

Greenwich
time for children



SACRE
(Standing Advisory Council
Religious Education)

ANNUAL REPORT
2013-2014

SACRE is working in partnership with:



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Contact information

| | |
|--|--|
| Chair of the SACRE Jeff Laws <i>Contact via the clerk</i> | Vice-Chair of the SACRE Bob Love <i>Contact via the clerk</i> |
| Contact from Greenwich LA: Michele Holmes, PSHE Advisor Royal Borough of Greenwich, Children's Services michele.holmes@royalgreenwich.gov.uk Tel: 020 8921 6813 | |
| Clerk Carol Ladbroke Royal Borough of Greenwich, Children's Services 4th Floor, Professional Development Centre, Harris Academy Greenwich 1A Middle Park Avenue Eltham SE9 5HH carol.ladbroke@royalgreenwich.gov.uk Tel: 020 8921 5631 Fax: 020 8859 9101 | Consultant RE Inspector/ Adviser Denise Chaplin denise.chaplin@lewisham.gov.uk |

Greenwich SACRE is a member of the National Association of SACREs

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



Background and SACRE Meeting Dates

Background

Building on the work described in last year's Annual Report, SACRE has continued to make good progress on a number of areas of work as well as endeavouring to tackle challenges as detailed in this report.

SACRE members have participated in several national and regional activities including the events organized for Holocaust Memorial Day, the annual conference organised by the National Association of SACREs (NASACRE) including the NASACRE AGM and the launch of the All Party Parliamentary Group advice on Community Cohesion.

Meeting dates for year December 2013- December 2014

| | | |
|---------------|--------------------------------|-------------------------------------|
| Autumn Term | 11 th December 2013 | St Margaret's CE Primary school |
| Spring Term | 11 th March 2014 | Christ Church CE Primary School |
| Summer Term 1 | 8 th May 2014 | St Mary Magdalene CE Primary school |
| Summer Term 2 | 26 th June 2014 | Eglinton Primary School |
| Autumn Term 1 | 7 th October 2014 | Catford and Bromley Synagogue |
| Autumn Term 2 | 3 rd December 2014 | Ramgarhia Sikh Gurdwara |

An executive group meets prior to each meeting to review actions and plan the agenda.

I **Overview and Chair's introduction to the Annual Report**

Yet again, this year our business in SACRE has been very full. It has been heartening to see good attendance at our meetings with good representation in each group. Such good representation has helped our consideration of RE matters to be very balanced. This has benefited the schools and the teaching of RE within the borough.

Information provided from a variety of sources including the RE Council and NASACRE has been very helpfully presented by the borough's part-time adviser, Denise Chaplin. Her contribution to SACRE with the on-going support of the LA's officer, Michele Holmes, has enabled teachers to be well supported throughout the year.

Members of SACRE have been helped in their roles by specific targeted training. Meetings held in different faith community venues have also enriched our understanding of what pupils from those backgrounds experience.

Curriculum issues have been a significant part of our business. SACRE has used the successful bid to NASACRE and Westhill to provide good resources to primary schools working on the research unit in our Agreed Syllabus. Members have responded to the consultation on the revision of A Levels. One member addressed the primary heads about the Agreed Syllabus and gained their agreement in completing a questionnaire about RE.

Members have taken a keen interest in analysing the GCSE and A Level results. Their review comments can be found in this report. Particular note was made of the effects of government changes relating to the short courses, EBacc and the lack of monitoring of RE by OfSTED.

Our regular use of the Self Evaluation Toolkit has continued to challenged us to work towards developing even better provision for the teaching and monitoring of RE and our advice to the LA.

I trust you will find this report both positive and helpful.

Jeff Laws

Chair

2 Religious Education (RE)

2.1 The Locally Agreed Syllabus

The Agreed Syllabus for Religious Education was launched in 2011 and schools were notified of SACRE's expectation that they would be implementing it from September 2012.

2.1.1 Understanding Faith in Greenwich

Following training to support the Syllabus implementation, SACRE devised a bid to the National Association of SACREs (NASACRE) for funding to engage in a project to support schools in implementing the Key Stage 2 teaching Unit 'Understanding Faith in Greenwich'. The bid was successful and once the funding stream was clear, work on a suite of support materials began.

An event for primary school RE coordinators launched the materials developed with the NASACRE project money on Tuesday June 10th 2014 at The Slade Church.

At the event teachers were given:

- Their school's copy of the resource;
- A background to the NASACRE project;
- Information on making the most of a visit to a place of worship.
- An opportunity to network with each other and with SACRE members.
-

The launch was well attended

A day course engaging teachers in the use of 2 significant local Places of Worship is planned for 2015.

The Original Unit

| | | |
|--|--|--|
| Windows on Faith | Statutory Content – Key Stage 2 | |
| Understanding Faith in Greenwich | | |
| An opportunity for each school to design its own unique RE unit of work for Upper KS2 | | |
| Key questions to be addressed by this unit: | | |
| <ul style="list-style-type: none"> • what can we discover about the faiths and beliefs in our class and school? • what can we discover about the faiths and beliefs in the local community and Greenwich? • how have faith and belief communities in Greenwich changed over the past 50 years? • what are the reasons for changes in these communities in Greenwich? • how do faith groups work in partnership with each other and the local community? • how has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough? | | |
| Beliefs, teaching and sources – What do I believe in and where do these beliefs come from? <ul style="list-style-type: none"> • recall beliefs, teaching and sources of relevant faiths • identify key beliefs of smaller local communities, not previously studied, e.g. Rastafarianism | Practices and ways of life – How do I live my life? <ul style="list-style-type: none"> • are there any ways where practices and ways of life are shared with, or impact on, the broader community? • how have practices and experiences changed over the years? | Forms and expressing meaning – How do I show my belief? <ul style="list-style-type: none"> • how do faith communities show and share their beliefs and faiths in the wider community? • has this changed? • do people from the same faith do things differently because of their family's link to other countries, e.g. specific foods eaten at festivals? |
| Identity, diversity and belonging – What does it mean to be a member of my faith locally, nationally and globally? <ul style="list-style-type: none"> • to which communities do the class belong? • what communities make up the school, area and borough? • how has this changed in the past 50 years? | Meaning, purpose and truth – How does my faith help my understanding of life's journey? <ul style="list-style-type: none"> • how do faith communities support members of other communities when they have a need (times of celebration or crisis). | Values and commitment – What is important to me and my faith? <ul style="list-style-type: none"> • do you need to have a faith or belief to have values? • does the broader community link people of faith and belief with those that have no religious faith? |
| The 2011-16 Greenwich Agreed Syllabus for Religious Education | | 10.1 |

2.2 Standards in RE

During the year SACRE members were kept informed about local and national issues relating to RE and standards.

In December 2014 Ms. Chaplin reported on the Department for Education consultation on new GCSE and A Level specifications. Several SACRE members announced their intention to respond and expressed some concerns on the new specification proposals. SACRE members were asked to look at the consultation and reply individually online at www.gov.uk.

2.2.1 Monitoring the delivery of RE in schools

In October SACRE members discussed the difficulty of trying to monitor the teaching of RE in primary schools. Members agreed that it was important for SACRE to monitor the implementation of the Agreed Syllabus in Greenwich schools.

Mrs. Harrison had spoken on SACRE's behalf to all Head teachers at their Partnership meeting. She had explained that alongside Mr. Lunnon and Ms. Carney she was their SACRE representative and was happy to help.

Mrs. Harrison also circulated a questionnaire on behalf of SACRE to the Heads. In December she reported back the outcome. Some primary schools that responded to the questions are finding the Agreed Syllabus useful and are providing the statutory requirements for RE. Feedback from Primary RE Subject Leader network meetings agrees with this.

2.2.2 Initial Teacher Training at the University of Greenwich

Mr. Morgan informed SACRE that he is solely responsible for all RE teaching to under and post-graduate students. The allocated time has been reduced from 8 hours per cohort to 6 hours per cohort. The teaching has been condensed so that students learn how to teach RE through the use of artefacts, story and visits, i.e. the pedagogy rather than subject knowledge (content). Teachers are referred to various websites and books to increase their content knowledge of the lessons.

Mr. Morgan also confirmed that training in SRE (Sex and Relationships Education) is not offered to students.

SACRE members enquired on the situation relating to the core subjects and the allocation of time given to Maths and English in particular. Mr. Morgan confirmed that all foundation subjects are now grouped into one course with a pedagogical curriculum and one assessment. Higher priority is now given to Computing and PE.

SACRE members asked about the possibility of including a session on RE/SMSC within the NQT Induction Programme. Concern was also expressed that many teachers in their second year of teaching are given responsibility for a foundation subject. They appreciated that this is a national issue and not just in Greenwich.

2.2.3 GCSE Examination Results

Royal Greenwich SACRE annually undertakes a detailed analysis of performance in GCSE and A Level religious studies results.

Results 2013

In December 2013 SACRE members discussed the exam results from that summer.

GCSE

Locally, full course religious studies GCSE entries had decreased by 7% whereas nationally, the numbers had risen (by 11%). The number of short course entries decreased by around a third between 2012 and 2013, both locally and nationally.

SACRE were reminded that short course qualifications will not be counted by the DfE in performance tables from 2014.

National entries compared with local entries 2011-2013

| | 2011 | | 2012 | | 2013 | |
|---------------------|----------|-----------|----------|-----------|----------|-----------|
| | National | Greenwich | National | Greenwich | National | Greenwich |
| Full course | 199,752 | 803 | 216,373 | 917 | 239,409 | 853 |
| Short course | 233,998 | 915 | 211,269 | 655 | 150,621 | 434 |

GCSE Full Course Results

There had been a year on year improvement in religious studies A* - C grades since 2011; the performance of pupils taking either full or short course GCSEs in Royal Greenwich exceeded national performance for the first time in 2013.

Full course A* - C results compared to national

| | 2011 | 2012 | 2013 |
|------------------|-------|-------|-------|
| A* - C Greenwich | 68.4% | 70.6% | 76.4% |
| A* - C National | 73.2% | 73.6% | 72.1% |

Full course A* - G results compared to national

| | 2011 | 2012 | 2013 |
|------------------|-------|-------|-------|
| A* - G Greenwich | 96.3% | 97.3% | 98.8% |
| A* - G National | 98.4% | 98.5% | 98.3% |

In 2013, three schools did not enter any of their pupils for the full course qualification and a further three schools only entered a small proportion of their pupils.

GCSE Short Course

Royal Greenwich's A* - C performance for short course religious studies is slightly below national performance in 2013.

Short course A* - C results compared to national

| | 2011 | 2012 | 2013 |
|------------------|-------|-------|-------|
| A* - C Greenwich | 49.2% | 53.1% | 53.2% |
| A* - C National | 51.8% | 53.1% | 53.5% |

Short course A* - G results compared to national

| | 2011 | 2012 | 2013 |
|------------------|-------|-------|-------|
| A* - G Greenwich | 93.8% | 94.8% | 93.3% |
| A* - G National | 94.9% | 95.3% | 94.9% |

Although Crown Woods College did not enter pupils for the full course, a high proportion of their pupils were entered for the short course. Corelli College enters only a small number of pupils for either course whilst Woolwich Polytechnic enters a very small number of pupils for the full course only.

A Level results

Nationally, the number of A Level entries has risen steadily between 2011 and 2013, with 710 more students taking religious studies A Level in 2013 compared with 2011.

National entries compared with local entries 2011-13

| | 2011 | | 2012 | | 2013 | |
|--------------|----------|-----------|----------|-----------|----------|-----------|
| | National | Greenwich | National | Greenwich | National | Greenwich |
| A Level (A2) | 18,463 | 19 | 18,950 | 16 | 19,173 | 12 |

Nationally there has been a slight decline in the percentage of pupils achieving A* - C grades at A Level in religious studies from 80.4% in 2011 to 79.5% in 2013.

National performance by grade 2011-2013

| | No of candidates | A*/A | B | C | D | E |
|------|------------------|-------|-------|-------|-------|------|
| 2011 | 18,463 | 27.4% | 29.5% | 23.5% | 13.0% | 5.1% |
| 2012 | 18,950 | 25.5% | 29.3% | 24.5% | 13.8% | 5.5% |
| 2013 | 19,173 | 25.8% | 28.9% | 24.8% | 14.2% | 5.1% |

There continues to be only a small number of Greenwich schools delivering A Level courses in religious studies (two in both 2012 and 2013) which is more cost effective given the relatively low number of entries.

SACRE members expressed concern that three schools did not enter any of their pupils for the full course qualification, whilst some others only entered a small proportion of their pupils. They also noted that A level results show very small numbers being entered in Greenwich. SACRE members were reminded that Greenwich has no Catholic 6th forms and that Academies have a different accountability in relation to RE delivery.

SACRE were advised that the decision for a school to offer the full course is often dependent on league tables and whether the student is likely to get a good grade. SACRE members discussed the impact of early entry so that some children have taken their examinations by the end of year 10. SACRE also questioned what RE children receive in year 11 if they take early entry.

SACRE were reminded that the figures may not show children who had perhaps not had an opportunity to take the examination but who may have been taught the course and therefore are not included in the figures supplied.

SACRE members felt that there needed to be separate conversations with the individual schools to contextualise the results.

Exams in 2014

SACRE were presented with the annual report on Royal Greenwich schools' performance in Religious Studies. This annual review is of GCSE and A Level religious studies examination entries and outcomes, and forms part of the Performance Analysis Team's information gathering and monitoring of provision in schools.

Fourteen secondary schools returned data including all academies. Free School pupil intake is only up to Year 8 at the current time but Free School data will be included when the student reaches GCSE entry age. In the Royal Borough of Greenwich, 56% of Year 11 students were entered for full course GCSE in RE. This means that 44% may have taken the short course or no RE exam course. The full student cohort was 2143.

GCSE Full Course Religious Studies

There was a significant increase in Full course entries locally and nationally in 2014. The main reason was that many schools that previously taught short course religious studies qualifications will have moved to teaching full course qualifications. From 2013/14 short course qualifications were no longer recognised by the DfE in the Key Stage 4 headline measures of a school's performance.

National and local entries in GCSE Religious Studies 2012-2014

| | 2012 | 2013 | 2014 |
|--------------------|---------|---------|---------|
| National | 210,602 | 229,009 | 258,748 |
| RBG Average | 919 | 855 | 1,200 |

In 2014 headline 5+ A* - C including English and maths GCSE performance declined by 6% points locally and 7% points nationally due to curriculum reforms and changes in policy around early entries. Linked to this, religious studies GCSE A* - C performance declined by 1% point locally and 3% points nationally. RBG religious studies GCSE A* - C performance exceeded national performance by 4% points in 2014.

Full Course Religious Studies GCSE A* - C results compared to national

| | 2012 | 2013 | 2014 |
|------------------------|------|------|------|
| A* - C RBG | 71% | 76% | 75% |
| A* - C National | 74% | 74% | 71% |

Full Course Religious Studies GCSE A* - G results compared to national

| | 2012 | 2013 | 2014 |
|------------------------|------|------|------|
| A* - G RBG | 97% | 99% | 98% |
| A* - G National | 98% | 98% | 98% |

In 2014, four schools did not enter any of their pupils for GCSE religious full course and Woolwich Polytechnic just entered one pupil.

GCSE Short Courses 2014

Although from 2013/14 short course qualifications were no longer recognised by the DfE in the Key Stage 4 headline measures of a school's performance, there were still 211 entries in the GCSE short course religious studies exam; 202 entries at The John Roan, 4 entries at Crown Woods College (now Stationers' Crown Woods Academy), 4 entries at the Newhaven Pupil Referral Unit and 1 entry at Corelli College.

Short course national averages were not published by the DfE in 2014. The National Consortium for Examination Results (NCER) average for the GCSE religious studies short course is included as a benchmark.

The John Roan commented that the main focus is on students' enjoyment, skills and knowledge rather than results. The short course does not appear in league tables so there is no pressure from the Senior Leadership Team for results.

The results for the borough are broadly in line with the national NCER average.

2014 GCSE religious studies short course results by grade achieved

| School | A* | A | B | C | D | E | F | G | U | Total Entries | % A* - C | % A* - G |
|-----------------|----|----|----|----|----|----|----|----|----|---------------|----------|----------|
| Corelli College | | 1 | | | | | | | | 1 | 100% | 100% |
| Crown Woods | | | 1 | 3 | | | | | | 4 | 100% | 100% |
| Newhaven PRU | | | 1 | | 1 | | | 1 | 1 | 4 | 25% | 75% |
| The John Roan | 2 | 16 | 29 | 62 | 25 | 20 | 17 | 17 | 14 | 202 | 54% | 93% |
| Borough Average | 2 | 17 | 31 | 65 | 26 | 20 | 17 | 18 | 15 | 211 | 55% | 93% |
| National NCER | | | | | | | | | | | 53% | 95% |

A Level Religious Studies

Nationally, the number of A Level entries has risen steadily between 2012 and 2014 and results are broadly consistent year on year.

National and local entries in A Level Religious Studies 2012-2014

| | 2012 | 2013 | 2014 |
|-----------------|--------|--------|--------|
| National | 18,849 | 19,171 | 19,841 |
| RBG | 17 | 12 | 20 |

National performance (A* - A, A* - B and A* - E) 2012-2014

| | No of candidates | A* - A | A* - B | A* - E |
|-------------|-------------------------|---------------|---------------|---------------|
| 2012 | 18,849 | 26% | 55% | 99% |
| 2013 | 19,171 | 26% | 55% | 99% |
| 2014 | 19,841 | 26% | 54% | 99% |

Three Royal Greenwich schools delivered A Level courses in religious studies in 2014. This is cost effective given the relatively low number of entries. It is important to apply caution when looking at performance over time because of the low number of entries year on year.

A Level A* - B results

| School | 2012 | 2013 | 2014 | No of entries in 2014 |
|---------------------|-------------|-------------|-------------|------------------------------|
| Crown Woods College | N/A | N/A | 33% | 3 |
| Plumstead Manor | 50% | 17% | 67% | 6 |
| Shooters Hill | 100% | N/A | N/A | 0 |
| Thomas Tallis | 33% | 17% | 55% | 11 |
| RBG Average | 41% | 17% | 55% | 20 |

Table 10 A Level A* - E results

| School | 2012 | 2013 | 2014 | No of entries in 2014 |
|---------------------|-------------|-------------|-------------|------------------------------|
| Crown Woods College | N/A | N/A | 100% | 3 |
| Plumstead Manor | 100% | 83% | 100% | 6 |
| Shooters Hill | 100% | N/A | N/A | 0 |
| Thomas Tallis | 100% | 100% | 100% | 11 |
| RBG Average | 100% | 92% | 100% | 20 |

2.3 Teaching & resources

During the year SACRE members have been kept informed of RE initiatives, events and resources. Information has been made available to schools though, for example, the Children's Services Schools Bulletin and has included the NATRE RE Newsletters for Primary and Secondary Schools; Art in Heaven and CPD opportunities.

2.4 Complaints about RE

There have been no complaints about RE in Greenwich schools brought to SACRE this year.

3 Collective Worship

In May new members asked if Greenwich SACRE had circulated guidance on Collective Worship in schools, so in June SACRE members discussed with SACRE's current guidance and a draft policy that can be used as a template for individual schools.

3.1 Advice

The SACRE reviewed and made available its advice on collective worship this year. Subject leaders were also given a policy template to help with review of their policies.

3.2 Monitoring

SACRE's role is to monitor the quality of Collective Worship in local schools but notes with concern its limited ability to collect information to make a judgement.

3.3 Training

No training has been provided on Collective Worship for schools this year.

3.4 Complaints

There have been no complaints about Collective Worship brought to SACRE in this reporting year.

3.5 Determinations

No Determination applications have been received this year.

4 Links with other agencies

4.1 National

4.1.1 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 attend the RE Council meetings or are informed through their sponsoring group who have membership.

4.1.2 The All Party Parliamentary Group (APPG) for Religious Education

An All Party Parliamentary Group is a grouping in Parliament composed of politicians from all political parties and can include members of both the House of Commons and the House of Lords who meet together to discuss and promote an area of work or a particular issue of concern. Some relate to a particular country or subject - the topics reflecting parliamentarians' concerns. APPGs usually have officers drawn from the major political parties and aim to avoid favouring one political party or another, providing strength in depth and the ability to pass their messages across parliament. They discuss new developments and can invite government ministers to speak at their meetings.

During the year SACRE members were kept up to date with the progress of development of the All Party Parliamentary Group for RE.

The APPG Report 'The contribution of RE to good community relations' was published in March 2014. It drew on evidence from students, teachers, local authorities and organisations working on this issue at local, national and international levels. Ms. Chaplin attended the launch and presented a paper explaining the APPG Report.

The document has a sub-heading: 'Cohesive schools - Cohesive communities - Cohesive society' (the titles that were given to the evidence sessions) and it is arranged under three headings:

- The Implementation of Law and Policy
- Learning in Religious Education
- Teaching Religious Education.

Each includes, in brief, the evidence that was received and the desired outcomes that can arise; it is not the purpose of this paper to explain the process or to reiterate either the evidence or the outcomes but rather to offer a commentary and reflection on RE and its contributions to good community relations, with some further questions to complement those set out at the end of the summary report.

Section A 'The Implementation of Law and Policy' – evidence for how this might develop was expanded in the long report.

'Desired outcomes' refer to things that would make it better e.g. things that would increase the authority, credibility and efficacy of SACREs.

Mr. Laws noted that the document refers to annual reports of SACREs being analysed (page 2) and reported although it does not specify by whom and to whom. This highlights a gap SACRE felt, and could say that the DfE analyses reports, on the basis that they could give schools a stronger message on how they could and should improve RE in schools.

SACRE discussed how the desired outcomes are going to be measured and how SACRE would be accountable and it was suggested that these points could be raised at the NASACRE annual conference.

The section, 'Remaining Questions', led to a discussion about how faith groups might develop better understanding of RE curriculum content and how it supports community relations.

4.1.3 The National Association of SACREs (NASACRE).

Greenwich SACRE is a member of NASACRE. Mr Laws and Mrs Chaplin both attended the NASACRE Annual General Meeting, held at Methodist Central Hall, Westminster on Thursday 22nd May 2014 and reported back to SACRE.

The Keynote Address was given by Stephen Lloyd, MP, Chair of the All Party Parliamentary Group (APPG) on RE. He discussed his history of involvement in RE, the work of the APPG (such as their reports on teacher training and now on community cohesion), the importance of RE (the most important things for him being to take on misinformation about religions and beliefs and improve community relations) and the lobbying going on around the subject in the run-up to the election. He emphasise the importance of teaching children about all of the world's religions.

He encouraged SACREs to ask their local MPs to join the APPG if they have not done so. In the Question and answer session many people raised issues of SACRE resourcing (he suggested SACREs write to their MPs and ask them to get a briefing from him so that he can get them to tell the local authority to better support its SACRE). Other questions included whether there is a strategy to deal with negative media, having sufficiently qualified teachers, the importance of the child, and issues brought on by Academisation.

In the NASACRE business meeting, Chair Lesley Prior talked about local authorities not supporting SACREs, and explained she had written to the Government about it only to not get any support from them either. She encouraged SACREs to get MPs to talk locally about the importance of RE. She also discussed the RE Council's RE Subject Review and the issues around the supply of teachers.

There were 10 SACRE seminars showcasing effective practice and SACRE members discussed feedback on several with interest. SACRE heard the message in an address given by Helen Harrison, Vice Chair of the RE Council. She spoke about her experience in this role and on Lancashire SACRE. She talked about the REC's aims, vision and five year strategic plan and discussed the Subject Review and Curriculum Framework. Helen explained that the DfE has through the REC has now convened an expert advisory group, much as it has with national curriculum subjects. She also discussed how the REC is leading on the GCSE and A Level subject criteria review, a task given to it by the DfE and working with Ofqual and the awarding organisations. She talked more generally about the REC's work with the DfE and the regional hubs and the issues caused by Academisation.

Results of applications for Westhill/NASACRE Awards were announced and then Lesley Prior, Chair of NASACRE outlined 20 suggestions for SACREs that she had gathered over the course of the meeting. These included encouraging schools to apply for the RE Quality Mark; engaging with Academies and Free Schools; getting the council's Lead Member /scrutiny committee to consider and respond to the SACRE's annual report; holding SACRE meetings in schools, possibly with teacher training attached; approaching governors / the LA and / or ultimately the Secretary of State if schools are not providing RE or are being unhelpful; developing a working relationship with the local Interfaith group; linking to post 16 and / or Teacher Training establishments and finding out if there are any RE specialist leaders of education (SLEs) locally through the National College for Teaching and Leadership, as they could be good SACRE recruits (whether in maintained schools or Academies).

4.1.4 The Association of RE Inspectors Advisers and Consultants (AREIAC)

The RE Adviser supporting the SACRE is a member of AREIAC; information from this body informs SACRE's work.

4.1.5 Teachers' professional Associations

In May members were informed that the ATL Annual conference had carried the following resolution:

25 Religious education - carried

COMPOSITE From motions submitted by Berkshire and Wirral branches

'THAT Conference acknowledges that the proper and regular delivery of the RE curriculum is of great importance in a multicultural society where mutual knowledge and understanding of religious beliefs is essential in developing tolerance and social harmony.

Conference therefore urges the Executive Committee to promote the status of RE teachers and seek to ensure they have the correct level of funding, knowledge, and training and development'.

Proposer: Michael Freeman

Secunder: Rachel Razbully

This information was passed to SACRE Union representatives who subsequently contacted their own unions to encourage similar motions to be introduced.

4.2 Local

Several Greenwich SACRE members attend other SACREs and local Inter Faith Forums and therefore SACRE is informed by their ability to bring to the group information from other areas.

In 2013 The Chair advised that he had liaised with Malcolm Torrey and there had been agreement for a mutual representative for SACRE and the Greenwich Faith Community Leaders group. Mr. Duncan (Ba'hai representative) who is already a member of the GFCL agreed to take on this role.

In March Mr. Burns spoke about his attendance at the Holocaust Memorial Day ceremony at the Town Hall. Mr. Duncan attended a similar ceremony in Lewisham.

5. SACRE Arrangements

The SACRE's support is provided by an Administrator / Clerk; who provides a central contact for SACRE business, distributing papers for meetings and minuting the meetings.

SACRE is supported by an external RE Consultant Adviser / Inspector from another LA and an Officer from Greenwich Children's Services.

Salaries and administration costs for these posts and a budget for the work of SACRE and the Agreed Syllabus Conference were met by Greenwich Children's Services.

6. Other Work of the SACRE

6.1 Membership

During the year SACRE have endeavoured to fill vacancies and check up on absences. This had led to a series of quorate meetings and a reduction in vacancies.

6.2 Trojan Horse Conference

Organised by NASACRE and AREIAC, this conference in November sold out before Greenwich's applications could be made but members were reassured they would be able to apply to a second conference in the south after Christmas 2014.

6.3 SACRE Training

Members of SACRE who have attended conferences or national events have been asked to feed back to SACRE as part of the development of the whole SACRE membership.

SACRE members were invited to attend training on 15th September at Catford and Bromley Synagogue and/or on 16th September at Jamyang Buddhist Centre. Several members attended these events. Further training was provided on 22nd January at the Lewisham Civic Suite. Members reported that they had found these events very helpful.

Further training will be offered in the next reporting year.

6.4 Multi Faith Guidelines

Continuing the revision and updating of the Multi Faith Guidelines in partnership with other sections of the LA has been a priority for SACRE's work during the year.

6.5 Monitoring progress and effectiveness - SACRE self-evaluation

In March SACRE discussed Key Area 1 of the Reporting and Evaluating Toolkit – *Promoting improvement in the standards, the quality of teaching and provision in RE.*

Results were as follows:

Ia – RE provision across the LA - SACRE's work is Developing (with primary schools), Established (with secondary schools). Evidence – co-ordinator meetings, data received, good liaison with primary teachers and secondary teachers. SACRE does not have samples of work to assess the quality of provision. Section 48 reports for faith schools are sent to SACRE.

Ib – Standards of achievement and public examination entries – Established. Evidence – data received.

Ic – Quality of teaching and learning – Developing. (Mr. Duncan spoke about the OfSTED requirement under the new framework and the obligations towards SMSC.)

Id – Quality of leadership and management, including the provision and management of resources – Established. Evidence – network meetings have provided a lot of information about leadership and management.

Ie – Recruitment and retention of skilled specialist RE staff – Developing. Evidence we do not have a way to obtain this information.

If – Relations with academies and other non-LA maintained schools – Developing.

In May SACRE evaluated themselves in relation to Key Area 5 of the Reporting and Evaluating Toolkit – *Contribution of SACRE to promoting cohesion across the community*

5a – SACRE's membership 'How representative is SACRE's membership of the local community?' Still developing but some progress has been made. Still seeking representation from Hindu faith.

5b SACRE's understanding of the local area 'How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?' Established. SACRE is now linked to community faith leaders.

5c – SACRE's engagement with the community cohesion agenda. 'How much does SACRE understand the contribution which RE can make to a schools' provision for community cohesion?' Still advanced. Schools still promote community cohesion.

5d – SACRE's role within wider LA initiatives on community cohesion. 'How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?' Working towards advanced. SACRE members and its local authority officer representatives ensure that SACRE is aware of wider initiatives. SACRE would like to enhance this by strengthening its involvement and finding further ways to contribute.

Summary:

Successes/ What are we good at? Networking when opportunities arise. Developing membership.

Barriers to success: Lack of finance e.g. to support wider community projects. (should we look for funding opportunities?)

Areas for development/ Action points: Improve communication further with the local authority on events to which SACRE could be involved e.g. community events such as Holocaust Memorial Day. Look for possible funding streams. Make wider links with other groups and initiatives, which are relevant to the work of SACRE.

Standing Advisory Council on Religious Education

CONSTITUTION



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (GREENWICH SACRE)

The Council shall be called the Greenwich SACRE (Standing Advisory Council on Religious Education). It is established under Section 3.90 – 3.97 of the Education Act 1996 as amended.

Interpretation in this Constitution

‘Local Authority’ means Greenwich Council acting either independently or through Children’s Services.

‘The Council’ means Greenwich’s SACRE.

‘Member’ means a Member of SACRE and includes a substitute or co-opted Member.

All questions of Interpretation are governed by the ‘Interpretation Act’ 1978 as may be subsequently amended.

MEMBERSHIP

Current Membership of Greenwich SACRE

| COMMITTEE A – Other Christian denominations and other faiths represented in the LA. | |
|--|-------------------|
| African-Caribbean Churches | 1 representative |
| Baptist Churches | 1 representative |
| Bah’ai | 1 representative |
| Buddhism | 1 representative |
| Hinduism | 2 representatives |
| Islam | 2 representatives |
| Judaism | 1 representative |
| Methodist Church | 1 representative |
| Roman Catholicism | 1 representative |
| Sikhism | 2 representatives |
| Evangelical Churches | 1 representative |
| United Reformed Church | 1 representative |

COMMITTEE B – The Church of England

| COMMITTEE B – The Church of England | |
|--|-------------------|
| Southwark Diocese | 4 representatives |

COMMITTEE C – Teachers’ Professional Associations

| COMMITTEE C – Teachers’ Professional Associations | |
|--|-------------------|
| NAHT | 1 representative |
| NASUWT | 2 representatives |
| NUT | 2 representatives |
| SHN (Secondary Head’s Network) | 1 representative |
| University of Greenwich | 1 representative |

COMMITTEE D – The Local Authority

| COMMITTEE D – The Local Authority | |
|--|--|
| Elected Members | 3 representatives (2 lead, 1 min. party) |
| Local Authority | 1 representative |
| Consultant Inspector/Advisor to SACRE | 1 representative |

All members shall be delegates who are interested in education in general and religious education in particular.

Induction procedures and materials will be made available to all new members.

Delegates as Members shall remain until such time as they will have resigned or removed from Membership under the rules dictated by their Appointing Body of that class of Members or for any reason stated therein.

There can be a substitute Member nominated by the absent member (*or permanent substitute*) and notice of this substitution should be notified to the clerk of SACRE at least 6 hours in advance of the meeting.

If a Member is absent for 3 or more consecutive meetings for any reason not acceptable to the SACRE, the Clerk will initially write to ascertain continued interest and reinforce the importance of attendance. If a Member's absence persists, there shall be deemed to be a vacated place to be filled by the nominating body for that class of Members.

The Chair and Vice-Chair of the Council shall be chosen from Members of the SACRE and shall be elected at the first meeting in each education (academic) year.

In the absence of the Chair or Vice-Chair at any meeting the Council can elect one of its members to act as the Chair for that meeting.

A meeting will only be quorate if the following numbers of representative/s of the respective groups are present: ¹

- Group A - minimum of 4 representatives (one of whom should be from a faith other than Christianity)
- Group B - minimum of 2 representatives
- Group C - minimum of 2 representatives
- Group D - minimum of 1 representative

All members are entitled to speak and vote on any issue within their Group, but substitute or Co-Opted members may speak but not vote at any meeting. SACRE will always seek to reach decision on a consensus basis but when voting is to be exercised as only one vote is allowed from each group A, B, C or D as mentioned above.

Co-option – SACRE has the power to co-opt members as agreed by the majority of its members.

In the event of an equality of votes on any issue the Chair may exercise a casting vote.

The secretary/clerk of the SACRE shall be an employee of Greenwich Council.

¹ Representation to reflect full membership – subject to revision

THE DUTIES OF SACRE

- To advise the LA on such matters concerned with school worship and with Religious Education according to an Agreed Syllabus as the LA may refer to it or as SACRE may see fit. These matters might include, for example, the provision of in-service training (INSET), methods of teaching and choice of materials and the consideration of complaints should the LA so require. SACRE shall send a copy of advice on religious education in accordance with the current agreed syllabus to the Head Teacher of all schools within the borough.
- To receive, and determine whether an application from a Head Teacher to vary the requirement for collective worship, outlined by the law, is appropriate for the whole school or for groups of pupils.
- To publish an annual report outlining the advice given by SACRE to the LA and whether a Statutory Agreed Syllabus Conference was requested during that year. The report should broadly describe the nature of advice provided and, if such advice was in relation to matters not referred to SACRE by the LA, stating the reasons why such advice was offered.
- A copy of the report should be sent by SACRE to the National Association of Standing Advisory Councils on Religious Education (NASACRE).
- To require the LA to set up a Statutory Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary. (To note, if, in the opinion of SACRE, there should be a review of the Agreed Syllabus, voting will be restricted to Groups A, B and C only.)

To achieve the above, the SACRE may:

- monitor good practice in the delivery of the agreed syllabus in a range of ways and take note of any difficulties;
- disseminate good practice in the teaching of RE;
- review provision for in-service training and development;
- receive any school OfSTED RE inspection reports (Statutory Inspection of Anglican and Methodist School Reports) or School Improvement Partner feedback.

PROCEDURES

Dates

The dates of the main meetings will be decided at the last meeting in the education (academic) year.

Agenda

Matters for the Agenda of any meeting shall be sent to the Clerk at least 14 days in advance of the meeting.

The Agenda shall be distributed to reach Members at least 7 working days in advance of the next listed meeting.

Minutes

The draft minutes of meetings shall be circulated to Members within one month of the meeting taking place.

Chair of SACRE

On behalf of Greenwich SACRE

Dated: _____

Appendix B – Membership as at December 2014

| Group A | Representing | Name |
|---------|----------------------------|-----------------------|
| | African-Caribbean Churches | Pastor Segun Adenuga |
| | Bahai | Mr. Allen Duncan |
| | Baptist Churches | Vacant |
| | Buddhism | Mr. Keith Alker |
| | Evangelical Churches | Mr. Jeff Laws (Chair) |
| | Hinduism | Vacancy |
| | Hinduism | Vacancy |
| | Islam | Adel Khaireh |
| | Islam | Imam Swaleh Kabocho |
| | Judaism | Rev. David Rome |
| | Methodist Church | Ms. Lin Mannas |
| | Roman Catholic Church | Mr. Peter Finlay |
| | Sikhism | Prof. Harbhajan Singh |

| | | |
|----------------|----------------------------|-------------------------------------|
| | Sikhism | Mr. Balbir Singh Bakhshi |
| | URC | Vacancy |
| | | |
| Group B | The Church of England | Mr. Bob Love (Vice Chair) |
| | The Church of England | Mr. Shaun Burns |
| | The Church of England | Mr. Jeremy Lunnon |
| | The Church of England | Ms. Liz Newman |
| | | |
| Group C | Teachers in the LA | Ms. Claire Harrison |
| | | Ms. Emma Redman |
| | | Ms. Erin Sudds / Ms. Jo. Richardson |
| | | Ms. Ruth Handyside |
| | | Ms. Maggie Carney |
| | HE Co-optee | Mr. Robert Morgan |
| | | |
| Group D | The Local Authority | Cllr. Mandy Brinkhurst |
| | | Cllr. Clive Mardner |
| | | Cllr. Matthew Morrow |
| | | Ms. Michele Holmes |

Appendix C Exam results

Short course A* - C results by school 2011-2013

| School | 2011 | 2012 | 2013 | No of entries in 2013 |
|--------------------------|--------|-------|--------|-----------------------|
| Blackheath Bluecoat | N/A | N/A | N/A | 0 |
| Corelli College | 40.0% | 23.6% | 88.9% | 18 |
| Crown Woods College | 37.6% | 49.7% | 41.8% | 189 |
| Eltham Hill | 83.2% | 77.8% | 91.4% | 35 |
| Harris Academy Greenwich | 50.5% | N/A | N/A | 0 |
| Plumstead Manor | 0.0% | N/A | 0.0% | 13 |
| St Paul's Academy | N/A | N/A | N/A | 0 |
| St Thomas More | 100.0% | N/A | N/A | 0 |
| St Ursula's | N/A | N/A | N/A | 0 |
| The John Roan | 57.0% | 57.3% | 57.9% | 178 |
| Thomas Tallis | 64.3% | 50.0% | 100.0% | 1 |
| Woolwich Polytechnic | 39.3% | 66.5% | N/A | 0 |
| Charlton Park Academy | N/A | N/A | N/A | 0 |
| Moatbridge | 0.0% | 0.0% | N/A | 0 |
| Greenwich LA | 49.2% | 53.1% | 53.2% | 434 |

Short course A* - G results by school 2011-2013

| School | 2011 | 2012 | 2013 | No of entries in 2013 |
|--------------------------|--------|--------|--------|-----------------------|
| Blackheath Bluecoat | N/A | N/A | N/A | 0 |
| Corelli College | 87.4% | 91.8% | 100.0% | 18 |
| Crown Woods College | 94.9% | 95.4% | 91.0% | 189 |
| Eltham Hill | 99.2% | 97.8% | 100.0% | 35 |
| Harris Academy Greenwich | 95.7% | N/A | N/A | 0 |
| Plumstead Manor | 100.0% | N/A | 61.5% | 13 |
| St Paul's Academy | N/A | N/A | N/A | 0 |
| St Thomas More | 100.0% | N/A | N/A | 0 |
| St Ursula's | N/A | N/A | N/A | 0 |
| The John Roan | 91.4% | 91.3% | 96.1% | 178 |
| Thomas Tallis | 100.0% | 100.0% | 100.0% | 1 |
| Woolwich Polytechnic | 95.7% | 98.8% | N/A | 0 |
| Charlton Park Academy | N/A | N/A | N/A | 0 |
| Moatbridge | 100.0% | 66.7% | N/A | 0 |
| Greenwich LA | 93.8% | 94.8% | 93.3% | 434 |

A Level A* - E results 2011-2013

| School | 2011 | 2012 | 2013 | No of entries in 2013 |
|---------------------|--------|--------|--------|-----------------------|
| Blackheath Bluecoat | 100.0% | N/A | N/A | 0 |
| Corelli College | N/A | N/A | N/A | 0 |
| Crown Woods College | N/A | N/A | N/A | 0 |
| Plumstead Manor | 100.0% | 100.0% | 83.3% | 6 |
| Shooters Hill | N/A | N/A | N/A | 0 |
| The John Roan | N/A | N/A | N/A | 0 |
| Thomas Tallis | 87.5% | 100.0% | 100.0% | 6 |
| Greenwich LA | 94.7% | 100.0% | 91.7% | 12 |

A Level A* - C results 2011 - 2013

| School | 2011 | 2012 | 2013 | No of entries in 2013 |
|---------------------|-------|-------|-------|-----------------------|
| Blackheath Bluecoat | 0.0% | N/A | N/A | 0 |
| Corelli College | N/A | N/A | N/A | 0 |
| Crown Woods College | N/A | N/A | N/A | 0 |
| Plumstead Manor | 40.0% | 75.0% | 50.0% | 6 |
| Shooters Hill | N/A | N/A | N/A | 0 |
| The John Roan | N/A | N/A | N/A | 0 |
| Thomas Tallis | 50.0% | 66.7% | 83.3% | 6 |
| Greenwich LA | 42.1% | 68.8% | 66.7% | 12 |

Full course GCSE A* - C results by school 2012-2014

| School | 2012 | 2013 | 2014 | No of entries in 2014 |
|--------------------------|------|------|------|-----------------------|
| Blackheath Bluecoat | 46% | 64% | 68% | 92 |
| Corelli College | N/A | 100% | N/A | 0 |
| Crown Woods College | N/A | N/A | 69% | 200 |
| Eltham Hill | 96% | 100% | 96% | 52 |
| Harris Academy Greenwich | 41% | 95% | 89% | 28 |
| Plumstead Manor | 62% | 68% | 66% | 222 |
| St Paul's Academy | 77% | 77% | 83% | 142 |
| St Thomas More | 93% | 92% | 92% | 120 |
| St Ursula's | 92% | 96% | 95% | 111 |
| The John Roan | 68% | 67% | N/A | 0 |
| Thomas Tallis | 89% | 44% | 62% | 232 |
| Woolwich Polytechnic | 100% | 100% | 100% | 1 |
| Charlton Park Academy | N/A | N/A | N/A | 0 |
| Moatbridge | 0% | N/A | N/A | 0 |

| | | | | |
|------------------|-----|-----|-----|---------|
| RBG Average | 71% | 76% | 75% | 1,200 |
| National Average | 74% | 74% | 71% | 258,748 |

Full Course Religious Studies GCSE A* - G results by school 2012-2014

| School | 2012 | 2013 | 2014 | No of entries in 2014 |
|--------------------------|------|------|------|-----------------------|
| Blackheath Bluecoat | 90% | 99% | 100% | 92 |
| Corelli College | N/A | 100% | N/A | 0 |
| Crown Woods College | N/A | N/A | 97% | 200 |
| Eltham Hill | 100% | 100% | 100% | 52 |
| Harris Academy Greenwich | 98% | 100% | 100% | 28 |
| Plumstead Manor | 97% | 98% | 98% | 222 |
| St Paul's Academy | 99% | 98% | 98% | 142 |
| St Thomas More | 100% | 100% | 100% | 120 |
| St Ursula's | 100% | 100% | 100% | 111 |
| The John Roan | 88% | 100% | N/A | 0 |
| Thomas Tallis | 100% | 98% | 97% | 232 |
| Woolwich Polytechnic | 100% | 100% | 100% | 1 |
| Charlton Park Academy | N/A | N/A | N/A | 0 |
| Moatbridge | 80% | N/A | N/A | 0 |
| RBG Average | 97% | 99% | 98% | 1,200 |
| National Average | 98% | 98% | 98% | 258,748 |