

Borough of Barking and Dagenham

Standing Advisory Council on Religious Education (SACRE)

Annual Report 2016

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Introduction from the Chair of SACRE

Having been chair of SACRE for a brief period, I am sorry to say that I will be stepping down as I am moving to a new job in the autumn. I would like to thank all the committee members who have retired from the committee, namely, Reverend Lyn Hillier, Ms Jo Preston and Councillor John R White for their commitment and service over the years. I would also like to welcome Matthew Goodyear, representing primary heads, as a new member of the committee. I hope that SACRE will continue with its sterling work in monitoring and supporting the delivery of high quality RE and Collective Worship in the Borough. The SACRE has recently created a challenging and purposeful three-year development plan which will provide further direction for the role of the SACRE in supporting and developing the provision of RE in Barking and Dagenham. This outlines the role and support provided by the RE consultant, the provision of collective worship and the development of Agreed Syllabus support materials.

The RE consultant continues to facilitate termly networking meetings which are part of the NATRE local group network. The networking meetings have been very successful in providing opportunities for RE coordinators in Barking and Dagenham to continue to receive innovative support materials to be used alongside the current Agreed Syllabus.

The SACRE is very pleased with the standard of RE in schools. Teachers not only provide challenging and captivating RE lessons, which enable students to progress academically but they also develop the spiritual, moral, social and cultural aspect of every pupil.

I would like to thank the committee administrators for their hard work, and council representatives for the work they do to ensure that SACRE in Barking and Dagenham has the profile necessary to progress its work.

Reverend Y Gooljary, Chair of Barking and Dagenham SACRE

1 Religious Education

1.1 Standards in Religious Education

The SACRE continues to fulfil its responsibility to monitor standards and quality in RE, collective worship and spiritual development. Examination results at GCSE, A/S and A level are monitored as part of the Borough's overall monitoring and evaluation of standards. SACRE members receive regular reports on standards and quality of provision of RE at each meeting.

Schools provide a detailed report on the provision of RE which is presented annually as an item for the Directors Report to school Governing bodies. The provision of RE is continually improving across the Borough of Barking and Dagenham. This is being achieved by providing networking meetings and department self-assessment guidance which has been provided by the RE consultant.

Governors in maintained schools are reminded of the requirement to adopt the locally Agreed Syllabus and to receive an annual report on the provision of RE in their school. The annual report will usually include an analysis of data, updates on new curriculum changes, members of staff and RE departmental developments.

1.2 Religious Studies examinations results 2016

Analysis of GCSE and A level results for 2016

School entry policies for GCSE Religious Studies differ, depending on the individual arrangements for statutory RE within the key stage 4 curriculum and the availability of GCSE Religious Studies within the school's key stage 4 option choices. Patterns of entry vary considerably between schools. All schools entered pupils for GCSE Religious Studies with cohorts ranging from 137 (59.3%) at Warren to 270 (94.1%) at Eastbury. The comments that follow, on achievement, will clearly be affected by the overall patterns of entry.

Achievement at GCSE Religious studies

47% of Barking and Dagenham students were entered for the full GCSE in Religious Studies which is broadly in line with national figures at 45.7%. Overall 63.4% of those pupils entered achieved A*-C grades, which is below the national average figure of 71.7%. Four schools, All Saints (73.7%), Barking Abbey (92.7%), Jo Richardson (77.4%) and Robert Clack (87.7%) exceeded the national picture significantly. Achievement at the higher grades (A*/A) for GCSE Religious Studies in Barking and Dagenham is 20.6% which is below the national figure 29.6%. This figure is exceeded by three schools; Barking Abbey (31.7%), Jo Richardson (32.3%) and Robert Clack (35.1%). One reason for the variation in the achievement of the higher grades is due to some schools delivering the full GCSE course during the one hour of statutory RE allocated time per week.

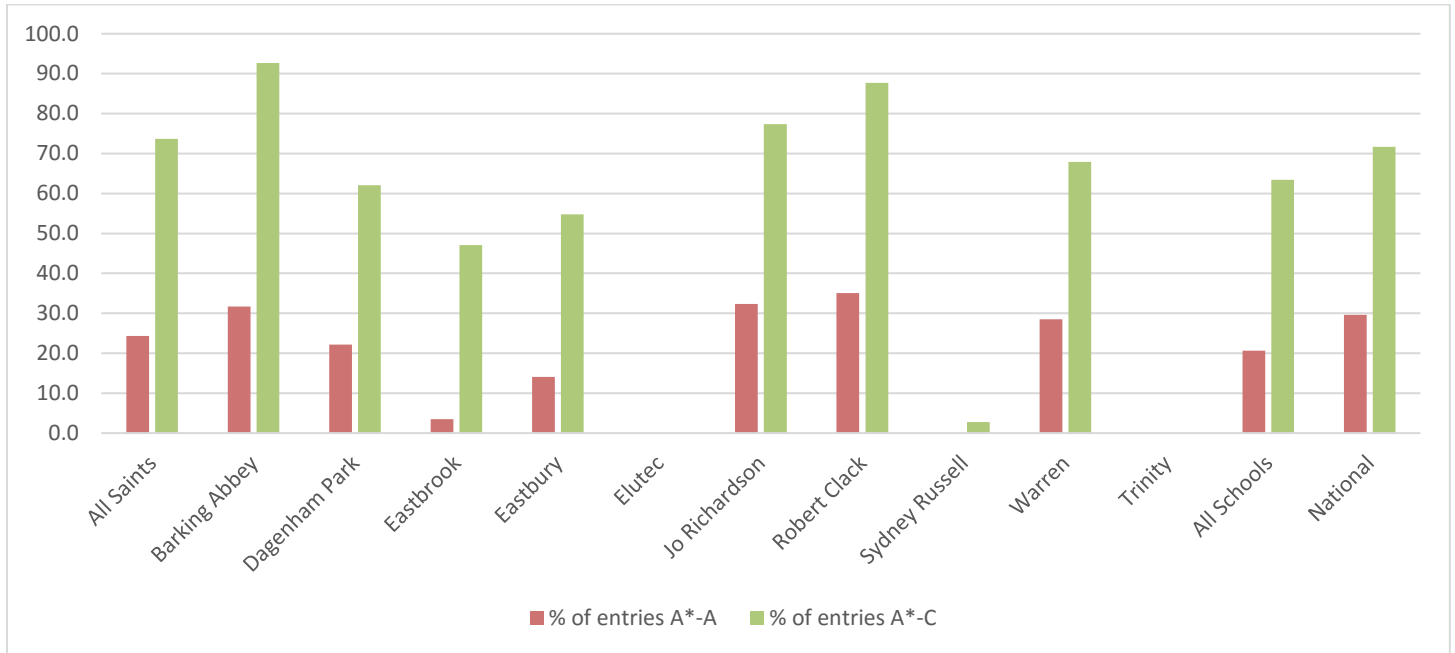
Achievement at advanced level in Religious Studies

Nine schools entered students for A level RS, a total of 88 students. Dagenham Park achieved 100% A*-C exceeding the national figure of 80.3% A*-C. All schools in Barking and Dagenham achieved 6.8% A*-A which is significantly below the national figure of 24.1%. Three schools achieved grades A*-A, All Saints (11.1%), Barking Abbey (7.0%) and Robert Clack (13.3%). All schools achieved 100% A*-E, exceeding the national figure of 98%.

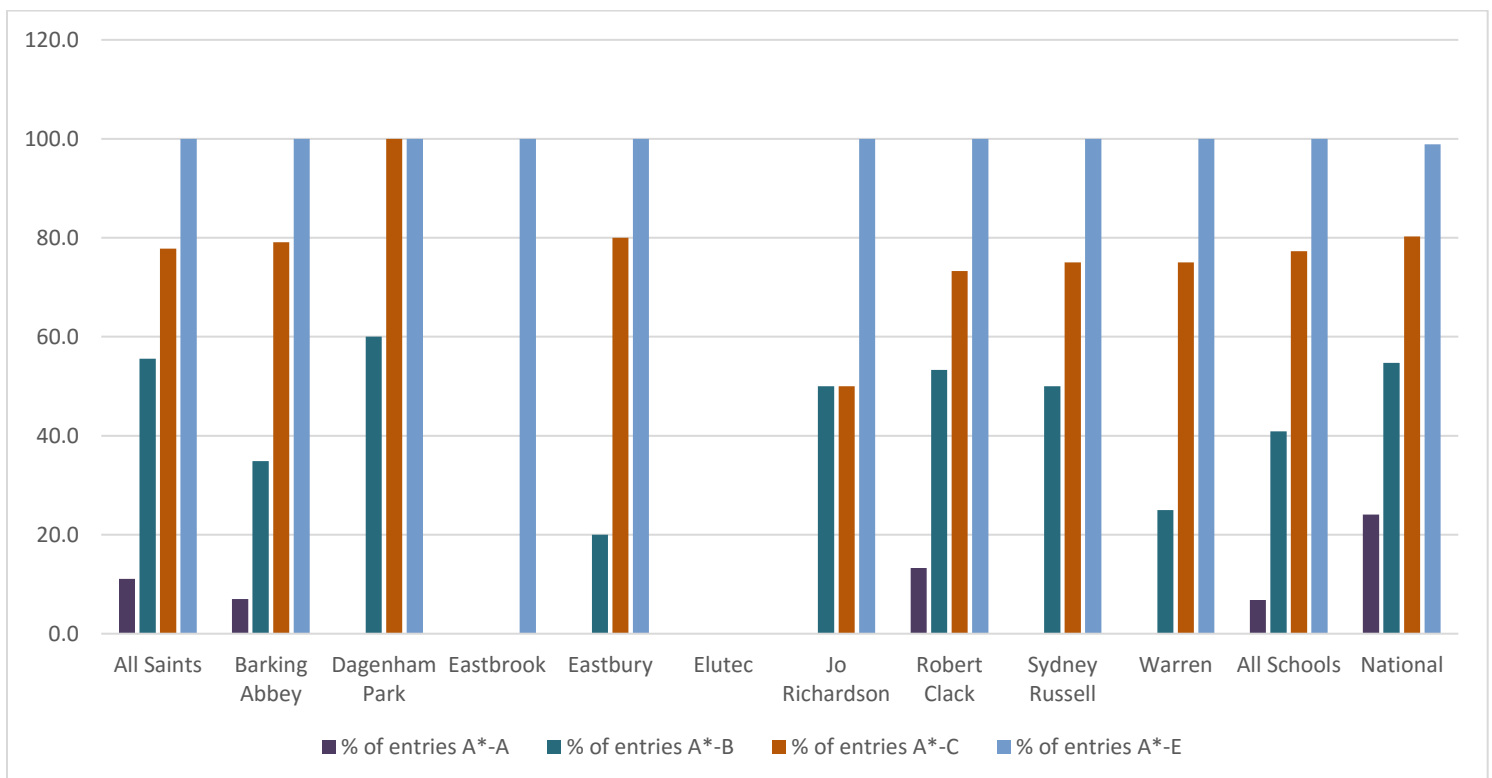
Governors will generally want to satisfy themselves that:

- The statutory requirements for the provision of RE are being met at key stage 4.
- The overall proportion of pupils being entered for any accreditation in RE GCSE are appropriate.
- The achievement of pupils in RE at A*-C and A*-A is sufficiently good.

Summary of Barking and Dagenham Secondary Schools Religious Education GCSE results 2016 (Revised)



Summary of Barking and Dagenham Secondary Schools Religious Education A Level Results 2016 (Revised)



1.3 Information provided by SACRE

National reports and information and resource materials produced by NASACRE are discussed by SACRE. Recently published documents discussed by SACRE include improving the spiritual, moral, social cultural aspects of learning and the PSHE curriculum followed in Barking and Dagenham

The SACRE has systematically reviewed school Ofsted reports in Barking and Dagenham, monitoring the provision and standard of Spiritual, Moral, Social, Cultural aspects of learning.

Ripple Primary School

Suffolk Road Site: Suffolk Road, Barking, Essex IG11 7QS

21 Jun 2016

The school's work to promote spiritual, moral, social and cultural development is good and can be seen throughout the broad curriculum on offer. British values are well developed. Pupils demonstrate a strong sense of right and wrong and are tolerant and respectful of religions and cultures which are different from their own. Provision in the Acorns additionally resourced provision has a significant impact on the social development of the pupils who attend.

Lady Aisha Academy, Victoria Road, Barking, Essex, IG11 8PY

21 April 2016

British values are well promoted. All pupils study other faiths in religious education lessons and show tolerance of and respect for the range of lifestyles in the diverse local community.

Riverside School

Thames Road, Barking, IG11 0HZ

3-4 June 2015

Students' social, moral, spiritual and cultural development is good. Leaders ensure that teachers in all subjects take responsibility for developing students' literacy and mathematical skills. Students' social, moral, spiritual and cultural development is a priority for all teachers. Students explore the opportunities and responsibilities of life in modern Britain through regular 'civics' lessons, assemblies and carefully selected guest speakers.

1.4 Governor Training

No governor training on RE or collective worship has been held this year however all Governing Bodies continue to receive the annual RE report on Religious Education in Barking and Dagenham.

1.5 Teacher Training

Specialist advice and support is available for schools from the RE consultant, Shareena Pradhan, who is based at Eastbury Community school.

Shareena has continued to support schools and RE co-ordinators by facilitating whole school INSET training sessions for delivering effective RE, creating assessment guidance documents, and developing new innovative programmes of study in line with the Agreed Syllabus for Barking and Dagenham. Schools are also kept informed of new initiatives and national changes.

Many school INSET training sessions have been delivered by Shareena, at which interactive teaching and learning ideas have been demonstrated. Teachers and RE co-ordinators have been given the opportunity to attend training sessions where creative, kinaesthetic, and critical thinking learning activities have been shared. Furthermore, a wealth of resources, to support activities in the classroom, has been provided.

In addition to providing whole school INSET opportunities, RE co-ordinators have been able to contact the RE advisor to obtain one-to-one individualised support. Support has also been provided regarding the following:

- The implementation of the Agreed Syllabus.
- Creating challenging and insightful lessons and schemes of work.
- The completion of the RE report to governors.
- Guidance on the delivery of SMSC and British Values in schools.
Many schools have been provided with a template, to which they often refer, for SMSC and British values planning and development.
- Support with the RE Quality Mark application.
- Advice provided on the statutory requirements for RE in the school timetable.

Shareena has recently created a new Assessment in RE guidance document to be delivered to all schools in Barking and Dagenham. The document highlights which areas of the Agreed Syllabus should be assessed, provides examples of planning for assessment and explains how assessment may be carried out in lessons. The assessment document provides a variety of creative assessment strategies to be used in order to assess the knowledge, understanding, evaluative and analytical skills of students and young people.

Guidance on how to write the RE report to governors has also been created. Heads of RE and RE co-ordinators are encouraged to include a detailed report of progression in RE, information on how RE is linked to the whole school development plan and how the RE department contributes to the wider school community.

Advice on the application of the RE Quality Mark award continues to be shared with schools and progress has been made in this area. Schools are increasingly using the

criteria provided as a self-assessment tool in order to further develop their departments, as well as to prepare themselves for the application process.

A three-year development plan has also been drafted by the RE advisor, and developed and approved by SACRE. It is a strategic plan for the future work of SACRE and is a point of reference to inform the direction of travel. Many of the objectives on the three-year development plan are being successfully met and further areas for developments are routinely being identified.

Positive feedback has been received from RE coordinators in receipt of specialist training and support:-

'Informative and useful' **John Perry Primary School.**

Excellent course, I feel quite inspired' **Dorothy Barley Infant School.**

'A very good opportunity to network' **St Peters School.**

1.6 Complaints concerning RE

No formal complaints were made about Religious Education under the local statutory complaints procedure during 2015/2016.

1.7 Requests for information under the Freedom of Information Act

There were no requests for information during 2015/2016.

2 Collective Worship

2.1 Training

2.2 The RE borough consultant has begun to share ideas and a specific programme which would support the delivery of collective worship / spiritual reflection. Individual schools have sought the advice of the RE consultant in order to create a specific programme to ensure that meaningful collective worship is carried out.

2.3 Determinations

2.4 There were no applications for determinations to alter the character of collective for all or some pupils in a particular school during 2015/2016.

2.5 Complaints concerning collective worship

No formal complaints were made about collective worship under the local statutory complaints procedure during 2015/2016.

3 Links with Other Agencies

3.1 National

Barking and Dagenham SACRE is a member of the National Association of SACRE's (NASACRE). Members have attended conferences and other events and reported at SACRE meetings.

The SACRE is also a member of NATRE and AREIAC which work to support the RE Consultant in their provision of training and resources.

3.2 Local

AREIAC hold 'local hub' meetings which the RE consultant attends. -meetings take place in local schools and local places of worship, creating stronger links with the local religious and educational community.

During the year SACRE meetings have been held in local schools and places of worship. Meetings have included the contributions from head teachers, teaching staff and students. Meetings scheduled in places of worship have included a detailed tour of the place of worship, a discussion about how the place of worship continues to support its local community followed by the main SACRE meeting.

4 Other Issues

4.1 Budget

The Local Authority has delegated a sum of money to SACRE to enable the group to function independently and effectively. The funds are allocated carefully. Expenditure includes national association affiliation fees and incidental expenses for example, travel and venue costs. Funding has been allocated to cover the costs of producing and disseminating the new Agreed Syllabus and to fund the services of the RE subject specialist to support schools.

Appendices

Appendix A Membership of Barking and Dagenham SACRE

Members of SACRE 2017

SACRE MEMBERS:

Group A - Representing The Church of England:

Mrs Janet Hoepelman

Group B - Representing other Christian denominations and other religions/belief systems:

Dr B Beheshti/Mrs Barbara Stanley-Hunt (Baha'i faith)

Mr P N Fing (Hindu Community)

Shaheena Khan (Muslim Community)

Ms Randip Kaur Sahota (Vice-Chair) (Sikh Community)

Group C - Representing teachers

Mr Joseph Sowerby (Professional Associations, ATL)

Matthew Goodyear (Barking & Dagenham Headteachers Association)

Group D - Representing the Local Authority

Councillor Saima Ashraf

Local Authority Representatives:

Opal Brown – Director's Representative

Shareena Pradhan – RE Consultant

Clerical support:

Joanne Atkinson

Jackie Day

Appendix B

Terms of Reference and Constitution

Mission Statement

To act as a forum bringing people together from a variety of communities to discuss and debate the issues RE raises in the modern world in order to support the teaching and resourcing of RE in the area. To strive, in its own working and style, to be a model of co-operation between people of varying religious, political and educational backgrounds. The SACRE is a broadly-based community consultative organisation and should be representative of the diverse community of Barking and Dagenham.

Function and purpose

The SACRE provides an opportunity for people from the educational and faith communities to work together in an imaginative and creative way to help develop the religious education of young people in Barking and Dagenham. It can provide an interfaith forum focused on the educational needs of the area. To this end SACRE will:

- Encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material.
- Review the provision for RE and Collective Worship in community schools within the Borough.
- Give advice on methods of teaching Agreed Syllabus RE including the choice of teaching materials.
- Advise the LA on the provision for training for teachers.
- Monitor inspection reports on RE, Collective Worship and SMSC.
- Consider complaints about the provision and delivery of RE and collective Worship referred to it by the LA.
- Sponsor or support any activity or project which it deems to be consistent with the other terms of reference mentioned in this document.
- Produce a three-year development plan to guide the work and set objectives for future development.

Legal Duties

Its main function is to advise the LA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given with the Agreed Syllabus. The SACRE can:

- Keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last Agreed Syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review.
- Advise on methods of teaching, choice of teaching material and the provision of training for teachers.
- To advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and consider requests by schools for determinations.
- The SACRE must publish an annual report of its work and this to be sent to the Chief Executive's Office and QCA. • Demonstrate to OFSTED or any other Government body how SACRE supports RE as well as general policies of religious inclusion.
- Meet at least 3 times each year.

Membership of SACRE

Membership of SACRE is at the discretion of the LA following national guidance. The pattern is that which is laid down for membership of the Agreed Syllabus Conference (ASC). This makes it possible for the SACRE to become an ASC as and when needed. Nominating bodies 'approval' for new members will be sought for membership of the ASC when an ASC is set up to review and develop a new Agreed Syllabus. The total number of SACRE members could be *up to 30* (see below).

Membership Bodies and Numbers of Representatives possible on SACRE

Church of England - up to 6 Representatives forming Committee A of the Agreed Syllabus Conference (ASC) see next section.

All other religious communities and belief systems – up to 14 representatives forming Committee B of the ASC.

Teachers Professional Associations – up to 4 representatives forming Committee C of the ASC.

Local Authority – up to 4 representatives forming Committee D of the ASC.

Additional nominated members on the advice of the LA through the Education Division - 2 representatives who would not have any voting rights during an ASC.

Bodies and Organisations Responsible for Nomination of Members The overall purpose of this is to ensure that all key religious groups are represented on the SACRE:

- Church of England.
- Diocesan Director of Education based at Chelmsford.
- Barking Council of Churches.
- BRES Roman Catholic Education Service.
- Barking Mosque • Barking Gurdwara.
- Muslim, Sikh, Bahai, Hindu, and Jewish Communities plus any other which becomes known.
- The local secretaries of all teachers' unions.
- The local council.
- Other local authority organisations which have links with religious communities in Barking and Dagenham If it is difficult to gain formal nomination then the SACRE, at its discretion can appoint individuals to represent religious communities.

SACRE Meetings

There will be at least three meetings each year chaired by a Council Member. The minutes and agenda will be decided by SACRE and sent out by the council to all SACRE members. For a meeting to be quorate it will need to have present at least one representative from the four committees that would form an ASC.

The Agenda will be agreed by the SACRE and the Chair ensuring that all relevant items are being addressed throughout the year. Notice of meetings, minutes and agenda will be sent out by the LA to representatives. Items on the agenda may include examination of OFSTED reports on the teaching of RE and on matters of Moral, Cultural and Spiritual Development that are raised in reports. It may also consider determinations if a local school requests that its worship provision should not be 'broadly Christian' but represent a dominant religious group within that school. It will meet in a variety of venues to increase awareness of SACRE and its work. In addition to the above the SACRE may set up a small subcommittee to advise the whole SACRE on matters of policy and development.

Agreed Syllabus Conference (ASC)

An Agreed Syllabus Conference (ASC) is convened in order to produce an Agreed Syllabus for RE. It should take into account any guidelines provided by the QCA or any other statutory or non-statutory guidance. It is a separate legal entity from a SACRE. It contains the same four committees as a SACRE. Also, it can be made up from SACRE members but need not do so. There is no provision for co-opted members. The LA can appoint the Chair of the ASC or the LA may allow the ASC to choose its own Chair. The LA's responsibility to convene an ASC implies a duty to provide funds for its work. This is laid down in Education Act 1996 Chapter 111 Schedule 31'. Our SACRE is so constructed as to enable it to form an ASC however nominated members will not have a vote.

Role of SACRE Members Representing Faith Communities

- Should present a positive image of the religion they represent.
- Ensure that other members of their communities including parents with children at school are aware of the work and role of SACRE.
- Represent any issues of concern to parents and other community members.
- Create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- Advise on issues relating to the teaching and content of RE supporting schools in their best endeavours to develop their teaching.
- Support schools by helping to provide names of people suitable to resource teachers in the classroom or school assembly.
- Form Committee A and B during an Agreed Syllabus conference.

Role of SACRE Members Representing Teachers Associations

- Ensure that the needs of the schools and teachers are considered by SACRE in their discussions.
- Provide information about the context in which RE is taught.
- Ensure that the associations they represent are informed about the work of SACRE.
- Create opportunities for other teachers to learn about the work of SACRE and give them the

- opportunity to have their views expressed at SACRE meetings.
- Consult other teachers on matters of particular importance to the work of SACRE.
- Form Committee C during an ASC.

Role of SACRE Members Representing the LA

- Bring to the meeting the breadth of education issues and concerns that elected members have and place the role of RE within it.
- Support RE in the various committee and structures of the LA.
- Give political support to the teaching and resourcing of RE. 12
- Appreciate the issues raised by a multi faith, multicultural society and reflect these concerns within the LA.
- Bringing the public dimension to debates about RE provision and support.
- Form Committee D during and ASC.

Publicising the work of SACRE

- Publish an annual report of its work specifying any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out the reasons for offering advice on any matters which were not referred to it in the first place by the LA.
- Ensure proceedings are reported to all appropriate committees of the LA and the office of the Chief Executive.
- Make an annual presentation to the Assembly of the council on the work of SACRE before presentation of the annual Report to Chief Executive.
- To offer a presentation to the Youth Forum as a basis for initiating discussion on RE with? the young people involved. This will provide an element of feedback which the Schools wish to consider through the work of the School Improvement Service.
- Disseminate an understanding of the educational role of RE and Collective Worship and to encourage the active involvement of local religious groups and organisations.
- Annual reports to be sent to faith communities represented on the SACRE.
- Summary of annual report on the work of SACRE to be sent to schools for informing teachers and parents and to be published in the News and other appropriate organs of communication.
- Meetings are open to the public and notice of SACRE meetings should be published.

Appendix C

Summary of Barking and Dagenham Religious Education Results (Revised)

Summary of Barking and Dagenham Secondary Schools Religious Education GCSE Results 2016 (Revised)

School and LA data is taken from the Performance Tables datasets and is revised
National data is taken from DfE Statistical First Releases and is revised

GCSE Religious Studies Results - All Pupils																				
School	DfE	NOR	Entries		No. at each grade										% of entries			% of cohort		
			No.	%	A*	A	B	C	D	E	F	G	U	A*-A	A*-C	A*-G	A*-A	A*-C	A*-G	
All Saints	3014703	181	152	84.0	11	26	45	30	12	17	7	3	1	24.3	73.7	99.3	20.4	61.9	83.4	
Barking Abbey	3014021	274	82	29.9	5	21	35	15	4	1	1	0	31.7	92.7	100.0	9.5	27.7	29.9		
Dagenham Park	3014704	206	203	98.5	20	25	48	33	21	26	17	9	4	22.2	62.1	98.0	21.8	61.2	96.6	
Eastbrook	3014023	167	85	50.9	1	2	21	16	19	17	5	3	1	3.5	47.1	98.8	1.8	24.0	50.3	
Eastbury	3014024	287	270	94.1	12	26	48	62	57	25	21	13	6	14.1	54.8	97.8	13.2	51.6	92.0	
Elutec	3014005	90	3	3.3	0	0	0	0	0	1	0	2	0	0.0	0.0	100.0	0.0	0.0	3.3	
Jo Richardson	3014029	223	31	13.9	1	9	6	8	1	3	1	2	0	32.3	77.4	100.0	4.5	10.8	13.9	
Robert Clack	3014027	275	57	20.7	8	12	18	12	2	3	2	0	0	35.1	87.7	100.0	7.3	18.2	20.7	
Sydney Russell	3014028	260	36	13.8	0	0	0	1	3	7	14	11	0	0.0	2.8	100.0	0.0	0.4	13.8	
Warren	3014004	231	137	59.3	7	32	26	28	16	11	8	4	5	28.5	67.9	96.4	16.9	40.3	57.1	
Trinity	3017005	16	0	0.0	0	0	0	0	0	0	0	0	0							
All Schools		2204	1056	47.9	65	153	247	205	135	111	76	47	17	20.6	63.4	98.4	9.9	30.4	47.1	
National		586800	268036	45.7	28346	51100	63039	49683	31961	19348	11999	7391	5169	29.6	71.7	98.1	13.5	32.7	44.8	

GCSE Religious Studies Results - Boys																				
School	DfE	NOR	Entries		No. at each grade										% of entries			% of cohort		
			No.	%	A*	A	B	C	D	E	F	G	U	A*-A	A*-C	A*-G	A*-A	A*-C	A*-G	
All Saints	3014703	102	82	80.4	4	13	25	12	8	11	5	3	1	20.7	65.9	98.8	16.7	52.9	79.4	
Barking Abbey	3014021	149	41	27.5	0	8	19	12	2	0	0	0	0	19.5	95.1	100.0	5.4	26.2	27.5	
Dagenham Park	3014704	100	99	99.0	3	8	22	14	13	16	11	8	4	11.1	47.5	96.0	11.0	47.0	95.0	
Eastbrook	3014023	80	33	41.3	0	0	11	1	6	9	4	1	1	0.0	36.4	97.0	0.0	15.0	40.0	
Eastbury	3014024	137	126	92.0	1	14	26	26	27	14	8	6	4	11.9	53.2	96.8	10.9	48.9	89.1	
Elutec	3014005	78	3	3.8	0	0	0	0	0	1	0	2	0	0.0	0.0	100.0	0.0	0.0	3.8	
Jo Richardson	3014029	92	7	7.6	0	0	2	3	0	2	0	0	0	0.0	71.4	100.0	0.0	5.4	7.6	
Robert Clack	3014027	136	26	19.1	2	4	9	6	2	2	1	0	0	23.1	80.8	100.0	4.4	15.4	19.1	
Sydney Russell	3014028	120	17	14.2	0	0	0	1	1	3	8	4	0	0.0	5.9	100.0	0.0	0.8	14.2	
Warren	3014016	107	59	55.1	0	12	13	14	7	5	3	3	2	20.3	66.1	96.6	11.2	36.4	53.3	
Trinity	3017005	12	0	0.0	0	0	0	0	0	0	0	0	0							
All Schools		1113	493	44.3	10	59	127	89	66	63	40	27	12	14.0	57.8	97.6	6.2	25.6	43.2	
National		298300	124400	42.0											64.0	97.0		26.0	39.0	

GCSE Religious Studies Results - Girls																				
School	DfE	NOR	Entries		No. at each grade										% of entries			% of cohort		
			No.	%	A*	A	B	C	D	E	F	G	U	A*-A	A*-C	A*-G	A*-A	A*-C	A*-G	
All Saints	3014703	79	70	88.6	7	13	20	18	4	6	2	0	0	28.6	82.9	100.0	25.3	73.4	88.6	
Barking Abbey	3014021	125	41	32.8	5	13	16	3	2	1	1	0	0	43.9	90.2	100.0	14.4	29.6	32.8	
Dagenham Park	3014704	106	104	98.1	17	17	26	19	8	10	6	1	0	32.7	76.0	100.0	32.1	74.5	98.1	
Eastbrook	3014023	87	52	59.8	1	2	10	15	13	8	1	2	0	5.8	53.8	100.0	3.4	32.2	59.8	
Eastbury	3014024	150	144	96.0	11	12	22	36	30	11	13	7	2	16.0	56.3	98.6	15.3	54.0	94.7	
Elutec	3014005	12	0	0.0	0	0	0	0	0	0	0	0	0							
Jo Richardson	3014029	131	24	18.3	1	9	4	5	1	1	1	2	0	41.7	79.2	100.0	7.6	14.5	18.3	
Robert Clack	3014027	139	31	22.3	6	8	9	6	0	1	1	0	0	45.2	93.5	100.0	10.1	20.9	22.3	
Sydney Russell	3014028	140	19	13.6	0	0	0	0	2	4	6	7	0	0.0	0.0	100.0	0.0	0.0	13.6	
Warren	3014016	124	78	62.9	7	20	13	14	9	6	5	1	3	34.6	69.2	96.2	21.8	43.5	60.5	
Trinity	3017005	4	0	0.0	0	0	0	0	0	0	0	0	0							
All Schools		1091	563	51.6	55	94	120	116	69	48	36	20	5	26.5	68.4	99.1	13.7	35.3	51.1	
National		288500	144400	50.0											78.0	99.0		38.0	48.0	

Appendix C Continued

Summary of Barking and Dagenham Religious Education Results (Revised)

Summary of Barking and Dagenham Secondary Schools Religious Education A and AS Level Results 2016 (Revised)

School and LA data is taken from the Performance Tables datasets and is revised
National data is taken from DfE Statistical First Releases and is revised

A Level Religious Studies Results - All Pupils

School	DfE	Entries	No. at each grade							% of entries			
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
All Saints	3014703	9	1	0	4	2	1	1	0	11.1	55.6	77.8	100.0
Barking Abbey	3014021	43	1	2	12	19	9	0	0	7.0	34.9	79.1	100.0
Dagenham Park	3014704	5	0	0	3	2	0	0	0	0.0	60.0	100.0	100.0
Eastbrook	3014023	1	0	0	0	0	1	0	0	0.0	0.0	0.0	100.0
Eastbury	3014024	5	0	0	1	3	0	1	0	0.0	20.0	80.0	100.0
Elutec	3014005	0	0	0	0	0	0	0	0				
Jo Richardson	3014029	2	0	0	1	0	1	0	0	0.0	50.0	50.0	100.0
Robert Clack	3014027	15	0	2	6	3	3	1	0	13.3	53.3	73.3	100.0
Sydney Russell	3014028	4	0	0	2	1	0	1	0	0.0	50.0	75.0	100.0
Warren	3014004	4	0	0	1	2	1	0	0	0.0	25.0	75.0	100.0
All Schools		88	2	4	30	32	16	4	0	6.8	40.9	77.3	100.0
National		22638								24.1	54.7	80.3	98.9

A Level Religious Studies Results - Boys

School	DfE	Entries	No. at each grade							% of entries			
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
All Saints	3014703	4	1	0	2	1	0	0	0	25	75	100	100
Barking Abbey	3014021	13	0	0	2	10	1	0	0	0	15.4	92.3	100
Dagenham Park	3014704	1	0	0	0	1	0	0	0	0	0	100	100
Eastbrook	3014023	0	0	0	0	0	0	0	0				
Eastbury	3014024	1	0	0	1	0	0	0	0	0	100	100	100
Elutec	3014005	0	0	0	0	0	0	0	0				
Jo Richardson	3014029	0	0	0	0	0	0	0	0				
Robert Clack	3014027	5	0	0	2	1	1	1	0	0	40	60	100
Sydney Russell	3014028	1	0	0	1	0	0	0	0	0	100	100	100
Warren	3014004	0	0	0	0	0	0	0	0				
All Schools		25	1	0	8	13	2	1	0	4	36	88	100
National		7002								23.4	51.8	77.6	98.6

A Level Religious Studies Results - Girls

School	DfE	Entries	No. at each grade							% of entries			
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
All Saints	3014703	5	0	0	2	1	1	1	0	0.0	40.0	60.0	100.0
Barking Abbey	3014021	30	1	2	10	9	8	0	0	10.0	43.3	73.3	100.0
Dagenham Park	3014704	4	0	0	3	1	0	0	0	0.0	75.0	100.0	100.0
Eastbrook	3014023	1	0	0	0	0	1	0	0	0.0	0.0	0.0	100.0
Eastbury	3014024	4	0	0	0	3	0	1	0	0.0	0.0	75.0	100.0
Elutec	3014005	0	0	0	0	0	0	0	0				
Jo Richardson	3014029	2	0	0	1	0	1	0	0	0.0	50.0	50.0	100.0
Robert Clack	3014027	10	0	2	4	2	2	0	0	20.0	60.0	80.0	100.0
Sydney Russell	3014028	3	0	0	1	1	0	1	0	0.0	33.3	66.7	100.0
Warren	3014004	4	0	0	1	2	1	0	0	0.0	25.0	75.0	100.0
All Schools		63	1	4	22	19	14	3	0	7.9	42.9	73.0	100.0
National		15636								24.4	55.9	81.5	99.1

Appendix C Continued

Summary of Barking and Dagenham Religious Education Results (Revised)

Summary of Barking and Dagenham Secondary Schools Religious Education A and AS Level Results 2016 (Revised)

School and LA data is taken from the Performance Tables datasets and is revised
National data is taken from DfE Statistical First Releases and is revised

AS Level Religious Studies Results - All Pupils											
School	DfE	Entries	No. at each grade						% of entries		
		No.	A	B	C	D	E	U	A-B	A-C	A-E
All Saints	3014703	11	3	1	3	1	1	2	36.4	63.6	81.8
Barking Abbey	3014021	21	3	5	1	7	1	4	38.1	42.9	81.0
Dagenham Park	3014704	3	0	0	0	1	2	0	0.0	0.0	100.0
Eastbrook	3014023	2	0	1	0	1	0	0	50.0	50.0	100.0
Eastbury	3014024	4	0	0	2	2	0	0	0.0	50.0	100.0
Elutec	3014005	0	0	0	0	0	0	0			
Jo Richardson	3014029	2	0	1	1	0	0	0	50.0	100.0	100.0
Robert Clack	3014027	5	0	2	2	0	1	0	40.0	80.0	100.0
Sydney Russell	3014028	3	0	0	2	1	0	0	0.0	66.7	100.0
Warren	3014004	2	0	0	1	0	1	0	0.0	50.0	100.0
All Schools		53	6	10	12	13	6	6	30.2	52.8	88.7
National		28858							42.9	65.9	91.7

AS Level Religious Studies Results - Boys											
School	DfE	Entries	No. at each grade						% of entries		
		No.	A	B	C	D	E	U	A-B	A-C	A-E
All Saints	3014703	4	1	1	2	0	0	0	50.0	100.0	100.0
Barking Abbey	3014021	9	1	2	0	5	0	1	33.3	33.3	88.9
Dagenham Park	3014704	2	0	0	0	0	2	0	0.0	0.0	100.0
Eastbrook	3014023	1	0	1	0	0	0	0	100.0	100.0	100.0
Eastbury	3014024	1	0	0	0	1	0	0	0.0	0.0	100.0
Elutec	3014005	0	0	0	0	0	0	0			
Jo Richardson	3014029	2	0	1	1	0	0	0	50.0	100.0	100.0
Robert Clack	3014027	4	0	1	2	0	1	0	25.0	75.0	100.0
Sydney Russell	3014028	0	0	0	0	0	0	0			
Warren	3014016	2	0	0	1	0	1	0	0.0	50.0	100.0
All Schools		25	2	6	6	6	4	1	32.0	56.0	96.0
National		8600							39.3	62.1	89.8

AS Level Religious Studies Results - Girls											
School	DfE	Entries	No. at each grade						% of entries		
		No.	A	B	C	D	E	U	A-B	A-C	A-E
All Saints	3014703	7	2	0	1	1	1	2	28.6	42.9	71.4
Barking Abbey	3014021	12	2	3	1	2	1	3	41.7	50.0	75.0
Dagenham Park	3014704	1	0	0	0	1	0	0	0.0	0.0	100.0
Eastbrook	3014023	1	0	0	0	1	0	0	0.0	0.0	100.0
Eastbury	3014024	3	0	0	2	1	0	0	0.0	66.7	100.0
Elutec	3014005	0	0	0	0	0	0	0			
Jo Richardson	3014029	0	0	0	0	0	0	0			
Robert Clack	3014027	1	0	1	0	0	0	0	100.0	100.0	100.0
Sydney Russell	3014028	3	0	0	2	1	0	0	0.0	66.7	100.0
Warren	3014016	0	0	0	0	0	0	0			
All Schools		28	4	4	6	7	2	5	28.6	50.0	82.1
National		20258							44.4	67.4	92.6

Appendix D SACRE development plan

Barking and Dagenham SACRE development plan 2016-2019

The role of the Standing Advisory Council on Religious Education (SACRE):

Advise the local authority on matters connected with religious education and collective worship, as the local authority may refer, or as the SACRE sees fit.

- Monitor provision and standards in religious education.
- Advise on methods of teaching, choice of materials, and provision of teacher training.
- Support schools in reviewing and self-evaluating their provision for religious education and collective worship.
- Consider complaints about the provision and delivery of religious education and collective worship referred to it by the Local Authority.
- Publish an annual report of its work.
- Require the review of an agreed syllabus for religious education adopted by the council.

Standard of the provision of RE					
Objective	Action	Success Criteria	Person(s) responsible	Date completed	RAG
To ensure the quality of RE is 'good – outstanding'	SACRE to analyse GSCSE and A level data, observing attainment gaps between ethnicity/gender. Observation of progress made in comparison to previous years.	Annual report informs members of exam results data.	All members of SACRE	January 2017 January 2018 January 2019	
	SACRE to plan for termly meetings to take place in different schools. RE co-ordinators to provide a presentation on the work of the RE department.	Meeting minutes and action points	Clerk /SACRE	Summer term 2016 2017 2018	
	RE consultant to provide updates on the 'world of RE' from NATRE and AREIAC.	Meeting minutes and feedback from subject advisor.	Subject advisor	Ongoing	
	RE consultant to attend NATRE and AREIAC annual conferences -	Attendance of conferences/use of new materials in network training	Clerk to organise memberships of groups. Subject advisor to attend meetings	Annually	
		Analysis of results/Attendance of networking meetings	SACRE	Summer term 2016	

	<p>leading on new strategies and policies in networking meetings. <i>Need to book</i></p> <p>SACRE to send a survey to all schools. Survey to include information about the quality and provision of RE and support needed.</p> <p>RE consultant to provide support materials for the Agreed Syllabus</p> <p>Establish a working party to develop a youth SACRE.</p> <p>SACRE to support / raise standards at GCSE and A level.</p>	<p>Provision of RE to be consistently good-outstanding. Subject advisor is in contact with /liaising with all schools.</p> <p>Student's views are shared. Letter sent out to all secondary schools inviting a working party to set up youth SACRE.</p> <p>Set up a working group to share good practice. Subject advisor to inform teachers of availability to team teach/deliver a lesson to observe</p>	<p>Clerk Subject advisor</p> <p>Clerk to send letter Subject advisor to facilitate working party meetings</p> <p>SACRE to support Subject advisor</p>	<p>Ongoing, emails, and termly networking meetings</p> <p>Planning autumn 2016</p> <p>Spring term 2016</p>	
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Management of SACRE /partnership with the local authority

Objectives	Action	Success criteria	Person(s) responsible	Date completed	RAG
To continue to monitor membership of SACRE, ensuring that faith groups are represented in addition to teacher and LA representatives.	To monitor the attendance of SACRE members.	Representatives present in all meetings. Attendance is of a good level.	All members	SACRE in June 2016 meeting	
To support the work of the RE consultant	Members to contribute to/ support the work of the RE consultant SACRE analysis of results data leads to opportunities for	Meeting minutes outline the support of the SACRE towards the documents created/supplied	All members of SACRE	ongoing	

	RE consultant to support RE Co-ordinators.	by the subject advisor			
To ensure the sustainability of SACRE	The renewal of annual membership of NASACRE, AREIAC and NATRE. To attend annual conferences.	Attendance of AGM conferences, SACRE to implement / refer to new guidelines and support in meetings	Clerk SACRE	ongoing	
Effectiveness of Locally Agreed Syllabus <i>'Learning for life'</i>					
Objectives	action	Success criteria	Person(s) responsible	Date completed	RAG
SACRE members to keep up to date with relevant curriculum developments.	Subject advisor to forward on updates on changes / news from NATRE. Respond to news from AREIAC and NASACRE.	Additional school entries into NATRE competitions. Recorded in meeting meetings and action points.	SACRE/Subject advisor	Ongoing	
Support materials are developed and available to use along with the agreed syllabus. To support teachers in implementing the agreed syllabus	Subject advisor to create examples of schemes of learning for each key stage.	Feedback from network training sessions and emails from subject advisor to individual RE Co-ordinators	Subject advisor	Ongoing – summer 2017	
To monitor the effectiveness of the Agreed Syllabus	Subject advisor to respond to enquiries, to lead and facilitate training sessions	SACRE to discuss and act on feedback. Feedback will support the planning of future borough training events	SACRE / Clerk to send out to schools	Summer term 2016	
	SACRE to create a survey on the usefulness of the Agreed Syllabus and how it is being used.	Lesson observations	SACRE	Termly (presentations from heads of RE on date of SACRE meetings)	
	SACRE to collect examples of lesson observations where RE is seen to be good-outstanding.	The website will display schemes of learning, assessment ideas, key questions in addition to the Agreed Syllabus	Clerk to upload documents subject advisor to create documents	Summer term 2017	

	Set up online support for RE teachers.	Website headings SACRE Youth SACRE Teaching and learning Religious literacy Agreed Syllabus support materials			
Collective worship					
objectives	Action	Success Criteria	Person(s) responsible	Date completed	RAG
To support schools in developing and delivering a collective worship programme	Subject advisor to respond to individual enquiries Subject advisor to advise schools needing support	Successful Programmes for collective worship implemented in schools. SACRE can feedback/record evidence of collective worship.	SACRE	Ongoing	
To support schools in promoting SMSC and British values	SACRE to observe examples of collective worship in schools	Records of this referred to in the annual report.	SACRE	Ongoing	
SACRE to assess the impact of collect worship in schools	Write a student survey every school should complete and return to SACRE SACRE to analyse responses	SACRE will act upon results. Referred to in action points	SACRE	Autumn term 2016	
SACRE contribution to Spiritual, Moral and Cultural development, promoting British values					
Objectives	Action	Success Criteria	Person(s) responsible	Date completed	RAG
To ensure that the new Agreed Syllabus promotes SMSC and British values	SACRE to monitor draft of new Agreed Syllabus - too early	Ensure working party involved / SACRE evaluates drafts of new agreed syllabus	SACRE Subject advisor	2018	
To model an example of a SMSC programme in the new Agreed Syllabus Monitor the standard of SMSC	Subject advisor to facilitate working party meeting to create an inclusive programme SACRE send a survey to schools to monitor /development of SMSC / British values	New document shared on LBBDD website Discussion of feedback in SACRE meeting	Subject advisor SACRE Clerk	2018 Summer 2016	

Appendix E Spiritual reflection / SMSC calendar

Week	Date/ Delivered by	Spiritual & SEAL Theme for the Week	Context	Reflection (Faith & Spiritual) Quotes from a range of religious texts for weekly reflection	Promoting British Values
Week 1 5-11 Sep 2016	8 Sept 2016	International day of Literacy	The United Nations' (UN) International Literacy Day annually falls on September 8 to raise people's awareness of and concern for literacy issues in the world.	How can I use my literacy skills and ability to support the literacy development of others?	Pupils' development and demonstration of skills, allowing pupils to contribute positively
	10 Sept 2016	Waqf al Arafa - Hajj* - Islam	The Day of Arafa is an Islamic Holy Day, in which it is said that the religion had been perfected	All major world faiths recognise the importance of equality and treating all how you would wish to be treated. Do to others what you would have them do to you. Matthew 7:12 How do you treat others?	Tolerance of those with different faiths and beliefs.
	12-16 Sept 2016	Child protection / safeguarding assembly	How can we ensure that we are safe? How can I help keep myself and others safe? Who can I speak to if I feel unsafe?	How can we be stewards of the earth and protect ourselves and others from harm?	
	11-14 Sept 2016	Eid al Adha* ** - Islam	This is a four-day public holiday in Muslim countries. The festival remembers the prophet Ibrahim's willingness to sacrifice his son when God ordered him to.	What is a sacrifice?	
		Empathy 31	The ability to work out how people are feeling through their words, body language, gestures and tone and pay attention to them.	<i>"Bear one another's burdens, and so fulfil the law of Christ."</i> Galatians 6.2	Individual liberty and mutual respect
Week 2 12-18 Sep 2016	15 Sept 2016	International day of Democracy	The United Nations' (UN) International Day of Democracy is annually held on September 15 to raise public awareness about democracy. Various activities and events are held around the world to promote democracy on this date.	How can we use our democratic freedom to make a positive change? (mock elections/pupil voice)	British value of Democracy
		Empathy 32	'The good Samaritan' The biblical story of how the use of empathy can allow one to support friends, neighbours and even enemies UNICEF UK Refugee crisis, the rights of children project. Millions of children are trying to escape violence and poverty. What can be done to keep them safe?	I can understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways. "This is my commandment, that you love one another as I have loved you. John 15.12	Developing the ability to demonstrate mutual respect and tolerance for those with different beliefs and faiths

Week	Date/ Delivered by	Spiritual & SEAL Theme for the Week	Context	Reflection (Faith & Spiritual) Quotes from a range of religious texts for weekly reflection	Promoting British Values
Week 3 19-25 Sep 2016	21 Sept 2016	International Day of Peace Peace & Religion	Peace One Day is a community committed to observing a global truce. All wars, conflict and arguments should be put on hold for at least one day. International Day of Peace 21st September 2015 Peace is an important part of faith and religion. Many world faiths believe that peace should be promoted within communities and in the world.	How can you resolve arguments and conflict and help others to do so? 'Depart from evil and do good; seek peace, and pursue it' (Psalm 29:11) What can you do to promote peace in your community?	The understanding of individual liberty and mutual respect
	23 Sept 2016	Jeans for Genes Day	Jeans for Genes Day provides funding for the care and support of children with genetic disorders. Each year we offer funding to a range of charities.	I understand why giving to charity is important when living in a community	Mutual respect and tolerance. Allowing every person to participate fully and contribute positively to life in modern Britain
		Empathy 33	'The good Samaritan' The biblical story of how the use of empathy can allow one to support friends, neighbours and even enemies	I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.	Mutual respect
Week 4 26 Sep-2 Oct 2016	1 Oct 2016	Black History Month begins	Black History Month was created to celebrate the achievements of Black people throughout history and recognise the contributions of African, Asian and Caribbean people to economic, cultural and political life.	How do you show that you recognise everyone's contributions and achievements in your community?	Acceptance and engagement with the fundamental British values of democracy and individual liberty
	2 Oct 2016	Hijra - New Year *** - Islam (until 11 Nov)	Al-Hijra, the Islamic New Year, is the first day of the month of Muharram. It marks the Hijra (or Hegira) in 622 CE when the Prophet Muhammad moved from Mecca to Medina, and set up the first Islamic state.	What is a 'new beginning'? What would I do differently if I started this school term again? What characteristics are needed to be an inspiring leader?	Rule of law, democracy and individual liberty
	2 Oct 2016	International Day of Non- Violence	The United Nations' (UN) International Day of Non-Violence is a global observance that promotes non-violence through education and public awareness. It is annually held on October 2 to coincide with renowned Indian leader Mahatma Gandhi's birthday.	How can we show appreciation and celebration of the wide range of cultural influences that have shaped our lives today?	Pupils' social development is shown by their use of a range of social skills in different contexts, including socialising with pupils from different religious, ethnic and socio-economic backgrounds.
		Social Skills 43	Buddhist and Catholic monks and nuns freely choose to live a monastic life in monasteries. Learning to live a monastic life.	I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.	Pupils develop and demonstrate skills and attributes that will allow them to participate fully and contribute positively to life in modern Britain.