



Ealing SACRE

www.egfl.org.uk/religion



Annual Report

September 2012 - August 2013

SACRE ANNUAL REPORT

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1. Introduction

Welcome to the 2012-2013 SACRE annual report. It has been a privilege to chair the committee for a second year, and to witness the growth of representatives from across the religious and belief communities that comprise the people of Ealing.

SACRE continues to offer a platform of dialogue and discussion for leaders of all belief traditions, but the main task remains addressing the religious educational needs of our children and young adults. With this in mind we continue to steer a course of ensuring that the borough's pupils grow up informed of the various spiritual and philosophical pathways that comprise the mosaic of Ealing's communities and the wider world. The success of SACRE and of religious education in Ealing owes no small part to the stewardship of our local educators and teachers who continue to meet the challenges of modern religious education, and to whom many of the successes of this report are due.



Cllr Ara Iskanderian
@ www.bwbllp.com

SACRE's year has not been without challenges. In spite of cutbacks—and unlike many other local authorities—Ealing retains a dedicated member of the school effectiveness team as SACRE consultant. I would like to take this opportunity to acknowledge Nora Leonard, whose tireless efforts as SACRE consultant are attested by the successes of our borough's religious education. It is because of the limitations on her time that SACRE has taken the unusual but creative decision to release sections of the new syllabus as and when they become available. This means that schools are already moving to implement new programs of study.

Following government authored changes in education and the introduction of the EBac qualification, the drop in students opting to take a short course in religious studies came as no surprise. However, despite this, uptake of the full course remains steady, and attainment levels remain consistent. Nonetheless, challenges remain in adopting an agreed syllabus that is engaging, inspiring, and challenging to pupils from all backgrounds and skill levels.

The year ahead will be one in which I am wholly confident committee members will build upon existing successes and continue to meet challenges resourcefully and innovatively; in spite of our diverse beliefs the members of Ealing SACRE share a faith that quality religious education is a key factor in promoting community cohesion and understanding.

Councillor Ara Iskanderian
Chair of Ealing SACRE

2. Religious education

- 2.1 The strategy of targeting a dozen schools per term with requests for monitoring reports has proved successful: 69% of the schools sent forms during 2012-13 completed a return.
- 2.2 A summary of the information collected from the monitoring reports can be found in appendix 1.
- 2.3 The 2012-2013 examination results can be found in appendix 2.

The enrolment in the full GCSE Religious Studies exam remained at the same level in the 2012-13 academic year as in the previous year. The level of attainment regards to A*-C grades is slightly up, as was the average point score and the % of pupils attaining A*-G grades.

In contrast, the enrolment for the short course has continued to decrease, which is probably a consequence of the uncertain future of short courses. However the average point score for the short course has come up slightly, as has the percentage of pupils receiving an A*-C grade (up by 5%).

Entries to the A level course has remained steady at 8%. Performance has improved slightly, with 88% achieving an A*-C. Unfortunately uptake of the AS level course in Ealing has decreased significantly, with only 3% taking this course as compared to 16% the previous year. This—along with the decrease in students taking the short course GCSE—is possibly due to the fact that students are encouraged to take subjects that count towards the EBac.¹ However the percentage of students attaining an A*-C grade has remained more or less the same, and the average point score has increased slightly.

3. Reflection

- 3.1 SACRE received five applications from schools requesting a renewal of an existing determination during the academic year 2012-13. Renewals were granted to all five of the schools:
 - Blair Peach Primary School
 - Dormers Wells High School
 - Tudor Primary School
 - Villiers High School
 - Featherstone High School

¹ Nationally, entries in CSE A levels rose slightly from 2012 to 2013, whereas entries to the short course GCSE fell 28.7%. It will not be clear until 2014 whether the declining entries in the short course mark an overall downward trend or whether schools have stopped offering short course in favour of the full course. (See [Review of Religious Education in England](#), REC October 2013.)

4. Inclusion

- 4.1 Sue Rademacher, Deputy Head of John Chilton School, spoke to SACRE at the January meeting about the challenges of adapting an agreed syllabus for students in special schools. A brief account of her report can be found in appendix 7.

5. Links with other bodies

- 5.1 SACRE continues its membership of the National Association of SACREs (NASACRE). The SACRE consultant attending the 2013 NASACRE AGM held in Birmingham, a report of which was made available to SACRE members at the meeting on the 26th June.
- 5.2 The annual meeting of the London and SE SACREs was held on 6 November 2012 at the Zoroastrian Centre in Harrow. Ealing SACRE was represented at the meeting by Philip Veasey, humanist.

6. Other issues

- 6.1 The “Days of Observance” calendar was again produced for the use of schools and LA officers. This poster-sized calendar contains listings for many religious festivals and other dates of note. An on-line version, including informative articles about all of the festivals mentioned, can be found on the Ealing Grid for Learning, www.egfl.org.uk/religion.
- 6.2 Over the course of the year SACRE welcomed several new members:
- Mr Ben Lee, Head of RE at Acton High School
 - Ms Rani McKay, RE co-ordinator, Durdans Park Primary School
 - Rabbi Janet Burden, Ealing Liberal Synagogue
- 6.3 One of the founding members of Ealing SACRE, Revd. Prebendary Neil Richardson, resigned in January. Neil had served as SACRE member, Chairman of SACRE and then Chair of the Church of England group for over twenty years, and SACRE would like to publically acknowledge his dedication and service.
- 6.4 The revision of the agreed syllabus continued. Again, because of time constraints, sections of the new syllabus were released in draft form to schools as they became available.
- The draft *introduction* (which outlined the changes to the syllabus) was sent to schools after being discussed at the meeting on 11 September.

- The draft *programmes of study* section was discussed at the 26th June meeting and sent to schools before the end of the summer term.

During the year 2012-13 the SACRE consultant also worked with two secondary heads of RE to draft several new units for the revised syllabus:

- History of belief in the UK, parts 1 (key stage 2) and 2 (key stage 3).
- Mixed metaphors; a key stage 3 unit which looks at the difference between logical/scientific thinking and religious/poetic/mythic thinking.

7. SACRE arrangements

- 7.1 Throughout the year, SACRE received professional support from Nora Leonard, SACRE consultant. Cameron MacLean, democratic service officer, provided administrative and clerking support.
- 7.2 The LA continues to pay for membership of NASACRE and for limited attendance at conferences.

Appendix 1
Summary of monitoring results

	High Schools	Primary Schools	
Schools participating	Featherstone	Beaconsfield Blair Peach Clifton Coston Dairy Meadow Derwentwater Dormers Wells Jr Downe Manor	Drayton Green East Acton Fielding Gifford Greenwood Horsenden Montpelier
	Special Schools		
	Belvue		
Strengths of RE provision			
Beaconsfield	<ul style="list-style-type: none"> ▪ Good range of RE resources/artefacts for teachers to use ▪ Opportunities within Southall for religious visits ▪ Quality planning and displays across the school ▪ Range of assemblies/celebrations reflecting the diverse community 		
Belvue	<ul style="list-style-type: none"> ▪ HoD – has a PGCE in RE. 		
Blair Peach	<ul style="list-style-type: none"> ▪ High quality of teaching and learning that develops and reflects children’s existing knowledge and experience. ▪ Developed a model for progressive reflective questioning and critical thinking to raise standards in AT2 (lessons and assemblies). ▪ Encourages reflective questioning and thinking of religious and personal beliefs (evident in planning and lesson observations). ▪ Making good use of local resources e.g. places of worship. ▪ Visiting specialists including parents. ▪ Good interactive and classroom displays. 		
Clifton	<ul style="list-style-type: none"> ▪ The sharing of learning with the whole school in whole school assembly. Parents are invited to see what the children have learned. In my end of year pupil interviews this was felt to be one of the best ways that children learned about other faiths. ▪ Planning cycle using the Ealing agreed syllabus. 		
Coston	<ul style="list-style-type: none"> ▪ Teaching enthusiasm ▪ Pupil enthusiasm ▪ Multi-faith school ▪ Local churches, temples etc 		
Dairy Meadow	<ul style="list-style-type: none"> ▪ RE is taught by two subject specialist teachers over the school as PPA cover. ▪ The full requirement is always met in terms of teaching time. ▪ Cross-curricular links are made with a focus on literacy skills through RE. 		
Derwentwater	<ul style="list-style-type: none"> ▪ Developing our reflective area ▪ Establishing reflection walls/tables in individual classrooms ▪ Each year group visits a place of worship: CofE, mosques, synagogue, Hindu temple, Sikh gurdwara 		
Dormers Wells Jnr	<ul style="list-style-type: none"> ▪ Coverage ▪ Good planning incorporated within topics. 		

Downe Manor	<ul style="list-style-type: none"> ▪ RE is taught according to the guidelines laid down by Ealing SACRE's agreed syllabus. ▪ Both key stages are engaged in teaching all six major religions and moral/spiritual/social/cultural aspects are given equal weight. ▪ All the learning objectives/resources/artefacts are carefully organised to support the teachers as well as the NQTs.
Drayton Green	<ul style="list-style-type: none"> ▪ Subject knowledge of teachers. ▪ Willingness of all staff to share openly during lessons (especially support staff)
East Acton	<ul style="list-style-type: none"> ▪ Using children's experiences and knowledge to promote quality discussions in RE. ▪ Enthusiastic, creative approach to delivering quality RE from members of staff.
Featherstone HS	<ul style="list-style-type: none"> ▪ RE is in a position of great strength at Featherstone High School. All students in KS4 are entered for GCSE RE and we enter nearly three times the national average for full course. ▪ The school has a strong reflections programme, collective worship and assemblies which are delivered by a variety of teams throughout the year. The school has also provided a prayer room to allow students time for reflection. ▪ The RE department has also built links with local places of worship during Curriculum Week trips for year 7.
Fielding	<ul style="list-style-type: none"> ▪ Links made between RE teaching and the rest of the curriculum
Gifford	<ul style="list-style-type: none"> ▪ The main world religions taught and festivals recognised that are relevant to the pupils background. ▪ RE taught in blocked weeks so that cross-curricular links are made. ▪ Teaching content includes learning about a religion and opportunities to consider and reflect on the knowledge gained. ▪ Opportunities for children to share their experiences and contribute to recognised festivals. ▪ Visitors from outside of school and staff within school share their knowledge and experiences of religions and religious festivals with pupils. ▪ Assemblies recognise key festivals and sometimes have visitors lead. ▪ A range of resources used in teaching, such as non-fiction books and artefacts. ▪ Trips to places of worship planned in teaching.
Greenwood	<ul style="list-style-type: none"> ▪ RE integrated into school teaching and learning policy
Horsenden	<ul style="list-style-type: none"> ▪ Everyone (teachers) is teaching from the agreed syllabus (via QCA units). ▪ Even in such a large school (R-Y6, 750 pupils) only one child has been withdrawn from RE.
Montpelier	<ul style="list-style-type: none"> ▪ A comprehensive range of educational visits to places of worship. ▪ Parental involvement in whole school activities fostering a sense of community and belonging ▪ Respect for and encouragement to explore the many different faiths represented in the school.

Areas requiring development		
Beaconsfield	<ul style="list-style-type: none"> Time to be able to observe more direct RE teaching across the school. 	
Belvue	<ul style="list-style-type: none"> Inclusion of AT1s in SEN (as per SACRE) ; KS4 	
Blair Peach	<ul style="list-style-type: none"> To continue to use a model for progressive reflective questioning and critical thinking to raise standards in AT2 (ongoing) in RE lessons. Ongoing differentiation in work. To promote spiritual, moral, social and cultural values in pupils. Have a reflective corner in the school. 	
Clifton	<ul style="list-style-type: none"> The celebration/acknowledgement of those without faith. (A special assembly) 	
Coston	<ul style="list-style-type: none"> Resourcing Trips AfL (Assessment for learning) Using children as experts 	
Dairy Meadow	<ul style="list-style-type: none"> 'Engaging' speakers from different religions to come in and speak to the children. 	
Derwentwater	<ul style="list-style-type: none"> Building cross curricular links with other areas of the curriculum. 	
Dormers Wells Jnr	<ul style="list-style-type: none"> Levelling of RE (measuring children's understanding). 	
Downe Manor	<ul style="list-style-type: none"> The RE co-ordinator is in the process of adding Humanism and Zoroastrianism to the lesson plans. 	
Drayton Green	<ul style="list-style-type: none"> Quality of display Engagement of parents 	
East Acton	<ul style="list-style-type: none"> Ensuring adequate time is allocated to the teaching of RE. Readily available resources and structure (including plans) to ensure quality teaching. 	
Fielding	<ul style="list-style-type: none"> How to find more links between RE syllabus and the new curriculum. Where SMSC fits into the Ofsted framework, particularly in relation to leadership and management 	
Gifford	<ul style="list-style-type: none"> To continue to raise the profile of RE weeks so that further cross-curricular links are made e.g. in guided reading and literacy. Members of the community to be invited in assemblies and lessons. RE weeks to continue to include trips to places of worship. 	
Greenwood	<ul style="list-style-type: none"> Monitoring of quality to be an aspect in the 13-14 SDIP 	
Horsenden	<ul style="list-style-type: none"> To look at the progression, so children aren't learning the same things repeatedly. Strengthening and linking one area to another as children move through the school. 	
Montpelier	<ul style="list-style-type: none"> Resources 	
Is RE provision in the school compliant with the Ealing agreed syllabus?		12 yes
If not, how are you addressing this?	<i>Clifton:</i> yes, but there is difficulty of coverage when year 6 are preparing for SATs in spring term, a problem for many schools. However they come back on track in the summer term.	
Is the school compliant as regards provision of the statutory daily act of reflection?		10 yes 2 no

If not, how are you addressing this?	<p><i>Clifton:</i> Yes, but this year each class has 3 sessions a week for class reflection. This is something that has been re-introduced. Previously the sessions were not necessarily maintained. We will be monitoring this.</p> <p><i>East Acton:</i> No. Reflection time song on shared drive to enable staff to ensure reflection time given daily.</p>
Examples of how the school promotes SMSC	
Beaconsfield	<ul style="list-style-type: none"> ▪ Weekly PSHCE/RE lessons (activities such as anti-bullying week, citizenship, cultural history and international evening) ▪ Health education → use of psychologists in school ▪ Wide range of cultural/educational visits
Belvue	<ul style="list-style-type: none"> ▪ Pupil progress passports at KS3 and KS4 ▪ Moderation, ranking, meetings, on-going CPD
Clifton	<ul style="list-style-type: none"> ▪ A clear behaviour policy which is on display in classrooms and which is discussed regularly. ▪ Themed weeks for example Anti bullying week, UNICEF Rights Responding etc. ▪ This is an area that we are currently auditing and developing as a school.
Coston	<ul style="list-style-type: none"> ▪ Daily assemblies ▪ SMSC planned into all curriculum areas, e.g. moral messages in PSHE and social interaction groups.
Dairy Meadow	<ul style="list-style-type: none"> ▪ Weekly praise assembly ▪ Through discussion of moral issues and stories in RE.
Dormers Wells Jnr	<ul style="list-style-type: none"> ▪ Regular assemblies, thought of the week. ▪ Good moral values of staff: consistent. ▪ RE is addressed in other subjects as well as RE through topic work.
Downe Manor	<ul style="list-style-type: none"> ▪ Through our daily assemblies. ▪ Our school council pupils/monitors are vigilant, including during their lunch breaks, to promote anti-bullying ideas and tolerance.
Drayton Green	<ul style="list-style-type: none"> ▪ Very strong cross curricular links, especially through creative curriculum (Chris Quigley). ▪ Very carefully planned assemblies/reflection focus.
East Acton	<ul style="list-style-type: none"> ▪ Weekly PSHCE timetabled. ▪ Reflection time in whole school assemblies. ▪ International events as part of school ethos.
Featherstone HS	<ul style="list-style-type: none"> ▪ During registration and assemblies, RE lessons, PHSE, mapped in schemes of work and on lessons. Monitored as part of learning visits.
Fielding	<ul style="list-style-type: none"> ▪ Use of Philosophy for Children across the school (P4C) ▪ Music, dance, drama specialists in weekly to work with all classes, full programme of visits and visitors (museums, art galleries, theatre)
Gifford	<ul style="list-style-type: none"> ▪ Reflection time in assemblies. Pupils reflect upon questions or thoughts on a topic. ▪ Displays show quotes and thoughts of the day for pupils to reflect on and discuss. ▪ Planning in lessons include time for reflection upon key beliefs from the religions.
Greenwood	<ul style="list-style-type: none"> ▪ Reflection in assemblies. ▪ Opportunities of SMSC highlighted in planning

Horsenden	<ul style="list-style-type: none"> ▪ Through the daily assemblies. ▪ Through our SEAL programme
Montpelier	<ul style="list-style-type: none"> ▪ “The school’s BASICS philosophy encourages a sense of belonging, aspiration, success, challenge and safety which underpins the promotion of pupils’ social, moral, spiritual and cultural development.” Ofsted 03.12 ▪ A wide programme of whole-school activities to foster a sense of giving back to the school community: school council, playground champions (peer mentoring), playground buddies (yr 6 programme), classroom/ office helpers (yr 6), fund-raising activities, e.g. Red Nose Day (chosen by pupil reps); links with paired schools in China, Thailand and France.

	O	O/G	G	G/S	S	I
Learners’ achievement and standards in RE	2	1	12	1	1	
Learners’ personal development and well-being in RE	5		12			
Quality of teaching and learning in RE	1	1	13		2	
Quality of the RE curriculum, including cross-curricular links	2	1	12		2	
Quality of care, guidance and support in RE	2	1	12		2	
Effectiveness and efficiency of leadership and management	2	2	12		1	
Overall effectiveness	2	1	13		1	
Improvement since last evaluation*		2	12			

O = outstanding G = good S = satisfactory I = inadequate

* Left blank in three reports.

Appendix 2

Examination results for the academic year 2012-13

GCSE Full Course Religious Studies 2013								
School name	Year 11 NOR	Cohort entered		%A*-C grades		%A*-G grades		Average Points
		No.	%	No.	%	No.	%	
Acton High School	247	36	15%	34	94%	36	100%	50.3
Alec Reed Academy	189	171	90%	73	43%	158	92%	32.3
Cardinal Wiseman Catholic High School	302	293	97%	234	80%	293	100%	43.5
Dormers Wells High School	193	3	2%	3	100%	3	100%	48.0
Drayton Manor High School	235	110	47%	98	89%	110	100%	46.8
Elthorne Park High School	177	152	86%	115	76%	150	99%	42.0
Featherstone High School	237	220	93%	160	73%	219	100%	41.2
Greenford High School	243	27	11%	27	100%	27	100%	52.9
Northolt High School	236	63	27%	56	89%	62	98%	45.6
The Ellen Wilkinson School for Girls	207	149	72%	145	97%	149	100%	47.5
Twyford CE High School	187	184	98%	165	90%	184	100%	47.2
Villiers High School	239	177	74%	136	77%	177	100%	44.8
Ealing total / average (2013)	2692	1585	59%	1246	79%	1568	99%	43.4
Ealing total / average (2012)	2703	1608	59%	1232	77%	1564	97%	41.8

† Each grade is accorded a certain number of points, which for the GCSE full course is: A* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

GCSE Short Course Religious Studies 2013								
School name	Year 11 NOR	Cohort entered		%A*-C grades		%A*-G grades		Average points [†]
		No.	%	No.	%	No.	%	
Acton High School	247	65	26%	27	42%	65	100%	17.8
Alec Reed Academy	189	8	4%			6	75%	7.5
Brentside High School	213	209	98%	132	63%	204	98%	19.7
Cardinal Wiseman Catholic High School	302	3	1%			3	100%	13.0
Dormers Wells High School	193	173	90%	75	43%	163	94%	16.6
Drayton Manor High School	235	124	53%	71	57%	118	95%	18.4
Elthorne Park High School	177	18	10%	4	22%	16	89%	12.6
Featherstone High School	237	16	7%	1	6%	11	69%	7.8
Greenford High School	243	1	0%	1	100%	1	100%	23.0
John Chilton	8	1	13%			1	100%	17.0
Northolt High School	236	98	42%	28	29%	92	94%	15.1
The Ellen Wilkinson School for Girls	207	56	27%	30	54%	56	100%	17.6
Villiers High School	239	45	19%	11	24%	33	73%	11.5
Ealing total /average (2013)	2726	817	30%	380	47%	769	94%	17.0
Ealing total / average (2012)	1993	1015	51%	434	43%	940	93%	15.5

[†] Each grade is accorded a certain number of points, which for the GCSE short course is: A* = 29, A = 26, B = 23, C = 20, D = 17, E = 14, F = 11 and G = 8. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

Entry Level Qualification (ELQ) Band C Religious Studies 2013								
School name	Year 11 NOR	Cohort entered		Grade 3		Grade 2		Average Points
		No.	%	No.	%	No.	%	
Belvue School	22	17	77%	12	71%	5	29%	13.4
The Ellen Wilkinson School for Girls	207	2	1%	1	50%	1	50%	13.0
Ealing total / average	229	19	8%	13	68%	6	32%	13.4

A-level and AS-level religious studies 2013

Exam type	School name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average Points [†]
			No.	%	No.	%	No.	%	
GCE A level	Brentside High School	213	1	0%	1	100%	1	100%	240.0
	Cardinal Wiseman Catholic High School	302	39	13%	33	85%	39	100%	229.2
	Drayton Manor Academy	235	14	6%	13	93%	14	100%	235.7
	The Ellen Wilkinson School for Girls	207	12	6%	10	83%	12	100%	220.0
	Twyford CE High School	187	26	14%	24	92%	25	96%	237.7
	Ealing average (2013)	1144	92	8%	81	88%	91	99%	231.5
	Ealing average (2012)	1042	87	8%	75	86%	85	98%	224.1
GCE AS level	Brentside High School	213	2	1%			2	100%	82.5
	Cardinal Wiseman Catholic High School	302	18	6%	5	28%	14	78%	71.7
	Drayton Manor Academy	235	11	5%	8	73%	9	82%	98.2
	The Ellen Wilkinson School for Girls	207	2	1%			2	100%	82.5
	Ealing average (2013)	957	33	3%	13	39%	27	82%	81.8
	Ealing average (2012)	762	124	16%	50	40%	102	82%	78.6

[†] Each grade is accorded a certain number of points, which for GCE A-level is: A* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

LA Group:

Cllr Ara Iskanderian (Chair of SACRE and LA group)

Cllr Tej Ram Bagha

Cllr Jon Ball (ex officio)

Cllr Benjamin Dennehy

Cllr John Gallagher

Cllr Eileen Harris

Cllr Swarn Singh Kang

Cllr Anita Kapoor

Cllr Mohammed Kauser

Cllr Wendy Langan

Cllr Ian Potts

Cllr Edward Rennie

Church of England Group:

Rev Prebendary N Richardson (Chairman of Group and Vice-Chairman of SACRE)

Dr Peter Hounsell

Mr Graham Marriner

Ms Christine Sawyer

Rev Grenville Thomas

Other Faiths Group:

African Caribbean Church

- Rev L Crossfield

Baha'i

- Ms Nadine Sayir

Ms Ursula Patel (substitute)

Buddhist

- Dr C Amarasinghe

Free Church Federal Council

- Mrs M McNeil

Hindu

- Mr R Pathak

Humanist

- Ms K Richardson (Chair of group)

Humanist & Secularist

- Mr P Veasey

Jewish

- Dr M Izen

Islam - Sunni

- Mr S Minhas

Mr N Sheikh

Liberal Jewish

- Ms R Knightley

Rabbi Janette Burden

Ramgarhia Sabha

- Mrs B Lall

Mrs P Pank

Roman Catholic

- Ms K Burke

Sikh Missionary Society

- Vacancy

Sri Guru Ravi Dasia Sabha

- Mr S K Dhanda

United Reform Church

- Mr Donald Burling

Valmiki - 1 vacancy

Teachers Association Group:

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

NAHT - Katherine Crawford

- Liz Day

ATL - Gill Denham

- Ben Lee

PAT - Rani McKay

Co-opted Members

Foundation Schools - 1 vacancy

Appendix 4

Members attendance – September 2012 to August 2013

Key: ✓ - Attended ✕ – Absent S - Substitute

LA GROUP	REPRESENTING AND/OR ROLE	DATE OF MEETINGS		
		11 Sept 12	9 Jan 13	26 Jun 13
Cllr Ara Iskanderian	Chairman of SACRE & LA Group	✓	✓	✓
Cllr Bagha		✓	✓	✓
Cllr Ball		-	-	✓
Cllr Dennehy		-	✓	✕
Cllr Kang		✓	✓	✕
Cllr Gallagher		-	-	✓
Cllr Kauser		✕	✕	-
Cllr Langan		-	-	✕
Cllr Eileen Harris		✓	✓	✓
Cllr Anita Kapoor		✓	✓	✓
Cllr Potts		✕	✕	-
Cllr Rennie		✕	✕	✓
CHURCH OF ENGLAND GROUP				
Rev N Richardson	Vice Chair of SACRE & Chair of C of E Group	✕	✕	-
Dr Hounsell		✓	✓	✕
Mr G Marriner		✓	✓	✓
Ms C Sawyer		✕	✓	✕
Rev G Thomas		-	✓	✓
OTHER FAITHS				
Rev L Crossfield	African Caribbean Church	✕	✕	✕
Ms Nadine Sayir	Baha'i	✓	✕	✓
Ms Ursula Patel (Substitute)	Baha'i	✕	✕	✕
Dr C Amarasinghe	Buddhist	✓	✕	✓
Mrs Marion McNeill	Free Church Federal Council	✓	✓	✕
Mr R Pathak	Hindu	✕	✓	✓
Mr S Bhatia	Hindu	✕	-	-
Ms Kathleen Richardson	Humanist	✓	✓	✓
Mr Philip Veasy	Humanist	✓	✕	✓

LA GROUP	REPRESENTING AND/OR ROLE	DATE OF MEETINGS		
		11 Sept 12	9 Jan 13	26 Jun 13
Mr S Minhas	Islam – Sunni	x	✓	✓
Ms Tehmina Kazi		x	-	-
Mr Naif Shaikh	Discover Islam	✓	✓	✓
Dr M Izen	Jewish	✓	✓	✓
Ms R Knightley	Liberal Jewish	x	x	-
Rabbi Janette Burden		-	-	✓
Mrs B Lall	Ramgarhia Sabha	x	✓	✓
Mrs P Pank	Ramgarhia Sabha	✓	✓	✓
Kim Burke	Roman Catholic	✓	x	✓
Mr S K Dhanda	Sri Guru Ravi Dass Sadha	✓	✓	x
Mr Donald Burling	United Reform Church	✓	x	✓
TEACHERS' ASSOCIATIONS GROUPS				
Ms H O'Neill	NAS/UWT (Chairman of Group)	x	x	✓
Mr G Burchell	NAS/UWT	✓	✓	✓
Ms H Keogh	NAS/UWT	✓	-	
Gill Denham	ATL	x	x	x
Ms K Crawford	NAHT	-	-	x
Liz Day		-	✓	✓
Ben Lee		-	✓	✓
Rani McKay		-	x	✓

Appendix 6
Number of pupils of each religion by school, May 2013

School name	Christian									Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion *	No religion	Unclassified	All pupils	
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian *										Christian Total
Acton High School	349	5	43	194	5		5		1	602	8	41		507	12	42	77	14	1303
Alec Reed Academy	203	3	19	99	4		2		1	331	5	68		196	21	50	124	133	928
Brentside High School	366	1	6	77	7	8	1			466	13	172	2	453	46	14	96	47	1309
Cardinal Wiseman Catholic High School	66			1720						1786		20		18	6	8	7	14	1859
Dormers Wells High School	126	2	19	68	6	6	2	4	2	235	6	156		561	148	7	42	8	1163
Drayton Manor High School	391	5	47	113	21	16	14	3	2	612	13	77	1	507	55	17	250	61	1593
Elthorne Park High School	422		2	1						425	6	29	6	163	15	15	302	18	979
Featherstone High School	111			16		2				129		173	1	797	389	17	10	7	1523
Greenford High School	296	6	12	77		5	10			406	9	303		677	369	4	54	6	1828
Northolt High School	297	6	10	149	14	5	7		1	489	22	116		279	20	19	230	23	1198
The Ellen Wilkinson School for Girls	166		12	92	3	8	1			282	11	136	1	776	19	7	113	82	1427
Twyford CE High School	1099									1099	12	43	7	146	12	13	74	17	1423
Villiers High School	126									126	2	237		549	220	11	10	28	1183
High Schools Total	4018	28	170	2606	60	50	42	7	7	6988	107	1571	18	5629	1332	224	1389	458	17716
Alec Reed Academy	113		1	57	1					172	7	58	1	188	22	28	97	31	604
Allenby Primary School	38			1						39	2	34		133	36	2	9	7	262
Beaconsfield Primary School	9			16		1				26		39		146	57			4	272
Berrymede Infant School	68									68		6	1	227	2		16	12	332

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion *	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian *	Christian Total									
Berrymede Junior School	101									101		4		208	3	14	8	4	342
Blair Peach Primary School	16			6	1					23		171		230	88		1	1	514
Brentside Primary School	140									140	4	40		154	12	12	37	9	408
Christ the Saviour CE PS	498	2	55	32	42					629	4	13		24	2	14	7	13	706
Clifton Primary School	8									8		43		180	122	8	6		367
Coston Primary School	189									189	5	38		182	20	4	28	10	476
Dairy Meadow PS	45		1	9			1			56	1	86		195	129	4	6	4	481
Derwentwater PS	127	1	7	69	1	6	1	2		214	9	12		396	9	3	99	15	757
Dormers Wells Infant School																		419	419
Dormers Wells Junior School	59		2	11		2				74	2	62		184	49	5	10	4	390
Downe Manor PS	125									125	2	15	1	162	14	13	16	104	452
Drayton Green PS	64	1		54	3	2		1		125	1	9		131	4	1	30	13	314
Durdan's Park PS	16									16	2	140		162	156	26	4	3	509
East Acton Primary School	30			30	3			1		64		1		179	4	4	22	13	287
Edward Betham CE PS	209	14	107	62			4			396	4	28		18	12	3	5	2	468
Featherstone Primary School	36									36	4	91		312	260	2	2	1	708
Fielding Primary School	364									364	17	25	8	108	9	13	208	79	831
Gifford Primary School	155	1		66	1	2		1		226	5	48		343	46	11	71	30	780
Grange Primary School	265			2						267	7	24	5	179	4	22	165	52	725
Greenwood Primary School	184									184	13	104		114	9	25	52	6	507
Hambrough Primary School	37						1			38	2	199		146	131		1	1	518
Hathaway Primary School	129									129	2	12		224	11	6	23	8	415
Havelock Primary School	33									33		54		238	103	7	1	3	439
Hobayne Primary School	160			76	9	3		1		249		22	1	139	12	7	99	30	559

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion *	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian *	Christian Total									
Horsenden Primary School	115	1	1	111	12	1		3		244	17	220		279	12	7	33	25	837
John Perryn Primary School	139									139	3	6	1	229	3	22	14	15	432
Khalsa Primary School	1									1		6			278	4		3	292
Lady Margaret PS	60									60	6	174		253	161	3	5	2	664
Little Ealing Primary School	87		134	48		3				272	5	24	5	53	8	12	171	59	609
Mayfield Primary School	136		1	3						140		21		102	14		61	11	349
Montpelier Primary School	78		5	65	11	1				160	9	40	7	251	12	3	151	45	678
Mount Carmel Catholic	3		1	457						461				1				1	463
North Ealing Primary School	154	2	19	51	18	1			2	247	7	30	5	114	15	10	123	87	638
North Primary School	27									27	2	124		125	133	5	3	2	421
Oaklands Primary School	1									1				1				512	514
Oldfield Primary School	166									166	2	46	1	168	10	9	29	7	438
OLOV Catholic PS	5			465						470								3	473
Perivale Primary School	36			25						61	9	144		229	14	5		4	466
Petts Hill Primary School	39			29				1		69	4	32		100	11	3	21	7	247
Ravenor Primary School	91	1	20	55	7	2	1	4		181	3	59		198	24	1	50	35	551
Selborne Primary School	232			1						233	4	26		200	6	10	15	7	501
Southfield Primary School	207									207		5	2	170		17	72	51	524
St. Anselm's Catholic PS	10		4	221	1				3	239		11		1	2				253
St. Gregory's Catholic PS	3			557						560									560
St. John Fisher Catholic PS	9			453						462		4			1				467
St. John's Primary School	145									145	8	17		219	10	4	22	14	439
St. Joseph's Catholic PS	1			498						499									499
St. Mark's Primary School	93	1	37	43	4	2	2	6		188	3	8	1	66	12	3	100	28	409

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion *	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian *	Christian Total									
St. Raphael's Catholic PS	13			504						517			3		1			521	
St. Vincent's Catholic PS	12			481	1					494	1		1			1	4	501	
Stanhope Primary School	216			1						217	5	92	236	45	6	15	7	623	
The Holy Family Catholic PS	7			34	3					44	2		6			1	5	58	
Three Bridges PS	45		13	19		1	1			79		30	215	65	2	19	4	414	
Tudor Primary School	27			5			1			33		65	1	200	89	3	2	393	
Vicar's Green County PS	87									87	9	78	1	97	2	1	5	281	
Viking Primary School	38			9			1			48	3	27		116	14	15	7	253	
West Acton Primary School	83			33		1	2			119	18	6	1	251	1	10	65	523	
West Twyford PS	62	1		37	2	1		1		104		13	1	129	1	3	24	283	
Willow Tree Primary School	250									250	10	48	1	213	20	50	115	737	
Wolf Fields Primary School	15									15	1	52		185	106	22	20	408	
Wood End Infant School	71		13	81	8	1		2		176	8	100		109	5	6	36	452	
Wood End Academy (Junior)	83	1	11	29	4	1		1		130	3	72		118	3	4	47	379	
Primary Schools Total	6065	26	432	4806	132	31	15	21	8	11536	235	2958	44	9540	2403	475	2260	1941	31392
Belvue School	43			2						45	2	10		44	7	2	16	131	
Castlebar School	33									33	1	13		47	9	3	10	120	
John Chilton School	13		6	12						31		10	1	28	7	1	7	87	
Mandeville School	17			14						31	1	11		45	8	4	2	109	
Springhallow School	24			12		1				37		7		13	4	1	12	77	
St Ann's School	19			4	2					25	2	6	1	40	4	1	3	82	
Special Schools Total	149		6	44	2	1				202	6	57	2	217	39	12	50	21	606

School name	Christian										Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion *	No religion	Unclassified	All pupils
	Christian (unspecified)	Baptist	Church of England	Catholic	Orthodox	Jehovah's Witness	Methodist	Seventh Day Adventist	Other Christian *	Christian Total									
Greenfields Children's Centre	16									16		14	42	40	4		4	120	
Grove House Children's Centre	5									5		36	33	38	8		1	121	
Maples Children's Centre	18		7	21						46		3	19	1		5	26	100	
South Acton Children's Centre	16									16			60		14		22	112	
Nursery Schools Total	55		7	21						83		53	154	79	26	5	53	453	
All Schools Total	10287	54	615	7477	194	82	57	28	15	18809	348	4639	64	15540	3853	737	3704	2473	50167

* See appendix 7 for detail

Comparison of school population with 2011 census results										
	Total	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	None	Not stated
Ealing schools, May 2013	50167	37%	0.69%	9.24%	0.13%	30.9%	7.7%	1.46%	7.3%	4.92%
Ealing schools, May 2012	48887	37%	0.67%	9.3%	0.12%	30.7%	7.8%	1.3%	9%	4%
England and Wales 2011 census	56,075,912	59.3%	0.4%	1.5%	0.5%	4.8%	0.8%	0.4%	25.1%	7.2%
Ealing, 2011 Census	338,449	43.7%	1.2%	8.5%	0.3%	15.7%	7.9%	0.6%	15%	6.9%

Appendix 7

Breakdown of detailed data received, May 2013

	Other Christian								Other								
	Other Christian	Bethany Church Of God	Mormon	Pentecostal	Quaker	Salvation Army	United Reform Church	TOTAL	Other Religion total	Bahai	Humanist	Jain	Pagan	Parsee/Zoroastrian	Rastafarian	Ravidasian	Shinto
High Schools Total			3	1			2	6	179		4	3	3		3		1
Primary Schools Total	1	1	2	7	1		2	14	435	1	3	10	1	2	5	2	
Special Schools Total									8								
Nursery Schools Total									9								
All Schools	1	1	5	8	1		4	20	631	1	7	13	4	2	8	2	1

Appendix 7

Adapting the agreed syllabus for students in special schools

Deputy Head of John Chilton School, Sue Rademacher, gave a presentation to SACRE at the January meeting on the challenges of adapting an agreed syllabus for students with special educational needs.



Year 4 RE display board

Collage pictures created by the pupils using natural materials they gathered on a local walk. Communicate in Print software was used to describe the wonder they experience in nature.

John Chilton School is a mixed community special school funded by Ealing local authority. It is unique in that it is physically located within Alec Reed Academy (ARA), as a consequence of which some of John Chilton's pupils are educated in mainstream classes for a proportion of their timetable.

The school provides high quality care, guidance and support and pupils' spiritual, moral, social and cultural development is outstanding. Pupils say that they feel safe and they grow enormously in self-esteem. Their increasing social skills and maturity are evident in the way they are able to reflect on their inner reality and outer experiences. Through being located in the same building as West London Academy, the school is able to provide pupils with exceptionally good opportunities to integrate as fully as possible and learn alongside their mainstream peers. (Ofsted, 2011)

In addition to Ealing the school takes children from a number of neighbouring boroughs including The Royal Borough of Kensington and Chelsea, Hounslow, Hillingdon and Harrow. The children range in age from 3 to 17 and have either physical or medical needs, with a majority (90%) also presenting with an additional learning difficulty. These learning difficulties ranges from moderate to severe and students will be achieving within

National Curriculum 1 and 2 for the whole of their school time. In addition, pupils have often missed a large amount of school due to extended hospital stays. Accordingly, the school adapts its teaching of the National Curriculum to provide breadth in age groups being taught so that pupils progress laterally as well as vertically.

Teaching which relies on abstract concepts is too difficult for many of the pupils at the school, which means that much of the religious education syllabus must be adapted. The school has developed a continuous scheme of teaching for years 1-8 and thereafter adopts the WJEC Entry Pathways Foundation Learning Curriculum for years 9-11, which allows pupils to be accredited.

In key stage 1 pupils study themes of different religions such as “Special Days” or “Saying Thank You”; in key stage 2 the pupils study a religion or belief in depth with a lot of repetition, which allows them to become familiar with the subject and to learn concepts. In years 7 and 8 the pupils are given a theme such as “Courage” or “Animals and Birds”, and are given opportunities to compare and contrast how three major religions (Islam, Sikhism and Christianity) approach the chosen subject.

As many of the pupils are limited in what they can do physically, teachers cannot rely on worksheets from the internet and book learning. Rather they need to think of practical and accessible activities that enable the pupils to actively participate in the learning process. Innovative use of such technology as iPads and communication software allows children to engage as compared to having them remain passive observers reliant on teaching staff to perform learning tasks for them; visits to places of worship provide sensory experiences for the children via music, smells and textures.

At the end of half term we had an “AAC” day for all pupils, staff, parents, Governors and visitors. This was a truly amazing day on so many levels and we all learnt something new, but the motivation and engagement of our pupils within ICT was inspirational. On another occasion I had the privilege of seeing a music class of five students: one of the students with SLD and ASD was actually weeping because the music they were making on the iPad was so moving.

Sue Rademacher, Deputy Head



Pupils using alternative communication systems in lessons