



London Borough of Newham

## **ANNUAL REPORT 2016-17**

STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION  
(SACRE)

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## Introduction

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Newham SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2015-16 are included in this report, namely: reviewing and publishing a new agreed syllabus.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties.

## Background to the Borough

Newham is one of the most dynamic parts of the country. It has a youthful population, not an ageing one as in many other areas. There is an energy here that few other places can match. It is at the heart of one of the largest areas of urban redevelopment in Europe. The Newham school census in October 2017 tells us there were 63,305 children and young people aged 4-16 in the figures on school and pupil numbers for Newham.

According to the 2011 census there were around 86,200 children and young people aged 19 or under in Newham. They make up 28% of the total population in the borough. For comparison, across London as a whole children and young people are 24% of the population. The number of children and young people in Newham is an important feature of the area.

### Newham's Population, 2011 by Ethnicity

				% Total Population
Newham	2011	All Ethnicities	307,984	
Newham	2011	White	89,216	28.96%
Newham	2011	Black Caribbean	15,050	4.89%
Newham	2011	Black African	37,811	12.28%
Newham	2011	Black Other	7,395	2.4%
Newham	2011	Indian	42,484	13.79%
Newham	2011	Pakistani	30,307	9.84%
Newham	2011	Bangladeshi	37,262	12.1%
Newham	2011	Chinese	3,930	1.28%
Newham	2011	Other Asian	19,912	6.47%
Newham	2011	Other	24,617	7.99%

Source:

<http://www.newham.info/dataviews/tabular?viewId=576&geold=11&subsetId=>

Jan 2017 school census	Primary				Secondary				
	Low level ethnic group	Newham	Inner		England	Newham	Inner		England
			London	London			London	London	
White British	5.5%	17.9%	26.8%	67.9%	6.1%	16.4%	28.0%	70.9%	
Irish	0.1%	0.5%	0.6%	0.3%	0.1%	0.7%	0.7%	0.3%	
Traveller Of Irish Heritage	0.0%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	
Gypsy/ Roma	0.1%	0.1%	0.2%	0.4%	0.2%	0.1%	0.1%	0.2%	
Any Other White									
Background	12.6%	14.3%	14.2%	6.3%	10.4%	12.3%	11.3%	4.8%	
White And Black Caribbean	1.3%	3.2%	2.7%	1.5%	1.4%	3.0%	2.5%	1.4%	
White And Black African	1.0%	1.5%	1.4%	0.8%	1.1%	1.5%	1.2%	0.6%	
White And Asian	0.7%	1.4%	1.8%	1.3%	0.8%	1.1%	1.4%	1.1%	
Any Other Mixed									
Background	3.2%	5.1%	4.4%	2.1%	2.9%	4.3%	3.7%	1.7%	
Indian	9.3%	2.4%	5.7%	2.8%	8.6%	2.3%	5.9%	2.9%	
Pakistani	12.7%	3.2%	4.4%	4.3%	12.3%	3.2%	4.5%	4.1%	
Bangladeshi	19.0%	11.4%	5.3%	1.7%	19.6%	12.9%	5.8%	1.7%	
Any Other Asian									
Background	4.5%	2.6%	4.7%	1.8%	4.6%	2.4%	4.8%	1.7%	
Caribbean	3.1%	6.9%	4.6%	1.1%	4.6%	8.6%	5.7%	1.3%	
African	14.9%	17.1%	13.5%	3.8%	17.1%	17.9%	13.4%	3.5%	
Any Other Black									
Background	5.3%	3.7%	2.4%	0.8%	3.6%	3.1%	2.3%	0.7%	
Any Other Ethnic Group	5.7%	6.6%	5.5%	1.8%	5.3%	7.5%	5.8%	1.6%	
Chinese	0.4%	0.8%	0.8%	0.4%	0.3%	0.7%	0.7%	0.4%	
Unknown	0.5%	1.1%	1.0%	0.7%	0.9%	2.0%	2.1%	1.2%	

Jan 2017 school census	Primary				Secondary				
	High level ethnic group	Newham	Inner		England	Newham	Inner		England
			London	London			London	London	
<b>White</b>	18.3%	33.0%	41.8%	75.0%	16.9%	29.6%	40.2%	76.3%	
<b>Mixed</b>	6.2%	11.2%	10.3%	5.7%	6.2%	9.8%	8.9%	4.7%	
<b>Asian</b>	45.6%	19.6%	20.2%	10.6%	45.0%	20.9%	21.0%	10.3%	
<b>Black</b>	23.4%	27.7%	20.4%	5.7%	25.2%	29.5%	21.3%	5.5%	
<b>Any Other Ethnic Group</b>	5.7%	6.6%	5.5%	1.8%	5.3%	7.5%	5.8%	1.6%	
<b>Chinese</b>	0.4%	0.8%	0.8%	0.4%	0.3%	0.7%	0.7%	0.4%	
Unknown	0.5%	1.1%	1.0%	0.7%	0.9%	2.0%	2.1%	1.2%	
All pupils	27612	197345	574939	3655225	21756	161666	488240	3180978	

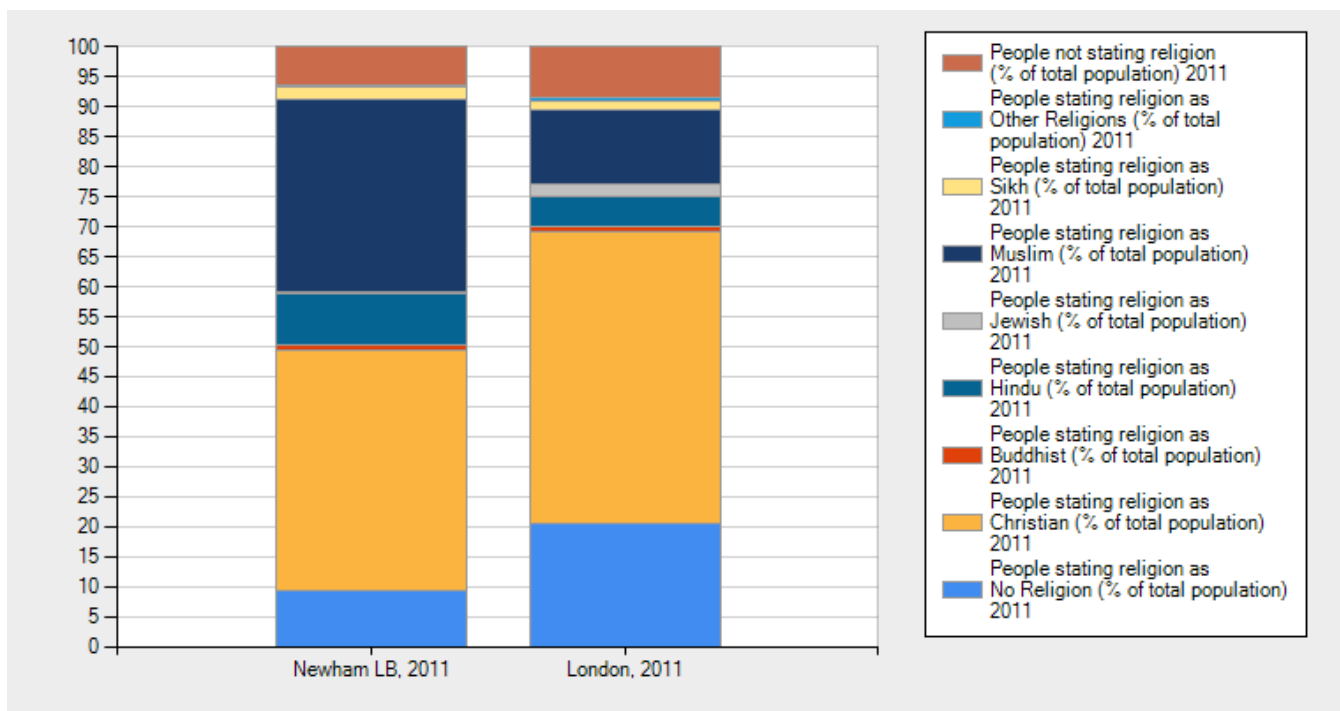
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In 2017 there were 212 languages (and dialects) recorded being spoken in Newham Schools with 19 having over 500 speakers within our schools. There are eleven language groups within the LA that have significant numbers of speakers (over 1,000) according to the October 2017 school census, and these are: English, Bengali, Urdu, Gujarati, Romanian, Tamil, Somali, Portuguese, Bengali, Lithuanian and Panjabi. This, with the ethnicity break down within schools shows there is a rich diversity within Newham schools that the teaching of Religious Education embraces.

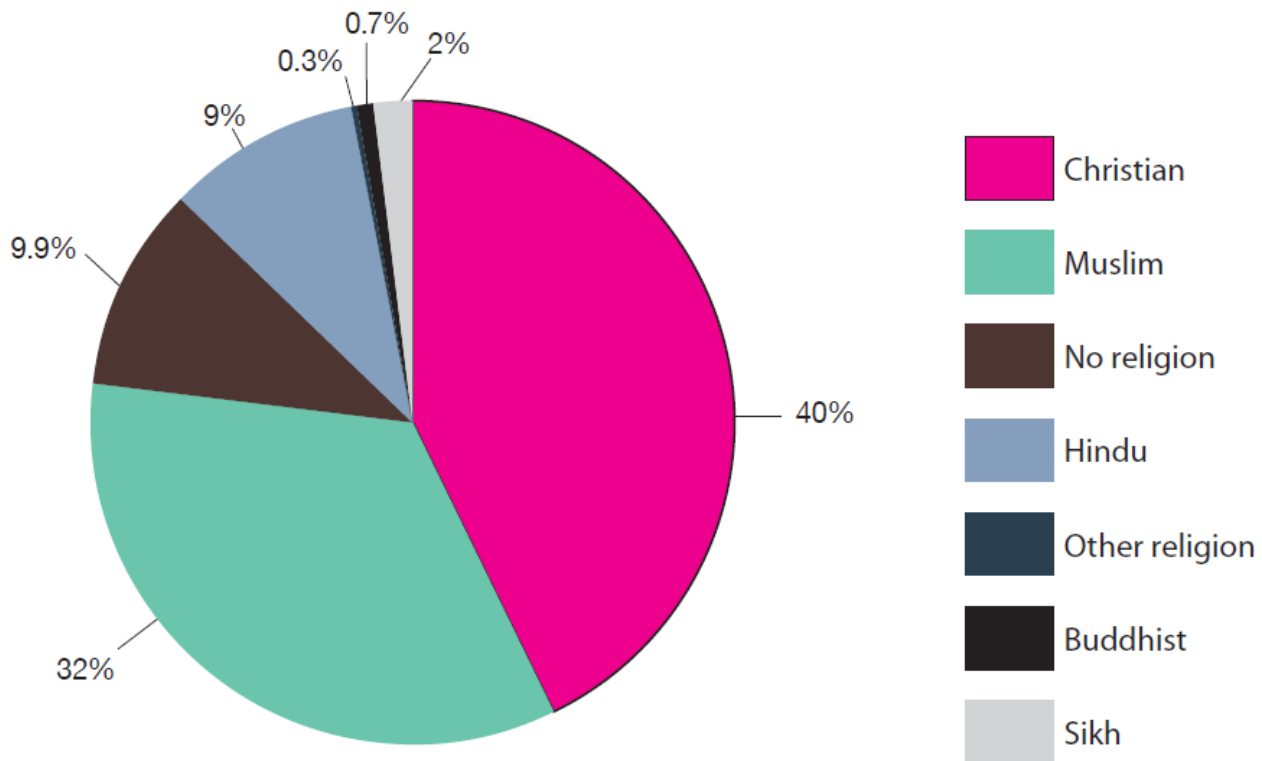
In the 2011 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham's 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths. In the 2011 Census, 40% of the population said they were Christian, 32% Muslim (2<sup>nd</sup> highest figure for a Muslim population of a Borough in the UK) and 9% Hindu, with the rest of the population members of other faith groups or with no religious affiliation. Newham is also an area of high mobility.

**Figures from 2011 census**

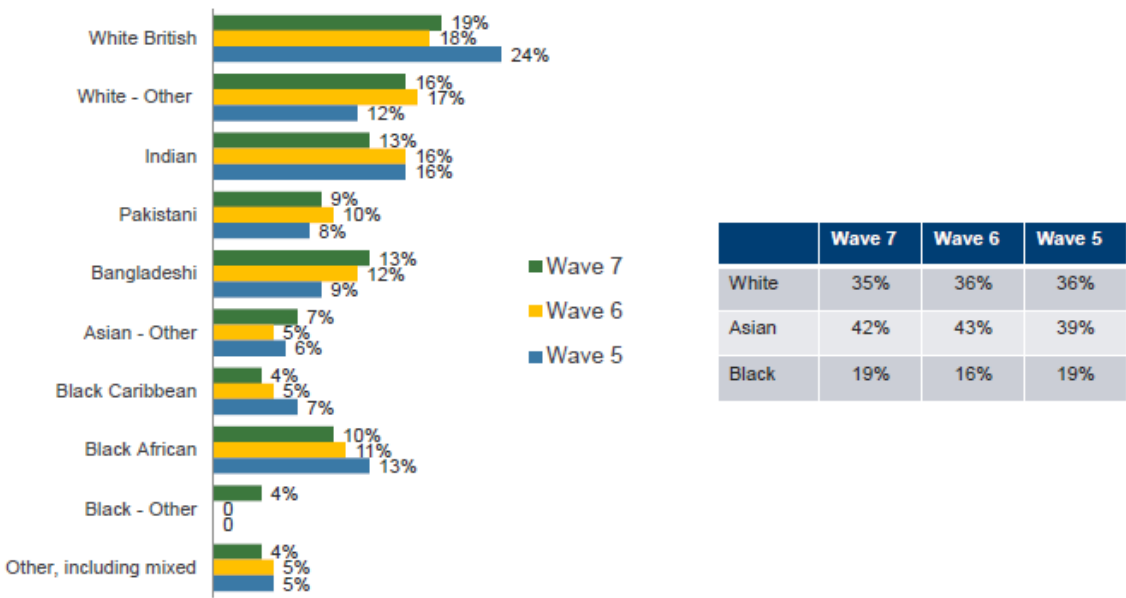
Religion	Number of people	Percentage
Christian	123,119	40%
Muslim	98,456	32%
None (includes agnostic's, atheists)	29,373	9.4%
Hindu	26,962	9%
Non-stated	19,775	6.4%
Sikh	6,421	2.1%
Buddhist	2,446	0.7%
Other	1,090	0.3%
Jewish	342	0.1%



**Newham Census 2011**



**Figure 4.2 – Profile of Newham residents by ethnic group**



Base: All; Wave 7: (1,019), 13 May - 2 September 2013; Wave 6: (1,153), 18 April - 28 June 2011; Wave 5: (1,485), August 2007 - February 2008

Similarly, religious affiliation has not changed significantly over four-fifths of residents (83%) regard themselves as belonging to a particular religion, which, is far higher than both the London (61%) and the national averages (52%). Just 17% say they have no religion. Christianity is still the largest religion in Newham (37% residents say they are Christian), followed by Islam (32%) and Hinduism (10%). (Taken from Understanding Newham 2013)

**2014 Round of Demographic Projections**

**Local authority population projections - Trend-based ethnic group projections, long-term migration scenario October 2015**

238,055 (73%) of Newham’s population is from Black, Asian and minority ethnic people groups. 89,216 (27%) is White British.

Trends show us that the Borough will grow by over a third in the next five years, it will be as diverse, but not as poor as at present.

**1 Advice to Statutory bodies**

1.1 Within Newham, advice is available to schools in four forms, through:

- the SACRE RE consultant;
- Regular CPD opportunities through collective worship course being run by RE Matters;
- SACRE documents being sent electronically into every school; and
- the dissemination of guidelines for schools around specific issues.

1.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2016/2017. Most of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders. The consultant sent out SACRE’s advice on Ramadan and fasting in schools for Muslim pupils, which was received well by schools. The consultant has also provided training for local faith leaders on the content of the RE syllabus, as well as hosting school visits to their places of worship.

1.3 The SACRE short film on the value of RE is now available to watch on-line at <https://youtu.be/JD-G24cNiAw> .

**2 Standards and quality of provision of Religious Education**

2.2 Public examinations

**Religious Studies GCSE Full Course 2017**

Centre	NOE	A*	A	B	C	D	E	F	G	U	X	A-C	A*-G
National %		10	19.5	23.3	18.4	12.3	7.4	4.6	2.7			71.2	98.2
<b>Newham %</b>	<b>2,675</b>	<b>10.6%</b>	<b>25.6%</b>	<b>26.6%</b>	<b>15.8%</b>	<b>9.3%</b>	<b>5.7%</b>	<b>2.7%</b>	<b>2.6%</b>	<b>1.1%</b>	<b>0</b>	<b>78.6</b>	<b>98.9</b>

**Religious Studies GCSE Short Course 2016**

Centre	NOE	A*	A	B	C	D	E	F	G	U	X	A-C	A*-G
National %		8.2	12.8	18.3	16.9	15	11.2	8	4.6	5.3	1	56.2	95.7
<b>Newham %</b>	<b>382</b>	<b>25</b>	<b>8</b>	<b>19</b>	<b>7</b>	<b>5</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>59</b>	<b>88</b>

From these statistics it can be seen that Newham full course GCSE results were 7.5% higher than the national average for Religious Studies at 78.6% A\*-C (national average was 71.2%). It can also be seen that in terms of A\* and A grades Newham pupils performed 7% higher than the national percentage, with 36.2% in Newham compared with 29.5% as the national average. We saw a rise in the numbers taking full course GCSE of 12%, along with improvements in our overall results.



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The short course results in Newham were good in 2017, but with an amazing A\* result of a quarter of all pupils sitting the exam gaining an A\*, 18% higher than the national average. We saw more pupils sitting the examination in 2017. Newham’s average A\*-C grade was 59% compared with a national average of 56.2%, 3% higher than the national average.

3057 pupils in year 11 sat an examination in Religious studies out of a year group of 3622 pupils (84% of pupils).

**A/S Level RS examination results for Year 11 pupils sitting exam**

Centre	NOE	A	B	C	D	E	U	A-B	A-E
<b>National %</b>		<b>22.7</b>	<b>24.4</b>	<b>23.5</b>	<b>15</b>	<b>8.2</b>	<b>6.2</b>	<b>47.1</b>	<b>93.8</b>
<b>Newham %</b>	<b>33</b>	<b>15.2</b>	<b>27.3</b>	<b>18.2</b>	<b>15.2</b>	<b>12.2</b>	<b>12.2</b>	<b>42.5%</b>	<b>88.1</b>

Overall Newham’s results were pleasing. The national average in A/B grades in the subject in 2017 was 42.5%, which was 4.5% lower than the national average, showing there is more work to be done to help pupils perform better at A/S Level. But disappointingly our A-E average was lower than the national by 5.5%.

**A’Level Religious Studies results**

Centre	NOE	A*	A	B	C	D	E	U	A*-B	A-E
<b>National %</b>		<b>5.2</b>	<b>18.3</b>	<b>31.2</b>	<b>26.1</b>	<b>12.8</b>	<b>4.7</b>	<b>1.7</b>	<b>54.7</b>	<b>98.3</b>
<b>Newham %</b>	<b>103</b>	<b>7</b>	<b>30</b>	<b>37</b>	<b>18</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>74</b>	<b>99</b>

Overall Newham’s A’Level results were pleasing with 99% of students gaining an A’Level. What is especially good to see is the grades at the top end of the A’Level being higher than national averages. So Newham’s A\*-A grades were 37% compared to the notational average of 23.5%, a full 14% higher. The A\*-B grades in Newham were 74%, compared to 54.7% nationally. Newham was nearly 20% higher than the national average.

2.3 Attainment in RE

Schools continue to make use of the Agreed Syllabus levels from 2016 in assessing pupil’s attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2016-17.

The RE Advisor has systematically reviewed school Ofsted reports in order to maintain an overview of standards within schools.

From September 2016- July 2017 the total number of inspections are as follows:

Total Inspections	21
Nursery Inspections	1
Primary Inspections	15
Secondary Inspections	5

Analysis of Ofsted Inspections September 2016 - July 2017

	Outstanding	Good	Needs attention	Inadequate
Leadership and management	2	14	4	1
	9%	67%	19%	5%

### **Nursery and Primary Schools:**

- The school has a very strong spiritual, moral, social and cultural ethos of the school is evident in all its work. Provision for spiritual, moral, social and cultural development is very strong. Pupils are exceptionally well prepared for life in modern Britain. During 'Black History Month' they carry out in-depth studies of influential people. They are very proud of their own patron saint, St Francis, and know why he is important to their faith. They understand the values within the school mission statement, 'Peace, Love and Knowledge'. (St Francis RC Primary)
- The curriculum and enrichment activities offered by the school have a positive impact on pupils' spiritual, moral, social and cultural development. The curriculum includes a broad range of topics and subjects, which are having a positive effect on pupils' personal development, behaviour and their spiritual, moral, social and cultural development. British values of respect, democracy and tolerance are taught through special topics and thought-provoking and enjoyable school assemblies. (North Beckton Primary)
- The curriculum is broad and rich and promotes pupils' spiritual, moral, social and cultural development well. Leaders have ensured that all curriculum areas are well planned. They review and refine how subjects are taught depending on how well pupils are doing. British values are integrated throughout the curriculum and through organised events such as 'citizenship week'. Leaders ensure that pupils develop a full understanding of different faiths and religions. During assemblies, pupils' different religions are valued. Pupils enjoy socialising and working with friends from different backgrounds. They respect each other's religions and beliefs. Pupils benefit from the 'reflection room', where they can go to be peaceful and think about their life and their school. (Lathom Junior School)
- The school provides a broad and balanced curriculum which supports pupils' personal development. However, pupils do not know about modern British values, such as democracy. This is because these are not taught explicitly in the curriculum. The school promotes other aspects of pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to respect different faiths and heritages. Pupils in Year 6 talked enthusiastically about learning about refugees in their English lesson. Pupils go on some school outings, to local theatres and museums for example, but many pupils and parents and carers said that they felt the school could do more in this respect. They know and follow the 'golden rules' that are displayed around the school and reinforced in class and assemblies. (Monega Primary)
- Leaders have created a culture that effectively promotes pupils' spiritual, moral, social and cultural development. Pupils say that they feel safe and cherished. They are surrounded by adults who are genuinely interested in listening to their concerns or worries. Provision for pupils' spiritual, moral, social and cultural education is excellent. Pupil premium funding is used to ensure that pupils, particularly those who are disadvantaged, have the same opportunities and cultural experiences as other pupils nationally. Leaders are passionate about ensuring that pupils understand the wider world outside of the local community. Sandringham is a very large primary school. However, leaders ensure that strong moral principles guide the decisions they make. Consequently, leaders have created a harmonious and compassionate environment, described by many as „like a family“. The strong pastoral team applies multiple approaches to nurture each pupil. Pupils' individual needs are known exceptionally well and strong links with parents ensure that wraparound care can be effectively offered. (Sandringham Primary)
- The curriculum provides pupils with memorable experiences. It effectively promotes pupils' spiritual, moral, social and cultural development. The curriculum effectively promotes pupils' spiritual, moral, social and cultural development. In lessons teachers help pupils to develop and use their imagination and curiosity. Exciting projects such as having a school carnival help pupils to develop a good understanding of their own and other cultures and faiths around them. (Altmore Infant School)
- Pupils' spiritual, moral, social and cultural development is very actively promoted and pupils have an exceptionally strong understanding of British values. Leaders support pupils' spiritual, moral, social and cultural development highly effectively. The ethos allows pupils to consider their own values along with others. As a result, pupils are very thoughtful and confident in sharing their considered views with a high level of maturity. Pupils have a very well developed understanding of fundamental British values and how they apply to their lives. They show great respect for the many cultures and traditions reflected in the school's population, and are extremely well prepared for life in modern Britain. (Colegrave primary school)
- The school's positive ethos, centred on the 'Manor Values', enables pupils to learn the importance of respecting each other's differences. The promotion of pupils' spiritual, moral, social and cultural development is taken very seriously by leaders. Displays around the school capture the many ways in which pupils learn about the world around them, consider local and national issues and develop their understanding of life in modern Britain. (Manor Primary School)

**Secondary Schools:**

- Pupils' personal development is a strength of the school. Teachers know their pupils well and show them great respect. This creates a very positive climate for learning. In return, pupils work hard for their teachers and are very keen to do well. As one pupil noted, 'everyone wants to achieve good things at Kingsford.' This sense of achieving 'good things' defines pupils' attitudes to school and the staff's attitudes to pupils. As a result, pupils are highly motivated, well-behaved and take their work seriously. These characteristics have a positive impact on pupils' personal development as well as their academic performance. (Kingsford Community School)
- Pupils enjoy a strong, well-constructed curriculum, which is engaging and imaginative. The school promotes pupils' spiritual, moral, social and cultural development carefully and well. (Royal Docks Community School)
- The promotion of pupils' spiritual, moral, social and cultural development is a strength of the school.
- School leaders promote well pupils' spiritual, moral, social and cultural development and ensure that pupils are prepared well for life in modern Britain. Pupils develop a good understanding of and respect for different cultures and religions through a programme of personal, social, health and economic (PSHE) education. Pupils are also helped to develop a good understanding of the importance of democracy and the rule of law.

2.4 The quality of RE provision in schools

From the LA's monitoring of schools we know that 20 pupils have been withdrawn from RE lessons across primary and secondary schools, and 3 pupils have been withdrawn from Collective worship from a total of 58,908 pupils. This means that 99.97% of pupils are in Newham RE lessons, and 99.99% of pupils are in acts of collective worship.

**Secondary**

RE

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>44%</b>	<b>56%</b>	<b>0%</b>	<b>0%</b>

**Primary**

RE

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>11</b>	<b>48</b>	<b>3</b>	<b>0</b>
<b>Percentage</b>	<b>18%</b>	<b>78%</b>	<b>4%</b>	<b>0%</b>

From monitoring schools needs Newham SACRE have discovered that secondary schools have a need for support around teaching the new GCSE's specifications. Primary schools highlight their need for support around monitoring pupil progress in RE and using pupil voice effectively to help improve teaching and learning. The LA will seek to provide some CPD around these areas for schools in 2018.

2.5 Withdrawal from RE

There were 20 pupils withdrawn from Religious Education in 2016-17. This is our lowest figure in the last ten years, and SACRE believes this flows from the authorities emphasis on inclusion, and the hard work of schools to explain the purpose of RE and the importance for all pupils to received education about other's beliefs. We are grateful to local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose f RE in our area.

2.6 Complaints about RE

There have been no formal complaints received about RE from any Newham school during 2015-16.

### 3 Agreed Syllabus

- 3.1 Religious Education (RE) is not part of the National Curriculum but is a local responsibility. It is for this reason that, by law, each local authority must produce an agreed syllabus for RE. Legislation also requires that an agreed syllabus be reviewed every five years. The new Newham Agreed Syllabus was published in September 2016, building on the success of our last syllabus. SACRE is grateful to members and teachers who worked alongside the RE consultant to ensure a robust syllabus along with excellent unit supports and schemes of work for all Newham schools.
- 3.2 SACRE is also delighted that virtually all free schools and academies within Newham have chosen to adopt the Newham agreed syllabus and attended along with LA schools training in the summer term 2016. 2016-2017 was spent supporting schools to start using the new schemes of work.
- 3.3 SACRE did a questionnaire with schools at the end of the summer term 2017 to see the impact of the new 2016 Agreed Syllabus, and the following points were discovered:

The new syllabus has been straight forward for school to implement. The majority of primary teachers telling SACRE that:

- the skills and range of activities allows them to keep track of progress across the school, making sure a wide range of skills are being covered.
- Excellent – The new units have made teachers feel excited.
- EYFS support materials have been well received by teaching, and is giving them something clear to plan RE from. Spirited play story boxes have been embraced by many more schools as an effective way of teaching a religious story effectively.
- KS1 support units are good, and they definitely help teachers t plan their RE work well. Teachers have been very good at seeing the cross-curricular links between RE and other subjects
- KS 2 has an excellent variety of topics within each unit is great, this gives great opportunities to explore different religions.
- One KS2teacher wondered whether we should now have a Humanism unit on its own, rather than just threaded through different units?
- Overall a great and interactive syllabus with interesting and relevant topics.

The RE SACRE consultant is producing some extra supports from schools that were highlighted through this exercise. These will be sent into schools in January 2018.

### 4 Collective worship

- 4.1 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in Newham through the collection of relevant data from schools, which has shown:

At Primary:

Outstanding	Good	Needs attention	Inadequate
15	44	2	0
24.6%	72.2%	3.2%	0%

At secondary:

Outstanding	Good	Needs attention	Inadequate
8	8	0	0
50%	50%	0%	0%

From this data it can be seen that 98.4% of schools judged using our Newham criteria that their acts of collective worship were good or outstanding.

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From the LA's monitoring of schools we know that 3 pupils have been withdrawn from Collective worship from a total of 58,908 pupils. This means that 99.99% of pupils are in acts of collective worship.

### 4.2 Quality of collective worship

At secondary and primary, monitoring shows 98.4% schools have outstanding or good standards are being maintained to provide a meaningful act daily. Where this is not the case the SACRE RE consultant will contact schools to offer assistance.

4.3 Determinations: no request was brought to SACRE for a determination in 2016-17. The RE consultant has helped Stratford School Academy to try and renew their determination with the DFE. The process is still ongoing 12 months later!

4.4 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2016-17.

## 5 Management of SACRE

### 5.1 Attendance at SACRE, by committee

SACRE has been quorate for all of its meetings in the year September 2016-December 2017.

	13/10/16	09/02/2017	14/06/2017
Rev Jeremy Fraser (Chair)	Present	Present	Present
Councillor James Beckles (Vice-Chair)	Apologies	Apologies	Apologies
Steve Wilson (Vice-Chair)	Apologies	Steve passed away unfortunately	
Councillor Rachel Tripp	Apologies	Apologies	Present
Councillor Ayesha Chowdhury	Present	Apologies	Apologies
Councillor Idris Ibrahim	Present	Apologies	Present
Saquat Ali	Present	Present	Apologies
Asma Hussain	Apologises	Present	Present
Kishor Varsani	Present	Apologies	Present
Ruth Everett	Apologies	Apologies	Present
Yael Callaghan	Present	Present	Present
Marie Hardie	Present	Present	Present
Chetna Gandhi	Present	Apologies	Present
Edward Hoyle	Present	Present	Present
Surinder Singh Jandu	Present	Present	Present
Daud Juneja	Apologises	Present	Apologies
Mike Stygal	Not in post	Not in post	Present
Rev Christiana Asinugo	Present	Apologies	Apologies
Ms Ellen Kemp	Present	Present	Present
Venerable Makure Mangala	Present	Present	Apologies
Rafiq Patel	present	Apologises	Apologises
Gillian Striesow	Present	Present	Apologises
Pat McFarlene	Present	Apologises	Present
Jo Mathias	Present	Present	Present

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Aisha Sheikh	Present	Present	Present
Helen Yearnshire	Present		On Maternity leave
Dan Jeffery	Present	Apologies	Present
Rev Mark Janes	Apologies	Present	Present
Puja Roauda	Present	Apologies	Apologies
Khalil Laher	Present	Present	Present
Gillian Hall	Not in post	Apologies	Present
Sue Lucas	Not in post	Apologies	Present
Imaan Sheikh	Present	Present	Present
Syeda Zainab Naqui	Not in post		
		Present	Apologies
Claire Clinton	Present	Present	Present
Jane Moon	Apologies	Present	Apologies

### 5.2 Membership and training

Membership continues to be good, as is attendance at meetings.

In 2014 we created a 'buddy' system for all new members of SACRE. This has meant that new members had someone to sit with at meetings, and a point of contact outside of meetings with any issues they wanted to explore further. As a SACRE we have always given new members the NASACRE booklet that explains their role on SACRE. This is no-longer available to purchase as all the resources are available on-line at the NASACRE website. The clerk has given all members of SACRE the username and password so these can be accessed by members.

Three members of SACRE have now completed a course with the 'Teach RE' initiative for SACRE's. Work has been shared with schools, as well as SACRE members feeling more knowledgeable about RE in schools

### 5.3 Complaints about RE and Collective worship: There have been no received.

### 5.4 Meetings

As is the usual SACRE practice we held our three meeting in three different venues to reflect the main three groups who make up Newham SACRE.

October 2016	Town Hall, Stratford
February 2017	Star Primary School, Canning Town
June 2017	Shree Kutch Satsang Swaminarayan Temple, Forest Gate

At this final meeting we were delighted to have a member (Juliet Lyel) of the Commission on RE (CoRE) with us.

## 6 **Contribution of SACRE to wider Local Authority agenda**

### 6.1 What SACRE has contributed to other agendas

Scrutiny – Ellen Kemp both represent SACRE on both Overview and Scrutiny Committee

Governors Forum – Ellen Kemp is on this, and often represents SACRE along with other members. She also is chair of Newham's governor association.

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Newham has set up annual neighbourhood and faith groups around the Borough bringing the religious and non-religious community together. Many SACRE members are part of these conferences and continued project work outside of these meetings, trying to build community cohesion.

6.2 SACRE's contribution to the LA's public sector equality duty:  
Councilors who are SACRE members have contributed to the LA's ongoing work to ensure all groups within Newham have a voice in the decision making and policies of the council. The chair of the student SACRE group sits on the young mayor's council board with a brief on health.

6.3 SACRE's contribution to support schools through events and training

Six SACRE members have visited a number of schools in 2016-17 to observe RE and Acts of Collective Worship taking place in Newham schools. This has in turn given rise to SACRE producing a reporting form that can be given to schools as well as to SACRE when these visits take place.

SACRE members have made contributions to primary network meetings – on the Christian and Hindu faith (Nov 2016 and June 2017), also to the 'Dealing with Diversity' conference in January 2017.

### *Local*

SACRE maintains a link with RE Matters (run by the SACRE RE consultant), which provides termly network meetings for all Newham schools on RE, as well as a number of continuing professional development days throughout the academic year (NQT training for RE; Junior and Infant RE conference days; Collective worship training; SMSC advice; Visit a place of worship course, database and competition), and RE Matters runs between the secondary schools a student SACRE group who meet half termly, and whose chair sits as part of the young mayors cabinet in Newham, as well as being members of the adult Newham SACRE group,

RE Matters also provides whole staff twilights training events, lesson modeling and advice around RE, CW and SMSC to Newham schools.

SACRE have supported RE Matters practically by providing faith visitors to meetings and conferences throughout the year.

6.4 Links to broader community initiatives

Newham SACRE is a part of NASACRE and the LA consultant is a member of AREIAC and NATRE

### *Achievements by SACRE members*

During the year, individual SACRE members made significant contributions not only to RE within the local community but also within a wider arena. Examples included:

- A SACRE member completed a Teach RE course with Culham St Gabriel's, providing them both with a better understanding of the legality of RE, and also improve their subject knowledge.
- Student SACRE worked with adult SACRE members to make seven 30 minutes films for teachers in Newham (and further afield) to help with their subject knowledge around diversity within different religions and world views.
- We won another NASACRE and Westhill grant to make create some resources on 'Bullying and Belief' for schools to help them counteract issues within British communities at present.

## **7 SACRE arrangements**

### *Professional and administrative support*

During the year 2016-17 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as Professional RE consultant;
- Deputy director of education and skills, Jane Moon as the Local Authority link office, and
- Shirley Fortune as Clerk to SACRE.

### *Finance*

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The sum of **£10,432.23** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences, refreshments, printing and postage for all SACRE. (These figures break down to: £1550 for the clerk to SACRE; Printing: £235.23 for meetings, and Catering for meetings £420; NASACRE membership £95; RE Advisor consultant £8250; Postage £60; NASACRE conference and travel £200).



## **Membership of Newham SACRE 2016-17**

### **Church of England panel**

Rev. Jeremy Fraser (Chair),  
Ruth Everett  
Rev. Christiana Asinugo  
Dan Jeffery  
Ms Ellen Kemp  
Rev Sue Luca

### **LA panel**

Councillor James Beckles (Vice Chair),  
Councillor Rachel Tripp,  
Councillors Ayesha Chowdhury  
Idris Ibrahim  
Saquat Ali/Andi Smith (Governor),

### **Other faiths panel**

Kishor Varsani  
Yael Callaghan,  
Edward Hoyle,  
Raffiq Patel,  
Surinder Jandu,  
Daud Juneja,  
Rev Mark Janes  
Steve Wilson (Vice chair), who has now sadly passed away. He was replaced with Mike Stygal  
Major Jean Button  
Gillian Striesow  
Venerable Mangala  
Asma Hussain  
Puja Roudh  
Imam Kahlil Laher

### **Teacher panel**

Chetna Gandhi,  
Marie Hardie,  
Aisha Sheikh,  
Helen Yearnshire,  
Zainab Naqui (Chair – Student SACRE),  
Catherine Sawyer  
Pat McFarlene  
Gillian Hall  
Jo Mathias

### **Student SACRE chair's**

Zainab Naqvi  
Imaan Sheikh

### **Local Authority lead officers**

Claire Clinton  
Jane Moon

### **Clerk to SACRE**

Mrs Shirley Fortune

# Appendix 1: Review and analysis of Monitoring RE and CW information from schools in Newham

In March 2017 schools were asked to fill in a self assessment form on Religious Education and Collective Worship. From the information given back from schools we have found out that:

99.98% of children are not withdrawn from Religious Education and Collective Worship in Newham primary schools, a very low figure.

99.97% of students are not withdrawn from Religious Education, and 99.99% are not withdrawn from Collective Worship in Newham Secondary Schools, again a very low figure. In Religious Education 2 pupils are withdrawn at secondary and 18 pupils at primary. In Collective worship no pupils are withdrawn at secondary and 3 pupils at primary.

Schools work very hard at keeping children within both of these aspects of schools life, and we feel these figures show the success of our agreed syllabus working in our local community.

Within the monitoring form schools were asked to assess their provision. Below the table shows the figures given.

## Primary

RE

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>11</b>	<b>48</b>	<b>3</b>	<b>0</b>
<b>Percentage</b>	<b>18%</b>	<b>78%</b>	<b>4%</b>	<b>0%</b>

Collective Worship

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>15</b>	<b>44</b>	<b>2</b>	<b>0</b>
<b>Percentage</b>	<b>24.6%</b>	<b>72.2%</b>	<b>3.2%</b>	<b>0%</b>

## Secondary

RE

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>7</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>44%</b>	<b>56%</b>	<b>0%</b>	<b>0%</b>

Collective Worship

	Outstanding	Good	Needs attention	Inadequate
<b>No. of schools</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>50%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

SACRE will seek to work with those schools expressing a need for support in RE and CW during the next year.

## Appendix 2 SACRE priorities for 2017

Key:	<span style="display: inline-block; width: 15px; height: 10px; background-color: #006400; border: 1px solid black;"></span> Task completed
	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF0000; border: 1px solid black;"></span> Task to do
	<span style="display: inline-block; width: 15px; height: 10px; background-color: #00B0F0; border: 1px solid black;"></span> Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	<p>February 2017 Feb 2017</p> <p>Feb 2017</p> <p>March 2017</p> <p>April onwards 2017</p> <p>Sept 2017</p> <p>Sept 2017</p> <p>December 2017</p>	<ul style="list-style-type: none"> <li>Discuss GCSE, and AS exam analysis in meeting from 2014 Annual report</li> <li>Publish 2015 anonymised report to schools</li> <li>Review schools survey at February SACRE meeting 2016, and pass new draft for sending out to schools</li> <li>RE Advisor to e-mail RE subject leaders new 2016 monitoring forms, and ask for monitoring survey to be completed by July 2016</li> <li>RE Advisor to collect returns from schools (48 forms back)</li> <li>RE Advisor to write Annual report from September 2016, ready for review at SACRE October 2016 meeting</li> <li>RE Advisor to liaise with LA data team to get 2016 GCSE, A/S exam analysis for RE September 2016</li> <li>Send final Annual Report 2016 to DFE and NASACRE – December 2016</li> </ul>	<ul style="list-style-type: none"> <li>Both the LA &amp; SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.17</li> <li>LA &amp; SACRE will have an overview provided on the implementation of the Agreed Syllabus in schools and school needs around RE and CW</li> </ul>	Total cost of this work to be met from Adviser's commissioned time budget, paid by LA
2	Membership of SACRE	Feb 2016 On-going	<ul style="list-style-type: none"> <li>RE advisor and SACRE members to suggest new recruits: ongoing</li> <li>Ensure each panel is quorate</li> </ul>	<ul style="list-style-type: none"> <li>a good breadth and diversity of faiths established on Newham SACRE</li> <li>SACRE as far as is possible is representative of Newham population</li> </ul>	No cost implication
3	Supporting good RE in schools	January 2016 onwards	<ul style="list-style-type: none"> <li>Members should visit at least one school to see RE lessons in 2015 – on-going</li> <li>Build into Primary and secondary network meetings 'what is working well' with the new AS support units, and anything that needs changing and feedback to SACRE meetings</li> </ul>	<ul style="list-style-type: none"> <li>Members develop a vision and ownership for how SACRE can support good RE in schools</li> <li>Members visit local Newham schools get a better understanding of what good RE looks like</li> </ul>	No cost implication

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No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Links to best practice in RE and CW	January 2017  January 2017	<ul style="list-style-type: none"> <li>Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done for 12 months</li> <li>Provide finances for consultant and SACRE member to attend National SACRE AGM May 2017 and Birmingham meeting</li> </ul>	<ul style="list-style-type: none"> <li>Fulfil legal requirement to have a SACRE running correctly</li> <li>Reflect on best practice from other authorities and use in Newham</li> </ul>	Funding for 15 days work by CC, to be secured for 2017
5	NASACRE award project RE Master classes	September 2016-July 2017  January 2017	<ul style="list-style-type: none"> <li>Working with Student SACRE, we will create 8 30 minute programmes to be places on-line for teachers to access and learn about different religions</li> <li>Filming day for faith leaders will be on 19<sup>th</sup> January 2017 at Little Ilford school</li> </ul>	<ul style="list-style-type: none"> <li>8 x 30 ins programmes for teacher CDP on a range of religions and world views created.</li> </ul>	Funding from NASACRE and Westhill secured to cover expense of film maker and consultants time towards the project
6	Bullying and beliefs	May 2017 – June 2017	<ul style="list-style-type: none"> <li>Discuss with Student SACRE creating some advice for schools around religious bullying and how schools can support students to effectively deal with instances of religiously motivated bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Support created for schools that can be sent out from SACRE for September 2017</li> </ul>	No funding needed

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