



Standing Advisory Council for Religious Education

SACRE Annual Report 2011 - 2012



**Harrow
SACRE**



Chair's Foreword

The religious and ethnic profile of the London Borough of Harrow is unique in England and Wales and this is reflected in the very special and well-established relationship that SACRE has with Harrow Council.

Statistics from the 2011 Census are one source of information about this diversity.

Harrow has the highest religious affiliation in England and Wales and is ranked as having:

- highest percentage of Hindus (25.3%)
- highest percentage of Jains (2.2%)
- second highest percentage of Zoroastrians (0.1%)
- second lowest percentage of residents declaring No Religion (9.6%)

The Census data also reveals that 37.3%% of residents have identified themselves as Christian, 12.5% as Muslim, 4.4% as Jewish, 1.1% as Buddhist and 1.2% as Sikh.

Harrow is also defined by its ethnic profile, having:

- second highest percentage of residents of Indian origin (26.4%) and the highest percentage of residents who have described themselves using the category of 'Other Asian' (11.3%)
- highest ranking of residents identifying their country of birth as South and Eastern Africa (9.9%), Kenya (4.9%), Sri Lanka (4.3%) and Romania (2.2%)
- lowest ranking of residents with 'No British' identity (51.8%).

Harrow has 61 schools. There are 46 primary schools, including one academy, 10 High schools, of which 8 are Academies, and 5 special schools. In December 2012, 95% of schools are good and outstanding, with 54% outstanding.

Harrow Council's Education Strategy and School Organisation service commissions the Harrow School Improvement Partnership to provide RE-specialist expertise and advice for SACRE. We are proud that, in a year of austerity measures and cuts to public services nationally, Harrow Council has maintained its financial commitment to SACRE. This is recognition of the importance of religious education, and of its contribution to pupils' spiritual, moral, social and cultural education, in a borough where religious identity and practice is of such importance.

In 2011 - 12 the highlights of SACRE's work have been:

- review and publication of guidance for schools on submitting applications for determinations;
- four presentations from primary schools, including two which have provided excellent models of provision for collective worship and another which has enabled SACRE to recognise how RE provision and outcomes can contribute to a school securing the the Rights Respecting Schools Award;
- the launch of new SACRE guidance: Visits and visitors for RE and Collective Worship
- the commissioning of new guidance on establishing a space for prayer and reflection in schools, which will be published and launched at a seminar in 2012 – 2013;
- new members joining SACRE Group A, which has strengthened our representation of the religious diversity within Harrow; and
- an active SACRE Chairs' Group which has taken forward the work delegated to it by SACRE.

SACRE Monitoring and Evaluation of

- Attainment and progress in RE
- Quality of teaching and the extent to which the curriculum delivers the Harrow Agreed Syllabus and meets the needs of pupils
- Leadership and management of RE

Public examination entries and results in RS GCSE and GCE AS and A level in 2012

Nationally, the RS GCSE short course has a proven track record of accrediting provision for pupil entitlement to RE at KS 4, through a syllabus which motivates students, provides worthwhile recognition for their achievement and was designed to be covered in an hour a week over two years. In Harrow the number of entries steadily increased between 2008 and 2011, so that in recent years High schools have entered the large majority of their Y11 cohort.

In 2012 a slight decrease in numbers of Harrow entries for the short course reflects a fall in entries from one of the High schools; there is no available information about how the RE entitlement at KS 4 was provided for the 44% of pupils not entered for any RS GCSE at this academy. However, all the non-denominational High schools continued to provide RS short course GCSE as the core entitlement for pupils in KS 4.

Nationally, entry patterns for RS GCSE are being monitored. There was early evidence that when secondary schools became academies, some RE departments lost status, and curriculum time. Harrow SACRE is not aware of any similar impact upon the RE departments in local academies.

After 2014, short course GCSEs will not be recognized in the headline measures of a school's performance. The list of GCSE subjects which can be accredited with the English Baccalaureate, does not include RS. These decisions may have further impact upon provision for RE at Key Stage 4. SACRE continues to hope that the secondary phase academies will nominate associate representatives so that we can retain an overview of provision for RE in the secondary phase and offer support to school leaders in relation to their curriculum.

The RS GCSE full course is provided as an option subject in seven of the eight non-denominational High schools. It would appear that there have been slight increases in numbers of pupils choosing the full course locally, resulting in a 36% increase in entries overall in 2012.

59.5% pupils gained an A* - C grade in the RS GCSE short course in 2012. Percentages of A grades were high at Bentley Wood and Nower Hill. There is no national data available to make comparisons.

91% pupils gained A* - C in the RS GCSE full course.

In 2012 31 pupils from non-denominational schools were entered for RS A level, from 6 non-denominational schools. This is a significant increase compared with 2011.

GCSE and A level data is included in Appendix A.

Presentations to SACRE

Two schools gave presentations to SACRE in 2011 – 2012. These enabled SACRE members to engage in a dialogue with pupils and RE leaders about provision for RE, its strengths and areas for development.

Belmont School and the Rights Respecting Schools Award

Three Y6 pupils, who are the school's RRS ambassadors, accompanied their headteacher, Mrs Heather Harris, to explain to SACRE what the achievement of this award has contributed to Belmont School.

SACRE members heard about some of the 54 articles of the UNICEF Charter and the balance of rights with responsibilities. They were reminded that the right to healthy food and clean water carries a responsibility not to waste these essentials of human life. The right to education must be accompanied by a responsibility not to distract others from their learning and the right to practice their religion relies on others respecting that right. In a PowerPoint presentation by one of the pupil-ambassadors, members were challenged to think about times when individuals might need to stand up for and protect the rights of others.

SACRE members agreed that if RE was to empower children and young people to celebrate and defend these rights and responsibilities, the emphasis in RE should not be upon the 'naming of parts' but upon those big ideas which are central to the human search for meaning and purpose.

SACRE then discussed what RE might look like in a Rights Respecting School and there were examples of units of work which promote 'big question RE' such as 'How does the life of Guru Nanak teach about respect and equality?' and 'How does learning about the mosque help us to understand community?' It was emphasized that these units of work help pupils to *learn about* key beliefs and practices within a faith tradition and also to *learn from* religions about concepts which are shared by many faiths and valued in society.

Priestmead Primary School and Nursery

The RE subject leader and eight Y6 pupils gave a presentation to SACRE on how visits and visitors are central to the programme of RE at Priestmead.

Pupils described what they had learned on their visits to St Anselm's Catholic Church, Stanmore Synagogue, Bhaktivedanta Manor and Watford Mosque. Pupils were emphatic that these visits consolidated their prior learning and were rich, memorable experiences.

Pupils engaged in an impressive question and answer session with SACRE members. When pupils were asked whether there were any factors common to all the places of worship, Rachel Bowerman encouraged a Muslim SACRE representative to talk about how at the mosque Muslims pray, as the Prophet Muhammad (pbuh) had taught, shoulder to shoulder, no one member of the ummah more important than another. A Hindu member of SACRE explained that at the mandir Hindus often eat a communal meal together sitting on the floor. Priestmead pupils remembered that at the church Christians take wine from a communal cup. So SACRE members reached the conclusion that these are expressions of a shared religious belief that humans are born equal in the sight of God. It was agreed that exploring concepts such as these should be what agreed syllabus RE is aiming for in order to contribute to the spiritual, moral, social and cultural development of all pupils.

Collective Worship:

- **SACRE guidance on determinations**
- **Determinations submitted and agreed in 2011 – 2012**
- **SACRE monitoring of provision and quality of Collective Worship**
- **Freedom of information requests relating to Collective Worship and Determinations**

In the autumn term 2011, SACRE members initiated a review of their guidance for schools on applications for determinations. Harrow SACRE does not operate a policy of promoting determinations, but has a duty to formally consider and make decisions about those applications for determinations which are submitted by schools.

When SACRE commissioned the LA Lead Officer to prepare new guidance, members were mindful that schools should provide information about the religious profile of the school and the groups of pupils for whom a proposed determination would apply. Additionally, the new proforma requires information about:

- how a school's Governing Body is involved in the decision to apply for a determination;
- evidence of consultation with staff, parents and pupils and a summary of responses / feedback;
- information about withdrawals from collective worship.

In addition, schools are asked to provide SACRE with their collective worship policy, a term's overview of planning and three examples of worked planning for acts of collective worship. SACRE have also advised schools that they will be required to attend the SACRE meeting at which their application is to be received and to give a presentation exemplifying the school's approach to collective worship. This clearly articulated expectation of documentation and presentation is intended to ensure that SACRE can, to some extent, fulfil its responsibility for monitoring provision for and quality of collective worship in Harrow schools. (The new Proforma is included as Appendix D)

Two schools submitted successful applications for a whole school determination in 2011 – 2012: Norbury School and Stanburn Infant School. SACRE was robust in its analysis of the evidence and information submitted by the schools, provided feedback to each school about their documentation and left each school with a challenge for the further development of their processes. In the spring term an application was not agreed by SACRE and constructive feedback was provided about the nature of SACRE's concerns. It was at this point that SACRE determined that a school presentation was essential in providing sufficient evidence on which to base a decision. SACRE has been instrumental in improving provision for collective worship at this school.

SACRE has used the school presentations to identify elements of provision and policy which were of a high quality and should be shared with other schools. For this reason, this annual report, which will be circulated to all Harrow schools, includes cameo portraits of collective worship at these two schools.

Collective Worship at Norbury School

Context:

Norbury has a diverse ethnic, cultural and religious profile: 22% of the school community are Christian, 21% Hindu, 40% Muslim and 12% humanist or atheist. Celebration of the diversity and unity of the school community is central to the school's approach to collective worship; the headteacher regards 'assembly' as a time for re-affirming the values of the Norbury commonwealth.

Norbury regularly applies for a review and renewal of its determination from SACRE every five years and asserts that it is because of the multi-faith nature of the school's planning for collective worship, that no children are withdrawn.

Planning:

Religious festivals are mapped onto the year's collective worship planner and then weekly themes are identified. Collective Worship is designed to be an experience which is different from the curriculum experienced in lessons. Accordingly, artefacts are used to create a 'special' atmosphere and this is sometimes reinforced by the choice of venue; collective worship is sometimes located outside in the gardens or pergola and pupils report that this aids their reflection and sense of the spiritual.

Partnership:

Consultation on the school's application for a renewal of its determination involved parents and pupils and generated considerable interest in and validation of the school's approach. Parents have recommended that a school prayer is composed, which expresses the values and beliefs of being a 'Norbarian.' They suggested faith-materials and requested that the weekly themes should be published in the school newsletter. Pupils responded with excitement and enthusiasm and are keen to lead acts of collective worship themselves, not just collectively as a class but individually and in small groups. An assembly committee has recently been convened, with representatives of staff, pupils and parents working together to further enhance delivery of collective worship.

The headteacher has led staff and pupils in the development of a 'strap line' which is used consistently to introduce a prayer or other focus for reflection. Feedback from pupils suggests that pupils, from faith and secular backgrounds, find this consistency reassuring and confidence-inspiring.

Exemplification:

The Norbury approach to collective worship was exemplified for SACRE in two presentations. On a theme of education, pupils had considered the aspirations and values which are common to pupils around the world and reflected on "what unites us: **know** more, able to **do** more, **BE MORE.**"

In an act of worship to mark Martin Luther King Day, the headteacher outlined events in the life of the black civil rights leader and considered how he made a difference. She shared the lyrics of Stevie Wonder's song and then pupils were invited to reflect on "strength and courage whilst we try and be brave and strong when faced with those who we know are wrong."

SACRE members found Ms Browning's presentation an inspirational illustration of how collective worship at its best can be deeply relevant to pupils' faith, ethnic and cultural backgrounds and an affirmation of the school's ethos and principles. Members recommended that the Norbury approach should be shared with other schools locally and asked the Lead Officer to contact NASACRE to suggest that Ms Browning was recruited to the NASACRE working group drawing up guidance on collective worship.

Collective worship at Stanburn Infants

Context:

Stanburn Infants is an ethnically, culturally and religiously diverse school; 15% of the school community is Christian, 46% Hindu, 24% Muslim and 6% Jain.

Planning:

Before the summer term application to SACRE, senior leaders developed and introduced a new framework for acts of collective worship. This framework has four elements:

- shared experience – ‘plug in’ which might be in the form of a story, picture, lyrics and music, artefact or visitor or other resource to introduce and embody the theme of the act of worship
- understanding and imagination – ‘switch on’ which engages the children with the shared experience at a deeper level and develops their understanding of the theme / issues
- reflection – ‘light up’ when children are provided with a focus for their reflection, such as a prayer, reading or quotation from a religious tradition or another source with a spiritual dimension.
- response – ‘light up’ which provides a structured opportunity for pupils to make a personal, individual response or commitment or to join collectively in affirming shared values.

The Stanburn Infant School policy on collective worship explains that “without the ‘light up’ elements it is NOT collective worship.” The policy also provides guidance on the wording with which these ‘light up’ opportunities are signalled to pupils within this multi-faith school.

“Listen to the words of this prayer that Hindus say. You can make it your own prayer or you can think carefully about today’s theme and what it means to you.” Followed by “I will give you a quiet moment to think about what you will do to ... (eg care about our precious world...be a good friend)

Those who lead acts of worship at Stanburn Infants sometimes use a candle at the start of the light up and extinguish it to show that time of reflection is over.

SACRE recommend this planning framework to other schools because it ensures that collective worship is entirely distinctive and different from provision for the curriculum and provides children with a structure for their participation through the ‘light up’ opportunities for individual reflection and response. When prayers and quotations are used – sometimes read by children - they are explicitly located within their faith tradition.

Exemplification

In the model that the headteacher presented to SACRE, the story of ‘The Rainbow People’ was used to introduce the theme of people learning to live together and help each other, whatever their differences. SACRE members were spellbound throughout the story. Mrs Drakeford modelled the questions used to help infant children ‘switch on’ to the key theme of the story and read a prayer from the Christian tradition which was used for the children’s reflection and response.

SACRE members recognised that ‘The Rainbow People’ is a story which can lead to an exploration of some key Christian beliefs about fellowship, stewardship and equality in the sight of God, which would also be echoed in other religious traditions. By exploring shared beliefs, through stories from faith traditions, schools can meet statutory requirements for collective worship whilst sustaining their commitment to inclusion. Another example of an act of collective worship submitted by Stanburn Infants demonstrated that well-chosen ‘secular’ stories can also promote exploration of a spiritual theme.

As a result of the impetus and inspiration provided by these two schools to the SACRE's debate about collective worship, new guidance for schools will be developed during 2012 – 13. This will support schools in their provision for spiritual, moral, social and cultural development, which has an enhanced status in the September 2012 Ofsted Framework.

Freedom of Information requests

Harrow Council regularly receives Freedom of Information requests related to assemblies, collective worship and determinations. Most recently, in July 2012, Chris Hastings from the Mail on Sunday, asked for detail about:

- numbers and names of schools which had applied for a determination and numbers of those which had been agreed, in the last four years
- the schools' rationale for their application
- information about the form of worship to be provided once a determination had been granted
- numbers of schools "not providing an assembly which is broadly Christian in nature"
- copies of all written correspondence, including emails, specific to an application for a determination

Responses to these FOI requests are managed by the LA Lead Officer. Whilst SACRE is gradually building mechanisms for reviewing schools' provision for collective worship, members are aware that these rely largely on the good will of headteachers and the good relationships with schools established previously by SACRE and by Rachel Bowerman, Senior School Improvement Adviser. SACRE does not have the right to demand information directly from schools and has not yet chosen to require the Local Authority to do so. The SACRE does not therefore have the sort of evidence base which would enable it to provide information about whether or not the provision of collective worship in Harrow community schools meets the requirements of the Education Reform Act 1988. Schools which have become academies would no longer submit requests for determinations to SACRE nor would SACRE have a remit to monitor their provision. There is no legal requirement for schools to provide an assembly and SACRE has no duty to monitor or report on assemblies.

Managing the SACRE and partnership with the Local Authority and other key stakeholders

- **Membership**
- **Partnership with Harrow Council**
- **Advice given by SACRE**
- **Partnership with NASACRE and the RE Council**

Meetings

In the academic year 2011 – 2012, SACRE met four times: 19th September, and 29th November 2011 and 13th March and 26th June 2012.

Membership

In 2011 – 2012 SACRE has welcomed four new members. Processes for monitoring attendance have become more robust and the representation on Group A has been reviewed to ensure that SACRE takes into account the diversity within its religious communities:

- Christianity – SACRE has decided to recruit an Orthodox Christian to Group A. The Greek Orthodox community recently celebrated the opening of their new-build church, St Panteleimon; the Romanian Orthodox community has a growing presence in Harrow churches and schools
- Hinduism - a representative has been recruited from the International Society for Krishna Consciousness and the Lead Officer is seeking to recruit a representative from one of the South Indian Hindu temples in Harrow
- Islam - Harrow Muslim Council has become the nominating body for two of the places on SACRE and as a result, they have nominated a representative from the Harrow Central Mosque
- Jainism - our long-serving Jain representative, Vinod Kapashi, has been replaced by Varsha Dodhia who was nominated by the Jain Network.

SACRE reiterated its commitment to sustaining relationships with the majority of High Schools which became academies in September 2011. SACRE has invited the academies to nominate two associate, non-voting representatives to Group C. No nominations have yet been received.

Cllr Brian Gate Portfolio holder for Children, Schools and Families, has attended SACRE meetings twice in 2011 – 2012 and recognises that SACRE's role is to hold the Local Authority to account for standards and provision for RE and Collective Worship in its schools and to advise it on resources to support the delivery of the local agreed syllabus. He congratulated SACRE on its newly published guidance on Visits and Visitors for RE and Collective Worship and its launch in a training event for RE subject leaders at St Panteleimon Greek Orthodox Church.

Membership of Harrow SACRE in 2011 – 2012 is detailed in Appendix B.

Financial support for SACRE

The Local Authority, through its Education Strategy Schools Organisation Service, has commissioned the Harrow School Improvement Partnership to provide professional support and expert advice to Harrow SACRE. Rachel Bowerman is the lead Senior Officer who delivers this commissioned service to SACRE. A total of the equivalent of 25 days of support was provided for Harrow SACRE in 2011 – 2012. More detail of how this support has been delivered and of the commissioning brief is found in Appendix C.

Guidance on establishing a space for prayer in schools

Two primary schools have referred to SACRE or to the LA Lead Officer, Rachel Bowerman, for guidance in relation to parental requests for a prayer room for Muslim pupils. As a result, Claire Ali, who runs a local consultancy advising schools on Islam, was invited to give a presentation at the June 2012 SACRE meeting. Claire's approach was to articulate the benefits for all pupils of establishing a space for prayer and reflection. The following reasons for establishing a space for prayer particularly resonated with SACRE members:

- to support children in the expression of their religious beliefs at school is to ground them in their sense of identity and to help them to feel connected spiritually;
- for some children and young people prayer is a normal part of their daily routine and it requires of them a self-discipline and skills for meeting their responsibilities which a school would want to consolidate and encourage;
- the movements of prayer for many people of faith are as energising as the brain gym which many schools intersperse between lessons; the spiritual discipline of prayer provides a time to connect and recharge;
- Harrow schools are keen to involve pupils in celebrating and defending the rights and responsibilities of the United Nations Children's Charter through accreditation as a Rights Respecting School. Consulting and involving young people in managing a space for prayer would further empower them to discuss rights and responsibilities.

SACRE has commissioned the development of a guidance document for schools which will be launched at a SACRE Conference in November 2012.

Partnership with NASACRE and the RE Council

SACRE welcomes the professional updates and guidance on national developments in RE available through attendance at NASACRE events and from RE Council newsletters.

During 2011 – 2012 SACRE has discussed the following issues at its meetings:

- evidence from the NATRE survey of the damaging impact of the EBacc on provision for RS GCSE full and short courses
- approximately half of secondary schools nationally have become academies, which can choose or develop their own RE syllabus with no external quality assurance
- HMI subject survey visits and the use of the RE-specific grade descriptors as a tool for school improvement

Launch of SACRE Guidance: Visits and Visitors for RE and Collective Worship at St Panteleimon Greek Orthodox Church



The Greek Orthodox community have worshipped in Harrow since 1975, first of all sharing church premises with St Peter's and more recently in their own building. In 2012 congregations in the new St Panteleimon include many Christians from the Orthodox diaspora including Romanians.

Father Anastasios Salapata and members of the community welcomed RE subject leaders and SACRE members with a sumptuous tea upon arrival. Then the visitors were taken on a guided tour of the building during which they learned:

- how, for believers, icons help to explain the Christian mystery of the incarnation, death and resurrection of Jesus – the mystery which is celebrated in the Service of the Divine Liturgy. It has been said that an icon is a prayer itself, a hymn in colour and that an icon painter is 'the carpenter of the door which brings people into Christ.'
- how the Orthodox pray, at home and in the church, by lighting a candle, which they believe goes on burning as God goes on listening to their prayers and loving them; and
- about this community of St Panteleimon and the activities through which they worship and learn together and affirm their beliefs and culture.

Participants were given a CDROM with a PowerPoint 'guided tour' of the church and a hard copy of the new SACRE Guidance.

Appendix A: Religious Studies Public Examination Data 2011 - 2012 (unvalidated, non-denominational schools, LA level data)

GCSE RS Short Course

Local Authority level data (non-denominational schools only)

Year	No. entries	% cohort	A*	A	B	C	A* - C	A* - G
2012	1519	81%	6.9%	15.2%	20.3%	17.1%	59.5%	94.8%
2011	1646	86%	10.2%	14.9%	19.3%	17.3%	61.7%	95.7%
2010	1434	87%	7.3%	16.6%	23.9%	20.8%	68.6%	98%
2009	1398	74%	12.2%	18.7%	20.9%	18.0%	69.8%	98.9%
2008	1294	65%	7.7%	14.8%	21.5%	22.2%	66.1%	97.7%

National data (provisional)

Year	No. entries	% cohort	A*	A	B	C	A* - C	A* - G
2012	Data not available when this report prepared							
2011	257793	60.6%	6.3%	11.0%	16.8%	18.3%	52.4%	95.2%
2010	2779954	57.3%	5.9%	12.2%	17.5%	19.0%	54.6%	96.1%

GCSE RS Full Course

Local Authority level data (non-denominational schools only)

Year	No. entries	% cohort	A*	A	B	C	A* - C	A* - G
2012	179	10.7%	25.7%	30.2%	21.2%	14%	91.1%	98.9%
2011	113	7%	25.7%	28.3%	17.7%	15.9%	87.6%	99.1%
2010	211	11%	13.7%	25.1%	27.2%	17.3%	83.5%	99.5%
2009	196	10%	30.1%	29.1%	16.8%	10.7%	86.7%	100%
2008	215	13%	15.3%	26.5%	23.3%	20.5%	85.6%	97.7%

National data (provisional)

Year	No. entries	% cohort	A*	A	B	C	A* - C	A* - G
2012	Data not available when this report prepared							
2011	221974	4.3%	11.7%	20.2%	22.7%	18.7%	73.3%	97.8%
2010	188704	3.5%	12.0%	20.1%	22.6%	18.4%	73.1%	98.6%

AS Level

Local Authority level data (non-denominational schools only)

Year	No. entries	A	C	E	A - B	A - E
2012	13	0%	15.4%	15.4%	46.2%	76.9%
2011	16	6.3%	25%	12.5%	25%	93.8%
2010 (KS 5)	9	55.6%	11.1%	11.1%	55.6%	77.8%
2009	5	20%	60%	20%	20%	100%

A Level

Local Authority level data (non-denominational schools only)

Year	No. entries	A*	A	B	C	A* - B	A* - E
2012	31	3.2	9.7	54.8	25.8	67.7	100%
2011	20	15.0%	15.0%	71.4%	14.3%	70%	100%
Year	No. entries	A	B	E	A - C	A - E	
2010	13	7.7%	30.8%	15.4%	53.8%	100%	
2009	10	20%	70%	10%	20%	100%	

Appendix B: Harrow SACRE membership 2011 - 2012

Chair Vice Chair

Group A

Martha Besser (until Nov 2011)
Sanaz Missaghian-Ajala (from Nov 2011)
Ven Sumaner Sramaner
Mike Bishop
Neville Ransley
Vijay Hirani
Niru Desai (until March 2012)
Vacancy (from March 2012)
Ananda Caitanya Das (from March 2012)
Dr Julie Crow
Dr Vinod Kapashi (until March 2012)
Varsha Dodhia (from March 2012)
Zafar Khalid (from March 2012)
Zia Baig
Cllr Asad Omar
Gill Ross
Doreen Samuels
Beverley Wilson
Paramjit Singh-Kohli
Phiroza Gan-Kotwal

Group B

Mary Abbott
Revd. Philip Barnes
Revd. Matthew Stone

Group C

Nancy Parsons (until Oct 2011)
Vacancy (from Oct 2011)
Manju Radia
Alison Stowe

Group D

Cllr Nana Asante
Cllr Camilla Bath
Cllr Nizam Ismail (until June 2012)
Cllr Sasi Suresh (from June 2012)

Alison Stowe (Group C) Cllr Camilla Bath (Group D)

Religious traditions and Christian churches

Baha'i

Buddhist
Christian (Free Church Federal Council)
Christian (Catholic)
Hindu (Swaminarayan)
Hindu

Hindu (International Society for Krishna Consciousness)
Humanist (Harrow Humanists)
Jain

Muslim (representing Harrow Muslim Council)
Muslim
Muslim
Jewish
Jewish
Rastafarian
Sikh
Zoroastrian

Church of England

Teachers' Associations

Local Authority

Labour
Conservative
Labour
Labour

Members have served throughout 2011 – 2012 unless otherwise indicated

Commissioning brief	Delivery 2011 - 2012
<p>Strategic leadership, management and co-ordination of SACRE</p> <ul style="list-style-type: none"> Acting as the Harrow Lead Senior Officer on behalf of the Director of Children's Services The formulation and implementation of the SACRE Development Plan Co-ordination and prioritisation of the SACRE Chairs Group Monitoring of the delivery and impact of the Harrow Agreed Syllabus <p>(1.5 days)</p>	<p>Chairs' Group meetings: 11.11.11 24.02.12</p> <p>Chairs' Group meetings take forward the business delegated to them by the full SACRE</p> <p>eg</p> <ul style="list-style-type: none"> Development of Guidance on visits and visitors Drafting and monitoring of SACRE Development Plan
<p>Termly SACRE meeting</p> <ul style="list-style-type: none"> Agenda setting with Chairs Group meeting twice termly Writing and preparation of papers including admin Checking minutes for RE-specific terminology and accuracy Identifying and managing school presentations / contribution by other speakers <p>(3 days a term)</p>	<p>4 full SACRE meetings in 2011 - 2012</p> <p>19th September 2011</p> <p>presentations by</p> <ul style="list-style-type: none"> Belmont School - the Rights Respecting Schools Award and the links with RE Priestmead Primary – planning and provision for visits to places of worship <p>29th November 2011</p> <ul style="list-style-type: none"> Scrutiny of school and LA RS GCSE and A/AS data Agreement of new SACRE guidance and proforma for school applications for determination <p>13th March 2012</p> <ul style="list-style-type: none"> Presentation by Norbury School – collective worship Scrutiny of Ofsted RE subject survey inspection letter: Canons High School <p>26th June 2012</p> <ul style="list-style-type: none"> Presentation by Stanburn First School – Collective Worship Scrutiny of NASACRE guidance on Collective Worship Meeting the needs of families from religious backgrounds – developing SACRE guidance (including a presentation by Claire Ali – Muslim educational consultant)

<p>Annual report</p> <ul style="list-style-type: none"> • Analysis of public examination data and overview of standards in RE across Harrow schools • Overview, analysis and impact of SACRE work during the year <p>(1.5 days)</p>	<p>Annual report was presented and agreed at the November 2011 meeting</p>
<p>Training and guidance for schools on RE and Collective Worship</p> <ul style="list-style-type: none"> • Termly training for subject leaders • Publication of guidance material on RE and Collective Worship • Publication of guidance on religious observance and impact on attendance issues • Visiting venues - faith places of worship • Management and co-ordination of an RE CPD programme <p>(3 days a term)</p>	<p>Dates agreed by faith groups for key holy days falling on weekdays, in term time and amendments to accompanying guidance for school leaders on the authorisation of absence for religious observance</p> <p>CPD for RE subject leaders 22.11.2011: Visiting St Panteleimon Greek Orthodox Church (jointly delivered with Father Anastasios Salapatas)</p> <p>Development and launch of new SACRE Guidance: Visits and visitors for RE and Collective Worship</p> <p>School-based advice: Stanburn First School – framework, planning and resources for collective worship</p>
<p>Guidance and advice on Collective Worship</p> <ul style="list-style-type: none"> • Consideration of school application for determination • Formulation and publication of guidance <p>(2 days)</p>	<p>Two applications for determinations agreed</p> <p>Two school presentations of policy and approach</p> <p>SACRE guidance on determinations revised and re-launched</p>
<p>Partnership with the LA and local faith communities</p> <ul style="list-style-type: none"> • Recruitment of members representing faith communities • Induction arrangements for new members • Profile and presence at Faith community events as Senior LA Officer <p>(.5 days per term)</p>	<p>Implementation of SACRE constitution / membership policy:</p> <p>Non-attendance followed up as required by SACRE policy</p> <p>New members recruited to fill vacancies:</p> <p>Group A:</p> <p>1 x Hindu representative (nominated by Bhakti Vedanta Temple)</p> <p>1 x Muslim representative (nominated by Harrow Muslim Council)</p> <p>1 x Jain representative (nominated by Jain Network)</p>



Standing Advisory Council for Religious Education

Application for determinations



Harrow
SACRE



School
Address

Dear

In non-denominational community schools the Governing Body is required to ensure the provision of a daily act of collective worship in which all pupils take part (unless withdrawn at the request of parents) and which is “wholly or mainly of a broadly Christian character.”
Education Reform Act 1988, Section 7, Sub Section 1.

Many schools make provision for collective worship, which meets this statutory requirement, through an approach which is educational, inclusive of children’s family backgrounds and contributes positively to pupils’ spiritual development. Alternatively schools may decide to apply to SACRE to ‘determine’ whether it is appropriate to lift the requirement for collective worship which is “wholly or mainly of a broadly Christian character.”

Harrow SACRE has recently reviewed its procedures for scrutinising an application for a determination. We enclose the new proforma, which requires the headteacher and Governing Body to:

- provide information about the faith backgrounds of pupils;
- indicate the extent of withdrawals from collective worship as it is currently provided;
- consult and provide summaries of the responses of pupils and parents;
- provide examples of policy and planning for collective worship.

If, after a review of current provision and of the voice of the school community, the Governing Body decides to apply for a determination, the completed form, accompanied by the documentation SACRE has requested, should be returned to Rachel Bowerman, the senior lead officer to SACRE.

When an application for a determination has been submitted, Rachel Bowerman will confirm the date of the SACRE meeting at which it will be considered. In 2011 – 2012, two applications were submitted and the headteachers attended SACRE to provide additional information and to exemplify, with a presentation, their school’s approach to collective worship. As a result, our processes for considering an application for a determination, include an expectation that the school will attend the relevant SACRE meeting and give a presentation.



Please contact Rachel on 020 8736 6516 or by email at rachel.bowerman@harrow.gov.uk if you require further information or clarification.

Yours sincerely

Alison Stowe
Chair, Harrow SACRE



Harrow
SACRE

Standing Advisory Council for Religious Education

Application to Harrow SACRE to lift or modify the requirement of the Education Reform Act 1988 and Education Act 1993 that collective worship should be “wholly or mainly of a broadly Christian character.” This is known in law as a “determination.”

1. Name and address of school	
2. Name of headteacher	
3. Name of Chair of Governors	
4. What is the reason for this application for a determination?	
5. Which faith groups are represented in your school? Please give approximate percentages.	
Bah'ai	Sikh
Buddhist	Zoroastrian
Christian (Christian denominations include Baptist, Catholic, Church of England, Methodist, Orthodox, Pentecostal)	Other
Hindu	Humanist/Atheist/Agnostic
Jain	Not known
Jewish	
Muslim	

6. How have the discussions of the Governing Body been involved in this application?

Please include with this application documentation which relates to their decision to apply to SACRE for a determination (eg extracts from GB minutes)

7. How has the Governing Body consulted staff, parents and pupils?

Please include, with this application, samples of questionnaires and explanatory letters used in your consultation process.

8. Please summarise the responses of the groups which were consulted.

What proportion of the following groups have:

<i>Have expressed a view</i>	<i>Support the application</i>
School staff	
Governors	
Parents	
Pupils	

9. a) Numbers of pupils currently withdrawn from collective worship

b) Analysis of the faith backgrounds of these pupils/families.

c) Summary of reasons provided by parents for these withdrawals

10. For which groups are you making this application?

*please delete as appropriate and provide the requested information

- a) This application is for a determination to include all the pupils of the school*

- b) This application is for a determination to provide collective worship in religious groups*

* Please identify the religious groups for which this application is made.
(It cannot be distinctive of a particular denomination)

11. Please submit the following information with your application:

- a) Collective Worship policy
- b) A term's overview of planning for collective worship (eg the themes and events)
- c) 3 examples of planned acts of collective worship
- d) An analysis of how collective worship contributes to pupils' spiritual, moral, social and cultural development

12. Signed

..... Headteacher

..... Chair of Governors

..... Date