



THE ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

Annual SACRE Report 2014-5

The SACRE has several aspects to its role. It:

- ❖ Advises the local authority on matters relating to collective worship and religious education
- ❖ Advises on methods of teaching and resources for religious education
- ❖ Decides whether or not to grant determinations to those schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifies the need for a revised religious education syllabus

In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)

To help with this endeavour the Royal Borough of Windsor and Maidenhead SACRE works with NASACRE (the National Association of SACREs) and The Diocese of Oxford and the other SACREs in Berkshire.

This report sets out a brief summary of the work of the Royal Borough of Windsor and Maidenhead SACRE over the academic year 2014-2015. The minutes of the meetings which give more detail can be found at www.rbwm.gov.uk/web/ed_sacre_index.htm

The constitution and terms of reference can be found at:

http://www.rbwm.gov.uk/web/members_constitution.htm

For more information about the role and business of the SACRE please contact:

The Clerk: Shilpa.Manek@RBWM.gov.uk

The Local Authority Officer: simon.evry@rbwm.gov.uk (left at end of academic year replacement tbc)

Adviser: anne.andrews@oxford.anglican.org 07884 655097

1. Introduction from the Chairman, Michael Gammage

There seems to be growing and widespread agreement that Religious Education (RE) *matters*.

In his response in January this year to a letter from the Royal Borough's SACRE, Lord Nash, the Under Secretary of State for Schools, noted that:

“RE is an important part of the curriculum and plays a vital role in ensuring pupils are fully prepared for life in modern Britain. RE can also play a part in many other curriculum subjects, such as PSHE and Citizenship, in the promotion of SMSC [Spiritual, moral, social and cultural] development of young people and the wider school ethos.”

In a similar vein, Ofsted, in its 2013 report 'Religious education: realising the potential', highlighted how RE matters well beyond the classroom:

“RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and virtues of respect and empathy, which are important in our diverse society.”

Religion reaches to the roots of motivation. It has awakened in whole populations capacities to love, to forgive, to create, to dare greatly, to overcome prejudice, to sacrifice for the common good and to discipline the impulses of animal instinct. So, in a diverse and multi-faith world, RE should also be a source of illuminating perspectives on the 'British values' which all schools seek to foster.

Against this backdrop, this potential for RE, most of us serving on SACRE consider our efforts and achievements to be a drop in the ocean. Virtually everyone is a volunteer, happy to serve on the SACRE but keenly aware of how under-resourced we are, and how slight our impact.

Nevertheless, we have tried to do what we can. We have been delighted this year to welcome more teachers of RE onto the SACRE in various capacities. They have unique insights and keep us grounded in RE realities. We have also tried to carve out time to reflect and improve. We have used a self-evaluation framework devised by the National Association of SACREs to ask ourselves a lot of searching questions about what an effective SACRE should be doing – in promoting good RE teaching, in improving the quality of collective worship and in contributing to social cohesion, for instance - and how we can move closer to that.

Michael Gammage

Chairman

1. Advice given and actions taken

The LA was advised that for SACRE to perform its role better, data on the schools and public examinations would need to be collected and presented to SACRE and this will happen from this year. In response to the findings above the LA has responded by providing data on RE and a digest of SMSC, RE & CW comments from OFSTED reports. The adviser to SACRE is providing similar information from SIAMS reports and this will be analysed in the autumn term meeting.

The LA has also responded to the need to increase training for teachers by employing the professional adviser to lead some RE and SMSC sessions in NQT training and School Direct training next year. With a view to promoting community cohesion and general awareness of the wider religious landscape of the borough, these sessions will include trips to either the Synagogue or the Mosque.

SACRE also responded to Lord Nash's letter that was sent to all SACREs in January and was pleased to receive a reply, acknowledging the SACRE's comments. The reply is in the appendix.

To increase the amount of information that it disseminates, the SACRE newsletter has been relaunched. SACRE members have been asked to contribute some information about themselves for the next edition, with a view to both raising the profile of SACRE and informing teachers in the borough of where they can find out about some of the faith communities. Over the year this newsletter has contained advice for teaching materials and resources, as well as information about the training on offer for RE subject leaders.

The LA has also engaged the professional adviser to offer specific support to a middle school in the borough that has been struggling with the provision of RE.

2. Standards & Quality of RE Provision

Monitoring and evaluating the standards and provision of RE is an area that continues to present SACRE with a challenge and this is clearly an area for development. SACRE has begun by clarifying the schools for which SACRE is responsible and the LA officer has provided SACRE with a spreadsheet detailing the area of responsibility by type of school and another with a list of all the schools in the borough containing information such as phase, type, tier, denomination and number on role. This information will be used by SACRE to target training and resources more appropriately.

SACRE has continued to support teacher training in twilight sessions across the borough; three sessions were held this year and the focus of all was on engaging with the faith communities. A visit to the Synagogue took place in the autumn, a visit to the Mosque in March (as a result of which the imam was recruited to the SACRE) and in June a session in a school provided an opportunity to explore some of the issues raised in the visits and explore the syllabus questions that might be addressed. An analysis of attendance provided by the LA reveals that 25 of the boroughs 63 schools had attended at least one of the training sessions this academic year. The trips to the places of worship were particularly well attended, but this was due to the inclusion of teachers from Slough.

No complaints about the quality or provision of RE have been received and no requests for withdrawal have been brought to SACREs notice.

3. Agreed Syllabus

There has been no revision to the Agreed Syllabus this year and the next revision is not due until 2017. However SACRE has already agreed to ensure that at the next revision there will be a greater emphasis on the role of RE in preparing pupils for life in modern, multi-cultural Britain.

4. Collective Worship

No complaints have been received regarding the provision or quality of CW and no requests for determinations have been received. SACRE has not been made aware of any requests for withdrawals from CW.

5. Management of SACRE

RBWM SACRE has continued to meet three times per year.

14th November 2014

05th March 2015

08th June 2015

All meetings have been quorate although attendance has been variable. (See separate attendance list). There have continued to be changes of personnel this year and SACRE has welcomed new members, some of whom have yet to assume their places. While the numbers have increased, teacher groups are still under represented and there has been a change of clerk, professional adviser and Local Authority Officer. The roles of chair and vice-chair have been consistent.

The main focus of SACRE this year has been to follow on to last year's NASACRE AGM by working through the Toolkit that has been provided. SACRE has looked through 2 of the sections: Section 1 focusing on the 'Standards and Quality of Provision of Religious Education' and section 5 on the Contribution of SACRE to Promoting Cohesion across the Community.

The SACRE conclusions to Section 1 were as follows:

Conclusion #1: The SACRE has little knowledge of which schools are fulfilling pupil entitlement in RE because it does not have robust processes in place to gain a full and accurate overview of RE provision.

Action: *As a start, the LEA has offered to provide quarterly summaries to SACRE of the RE and SMSC elements of Ofsted reports published following inspections of schools within the Royal Borough. This will provide some basic visibility for the members of SACRE.*

Conclusion #2: The SACRE has little knowledge about the quality of learning and teaching RE in schools; about examination entries; about the quality of RE leadership in schools; or about the challenges of recruitment and retention of subject specialists. So SACRE is unable to target support and training.

Action: *SACRE will seek to incorporate into all teacher training events appropriate surveys of RE teachers' perspectives, to broaden its understanding and help direct its priorities. SACRE will also seek to ensure that teachers are fully represented in its membership.*

Conclusion #3: SACRE should seek to engage more with academies and other non-LA maintained schools, to provide them with support where appropriate and to develop the widest professional RE network, both within the Royal Borough and more widely.

Action: *SACRE will seek to create a termly newsletter for RE teachers in all schools as soon as possible. SACRE will also seek to create an RE website for RE teachers, to which all teachers, including those in academies and other non-LA maintained schools, would have access.*

Section 5 conclusions:

Conclusion #1: The SACRE has a membership which broadly reflects the religious diversity of the local community, but could do more.

Action: *SACRE will be alert to opportunities to widen its membership to encourage the involvement of the widest possible range of local faith communities.*

Conclusion #2: SACRE members' knowledge of the religious, cultural and ethnic dimensions of the local community, or of local interfaith activities, is limited.

Action: *SACRE will look for opportunities to better appreciate diversity in the Royal Borough, and to engage with local interfaith groups where appropriate.*

Conclusion #3: SACRE recognises good RE teaching as an important element in preparing children for life in modern Britain, and in promoting community cohesion, and could do more to promote it.

Action: *SACRE will seek to make this explicit in the next locally Agreed Syllabus and related guidance.*

Conclusion #4: It may be helpful for SACRE members to be better informed about initiatives to promote community cohesion, by the Royal Borough or by others.

Action: *SACRE will experiment with a slot on its agenda for a briefing from the Royal Borough on its community cohesion programmes. There may also be scope for a regular, perhaps annual, engagement with local interfaith groups.*

2 members of SACRE attended the NASACRE AGM in May in Birmingham and reported back to SACRE with a summary of the questions raised by Charles Clarke which have since been elaborated in the publication available on the NASACRE website:

<http://www.nasacre.org.uk/file/a-new-settlement-for-religion-and-belief-in-schools.pdf> .

SACRE will discuss this document further in the autumn.

Training for SACRE has been through the SACRE toolkit, as sections have been discussed at meetings, identifying the areas that need to be improved.

Members of SACRE were also involved in the Pan-Berkshire SACRE joint conference in June. The focus of this conference was the launch of the Culham St Gabriel's Project with the title "Crossing Bridges". This project links with the SACRE aim of raising awareness of different faith communities and reaching out to teachers as for the first time, teachers were encouraged to attend the meeting and share their experiences of visits. RBWM teachers were represented and one of them gave a short presentation on the challenges and joys of organising visits to places of worship.

2 members of SACRE were also among the faith groups represented at the follow-on hub session, which focused on the issues of visits from the faith group perspective and looked at the types of materials needed. The project is still ongoing and several places of worship in

the borough are being asked to participate. This will raise the profile of SACRE further with faith groups and teachers.

There have been some changes of personnel on SACRE, with a new clerk, a new professional adviser as well as new representatives for the free churches, the Buddhists, Islam and the Catholic Church.

6. Contribution of SACRE to LA Agenda

By encouraging visits to places of worship across the borough and encouraging teachers and SACRE members to participate in the Joint SACRE project, SACRE has been actively promoting the building of bridges across faith groups. The conclusions reached in the discussions of the NASACRE toolkit will undoubtedly form the basis of future cross community work. The members of the council who sit on SACRE have suggested a slot on SACRE agenda to look at issues of cohesion and will be the leaders on that section. The professional adviser to the SACRE is also supporting the Local authority in raising the quality and profile of RE in a middle school and by engaging in NQT and school Direct training.

Conclusion

The response of SACRE members to the issues raised has been positive and the LA has responded well to requests for information. They have been promoting the work of SACRE by engaging the professional adviser to work with schools, NQTs and trainee teachers. It remains to be seen whether the community cohesion agenda will be adhered to, but the appointment of a new permanent clerk will help with that. SACRE also hope that a new local authority officer will be appointed to replace Simon Evry who is sadly leaving. The new clerk is working on bringing the website up to date which will improve the public profile of the SACRE.

Attendance

Group A:	Christian Denominations and other religions	
Free Churches	Nick Lowe	1/1
	Gary Homewood	1/1
	Melody Erasmus	0/3
	<i>Vacancy</i>	
Roman Catholic Church:	<i>Vacancy</i>	
Hinduism:	Ila Gongotra	2/3
Islam	Saghir Ahmed	0/1
Islam	Usman Bhally	0/1
Judaism	Hilary Harris	2/3
Sikhism	Ravinder Singh	2/3
Buddhist	Anthea West	3/3
Baha'i	Mike Gammage	3/3 (Chair)
Group B:	The Church of England	
	Felicity Gunn	2/3
	Rev Joan Hicks	3/3
	Karen Butler	3/3 (Vice-chair)

Group C:	Associations Representing Teachers
NASUWT	Barbara Meaney 3/3
NAHT	<i>Vacancy</i>
ATL	Liz Jenkins 2/3
VOICE	<i>Vacancy</i>
BASH	Mrs Louise Ceska 2/3
NUT	Deborah Firth 2/3

Group D:	The Local Authority
	Cllr Dee Quick 1/3
	Cllr Natasha Airey 2/3
	Cllr Richard Kellaway 1/3

Local Authority Officers:	Mr Simon Evry 2/3
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Professional Advisor:	Jo Fageant 2/2
	Anne Andrews 3/3

Clerk:	Rob Cowan 2/2
	David Cook 2/2
	Shilpa Manek 0/1



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Lord Nash
Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mr Michael Gammage
Chairman, Windsor and Maidenhead SACRE
By email: shilpa.manek@rbwm.gov.uk

11th July 2015

Dear Mr Gammage,

Thank you for your letter of 11 June, about the role of SACREs and local authorities in promoting the teaching of Religious Education (RE). I apologise for the delay in responding to you.

I was glad to receive your feedback. We are aware that many individual SACREs, along with NASACRE, are working hard to make academies aware of the advantages of teaching the agreed syllabus and to encourage them to participate in the family of schools that their local SACRE supports. NASACRE is also identifying and disseminating good practice that can help SACREs develop constructive working relationships with academies in their local areas. We are considering what more we can do to encourage academies who wish to work more closely with their SACRE and also to ensure that academies are aware of their statutory duties to provide RE for all their pupils.

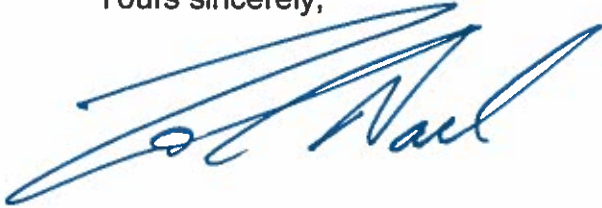
I am pleased that you support our proposal to commission an analysis of Annual Reports. Local authorities have a statutory responsibility to support their SACREs, which includes providing sufficient financial support. The analysis of the SACRE reports will help us to identify good practice and will also help to ensure that all local authorities are fulfilling their statutory duties, including providing the appropriate level of assistance and resource to their SACRE.

You ask in your letter about the role of RE and its relationship to PSHE and to pupils' spiritual, moral, social and cultural (SMSC) development. RE is an important part of the curriculum and plays a vital role in ensuring pupils are fully prepared for life in modern Britain. RE can also play a part in many other curriculum subjects, such as PSHE and Citizenship, in the promotion of SMSC development of young people and the wider school ethos. Schools have the freedom to arrange their curriculum to meet the needs of their pupils and SACREs can support schools in doing this. SACREs may also wish to provide guidance and support to help schools meet the requirements around collective worship.

As you will be aware, the resourcing of a SACRE is a matter for the relevant local authority. We do note your concerns regarding SACREs and the teaching of RE. If the analysis of the annual reports does identify any significant problems, then we will consider what further action is necessary to address these.

Thank you for writing on this important matter.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'John Nash', with a large, sweeping flourish above the name.

JOHN NASH

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	QCA Avg Pts
	National (All Schools)	619638	257815	28769	49749	58714	47834	29490	18920	11703	7424	5212	[914]	185066	252603	41.8
	National (State Funded)	555983	240732	23338	44471	55419	46287	28833	18590	11491	7286	5017	[845]	169515	235715	41.3
	LA (State Funded)	1527	641	46	86	128	122	96	69	33	36	25	[4]	382	616	38.1
4506	Altwood CoFE Secondary School	130	128	6	18	26	30	22	14	4	5	3		80	125	39.0
4029	Charters School	241	27	4	15	5	1	2						25	27	50.0
4084	Churchmead Church of England (VA) School	98	91	1		2	12	17	16	13	17	13	[1]	15	78	24.3
4056	Cox Green School	137	100		7	25	26	23	12	2	3	2		58	98	37.6
4000	Desborough College	132	18				1	3	5	3	1	5		1	13	20.2
5403	Desborough School	7	4						1	2		1			3	18.0
4055	Furze Platt Senior School	188	177	6	19	41	44	25	20	10	10	2	[3]	110	175	38.3
4036	Newlands Girls' School	182	65	26	16	13	5	3	1	1				60	65	50.6
4044	The Windsor Boys' School	220	8			3	3	1	1					6	8	40.0
4046	Windsor Girls' School	183	27	3	11	13								27	27	49.8

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	QCA Avg Pts
	National (All Schools)	619638	257815	11.2	19.3	22.8	18.6	11.4	7.3	4.5	2.9	2.0	[914]	71.8	98.0	41.8
	National (State Funded)	555983	240732	9.7	18.5	23.0	19.2	12.0	7.7	4.8	3.0	2.1	[845]	70.4	97.9	41.3
	LA (State Funded)	1527	641	7.2	13.4	20.0	19.0	15.0	10.8	5.1	5.6	3.9	[4]	59.6	96.1	38.1
4506	Altwood CoFE Secondary School	130	128	4.7	14.1	20.3	23.4	17.2	10.9	3.1	3.9	2.3		62.5	97.7	39.0
4029	Charters School	241	27	14.8	55.6	18.5	3.7	7.4						92.6	100.0	50.0
4084	Churchmead Church of England (VA) School	98	91	1.1		2.2	13.2	18.7	17.6	14.3	18.7	14.3	[1]	16.5	85.7	24.3
4056	Cox Green School	137	100		7.0	25.0	26.0	23.0	12.0	2.0	3.0	2.0		58.0	98.0	37.6
4000	Desborough College	132	18				5.6	16.7	27.8	16.7	5.6	27.8		5.6	72.2	20.2
5403	Desborough School	7	4						25.0	50.0		25.0			75.0	18.0
4055	Furze Platt Senior School	188	177	3.4	10.7	23.2	24.9	14.1	11.3	5.6	5.6	1.1	[3]	62.1	98.9	38.3
4036	Newlands Girls' School	182	65	40.0	24.6	20.0	7.7	4.6	1.5	1.5				92.3	100.0	50.6
4044	The Windsor Boys' School	220	8			37.5	37.5	12.5	12.5					75.0	100.0	40.0
4046	Windsor Girls' School	183	27	11.1	40.7	48.1								100.0	100.0	49.8



Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	QCA Avg Pts
	National (All Schools/Colleges)	400005	19233	1377	3616	5403	4785	2725	1048	1	278	14	4993	10396	18954	225.6
	National (State Funded)	363761	15827	816	2480	4479	4266	2542	981	1	262	12	3296	7775	15564	220.5
	LA (State Funded)	1001	48	1	7	17	12	8	3				8	25	48	222.5
4506	Altwood CofE Secondary School	49	13		1	4	2	3	3				1	5	13	203.1
4029	Charters School	212	11		2	3	5	1					2	5	11	226.4
4036	Newlands Girls' School	94	14		3	6	4	1					3	9	14	233.6
4046	Windsor Girls' School	75	10	1	1	4	1	3					2	6	10	228.0



Subject: Religious Studies (4610) / Exam: GCE AS level (121)

Est. No.	Centre	NOR	NOE	A	B	C	D	E	U	X	A-B	A-E	QCA Avg Pts
	National (All Schools/Colleges)	400005	29321	6674	7112	6813	4558	2480	1684	58	13786	27637	104.6
	National (State Funded)	363761	26008	5130	6248	6323	4304	2371	1632	55	11378	24376	102.7
	LA (State Funded)	1001	66	21	19	13	8	5			40	66	114.8
4506	Altwood CofE Secondary School	49	17	3	5	4	3	2			8	17	108.5
4029	Charters School	212	16	4	6	4	1	1			10	16	115.3
4055	Furze Platt Senior School	115	1	1							1	1	135.0
4036	Newlands Girls' School	94	16	6	7	2	1				13	16	121.9
4044	The Windsor Boys' School	108	1			1						1	105.0
4046	Windsor Girls' School	75	12	7	1	2	2				8	12	121.3

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	QCA Avg Pts
	National (All Schools/Colleges)	400005	19233	7.2	18.8	28.1	24.9	14.2	5.4	< 0.1	1.4	0.1	26.0	54.1	98.5	225.6
	National (State Funded)	363761	15827	5.2	15.7	28.3	27.0	16.1	6.2	< 0.1	1.7	0.1	20.8	49.1	98.3	220.5
	LA (State Funded)	1001	48	2.1	14.6	35.4	25.0	16.7	6.3				16.7	52.1	100.0	222.5
4506	Altwood CofE Secondary School	49	13		7.7	30.8	15.4	23.1	23.1				7.7	38.5	100.0	203.1
4029	Charters School	212	11		18.2	27.3	45.5	9.1					18.2	45.5	100.0	226.4
4036	Newlands Girls' School	94	14		21.4	42.9	28.6	7.1					21.4	64.3	100.0	233.6
4046	Windsor Girls' School	75	10	10.0	10.0	40.0	10.0	30.0					20.0	60.0	100.0	228.0



Subject: Religious Studies (4610) / Exam: GCE AS level (121)

Est. No.	Centre	NOR	NOE	A	B	C	D	E	U	X	A-B	A-E	QCA Avg Pts
	National (All Schools/Colleges)	400005	29321	22.8	24.3	23.2	15.5	8.5	5.7	0.2	47.0	94.3	104.6
	National (State Funded)	363761	26008	19.7	24.0	24.3	16.5	9.1	6.3	0.2	43.7	93.7	102.7
	LA (State Funded)	1001	66	31.8	28.8	19.7	12.1	7.6			60.6	100.0	114.8
4506	Altwood CoFE Secondary School	49	17	17.6	29.4	23.5	17.6	11.8			47.1	100.0	108.5
4029	Charters School	212	16	25.0	37.5	25.0	6.3	6.3			62.5	100.0	115.3
4055	Furze Platt Senior School	115	1	100.0							100.0	100.0	135.0
4036	Newlands Girls' School	94	16	37.5	43.8	12.5	6.3				81.3	100.0	121.9
4044	The Windsor Boys' School	108	1			100.0						100.0	105.0
4046	Windsor Girls' School	75	12	58.3	8.3	16.7	16.7				66.7	100.0	121.3