



# Greenwich time for children

## **SACRE** **(Standing Advisory Council** **Religious Education)**

## **ANNUAL REPORT** **2011-2012**



**SACRE is working in partnership with:**



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**Greenwich SACRE is a member of the National Association of SACREs**



## Background and SACRE Meeting Dates

### Background

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

SACRE members have participated in several national and regional activities including the South London Interfaith Group Summer 2012 Walks project and attending conferences organised by the National Association of SACREs (NASACRE) including the NASACRE AGM in London and the annual meeting of the London and SE SACREs.

### Meeting dates for year November 2011 - December 12

Autumn Term	9 <sup>th</sup> November 2011	St Margaret's Primary School
Spring Term	28 <sup>th</sup> February 2012 Agreed Syllabus Launch	PDC, Harris Academy
	14 <sup>th</sup> . March 2012	Eglinton Primary school & EY Centre
Summer Term 1	Thursday 16 <sup>th</sup> May 2012	The Slade Evangelical Church
Autumn Term 1	Thursday 25 <sup>th</sup> October 2012	PDC, Harris Academy
Autumn Term 2	Tuesday 11 <sup>th</sup> December 2012	PDC, Harris Academy

An executive group, consisting of the Chair, Consultant, Senior Adviser and Clerk meet prior to each meeting to review actions and plan the agenda. Working groups have also been held to devise the Greenwich bid for funding from NASACRE and to move forward revising the Multifaith Guidelines.

# **I Overview and Chair's introduction to the Annual Report of Greenwich SACRE 2011- 2012**

Again this has been another full year. The very successful launch of the new Royal Greenwich Agreed Syllabus has been followed with training for primary subject co-ordinators and subsequent network support meetings for both primary and secondary teachers.

The new syllabus includes a great module for pupils in KS2 pupils to investigate changes to faith communities in the borough over the last 50 years. Having successfully bid for resources from Westhill/NASACRE, Tristram Jenkins has visited to meet the project team and monitor the development and trialing of materials with schools. Once completed this resource will be made available to all schools in the borough

We are delighted to see that there has been a further improvement in the levels gained by pupils at GCSE and A Level. We have noted that RE has taken a hit because of the national changes measuring schools' success. There has been a 28% decline in the number of students taking the short courses because of the potential removal of any value placed being given to them. Although this has been compensated by an increase of 14% in full courses, the loss to studying RE has been identified as its lack of inclusion in the EBacc.

One specific challenge at the secondary level is the resistance to support in some academies where we can see that the RE results are significantly below the national and local levels.

Reviewing the Multi-Faith Guidelines has been a focus for a working party. Support from the borough's adviser on PSHE has helped to shape the guidelines that are currently being considered by members of each faith group.

Liaison with the borough has been excellent this year. With the full support of a senior advisor, we have benefited through visits from the Assistant Director, senior advisors and the Performance Analysis Team Manager.

Throughout the year we have used the SACRE RETool framework. Outcomes from the sections completed (3, 4 and 5) are very positive, though we have room to develop in several areas, particularly in trying to fill vacancies from Muslim and Hindu faith groups. On-going links with the Greenwich Faith Community Leaders will hopefully resolve this soon.

Royal Greenwich had the privilege of hosting some of the Olympic and Paralympic Games. These exciting and life transforming events have positively impacted SACRE and the teaching of RE. The legacy will last thanks to the dedication of SACRE members, LA officers and the enthusiasm of the pupils to succeed.

Jeff Laws

Chair of the Greenwich SACRE

Spring 2013

## **2 Religious Education (RE)**

### **2.1 The Locally Agreed Syllabus**

The Agreed Syllabus for Religious Education was launched on February 28<sup>th</sup> and schools were notified of SACRE's expectation that they would be implementing it from September 2012.

The Agreed Syllabus Launch was followed by training for primary schools and secondary cluster meetings to consider implementation issues and share good practice. It also led to SACRE devising a bid to the National Association of SACREs (NASACRE) for funding for a project to support them in implementing the new teaching Unit Understanding Faith in Greenwich. The bid was successful and at the NASACRE AGM in London in the summer Greenwich was one of the Local Authorities notified that their bid was successful. A working party of teachers and SACRE members has been developing support materials for this during the latter part of the year.

SACRE's main aim in is to produce and distribute across all the LA's primary schools a high quality CD disc of support materials for schools including sample questionnaires and advice, research materials about a range of local places of worship, including those from the project schools and others produced by SACRE members, historical archive and faith communities around the LA, census details showing changes to the demographics of the LA over time. They also want to and to draw them closer to their local faith communities. The disc will also enable 3 local primary schools to act as a small pilot study, these schools along with the SACRE and the disc will become resources for all the Borough's primary schools to help them develop and deliver their own unit.

RB Greenwich SACRE members believe this project is important because:

- It will help them to support schools as they encourage children to meet and get to know their community better, particularly the range and diversity of local faith communities represented in and around the school and in the wider Borough.
- Through pupils finding out more about their local community it helps schools to promote Community cohesion

- It will provide a model / models to support schools and resources to supplement what they are able to find out from their own part of the LA
- The model can be reproduced in future years and updated as required.

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

## The Original Unit

### How the Project is developing:

The pilot schools are Eglinton, Middle Park and Sherington. These are spread across the LA with different cultural and socio-economic catchment areas. Two are directly linked to SACRE, the third was also linked to the Agreed Syllabus development working party.

The teachers involved have met with the project manager and RE Adviser on several occasions as a whole group and separately. The teachers from Eglinton and Middle Park have also met independently.

## 2.2 Standards in RE

### 2.2.1 Monitoring

Once the Agreed Syllabus is embedded it is hoped to find a way to monitor standards of RE in schools



## 2.2.2 Royal Greenwich Religious Studies Examination Results

### 1. GCSE Examination Results

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

### 2 GCSE Entries

2.1 Locally and nationally, full course religious studies GCSE entries have increased while short course entries have decreased between 2011 and 2012; 14% increase in full course entries (compared to an 8% national increase) and 28% decrease in short course entries in Royal Greenwich (compared to a 10% national decrease).

- Girls outperformed boys by 12% points both in Royal Greenwich and nationally for the full course in GCSE religious studies.
- Girls outperformed boys by 2% points for the short course religious studies GCSE in Royal Greenwich whereas nationally there is a 15% point gap
- The adjusted borough/national subject residual for GCSE full course in religious studies was +0.67. This means that pupils achieved on average 2/3 of a GCSE grade higher for religious studies than in their other subjects.

Short course qualifications will not be counted by the DfE in performance tables from 2014.

**Table 1 National entries compared with local entries 2010-2012**

	2010		2011		2012	
	National	Greenwich	National	Greenwich	National	Greenwich
<b>Full course</b>	170,767	817	199,752	803	216,373	917
<b>Short course</b>	254,698	878	233,998	915	211,269	655

### 3 GCSE Full Course Results

3.1 There has been a year on year improvement in religious studies A\* - C grades since 2010 but there is still a 3% point gap between Royal Greenwich and national performance in 2012.

**Table 2 Full course A\* - C results compared to national**

	2010	2011	2012
A* - C Greenwich	63.5%	68.4%	70.6%
A* - C National	72.7%	73.2%	73.6%

**Table 3 Full course A\* - G results compared to national**

	2010	2011	2012
A* - G Greenwich	97.9%	96.3%	97.3%
A* - G National	98.7%	98.4%	98.5%

4.1 In 2012, three schools did not enter any of their pupils for the full course qualification (Corelli College, Crown Woods College and Charlton Park Academy) and a further three schools only entered a small proportion of their pupils (The John Roan, Thomas Tallis and Woolwich Polytechnic).

**Table 4 Full course A\* - C results by school 2010-2012**

School	2010	2011	2012	No of entries in 2012
Blackheath Bluecoat	38.9%	41.9%	46.5%	99
Corelli College	N/A	N/A	N/A	0
Crown Woods College	N/A	40.0%	N/A	0
Eltham Hill	100.0%	96.4%	95.9%	74
Harris Academy Greenwich	N/A	N/A	40.6%	106
Plumstead Manor	55.0%	57.7%	60.9%	220
St Paul's Academy	59.2%	70.3%	76.8%	138
St Thomas More	74.8%	88.2%	92.5%	120
St Ursula's	86.3%	88.0%	91.7%	120
The John Roan	55.6%	46.2%	68.0%	25
Thomas Tallis	100.0%	83.3%	88.9%	9
Woolwich Polytechnic	33.3%	N/A	100.0%	1

Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	50.0%	37.5%	0.0%	5
<b>Greenwich LA</b>	<b>63.5%</b>	<b>68.4%</b>	<b>70.6%</b>	<b>917</b>

**Table 5 Full course A\* - G results by school 2010-2012**

School	2010	2011	2012	No of entries in 2012
Blackheath Bluecoat	97.6%	91.1%	88.9%	99
Corelli College	N/A	N/A	N/A	0
Crown Woods College	N/A	90.0%	N/A	0
Eltham Hill	100.0%	100.0%	100.0%	74
Harris Academy Greenwich	N/A	N/A	98.1%	106
Plumstead Manor	97.4%	97.2%	97.3%	220
St Paul's Academy	95.9%	98.6%	98.6%	138
St Thomas More	99.2%	97.5%	100.0%	120
St Ursula's	99.1%	100.0%	100.0%	120
The John Roan	100.0%	61.5%	88.0%	25
Thomas Tallis	100.0%	100.0%	100.0%	9
Woolwich Polytechnic	100.0%	N/A	100.0%	1
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	100.0%	75.0%	80.0%	5
<b>Greenwich LA</b>	<b>97.9%</b>	<b>96.3%</b>	<b>97.3%</b>	<b>917</b>

## 5 GCSE Short Course

5.1 Royal Greenwich's A\* - C performance for short course religious studies is in line with the national average in 2012.

**Table 6 Short course A\* - C results compared to national**

	2010	2011	2012
A* - C Greenwich	51.3%	49.2%	53.1%
A* - C National	54.0%	51.8%	53.1%

**Table 7 Short course A\* - G results compared to national**

	2010	2011	2012
A* - G Greenwich	96.4%	93.8%	94.8%
A* - G National	96.0%	94.9%	95.3%

5.2 Although Corelli College and Crown Woods did not enter any pupils for the full course, a high proportion of their pupils were entered for the short course. Thomas Tallis is the only mainstream school which enters a small number of pupils for either course: 9 pupils for the full course and 2 for the short course in 2012.

**Table 8 Short course A\* - C results by school 2010-2012**

School	2010	2011	2012	No of entries in 2012
Blackheath Bluecoat	N/A	N/A	N/A	0
Corelli College	22.8%	40.0%	23.6%	110
Crown Woods College	68.0%	37.6%	49.7%	175
Eltham Hill	78.8%	83.2%	77.8%	45
Harris Academy Greenwich	N/A	50.5%	N/A	0
Plumstead Manor	100.0%	0.0%	N/A	0
St Paul's Academy	0.0%	N/A	N/A	0
St Thomas More	N/A	100.0%	N/A	0
St Ursula's	N/A	N/A	N/A	0

The John Roan	51.6%	57.0%	57.3%	150
Thomas Tallis	75.0%	64.3%	50.0%	2
Woolwich Polytechnic	40.6%	39.3%	66.5%	170
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	N/A	0.0%	0.0%	3
<b>Greenwich LA</b>	<b>51.3%</b>	<b>49.2%</b>	<b>53.1%</b>	<b>655</b>

**Table 9 Short course A\* - G results by school 2010-2012**

<b>School</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>No of entries in 2012</b>
Blackheath Bluecoat	N/A	N/A	N/A	0
Corelli College	95.1%	87.4%	91.8%	110
Crown Woods College	97.5%	94.9%	95.4%	175
Eltham Hill	99.2%	99.2%	97.8%	45
Harris Academy Greenwich	N/A	95.7%	N/A	0
Plumstead Manor	100.0%	100.0%	N/A	0
St Paul's Academy	100.0%	N/A	N/A	0
St Thomas More	N/A	100.0%	N/A	0
St Ursula's	N/A	N/A	N/A	0
The John Roan	93.1%	91.4%	91.3%	150
Thomas Tallis	100.0%	100.0%	100.0%	2
Woolwich Polytechnic	96.9%	95.7%	98.8%	170
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	N/A	100.0%	66.7%	3
<b>Greenwich LA</b>	<b>96.4%</b>	<b>93.8%</b>	<b>94.8%</b>	<b>655</b>

## 6. A Level results

- 6.1 The number of A Level entries has been broadly consistent between 2010 and 2012 and is generally quite low, with 16 entries in 2012 (10 female entries and 6 male entries).
- 6.2 The grade breakdowns for A Level were one A grade, one B grade, one C grade and one D grade at Plumstead Manor (4 entries) and one A grade, three B grades, 4 C grades, 3 D grades and 1 E grade at Thomas Tallis (12 entries).

**Table 10 National entries compared with local entries 2010-12**

	2010		2011		2012	
	National	Greenwich	National	Greenwich	National	Greenwich
<b>A Level (A2)</b>	17,710	17	18,463	19	18,950	16

- 6.3 Nationally there has been a 1.1% decline in the percentage of pupils achieving A\* - C grades at A Level in religious studies (from 80.4% in 2011 to 79.3% in 2012).

**Table 11 National performance by grade 2010-2012**

	No of candidates	A*/A	B	C	D	E
<b>2010</b>	17,710	27.2%	27.4%	23.6%	13.9%	6.2%
<b>2011</b>	18,463	27.4%	29.5%	23.5%	13.0%	5.1%
<b>2012</b>	18,950	25.5%	29.3%	24.5%	13.8%	5.5%

- 6.4 There has been a reduction in the number of Greenwich schools delivering A Level courses in religious studies (from 5 in 2010 to 2 in 2012) which is more cost effective given the relatively low number of entries.

**Table 12 A Level A\* - C results**

School	2010	2011	2012	No of entries in 2012
Blackheath Bluecoat	100.0%	0.0%	N/A	0
Corelli College	50.0%	N/A	N/A	0
Crown Woods College	N/A	N/A	N/A	0
Plumstead Manor	50.0%	40.0%	75.0%	4

Shooters Hill	66.7%	N/A	N/A	0
The John Roan	N/A	N/A	N/A	0
Thomas Tallis	85.7%	50.0%	66.7%	12
<b>Greenwich LA</b>	<b>70.6%</b>	<b>42.1%</b>	<b>68.8%</b>	<b>16</b>

**Table 13 A Level A\* - E results**

<b>School</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>No of entries in 2012</b>
Blackheath Bluecoat	100.0%	100.0%	N/A	0
Corelli College	100.0%	N/A	N/A	0
Crown Woods College	N/A	N/A	N/A	0
Plumstead Manor	100.0%	100.0%	100.0%	4
Shooters Hill	100.0%	N/A	N/A	0
The John Roan	N/A	N/A	N/A	0
Thomas Tallis	100.0%	87.5%	100.0%	12
<b>Greenwich LA</b>	<b>100.0%</b>	<b>94.7%</b>	<b>100.0%</b>	<b>16</b>

### **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 through the Children's Services Schools Bulletin and has included the RE Newsletters for Primary and Secondary Schools; Art in Heaven; Celebrating RE Month 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**

### **3.1 Advice**

The SACRE has produced no advice on collective worship this year.

### **3.2 Monitoring**

SACRE's role is to monitor Collective Worship and will ensure a focus is given to support schools effectively with this next year.

### **3.3 Training**

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

### **3.3 Complaints**

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

### **3.4 Determinations**

No Determination applications have been received this year.

## **4 Links with other agencies**

### *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.



## **The RE Subject Review**

The Draft report of the Expert panel was circulated in the autumn term and responses were invited to that report which sought to summarise accurately and comprehensively the perceived state of play in RE and to make recommendations for future action. Phases Two and Three would be developmental and take the review process forward according to the priorities outlined in the report. Clearly it was important for all SACREs to respond to the report to ensure the priorities were appropriate. SACRE debated the report in some depth and submitted a detailed response. They are taking note of progress with the review.

## **The All Party Parliamentary Group (APPG) for Religious Education**

The APPG was launched on Monday, 11th June at the House of Commons and was followed by an informal reception. This was attended by Denise Chaplin and SACRE were given information about the launch.

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 and were encouraged to send information when the APPG sent out a call for evidence of the work of SACREs and the state of RE.

### **4.1.2 The National Association of SACREs (NASACRE).**

**National Association of SACREs Annual General Meeting, Friend's Meeting House, London  
Wednesday 23rd May 2012**

SACRE were represented at this event where Denise Chaplin was re – elected to the NASACRE executive.

The Keynote address was given by Professor Robert Jackson on the subject ‘RU 4 EC RE? ‘ Research and European Policy Making on Religious Education: Taking account of young people’s views in developing the subject’. He introduced delegates to a range of information and projects.

In answer to questions from the floor, Professor Jackson explained that many other countries don’t understand much about what goes on in British RE but one thing that is picked up is the value of SACREs and there is nothing like them elsewhere.

Professor Jackson also suggested SACREs could take a lead on helping to educate parents about religions and the value of religious education.

In the Afternoon session Sharon Artley alerted the meeting to the upcoming remodelling of the NASACRE website taking place between June and September. The new logo is shown at the start of this report.

Lat Blaylock later spoke to delegates on the topic ‘SACRE + Teachers of RE = Good Learning’ He encouraged SACREs to get involved with quality RE. He said that SACREs can get overwhelmed with maintenance issues but stressed the importance of them being proactive and dynamic; getting involved with pupils in ways that make a difference. He suggested that the SMSC agenda and its raised importance in inspections was a possible driver to take RE forward. Lat claimed that SACREs matter as they are critical friends to teachers.

In answer to questions from the floor Lat suggested that headteacher representatives on SACREs would make good speakers to highlight the value of SACREs and RE to headteacher conferences.

Sarah Smalley representing the RE Council brought a message from John Keast. She began by acknowledging that the presentations given at the meeting had provided inspiring insights into RE today. If this was the picture everywhere then we could say RE is flourishing. However, new government policies have started to take effect. The picture of their impact is not entirely clear yet. On behalf of John Keast she led delegates

through a number of issues that are challenges at a local and national level as well as issues that are encouraging.

Positives that she focussed on included the introduction of the RE Quality Mark and the all party parliamentary group (APPG) on RE.

#### **4.1.3 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.

#### **4.2 Local**

Several Greenwich SACRE members also 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.

#### **London SACREs conference 2011: Fulfilling our responsibilities in uncertain times**

Because of the large number of local and national events taking place in the spring and summer terms 2011 due to the National RE Celebration, this had been postponed to the autumn term and was held at the London Sivan Kovil in Lewisham. The meeting was well attended. All visitors were most impressed with the Temple and the delightful lunch provided.

The title of the Conference 'Fulfilling our responsibilities in uncertain times' was very relevant and the key note speaker, John Keast, OBE, the new Chair of the RE Council was realistic and determined in his message.

In 2012, due to the number of national events in the summer, including the Olympic and Paralympic Games, this was again deferred to the autumn term.

## London SACREs' Conference 2012 - Excellent RE

The Conference was held on November 6th 2012 at the Zartoshty Brothers Hall, Zoroastrian Centre, 440 Alexandra Avenue, Harrow and several members of SACRE attended and fed back to SACRE.

Delegates were made welcome and shown around the centre where they were given an informative talk about the beliefs and practices of Zoroastrianism, by Malcolm Deboo, President of the Zoroastrian Trust Funds of Europe, who also shared some very interesting resources with delegates.

At the start of the day, delegates had divided into small discussion groups and were encouraged to reflect on successes, challenges and issues. Among issues raised were issues of non-compliance of schools in providing RE, the rise of the Academies and free schools and the impact that current educational changes to schools and education are having on the state of RE in general.

John Keast, Chair of the RE Council presented the conference with some key facts about the state of RE. He went on to suggest that there is a wholesale change in the way the government wants RE to be perceived. The intention, it seems, is to leave it up to local schools to determine their own response the requirement (whatever that is) to teach RE. Whilst the government still continues to assert that RE is statutory, clearly this is not the whole picture. John asked what might be the role of the faith communities in this situation?

The REC has produced a strategic plan a few months ago with 5 key areas of work, each one driven by a committee or working group. Information about the work of the groups can be found in the REC Newsletter and on its website.

Mary Myatt gave an interesting and interactive presentation on the Religious Education Quality Mark. She explained that the aim of the project is to recognise outstanding teaching and learning in religious education. It is an accreditation system which seeks to recognise good practice in RE, and designed to be a mechanism for whole school improvement beyond RE as its principle focus is to enhance pedagogy.

The REQM is available to all schools, academies and schools with a religious character. Additional information can be gathered from their website [www.reqm.org](http://www.reqm.org). The REQM provides a framework that will

encourage schools increase their range and quality of planning, teaching and learning in Religious Education, and, by improving the standard of pedagogy in RE, aim to impact whole school improvement.

Mary suggested that where there is little or no RE in a school, it is difficult to capture the role and impact of RE on SMSC (Social Moral Spiritual and Cultural development of each child or student). SACREs were asked to encourage their schools to participate.

## **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 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.

### **6.2 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.

### **6.3 Monitoring progress and effectiveness - SACRE self-evaluation**

SACRE has kept its self-evaluation priorities in mind when discussing its work with the outsourcers and self-evaluation of SACRE's effectiveness using the SACRE Self Evaluation Tool was undertaken on three occasions.

### **6.4 2012 Olympic Inter Faith Walk**

The South London Inter Faith Group encouraged and supported a coordinated set of inter faith walks immediately before the Olympics and Paralympics. There were 12 walks right across the southern part of London during the weekend 14th and 15th July 2012. Locally groups chose the Saturday or the Sunday, or both, for their walks, depending on local factors.

The aim was to use this time when the global spotlight was on London to celebrate the multi faith character of London and to demonstrate the inter faith collaboration that is taking place.

Mayor of London Boris Johnson said "I am delighted to lend my support to the South London Inter Faith Walks in this summer like no other for London. The Olympic and Paralympic Games offer the most wonderful demonstration of togetherness, and it will be a joy to see athletes and visitors from all over the world, of all faiths and none, coming together in our capital where we are almost unique in being able to offer them all a home from home. That is something to celebrate and for which we can all give thanks, and I can think of no better way to do so than by joining one of these Inter Faith walks in that same spirit of togetherness and sporting endeavour."

The Greenwich walk took place on Saturday 14th July, starting at 11 am. Participants were informed that they could join in at any point on the way and were asked to dress modestly. Dress and behaviour conventions for the venues were made clear and people were offered langar at the Gurdwara at 5pm. One of the organisers was Mr Bakhshi, a Greenwich SACRE member, and schools were informed about the walk and encouraged to take part.

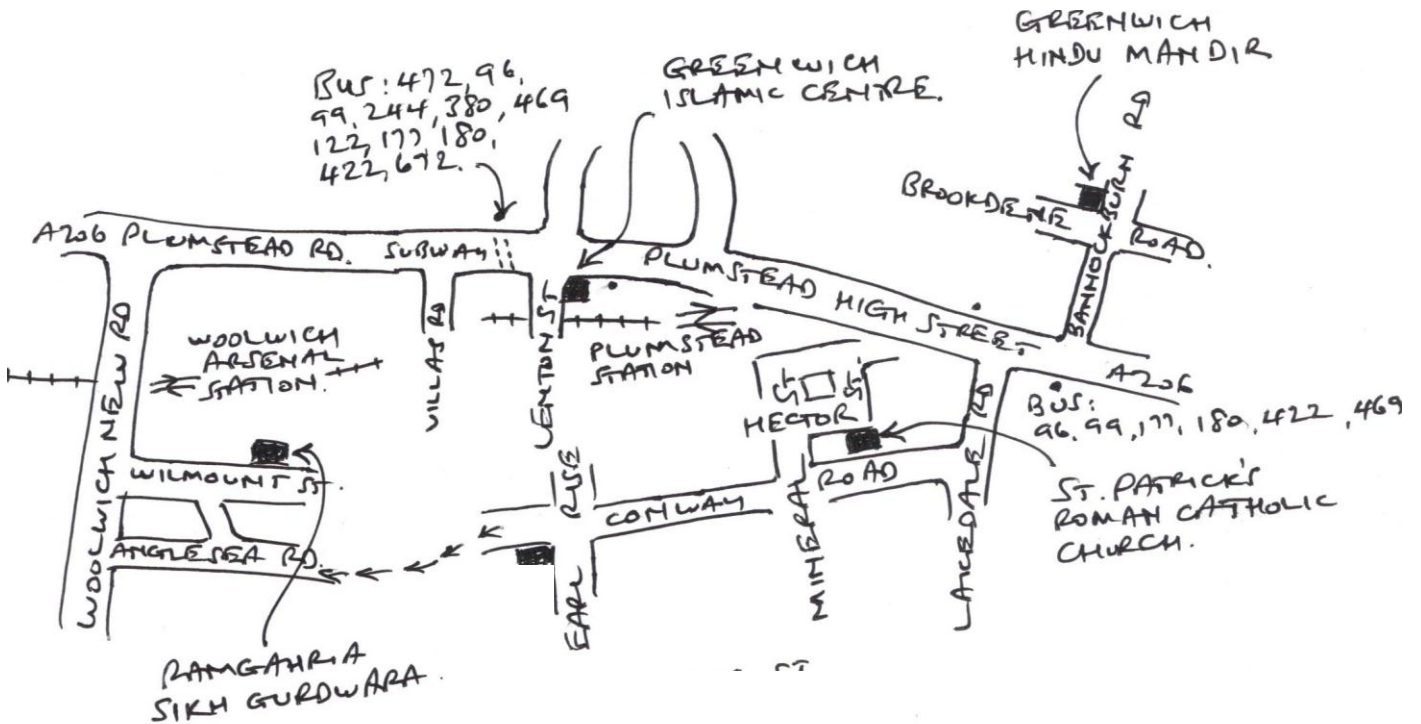
Timetable and Map of the Route:

**11 a.m. Greenwich Islamic Centre, Plumstead Road** [Islam] (the Mayor and Mayoress of the Royal Borough of Greenwich joined here)

**12.30. St. Patrick's Church, Conway Road/Hector Street** [the Christian faith; the Philippino community; Buddhism and the Chinese community]

**14.45 Hindu Temple, Bannockburn Road** [the Hindu faith, and the Gurkha community]

**16.15 Sikh Temple, Masons Hill** [the Sikh faith]. The visit finishes with Guru Ka Langar (Community Food served free) at 17.00



Constitution of the Greenwich SACRE

Standing Advisory Council on Religious Education

# CONSTITUTION



May 2009



# 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

<b>COMMITTEE A – Other Christian denominations and other faiths represented in the LA.</b>	
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

<b>COMMITTEE B – The Church of England</b>	
Southwark Diocese	4 representatives

<b>COMMITTEE C – Teachers’ Professional Associations</b>	
NAHT	1 representative
NASUWT	2 representatives
NUT	2 representatives (vacancy exists)
SHA	1 representative (vacancy exists)

<b>COMMITTEE D – The Local Authority</b>	
Elected Members	3 representatives (2 lead, 1 min. party)
Local Authority	1 representative
Consultant Inspector/Advisor to SACRE (non voting)	1 representative **

\*\* to include 2 x governors

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*)<sup>1</sup> nominated by the absent member 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 Council, 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 governing 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:

<sup>2</sup>

Group A	-	minimum of 4 representatives
Group B	-	minimum of 2 representatives
Group C	-	minimum of 2 representatives
Group D	-	minimum of 1 representative

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<sup>1</sup> Delete as necessary

<sup>2</sup> Representation to reflect full membership – subject to revision

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 Council shall be an employee of Greenwich Council.

## **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 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 grant maintained schools within the borough. Such advice may be sent to Faith Schools for information.
- To receive, and determine whether an application from a Head Teacher to vary the requirement for worship of a broadly or mainly Christian character, 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 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 Qualifications and Curriculum Authority (QCA).
- 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 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 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.

## Appendix B – Membership as at December 2012

<b>Group A</b>	<b>Representing</b>	<b>Name</b>
	African-Caribbean Churches	Vacancy
	Bahai	Vacancy
	Baptist Churches	Vacant
	Buddhism	Mr. Keith Alker
	Evangelical Churches	Mr. Jeff Laws (Chair)
	Hinduism	Vacancy
	Hinduism	Vacancy
	Islam	Vacancy
	Islam	Mr. Arezki Mabed
	Judaism	Rev. David Rome
	Methodist Church	Ms. Lin Mannas
	Roman Catholic Church	Vacancy
	Sikhism	Prof. Harbhajan Singh
	Sikhism	Mr. Balbir Singh Bakhshi
	URC	Ms. Alison Adam
<b>Group B</b>	The Church of England	Mr. Bob Love (Vice Chair)
	The Church of England	Ms. Sarah Owen
	The Church of England	Rev. Erica Wooff
	The Church of England	Mr Shaun Burns
<b>Group C</b>	<b>Teachers in the LA</b>	Ms. Diane Atkinson
		Ms. Claire Veal
		Mr. Jeremy Lunnon
		Ms. Ruth Handyside

		Ms. Maggie Carney
	<b>HE Co-optee</b>	Mr. Robert Morgan
<b>Group D</b>	<b>The Local Authority</b>	Cllr. Mandy Brinkhurst
		Cllr. Don Austen
		Cllr. Steve Offord
		Ms. Michelle Moore (from May 2011)

## Appendix c – KS4 Examination Results 2012 All schools

School or college name	Institution Type	Number of students in cohort	Number entered Full 2012	% entered Full course 2012	Number entered Short 2012	% entered Short Course 2012	% cohort entered for RS 2012	% cohort entered for RS 2011	% cohort entered for RS 2010	Entry up or down on 2011	Entry p or down on 2010	A*-C full course (Green = above NA (72.6%))	A*-C short course
Eltham Hill Technology College for Girls	Community School	174	74	43%	45	26%	68%	93%	95%	-24%	-26%	96%	86%
Plumstead Manor School	Community School	234	220	94%	0	0%	94%	94%	97%	0%	-3%	62%	
Woolwich Polytechnic School for Boys	Community School	224	1	0%	188	84%	84%	77%	80%	7%	5%	0%	59%
Eltham Foundation	Foundation School	173	106	61%	0	0%	61%	46%	0%	15%	61%	41%	
Crown Woods College	Community School	223	0	0%	188	84%	84%	82%	85%	2%	-1%		47%
Thomas Tallis School	Community School	235	9	4%	2	1%	5%	9%	7%	-4%	-2%	89%	89%
The John Roan School	VCSchool	197	25	13%	163	83%	95%	87%	93%	8%	2%	68%	52%
St Ursula's Convent School	V ASchool	122	121	99%	0	0%	99%	96%	99%	3%	0%	92%	
Blackheath Bluecoat C of E	VASchool	103	103	100%	0	0%	100%	96%	98%	4%	2%	45%	
St Thomas More R C Comp	VASchool	120	120	100%	0	0%	100%	98%	98%	2%	2%	93%	



Wize Up	Independent Special	13	0	0%	1	8%	8%						0%
Riverston School	Independent	25	0	0%	0	0%	0%	0%	0%	0%	0%		
Colfes School	Independent	107	13	12%	0	0%	12%	9%	23%	3%	-11%	100%	
Blackheath High School	Independent	48	15	31%	29	60%	92%	94%	62%	-2%	30%	100%	100%
Right Choice Project	Independent	13	0	0%	0	0%	0%						
Bellerbys College London	Independent	30	0	0%	0	0%	0%	0%	0%	0%	0%		
Schoolhouse Education	Independent School	17	0	0%	1	6%	6%						0%
Moatbridge	Community Special	8	5	63%	3	38%	100%	73%	0%	27%	100%	0%	0%
Charlton School	Community Special	22	0	0%	0	0%	0%	0%	0%	0%	0%		
Corelli College	Academy	214	0	0%	116	54%	54%	82%	89%	-27%	-34%		22%
St Paul's Academy	Sponsored Academy	143	138	97%	0	0%	97%	85%	93%	11%	3%	77%	