing more opportunities for extended writing with regard to RE.</li> <li>▪ <i>Addressed by:</i> Subject lead organising RE speakers and trips for each year group; subject lead to continue with work / planning scrutiny and pupil voice activity to ensure success criteria are being co-constructed; linking to the school's Visible Learning programme.</li> </ul>
Hathaway	<ul style="list-style-type: none"> <li>▪ Linking RE to other curriculum areas such as writing.</li> <li>▪ Reflection time needed.</li> <li>▪ <i>Addressed by:</i> Reflection time to be a daily timetabled event; RE being linked to other areas of learning.</li> </ul>
John Perryn	<ul style="list-style-type: none"> <li>▪ Irregular book checks.</li> <li>▪ <i>Addressed by:</i> The new RE subject leader has been given some time to look at books from different classes.</li> </ul>
Mayfield	<ul style="list-style-type: none"> <li>▪ (Not filled in; was chased but no response.)</li> </ul>
Montpelier	<ul style="list-style-type: none"> <li>▪ Currently working on developing the curriculum leadership role for RE</li> <li>▪ <i>Addressed by:</i> SLT have updated the definition of the role and expectations and this is being shared with the coordinator through planned CPD.</li> </ul>
Perivale	<ul style="list-style-type: none"> <li>▪ We want our pupils to be able to learn lessons from religion rather than about religion.</li> <li>▪ <i>Addressed by:</i> Rather than teaching about religion, the curriculum has been developed in a way so that lessons will enable pupils to have a better understanding of what can be learnt from religion.</li> </ul>
Petts Hill	<ul style="list-style-type: none"> <li>▪ The use of assessment in RE</li> <li>▪ Making RE more creative in KS2 (for example, including arts and crafts where possible) (Note: respondent used an old form which did not have an 'addressed by' section.)</li> </ul>
St John's	<ul style="list-style-type: none"> <li>▪ Assessment.</li> <li>▪ <i>Addressed by:</i> RE co-ordinator to attend assessment course.</li> </ul>
St Mark's	<ul style="list-style-type: none"> <li>▪ Further monitoring of teaching of RE.</li> <li>▪ <i>Addressed by:</i> Book scrutiny, planning, scrutiny, pupil voice.</li> </ul>
Selborne	<ul style="list-style-type: none"> <li>▪ More use of actual artefacts.</li> <li>▪ More explanation to parents about curriculum content.</li> <li>▪ More use of pupil voice.</li> <li>▪ <i>Addressed by:</i> A resource audit and ensuring that these are linked to medium term plans; thinking as a whole school about how we can listen to pupil voice more.</li> </ul>

Southfield	<ul style="list-style-type: none"> <li>▪ Making sure RE is taught weekly.</li> <li>▪ Updating the curriculum so staff are teaching up-to-date plans.</li> <li>▪ <i>Addressed by:</i> Monitoring of RE including pupil voice.</li> </ul>	
Three Bridges	<ul style="list-style-type: none"> <li>▪ Some isolated reluctance from parents to allow children to visit places of worship.</li> <li>▪ <i>Addressed by:</i> Head meeting with all parents and ensuring that they can accompany their child on the trips.</li> </ul>	
Viking	<ul style="list-style-type: none"> <li>▪ Depth of learning in KS2.</li> <li>▪ <i>Addressed by:</i> CPD; possible new scheme.</li> </ul>	
West Acton	<ul style="list-style-type: none"> <li>▪ More consistency in the quality of evidence that is available to show that teaching is good.</li> <li>▪ <i>Addressed by:</i> Regular monitoring through learning walks and feedback to teachers.</li> </ul>	
Wood End Infants	<ul style="list-style-type: none"> <li>▪ Need to continue developing links with faith leaders.</li> <li>▪ <i>Addressed by:</i> DHT/AHT reaching out into the community in order to further develop links.</li> </ul>	
Is RE provision in the school compliant with the Ealing agreed syllabus?		29 yes
Additional comments	Brentside HS responded yes for KS4, and 'broadly' for KS3	
Is the school compliant as regards provision of the statutory daily act of reflection?		28 yes
Additional comments	St John's responded 'not daily'; Southfield did not respond.	
<b>Examples of how the school promotes SMSC</b>		
Brentside HS	<ul style="list-style-type: none"> <li>▪ An "international day", which celebrates different cultures and beliefs within the school, also raising lots of money for charity.</li> <li>▪ RS and Citizenship are both compulsory GCSE courses.</li> </ul>	
Belvue	<ul style="list-style-type: none"> <li>▪ Daily assemblies addressing a vast range of topics from 'respect and tolerance' to 'internet safety'.</li> <li>▪ Opportunities to flourish and take responsibilities for example school council, vertical tutor groups.</li> </ul>	
John Chilton	<ul style="list-style-type: none"> <li>▪ Assemblies are planned to cover all areas of SMSC.</li> <li>▪ Art topics use SMSC as a basis.</li> </ul>	
Springhallow	<ul style="list-style-type: none"> <li>▪ An SMSC online survey on the school website has revealed a very informative insight from 40 replies (see attached).</li> <li>▪ An SMSC Learning Walk was conducted in May 2015. Many positive observations were made by staff and governors.</li> </ul>	
Alec Reed Academy	<ul style="list-style-type: none"> <li>▪ Daily reflection at beginning of each day.</li> <li>▪ Following UNICEF Rights articles.</li> </ul>	
Allenby	<ul style="list-style-type: none"> <li>▪ Allenby School is the only Level 2 "Rights Respecting" school in the borough.</li> <li>▪ Philosophy for children has been introduced since 2015 and is currently being embedded.</li> </ul>	
Beaconsfield	<ul style="list-style-type: none"> <li>▪ Assemblies</li> <li>▪ Curriculum offer in RE, Geography, History, Art and DT promotes key aspects of life in Britain and exposes pupils to a wider culture than Southall.</li> </ul>	

Berrymede Infants	<ul style="list-style-type: none"> <li>▪ Links with parents and wider community is good.</li> <li>▪ Fostering good relations by celebration of different festivals, particularly through assemblies.</li> </ul>
Clifton	<ul style="list-style-type: none"> <li>▪ By celebrating all cultural events that are of interest to our children and their families.</li> <li>▪ Daily acts of reflection thinking about our lives and others around the world. From Nursery onwards we go on different trips which enrich the children's knowledge of the past and how our society has developed over time, and how it will continue to develop in the future.</li> </ul>
Coston	<ul style="list-style-type: none"> <li>▪ Daily assemblies with reflection.</li> <li>▪ Cultural and religious assemblies for different religious groups.</li> </ul>
Derwentwater	<ul style="list-style-type: none"> <li>▪ Trips to different places of worship.</li> <li>▪ Reflection room/wall of wonder.</li> <li>▪ Different topics taught (e.g. cultural and spiritual aspects of celebrations).</li> <li>▪ Assemblies.</li> <li>▪ Reflection time in all areas of the curriculum.</li> <li>▪ Themed days /weeks e.g. Remembrance Day, St George's Day</li> </ul>
Downe Manor	<ul style="list-style-type: none"> <li>▪ School council/sports crew/head boy and girl.</li> <li>▪ Language of the month.</li> </ul>
Drayton Green	<ul style="list-style-type: none"> <li>▪ We use our weekly 'Talk Topic' to discuss respectfully issues that arise in our local area that are cause for concern.</li> <li>▪ We have a yearly focus: this year is the year of 'Peace'.</li> </ul>
Gifford	<ul style="list-style-type: none"> <li>▪ SMSC questions posted in lessons and through display.</li> <li>▪ MESSC (Moral, Emotional, Spiritual, Social and Cultural) morning to focus explicitly on SMSC.</li> </ul>
Greenwood	<ul style="list-style-type: none"> <li>▪ Opportunities of SMSC highlighted in planning.</li> <li>▪ Through the daily assemblies.</li> </ul>
Hambrough	<ul style="list-style-type: none"> <li>▪ Year groups conducting assemblies throughout the year based on different religious and cultural festivals.</li> <li>▪ School Rules and Learning Dispositions promote value based qualities such as Respect, Honesty, Friendship and Tolerance together with Responsibility, Perseverance, Curiosity etc.</li> <li>▪ Weekly assemblies for each year group celebrate pupil achievements in all forms; academic and pastoral.</li> <li>▪ The school supports a variety of local, national and global charities and fund raising events in conjunction with our Rights Respecting School initiative.</li> <li>▪ <i>Going for Green</i> behaviour programme supports children's positive behaviour both in class and the playground. This is supported by pupil groups, mini mentors and playground leaders</li> </ul>
Hathaway	<ul style="list-style-type: none"> <li>▪ Good links with PSHE.</li> <li>▪ Plan visits to different places of worship.</li> </ul>
John Perryn	<ul style="list-style-type: none"> <li>▪ During PSHE.</li> </ul>
Mayfield	<ul style="list-style-type: none"> <li>▪ Values-led assemblies</li> <li>▪ Team Challenge Week</li> <li>▪ Playground leaders</li> </ul>

Montpelier	<ul style="list-style-type: none"> <li>▪ School ethos: BASICS Model (belonging, aspiration, safety, identity, challenge and success).</li> <li>▪ Weekly PHSCE lessons, with additional global focus.</li> </ul>
Perivale	<ul style="list-style-type: none"> <li>▪ SMSC provision is tracked in order to log activities, identify strengths in our provision and areas for development.</li> <li>▪ Opportunities for SMSC are planned for in lessons across the curriculum in addition to the RE/PSHE lessons.</li> </ul>
Petts Hill	<ul style="list-style-type: none"> <li>▪ Through the use of SEAL materials children explore social and moral issues and are given the opportunity to apply what they have learnt.</li> <li>▪ The schools 'Creative Curriculum', where appropriate, is inclusive of RE and also covers a range of cultural issues and provides many opportunities for SMSC.</li> <li>▪ The Christmas holiday project was based on a winter celebration and gave children an opportunity to share their culture or learn about another culture.</li> </ul>
St John's	<ul style="list-style-type: none"> <li>▪ Multi-faith assemblies</li> <li>▪ Photographs of children</li> <li>▪ Multi-lingual signs and books</li> </ul>
St Mark's	<ul style="list-style-type: none"> <li>▪ Through whole school assemblies, celebrate international evening, cultural story telling.</li> <li>▪ PSHE curriculum, student council.</li> </ul>
Selborne	<ul style="list-style-type: none"> <li>▪ Through our teaching – PSHE /British Values/You can do it keys to success.</li> <li>▪ Visitors coming into assemblies.</li> <li>▪ Community events; delivering food to local residents, e.g. during Harvest Festival.</li> </ul>
Southfield	<ul style="list-style-type: none"> <li>▪ Encourage learning partners, active learning and all children have an opportunity to give their points of view and listen to on another.</li> <li>▪ We also promote SMSC through our learning skills, PSHE and the International primary curriculum where we cover topics such as Fair Trade.</li> </ul>
Three Bridges	<ul style="list-style-type: none"> <li>▪ Developed links with local and international charities.</li> <li>▪ A weekly Manners Trophy awarded on pupil nomination.</li> </ul>
Viking	<ul style="list-style-type: none"> <li>▪ Anti-slavery workshops in Yrs 5&amp;6 (Just enough).</li> <li>▪ Language of the month assemblies led by children.</li> </ul>
West Acton	<ul style="list-style-type: none"> <li>▪ Values Tree and value of the month celebrated monthly.</li> <li>▪ Each year group attends a cultural visit, e.g. art gallery or theatre.</li> </ul>
Wood End Infants	<ul style="list-style-type: none"> <li>▪ We are a UNICEF Rights Respecting school.</li> <li>▪ Very active pupil voice, e.g. eco committee, school council and UNICEF steering group.</li> </ul>

	O	O-G*	G	S	I
Overall effectiveness of RE provided in the school	2	1	26	1	
Learners' achievement in RE	3	1	24	2	
Quality of teaching in RE	3	1	24	2	
Quality of the RE curriculum, including cross-curricular links	6		21	3	
Quality of leadership in, and management of, RE	3		23	4	

\* This category does not appear on the form, but was entered by three schools.

## Appendix 2

### Examination results for the academic year 2015-16<sup>2</sup>

GCSE Full Course Religious Studies 2016								
School Name	Year 11 NOR	Cohort entered		A*-C grades		A*-G grades		Attainment 8 score <sup>†</sup>
		#	%	#	%	#	%	
Acton High School	222	12	5%	4	33%	12	100%	3.9
Alec Reed Academy	149	12	8%	11	92%	12	100%	6.6
Brentside High School	213	67	31%	61	91%	67	100%	5.9
Cardinal Wiseman Catholic High School	291	287	99%	231	80%	285	99%	5.9
Dormers Wells High School	177	0	0%					
Drayton Manor Academy	228	37	16%	31	84%	37	100%	5.8
Elthorne Park High School	172	170	99%	117	69%	169	99%	5.2
Featherstone High School	237	234	99%	154	66%	229	98%	5.0
Greenford High School	230	163	71%	138	85%	162	99%	5.7
Northolt High School	209	67	32%	38	57%	67	100%	4.7
The Ellen Wilkinson School for Girls	214	166	78%	161	97%	166	100%	6.9
Twyford CE High School	193	192	99%	170	89%	192	100%	6.3
Villiers High School	209	161	77%	111	69%	160	99%	5.2
<b>Ealing total / average (2016)</b>	<b>2795</b>	<b>1569</b>	<b>56%</b>	<b>1228</b>	<b>78%</b>	<b>1559</b>	<b>99%</b>	<b>5.7</b>
Ealing total / average (2015)	2830	1636	58%	1363	83%	1632	100%	45.0
Ealing total / average (2014)	2880	1584	55%	1246	79%	1567	99%	44.3

<sup>†</sup> Point scores were discontinued from 2016 onwards. 2015 and prior, points as follows: GCSE full course is: A\* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16. Attainment 8 Scores for 2016 as follows: A\* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2 and G = 1

<sup>2</sup> All exam results are provisional, and will be updated in January with the results of any re-sits. The comparison figures for 2014 and 15 are final.

2014-2016 Comparison - GCSE Religious Studies (figures for 2016 are provisional)															
School Name	Year 11 NOR			Cohort entered			A*-C grades			A*-G grades			Average Points 2014 †	Average Points 2015 †	Attainment 8 2016*
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016			
Acton HS	240	210	222	11%	9%	5%	65%	79%	33%	100%	100%	100%	41.4	45.4	3.9
Alec Reed Academy	160	161	149	57%	56%	8%	87%	82%	92%	100%	100%	100%	45.9	44.9	6.6
Brentside HS	225	203	213	8%	9%	31%	100%	94%	91%	100%	100%	100%	49.0	47.7	5.9
Cardinal Wiseman Catholic High School	295	287	291	99%	99%	99%	69%	82%	80%	99%	100%	99%	41.1	43.9	5.9
Dormers Wells HS	178	181	177	8%	0%	0%	50%	N/A	N/A	100%	N/A	N/A	34.4	N/A	0.0
Drayton Manor Academy	235	233	228	51%	50%	16%	93%	91%	84%	100%	99%	100%	48.2	47.0	5.8
Elthorne Park HS	180	171	172	79%	96%	99%	90%	81%	69%	100%	100%	99%	48.1	44.3	5.2
Featherstone HS	237	237	237	100%	99%	99%	59%	74%	66%	95%	99%	98%	37.1	41.6	5.0
Greenford HS	239	234	230	11%	66%	71%	93%	87%	85%	100%	100%	99%	46.2	46.7	5.7
Northolt HS	231	212	209	30%	10%	32%	69%	71%	57%	96%	100%	100%	39.2	41.1	4.7
The Ellen Wilkinson School for Girls	214	207	214	79%	76%	78%	97%	99%	97%	100%	100%	100%	48.9	49.6	6.9
Twyford CE HS	186	190	193	98%	99%	99%	94%	90%	89%	99%	100%	100%	50.0	47.8	6.3
Villiers High School	261	231	209	75%	80%	77%	70%	75%	69%	100%	99%	99%	41.5	42.6	5.2
<b>Ealing total / average</b>	<b>2924</b>	<b>2818</b>	<b>2795</b>	<b>54%</b>	<b>58%</b>	<b>56%</b>	<b>79%</b>	<b>84%</b>	<b>78%</b>	<b>99%</b>	<b>100%</b>	<b>99%</b>	<b>43.9</b>	<b>45.1</b>	<b>5.7</b>

Key
Increase since 2015
Decrease since 2015
No change since, or no data for, 2015

#### Notes

† Point scores were discontinued from 2016 onwards so data only shown for 2014 and 2015. Each grade was accorded a certain number of points, which for the GCSE full course is: A\* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16.

\*Attainment 8 Scores for 2016 as follows: A\* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2 and G = 1



## *Summary*

The number of GCSE Religious Studies entries in 2016 dropped by 2% from 2015.

The percentage of students achieving A\*-C grades dropped by 6% to 78% in 2016 in comparison to 84% in 2015. The percentage of students achieving A\*-G grades dropped 1% in 2016 to 99%.

Featherstone, Cardinal Wiseman and Twyford continue to be the schools that enter most all of their pupils for GCSE Religious Studies (99%); Elthorne also now enter 99% of pupils, up 3% from 2015.

Ellen Wilkinson continue to have the highest percentage of A\*-C in GCSE Religious Studies with 97% achieving A\*-C in 2016.

### A-level religious studies 2016 (provisional)

Exam Type	School Name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average Points †
			#	%	#	%	#	%	
GCE A Level	Acton High School	105	2	2%	1	50%	2	100%	30.0
	Brentside High School	169	12	7%	9	75%	11	92%	31.7
	Cardinal Wiseman Catholic High School	229	24	10%	21	88%	24	100%	34.6
	Drayton Manor Academy	213	20	9%	11	55%	20	100%	28.5
	Elthorne Park High School	114	10	9%	8	80%	10	100%	36.0
	Featherstone High School	209	1	0%	1	100%	1	100%	40.0
	Greenford High School	316	11	3%	7	64%	10	91%	26.4
	The Ellen Wilkinson School for Girls	178	9	5%	9	100%	9	100%	35.6
	Twyford CE High School	297	32	11%	30	94%	32	100%	41.3
	Villiers High School	70	9	13%	6	67%	9	100%	27.8
	<b>Ealing average (2016)</b>	<b>1900</b>	<b>130</b>	<b>7%</b>	<b>103</b>	<b>79%</b>	<b>128</b>	<b>98%</b>	<b>34.0</b>
	Ealing average (2015)	1486	113	8%	88	78%	112	99%	222.7
	Ealing average (2014)	1418	125	9%	99	79%	123	98%	226.8

† Each grade is accorded a certain number of points. The points system changed in 2016 so is not comparable with previous years. For 2014-15 points as follows: GCE A-level is: A\* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. For 2016 points as follows: GCE A-level is: A\* = 60, A = 50, B = 40, C = 30, D = 20 and E = 10, and for GCE AS-level is: A = 25, B = 20, C = 15, D = 10 and E = 5.

### AS-level religious studies 2016 (provisional)

Exam Type	School Name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average Points †
			#	%	#	%	#	%	
GCE AS Level	Acton High School	105	4	4%	1	25%	3	75%	6.3
	Brentside High School	169	4	2%	3	75%	4	100%	16.3
	Cardinal Wiseman Catholic High School	229	11	5%	7	64%	11	100%	14.1
	Dormers Wells High School	121	3	2%	1	33%	3	100%	13.3
	Drayton Manor Academy	213	13	6%	4	31%	12	92%	10.4
	Elthorne Park High School	114	8	7%	3	38%	7	88%	11.3
	Featherstone High School	209	1	0%	0	0%	0	0%	0.0
	Greenford High School	316	4	1%	1	25%	4	100%	10.0
	The Ellen Wilkinson School for Girls	178	2	1%	1	50%	2	100%	12.5
	Twyford CE High School	297	12	4%	12	100%	12	100%	19.6
	Villiers High School	70	7	10%	1	14%	4	57%	6.4
	<b>Ealing average (2016)</b>	<b>2021</b>	<b>69</b>	<b>3%</b>	<b>34</b>	<b>49%</b>	<b>62</b>	<b>90%</b>	<b>12.4</b>
	Ealing average (2015)	1486	36	2%	19	53%	34	94%	98.333
Ealing average (2014)	1418	40	3%	24	60%	36	90%	98.25	

† Each grade is accorded a certain number of points. The points system changed in 2016 so is not comparable with previous years. For 2014-15 points as follows: GCE A-level is: A\* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. For 2016 points as follows: GCE A-level is: A\* = 60, A = 50, B = 40, C = 30, D = 20 and E = 10, and for GCE AS-level is: A = 25, B = 20, C = 15, D = 10 and E = 5.

### 2014-2016 Comparison - A-level religious studies (2016 results are provisional)

2014-2016 Comparison - A-level religious studies (2016 results are provisional)														
Exam Type	School Name	Year 13 NOR 2016	Entries			Total A* to C			Total A* to E			Average Points †		
			2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
GCE A Level	Acton High School	105	18%	9%	2%	50%	83%	50%	100%	83%	100%	195.0	200.0	30.0
	Brentside High School	169	12%	7%	7%	78%	86%	75%	100%	100%	92%	223.3	210.0	31.7
	Cardinal Wiseman Catholic HS	229	23%	13%	10%	89%	82%	88%	97%	100%	100%	222.0	225.0	34.6
	Dormers Wells High School	121	5%	13%	0%	100%	63%	0%	100%	100%	0%	250.0	221.3	0%
	Drayton Manor Academy	213	13%	7%	9%	71%	82%	55%	100%	100%	100%	221.4	223.6	28.5
	Elthorne Park High School	114	11%	10%	9%	80%	50%	80%	100%	100%	100%	216.0	215.0	36.0
	Featherstone High School	209			0%			100%			100%			40.0
	Greenford High School	316			3%			64%			91%			26.4
	Ellen Wilkinson School for Girls	178	10%	8%	5%	62%	90%	100%	100%	100%	100%	235.4	222.0	35.6
	Twyford CE High School	297	9%	14%	11%	96%	91%	94%	100%	100%	100%	257.0	242.8	41.3
	Villiers High School	70	9%	20%	13%	80%	36%	67%	100%	100%	100%	234.0	185.5	27.8
<b>Ealing</b>		<b>2194</b>	<b>9%</b>	<b>8%</b>	<b>7%</b>	<b>80%</b>	<b>78%</b>	<b>79%</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>	<b>226.8</b>	<b>222.7</b>	<b>34.0</b>

<b>Key</b>
Increase since 2015
Decrease since 2015

† Each grade is accorded a certain number of points. The points system changed in 2016 so is not comparable with previous years. For 2014-15 points as follows: GCE A-level is: A\* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. For 2016 points as follows: GCE A-level is: A\* = 60, A = 50, B = 40, C = 30, D = 20 and E = 10, and for GCE AS-level is: A = 25, B = 20, C = 15, D = 10 and E = 5.

### 2014-2016 Comparison - AS-level religious studies (2016 results are provisional)

Exam Type	School Name	Year 13 NOR 2016	Entries			Total A* to C			Total A* to E			Average Points †		
			2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
GCE AS Level	Acton High School	105	7%	6%	4%	50%	25%	25%	75%	100%	75%	78.8	81.3	6.3
	Brentside High School	169	1%	1%	2%	0%	0%	75%	100%	100%	100%	90.0	90.0	16.3
	Cardinal Wiseman Catholic HS	229	10%	8%	5%	33%	69%	64%	87%	92%	100%	84.0	93.8	14.1
	Dormers Wells High School	121	2%	0%	2%	100%		33%	100%		100%	135.0		13.3
	Drayton Manor Academy	213	3%	4%	6%	80%	33%	31%	100%	83%	92%	120.0	58.3	10.4
	Elthorne Park High School	114	0%	2%	7%		100%	38%		100%	88%		105.0	11.3
	Featherstone High School	209			0%			0%			0%			0.0
	Greenford High School	316			1%			25%			100%			10.0
	Ellen Wilkinson School for Girls	178	1%	1%	1%	100%	0%	50%	100%	100%	100%	112.5	10.0	12.5
	Twyford CE High School	297	5%	3%	4%	91%	71%	100%	100%	100%	100%	118.6	109.3	19.6
	Villiers High School	70	0%	5%	10%		33%	14%		100%	57%		95.0	6.4
	<b>Ealing</b>	<b>2194</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>62%</b>	<b>53%</b>	<b>49%</b>	<b>92%</b>	<b>94%</b>	<b>90%</b>	<b>98.3</b>	<b>87.5</b>	<b>12.4</b>

Key
Increase since 2015
Decrease since 2015

† Each grade is accorded a certain number of points. The points system changed in 2016 so is not comparable with previous years. For 2014-15 points as follows: GCE A-level is: A\* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. For 2016 points as follows: GCE A-level is: A\* = 60, A = 50, B = 40, C = 30, D = 20 and E = 10, and for GCE AS-level is: A = 25, B = 20, C = 15, D = 10 and E = 5.

## Summary

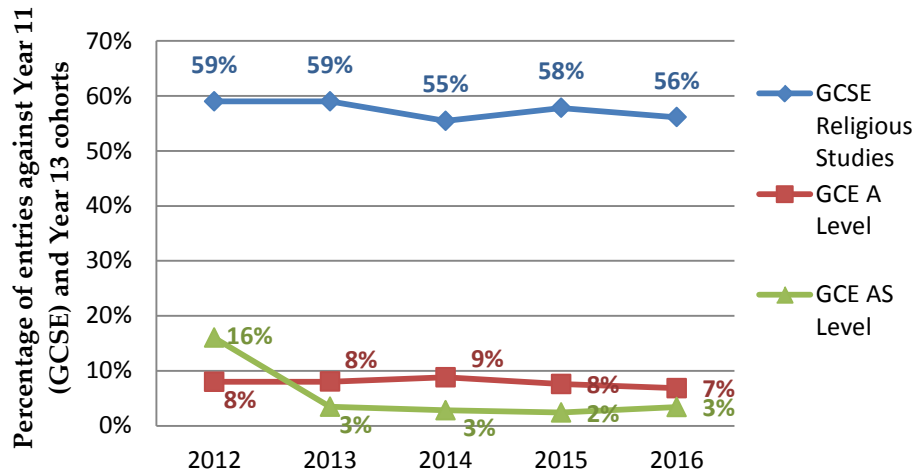
Overall the percentage of A Level students entered for Religious Studies dropped 1% from 2015 to 2016 to 7%. The percentage of AS Religious Studies entries rose from 2% to 3%.

A\*-C passes at A Level rose by 1% to 79%, and A\*-E passes dropped by 1% to 98%. A\*-C passes at AS level dropped by 4% to 49%, and A\*-E passes also dropped by 4%.

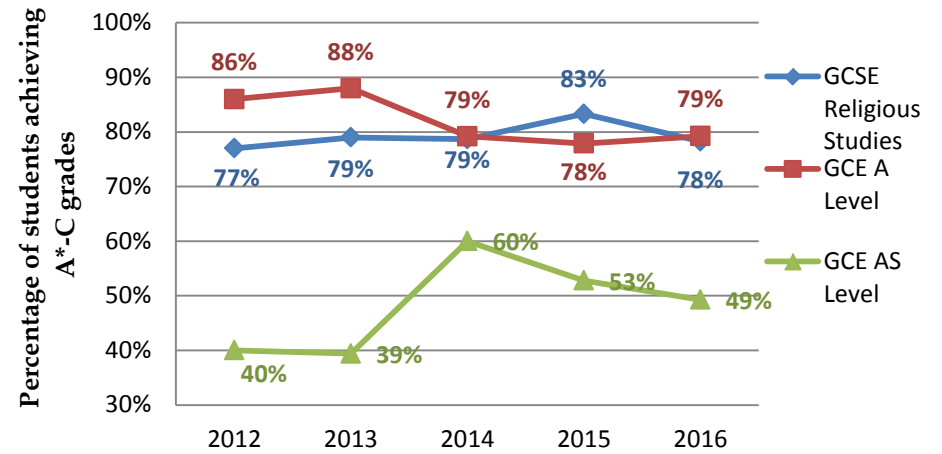
Villiers entered the highest proportion of pupils in A Level Religious Studies (13%); Cardinal Wiseman entered the highest percentage of pupils to the AS Level in Religious Studies (10%).

Twyford and Ellen Wilkinson achieved the highest percentage of A\*-C at A Level (94% and 100% respectively). Twyford also had the highest percentage of A\*-C at AS level (100%).

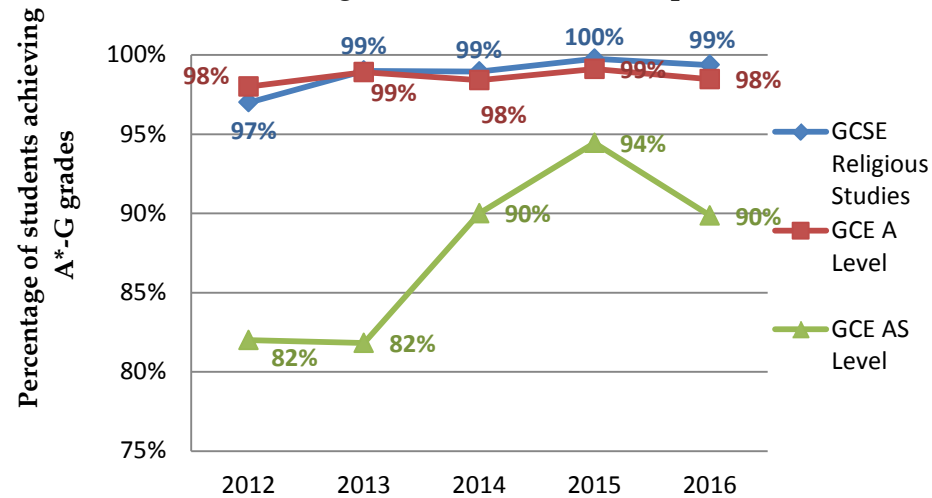
**Percentage of entries to Religious Studies courses  
2012-2016 (provisional)**



**Percentage of A\*-C grades achieved in Religious Studies 2012-2016 (provisional)**



**Percentage of A\*-G (GCSE) or A\*-E (A/AS level) grades achieved in Religious Studies 2012-2016 (provisional)**



**LA Group:**

Cllr Anthony Kelly (Chair of SACRE and LA group)

Cllr Tej Ram Bagha (from May 15)

Councillor Abdullah Gulaid (from May 16)

Cllr Swarn Singh Kang

Cllr Sanjai Kohli (from May 15)

Councillor Mrs Seema Kumar (from May 16)

Cllr Tariq Mahmood

Cllr David Millican

Cllr Aysha Raza

Cllr Charan Sharma (until May 16)

Cllr Alex Stafford (until May 16)

**Church of England Group:**

Rev Karen Greenidge (from May 16)

Rev Laurence Hillel

Dr Peter Hounsell

Mr Graham Marriner

Ms Christine Sawyer

Rev Grenville Thomas (until May 16)

**Other Faiths Group:**

African Caribbean Church - Rev L Crossfield (until May 16)

Baha'i - Ms Nadine Sayer

Mr Samuel Lyle

Buddhist - Dr C Amarasinghe

Free Church Federal Council - Mrs M McNeil

Hindu - Mr R Pathak

Humanist - Ms K Richardson (Chair of group)

West London Humanist & Secularist - Mr Oliver Murphy

Jewish - Dr M Izen

Islam - Sunni - Mr S Minhas

Mr N Sheikh

Liberal Jewish - Vacancy

Ramgarhia Sabha - Mrs B Lall

Mrs P Pank

Roman Catholic - Ms K Burke

Sikh Missionary Society - Vacancy

Sri Guru Ravi Dasia Sabha - Mr S K Dhanda

United Reform Church - Mr Donald Burling (until June 16)

Valmiki - 1 vacancy



**Teachers Association Group:**

NASUWT

- Mr Glen Burchell
- Ms Helen O'Neill (Chairman of Group)

PAT

- Liz Day (Vice-chair of SACRE)
- Rani McKay (until August 16)
- Kris Bolt
- Naheed Mir

**Co-opted Members**

Foundation Schools

- 1 vacancy

## Appendix 4

### Members attendance – September 2015 to August 2016

Key: ✓- Attended ✗- Absent S – Substitute		DATE OF MEETINGS		
GROUP	REPRESENTING	14 Oct 15	9 Feb 16	22 Jun 16
<b>LA GROUP</b>				
Cllr Anthony Kelly	Chairman of SACRE & LA Group	✓	✓	✓
Cllr Tej Ram Bagha		✓	✗	✓
Cllr Abdullah Gulaid	(from May 16)	-	-	✓
Cllr Swarn Singh Kang		✓	✓	✓
Cllr Sanjai Kohli		✗	✗	✗
Cllr Seema Kumar	(from May 16)	-	-	✓
Cllr Tariq Mahmood		✓	✗	✓
Cllr David Millican		✓	✓	✓
Cllr Aysha Raza		✓	✗	✓
Cllr Charan Sharma	(until May 16)	✓	✓	-
Cllr Alex Stanford	(until May 16)	✗	✓	-
<b>CHURCH OF ENGLAND GROUP</b>				
Rev Karen Greenidge	(from June 16)	-	-	✗
Rev Laurence Hillel		✓	✓	✓
Dr Hounsell		✗	✗	✓
Mr G Marriner		✗	✓	✓
Ms C Sawyer		✗	✗	✗
Rev G Thomas	(until June 16)	✗	✗	✗
<b>OTHER BELIEFS</b>				
Rev L Crossfield	African Caribbean Church	✗	✗	✗
Ms Nadine Sayer	Baha'i	✗	✓	✗
Mr Samuel Lyle	Baha'i (substitute)	✗	✗	✗
Dr C Amarasinghe	Buddhist	✓	✗	✗
Mrs Marion McNeill	Free Church Federal Council	✓	✗	✓
Mr R Pathak	Hindu	✗	✗	✗
Ms Kathleen Richardson	Humanist (and chair of group)	✓	✓	✓
Mr Oliver Murphy	Humanist	✗	✓	✓
Mr S Minhas	Islam – Sunni	✗	S	✗
Mr Naif Shaikh	Discover Islam	✗	✗	✗
Dr M Izen	Jewish	✓	✓	✓

Key: ✓ - Attended ✗ - Absent S - Substitute		DATE OF MEETINGS		
GROUP	REPRESENTING	14 Oct 15	9 Feb 16	22 Jun 16
Mrs B Lall	Ramgarhia Sabha	✓	✗	✓
Mrs P Pank	Ramgarhia Sabha	✗	✗	✗
Kim Burke	Roman Catholic	✓	✗	✓
Mr S K Dhanda	Sri Guru Ravi Dass Sadha	✗	✗	✗
Mr Donald Burling	United Reform Church	✓	✓	✓
TEACHERS' ASSOCIATIONS GROUPS				
Mr G Burchell	NASUWT	✗	✓	✗
Kris Bolt	PAT	✗	✗	✓
Liz Day	NAHT	✓	✓	✓
Rani McKay	PAT	✗	✗	✓
Naheed Mir	PAT	✓	✗	✗
Ms H O'Neill	NASUWT (Chairman of Group)	✗	✗	✗

*Appendix 5*

Number of pupils of each religion by school, May 2016

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other*	No religion	Unclassified	Total
Acton High School	522	12	38		600	9	50	112	4	1347
Alec Reed Academy	303	7	73		240	28	44	166	4	865
Brentside High School	460	13	140	5	475	70	19	156	5	1343
Cardinal Wiseman Catholic HS	1801	1	15		12	5		8	8	1850
Dormers Wells High School	214	3	222		627	184	5	35	4	1294
Drayton Manor Academy	496	13	61		604	50	16	235	74	1549
Elthorne Park High School	407	6	26	4	184	16	15	399	33	1090
Featherstone High School	130	1	166	1	857	382	5	12	3	1557
Greenford High School	400	9	256		731	293	30	72	2	1793
Northolt High School	309	12	75		223	26	13	126	72	856
The Ellen Wilkinson School for Girls	232	13	120	2	755	16	11	90	107	1346
Twyford CE High School	1123	11	27	5	179	10	6	100	46	1507
Villiers High School	226	5	211	1	456	224	30	7	16	1176
William Perkins CE High School	211	7	99	2	131	12	3	27	85	577
<b>High School Total</b>	<b>6831</b>	<b>113</b>	<b>1528</b>	<b>20</b>	<b>6069</b>	<b>1325</b>	<b>247</b>	<b>1545</b>	<b>462</b>	<b>18141</b>

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
Alec Reed Academy	191	4	60	1	214	17	16	139		642
Allenby Primary School	36	5	27		150	32	1	15		266
Ark Byron Primary Academy									59	59
Ark Priory Primary Academy									236	236
Beaconsfield Primary School	56	1	58		133	57		1		306
Berrymede Infant School	55	2	5		206	5	7	29	2	311
Berrymede Junior School	90	2	4		250	2	3	24	2	377
Blair Peach Primary School	28		173		223	88		2		514
Brentside Primary School	135	4	29		190	10	9	59		436
Christ the Saviour CE PS	763	1	6		22	3	12	3	1	811
Clifton Primary School	28		58		173	160		4	1	424
Coston Primary School	150	2	58		182	31	5	24	12	464
Dairy Meadow Primary School	58	4	79		202	137	2	11	2	495
Derwentwater Primary School	193	1	11		363	6	3	98		675
Dormers Wells Infant School	82	1	59		172	73	2	16	1	406
Dormers Wells Junior School	96	3	58		201	66	3	12	3	442
Downe Manor Primary School	123	6	35		185	21	9	81	3	463
Drayton Green Primary School	125	1	11		180	7	5	83	2	414
Durdan's Park Primary School	12	2	136		157	169	34	9	9	528
East Acton Primary School	69	1	7		193	2		24	32	328
Edward Betham CE PS	422	2	17		10	6	5	6	1	469
Featherstone Primary School	43	2	96		264	315	1	2		723
Fielding Primary School	373	14	26	8	130	8	15	340	8	922
Gifford Primary School	267	4	58		417	40		77	24	887
Grange Primary School	266	13	36	7	206	7	28	275	4	842

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
Greenwood Primary School	244	10	108		122	7	48	53	5	597
Hambrough Primary School	72	2	176		129	134	1	4		518
Hathaway Primary School	91		10		143	7	5	27	3	286
Havelock Primary School	40		53		178	173	34	3	1	482
Hobayne Primary School	261	1	24	3	182	11	11	177		670
Holy Family Catholic PS	269	2	1		25		1	22		320
Horsenden Primary School	288	18	204		278	13	8	62	22	893
John Perryn Primary School	131	4	3	1	239	2	26	42	2	450
Khalsa Primary School	2		6			450	4		2	464
Lady Margaret Primary School	66	7	163	1	253	173	3	4	8	678
Little Ealing Primary School	305	5	28	5	72	10	12	249	15	701
Mayfield Primary School	144	1	22		121	8	3	72	8	379
Montpelier Primary School	168	12	51	5	243	12	8	182		681
Mount Carmel Catholic PS	462							1		463
North Ealing Primary School	238	15	45	5	150	16	10	176	60	715
North Primary School	31	1	146		136	90	2	8	2	416
Oaklands Primary School	170	2	12		150	12	28	132	33	539
Oldfield Primary School	189	1	43		166	7	10	46		462
OLOV Catholic PS	465		1		1			1	1	469
Perivale Primary School	65	11	153		206	11	4	14	1	465
Petts Hill Primary School	68	7	36	1	89	13	12	32		258
Ravenor Primary School	186	5	66		245	40		79	14	635
Selborne Primary School	232	5	28		278	4	10	32		589
Southfield Primary School	197	1	6	1	175		11	102	41	534
St. Anselm's Catholic PS	251		7			1				259

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
St. Gregory's Catholic PS	635		1		2			1		639
St. John Fisher Catholic PS	452	1	1							454
St. John's Primary School	144	3	15		234	3	8	47		454
St. Joseph's Catholic PS	586				1			1		588
St. Mark's Primary School	222	6	6	2	60	18	1	123	2	440
St. Raphael's Catholic PS	22		3		6	8		17		56
St. Vincent's Catholic PS	605						2		1	608
Stanhope Primary School	471							2		473
The Holy Family Catholic PS	236	8	101		211	38	2	20	1	617
Three Bridges Primary School	101		37		219	64	2	29	10	462
Tudor Primary School	45		77	1	222	112	4		3	464
Vicar's Green County PS	103	7	92	1	156	4	6	9	1	379
Viking Primary School	66	3	16		129	12	13	38	3	280
West Acton Primary School	108	24	11		280	2	9	141		575
West Twyford Primary School	151	4	13		167		2	29		366
Willow Tree Primary School	203	12	65		254	16	51	159	2	762
Wolf Fields Primary School	45		53		157	114	20	14	43	446
Wood End Academy (Junior)	160	2	82		118	3	1	37		403
Wood End Infant School	165	6	78		93	2	5	49	2	400
<b>Primary School Total</b>	<b>12814</b>	<b>261</b>	<b>3150</b>	<b>42</b>	<b>10312</b>	<b>2852</b>	<b>537</b>	<b>3570</b>	<b>687</b>	<b>34227</b>

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion*	No religion	Unclassified	Total
Belvue School	50	3	16		54	13	1	21	1	159
Castlebar School	36	1	15		66	14	4	15		151
John Chilton School	32		8		30	9		11	1	91
Mandeville School	43	1	12		39	9	3	4	4	115
Springhallow School	43	1	4		26	4	1	8	4	91
St Ann's School	30	1	8		43	4	1	5		92
<b>Special School Total</b>	<b>233</b>	<b>7</b>	<b>63</b>		<b>258</b>	<b>53</b>	<b>10</b>	<b>64</b>	<b>10</b>	<b>698</b>
Ealing Primary Centre	11				2			5	1	19
Study Centre	44		2		26	3		24	2	101
<b>PRU Total</b>	<b>43</b>		<b>2</b>		<b>25</b>	<b>3</b>		<b>21</b>	<b>2</b>	<b>96</b>
Greenfields Children's Centre	20	2	29		61	77	2	4	3	198
Grove House Children's Centre	8		16		13	35	2		64	138
Maples Children's Centre	33	1	2		46		1	51	1	135
South Acton Children's Centre	39	1		1	95	2	7	3	52	200
<b>Nursery Total</b>	<b>99</b>	<b>4</b>	<b>47</b>	<b>1</b>	<b>215</b>	<b>114</b>	<b>12</b>	<b>58</b>	<b>120</b>	<b>670</b>
<b>All Schools Total</b>	<b>20021</b>	<b>385</b>	<b>4790</b>	<b>63</b>	<b>16879</b>	<b>4347</b>	<b>806</b>	<b>5258</b>	<b>1281</b>	<b>53832</b>

\* See appendix 6 for detail.



<b>Comparison of school population with 2011 census results</b>										
	<b>Total</b>	<b>Christian</b>	<b>Buddhist</b>	<b>Hindu</b>	<b>Jewish</b>	<b>Muslim</b>	<b>Sikh</b>	<b>Other</b>	<b>None</b>	<b>Not stated</b>
<b>Ealing schools, May 2016</b>	53832	37.2%	0.7%	8.9%	0.1%	31.3%	8%	1.5%	9.7%	2.4%
<b>Ealing schools, May 2015</b>	52528	37.5%	0.7%	9.1%	0.1%	31.7%	7.9%	1.4%	10%	2%
<b>England and Wales 2011 census</b>	56,075,912	59.3%	0.4%	1.5%	0.5%	4.8%	0.8%	0.4%	25.1%	7.2%
<b>Ealing, 2011 Census</b>	338,449	43.7%	1.2%	8.5%	0.3%	15.7%	7.9%	0.6%	15%	6.9%

*Appendix 6*

**Breakdown of detailed data received, May 2016**

	Other (not stated)	Humanist	Jain	Rastafarian	Ravidasian	Shinto	Zoroastrian/Parsee	TOTAL OTHER
<b>High Schools Total</b>	237	3		3		2	2	247
<b>Primary Schools Total</b>	508	2	9	8	3	6	1	537
<b>Special Schools Total</b>	10							10
<b>PRU Total</b>								
<b>Nursery Schools Total</b>	12							12
<b>All Schools</b>	767	5	9	11	3	8	3	806

## Appendix 7

### Changing times for RE and SACREs?<sup>3</sup>

A year has passed since our last annual report, and the 2015-2016 briefings have been dominated by the publication of a series of high-profile reports on RE that have challenged the present settlement and proposed new ways forward, albeit pointing in different directions.

This conversation started because of the generalised perception among the RE community that the 1944 RE settlement, at over 70 years, is now too old and it has been amended over time in a piecemeal and ‘kneejerk’ way (Dinham and Shaw, 2015; CORAB, 2015). All reports share the assessment that the present religion, belief and social landscape in Britain has markedly outpaced changes in education. This landscape is now made up, as Dinham and Shaw put it, of ‘more believing without belonging and more non-believing at all’ (Dinham and Shaw 2015). Moreover, this context—(less) Christian, (more) plural and secular—has been further complicated by recent structural changes to education, particularly since the introduction—and attempts at expansion—of Academies and Free Schools since 2010.

#### Timeline

15.06.2015	Publication of <i>A New Settlement: Religion and Belief in Schools</i> report authored by Charles Clarke and Linda Woodhead in the context of the Westminster Faith Debates.
2015 (no date)	NASACRE briefing on <i>A New Settlement: Religion and Belief in Schools</i> .
14.10.2015	Ealing SACRE meeting discusses NASACRE briefing on <i>A New Settlement: Religion and Belief in Schools</i> ; Nora Leonard asked to respond to NASACRE.
11.2015	Publication of <i>RE for REal: The future of teaching and learning about religion and belief</i> authored by Professor Adam Dinham and Martha Shaw at Goldsmiths University.
25.11. 2015	High Court decision in favour of three humanist parents who challenged the government’s relegation of non-religious worldviews in subject content for GCSC Religious Studies.
07.12.2015	Publication of <i>Living with difference: Community, diversity and the common good</i> . Report of the independent Commission on Religion and Belief in British public life (CORAB).
03.2016	Publication of <i>Educational Excellence Everywhere</i> whitepaper
22.05.2016	NASACRE AGM
01.06.2016	Meeting of All Party Parliamentary Group on RE

<sup>3</sup> Report by Paula Portas, democratic services officer and clerk to Ealing SACRE.

The RE world seems to be undergoing an *epistemic change*: a moment when old embedded thought structures about local determination, local authorities and SACRES, the role of faith communities in the subject and the meaning of knowledge in RE, its aims and identities, are being disrupted and challenged (Robson, 2015). Three interrelated factors have brought the RE world to the point where this discussion about legal and structural subject changes and a disruption of the status quo seems possible (ibid.):

- **Politics and policy changes:** the drive towards academisation has shaken assumptions about the statutory nature of RE and the right to withdraw. In addition, issues around OFSTED and what it should inspect has emphasized the question of whether RE is a special case. Many of these policy changes are disempowering local authorities.
- **Generational change:** many of the new RE leaders had their entire educational experience in a post 1988 Education Act context and their values and visions for the subject are different to those of previous generations.
- **Grassroots and social media:** the policy changes, leading to less support networks available to RE teachers, has led to the increasing numbers of grassroots hubs and to a growth of the numbers of RE teachers using online social spaces as opportunities to socialise with peers. This has brought a sense of community to these professionals, who would otherwise have been considerably isolated.

### *The New Settlement*

At the Westminster Faith Debates 2015, convened under the title 'Religion, Violence and Cohesion', Charles Clarke, former Education and Home Secretary, and Linda Woodhead, a leading sociologist of religion, launched their pamphlet *A New Settlement: Religion and Belief in Schools*. The report made a series of recommendations, among which it is worth mentioning the following:

- The current requirement in statute for an Act of Collective Worship should be abolished. The decision about the form and character of school assemblies should be left to the governors of individual schools and would be inspected by OFSTED.
- The curriculum for RE should be set in accordance with a nationally agreed syllabus determined by the Secretary of State in agreement with a newly created national SACRE.
- The right for parents to withdraw children from the curriculum should no longer exist, as it would have lost its 'instructional' or 'confessional' nature.
- All schools in England to use the nationally agreed syllabus.

In the authors' view, SACREs should be retained to provide a bridge between local faith communities and the school system as a whole. Their role should include a responsibility to *all* schools. They would:

- Contribute to regular recommendations of the national SACRE on the content of the national RE curriculum.
- Help implement the national RE curriculum locally.

- Promote the priorities of community cohesion and educating for diversity.
- Advise on the availability of religious instruction locally.

### *A response from NASACRE and local SACREs*

The wide ranging changes proposed in the report gave rise to lively discussions. NASACRE soon issued their own briefing on the key aspects of the document for local SACREs to debate, stressing how the changes proposed would impact on what SACREs do and what statutory powers, if any, would be retained.

Firstly, NASACRE noted, the abolishment of collective worship would do away with the need to have determinations, which have been an important responsibility for SACREs. In addition, leaving the decision about form and character of assemblies to school governors would raise the issue of how to ensure they act with due diligence. The risk, NASACRE pointed out, is that potentially the new settlement could have, as unintended consequence, the proliferation of narrower or partisan agendas.

Secondly, by agreeing a national curriculum on RE local authorities would no longer have to convene an Agreed Syllabus Conference. At a time of growing academisation—where schools increasingly do not have to follow the national curriculum—this suggestion might be void from start, a risk heightened later on by the publication of a white paper on education that explicitly called for the academisation of all schools in England. For local authorities and SACREs the main question arising from a national curriculum is whether this arrangement would still allow RE to reflect the local diversity in religious and non-religious make-up. In addition, there are issues around how the new national SACRE would be appointed. NASACRE's suggestion was to name the proposed 'national SACRE' as 'National Agreed Syllabus Conference' instead, to clarify the function of the body.

Thirdly, the function of local SACREs would become mainly advisory and there are questions as to whether they would be able to hold schools, academies and local authorities to account in ensuring the delivery of high quality RE and whether there could be a conflict with the role of OFSTED.

### *Ealing's response*

Ealing's SACRE debated NASACRE's briefing on the 'New Settlement' report in its meeting on the 14<sup>th</sup> of October 2015 and Nora Leonard, Ealing SACRE's consultant, sent a response to NASACRE on Ealing's behalf two days later. Overall, we stressed that we felt NASACRE was asking the right questions and expressed support to NASACRE's quest for answers. Ealing presented three specific concerns. Firstly, an unhappiness if the national curriculum were to become narrower than the advanced, diverse practice on RE and Reflection already existing in Ealing. In light of that possibility, we expressed the wish to maintain the parental right to withdraw. Finally we expressed a concern over the

possibility of the national curriculum becoming a carrier for an ideologically-laden 'British values' agenda.

### *RE for REal*

In November 2015 another high profile report, *RE for Real. The future of teaching and learning about religion and belief*<sup>4</sup> was published as part of this ongoing conversation about the future of learning about religion and beliefs in schools. This report was debated during Ealing SACRE's meeting on the 9<sup>th</sup> of February 2016.

From the results of their research project—based on interviews and focus groups with 331 teachers, students and parents in 19 schools—Dinham and Shaw made a series of recommendations which though chiming at times with those of Clarke and Woodhead were generally less prescriptive.

Dinham and Shaw found widespread support for a form of 'statutory national framework' to be applicable to all schools. However unlike Clarke and Woodhead's proposal, this framework was conceived as 'balancing shared national approaches with school level determination'. In relation to this framework, the role of SACREs (and other experts) should be reviewed, the authors say. Out of this review a panel to develop a national framework should be appointed, which would also consider the role of local education authorities and school level determination. The function of this national framework would be to make recommendations about the purpose, content and structures of teaching and learning. For Dinham and Shaw it was important that the content of RE should 'reflect the real religious landscape, as revealed by cutting edge theory and data in the study of contemporary religion and belief' (Dinham and Shaw, 2015: 28).

### *CORAB: Living with difference. Community, diversity and the common good*

Soon after the publication of *RE for REal*, on December 2015, the report from the Commission On Religion and Belief (CORAB) in public life, chaired by Elizabeth Butler-Sloss, also appeared. The remit of the independent commission, convened in 2013 by the Woolf Institute at Cambridge University, was broader than previous reports. It was tasked 'to consider the place and role of religion and belief in contemporary Britain and the significance of emerging trends and identities' and 'to make recommendations for public life and policy'.

The theme that recurs in this report is that of 'learning to understand and live with difference.' The commission posited a vision of a society 'at ease with itself' where differences enrich us and where every person and community could flourish. The recommendations of the commission were broad and touched a wide range of societal institutions—from education and religious authorities to the media and government

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<sup>4</sup> Report by Professor Adam Dinham and Martha Shaw at Goldsmiths University.

departments. Among them, they recommended that religion and belief literacy programmes and projects drafted by educational and professional bodies should apply to every section of society (e.g. news and other media personnel); that pupils in state-funded schools should have statutory entitlement to a curriculum on religion, philosophy and ethics; that schools of religious character should take steps to reduce selection of pupils and staff on grounds of religion and that the pluralist character of modern society should be reflected in civic events.

	SACREs	ASCs	RE	Collective worship
<b>A New Settlement: Religion and Belief in schools</b>	SACREs would remain to support RE locally	Abolished	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
<b>LIVING WITH DIFFERENCE community, diversity and the common good</b>	No comment is made on SACREs	Not mentioned in the report but to be abolished in light of national determination	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
<b>REforREal</b>	The need to review their purpose and remit	Abolished in light of the recommendation for a national curriculum framework for RE	Nationally determined	Mentioned in relation to learning in RE
<b>Mr Justice Warby</b>	Not a concern for this report	Religious education is different from religious studies and should include non-religious belief systems	Not a concern for this report	Not a concern for this report

**Table 1: Areas covered by some reports and the High Court judgement<sup>5</sup>**

*‘Educational Excellence Everywhere’ whitepaper*

The whitepaper on education published in March 2016 furthered the structural changes in education by calling for all schools in England to become academies. This change brings additional complexities to the delivery of RE and goes against the kernel common to all reports’ recommendations: the desire for a nationally agreed framework or curriculum on RE to all schools.

<sup>5</sup> NASACRE Briefing 10

## NASACRE AGM

Finally, in May this year Nora Leonard attended NASACRE's AGM, which on this occasion was dominated by this conversation on the future of RE and the role of religion and belief in British society. Thus, Baroness Butler-Sloss and Professor Adam Dinham, respectively chair and author of two of the reports mentioned above, were the keynote speakers.

Nora Leonard reported back to Ealing's SACRE that, thanks to the borough's diversity and the need to live in mutual respect, RE and reflection practice in Ealing was well ahead in the direction signalled by both speakers as being the most desirable and positive future in RE for all.

To sum up, the year was dominated by on-going in-depth discussions of the role of RE and religion in society that continue to challenge the inherited status quo. Most proposals had common themes—such as a national curriculum or framework for RE or the need for high quality training for RE teachers—at the same time as they proposed divergent solutions.

There is a proposal for consultation from the RE Council and the timetable for that will take us to mid-2018 (NASACRE briefing 10). Yet the legal and policy impact of the reports and discussions remains to be seen.

### References:

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