



London Borough of Newham

ANNUAL REPORT 2013-14

**STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION
(SACRE)**

| Contents | | <i>Page</i> |
|-----------------|--|-------------|
| | | <i>3</i> |
| | Introduction | |
| 1 | Religious Education | 7 |
| | <i>The locally agreed syllabus</i> | |
| | <i>Standards in religious education</i> | |
| | <i>Methods of teaching, the choice of teaching materials, teacher training</i> | |
| | <i>Complaints concerning religious education</i> | |
| 2 | Collective worship | 9 |
| | Advice on collective worship | |
| | Determinations | |
| 3 | Links with other agencies | 10 |
| | National | |
| | Local | |
| 4 | Other issues | 10 |
| | Achievements by SACRE members | |
| 5 | SACRE arrangements | 10 |
| | Professional and administrative support | |
| | Finance | |
| | Membership | |
| 6 | Meetings and venues 2012-13 | 11 |
| | Appendices | |
| 1 | Priorities for RE/SACRE 2014 | 12 |
| 2 | Evaluation of RE and Collective Worship document 2013/14 report | 15 |
| 3 | Public examinations in religious studies 2014: headlines | 16 |

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 2013-14 are included in this report, namely: starting a review on its advice to schools on collective worship.

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), 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 the largest areas of urban redevelopment in Europe. The Newham school census in January 2014 tells us there were 56,586 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

| Newham | 2011 | All Ethnicities | 307,984 | % Total Population |
|--------|------|-----------------|---------|--------------------|
| 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:

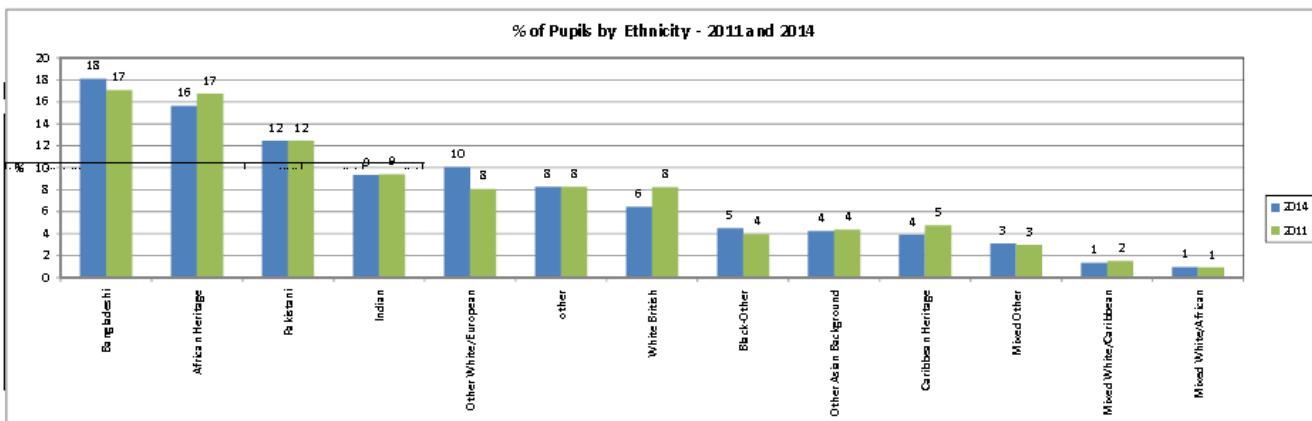
<http://www.newham.info/dataviews/tabular?viewId=576&geoid=11&subsetId=>

Ethnicity by School Type

| 2014 | Nursery | | Primary | | Secondary | | Special | | Through School | | Total | |
|------------------------------------|---------|------|---------|------|-----------|------|---------|-----|----------------|-----|-------|-------|
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| Asian - Bangladeshi | 0 | 0.0 | 6694 | 84.5 | 3222 | 30.5 | 43 | .4 | 466 | 4.6 | 10234 | 18.1 |
| Black - African Heritage | 0 | 0.0 | 5317 | 60.2 | 3267 | 35.8 | 47 | .5 | 306 | 3.5 | 8837 | 15.6 |
| Asian - Pakistani | 0 | 0.0 | 4592 | 55.1 | 1942 | 27.5 | 28 | .4 | 490 | 6.9 | 7051 | 12.5 |
| Other White and European | 0 | 0.0 | 3624 | 47.1 | 1625 | 28.6 | 57 | 1.0 | 289 | 3.3 | 5685 | 10.0 |
| Asian - Indian | 0 | 0.0 | 3441 | 45.3 | 1479 | 28.0 | 29 | .4 | 334 | 6.3 | 5273 | 9.3 |
| Any other minority ethnic group | 2014 | 22.4 | 2549 | 49.6 | 1043 | 22.0 | 18 | .4 | 326 | 6.7 | 4740 | 8.4 |
| White British | 0 | 0.0 | 2064 | 56.8 | 1370 | 37.7 | 64 | 1.8 | 236 | 3.7 | 3634 | 6.4 |
| Black - Other | 0 | 0.0 | 1872 | 73.4 | 573 | 22.4 | 29 | .8 | 86 | 3.4 | 2549 | 4.5 |
| Asian - Any Other Asian Background | 0 | 0.0 | 1622 | 67.7 | 555 | 23.2 | 6 | .3 | 222 | 8.9 | 2395 | 4.2 |
| Black - Caribbean Heritage | 0 | 0.0 | 1240 | 56.4 | 614 | 37.0 | 22 | 1.0 | 123 | 5.6 | 2298 | 3.9 |
| Mixed Any Other Background | 0 | 0.0 | 1290 | 68.2 | 427 | 23.9 | 53 | 3.0 | 84 | 4.8 | 1744 | 3.1 |
| Mixed White and Black Caribbean | 0 | 0.0 | 447 | 58.6 | 271 | 35.5 | 12 | 1.6 | 33 | 4.3 | 763 | 1.3 |
| Mixed White and Black African | 0 | 0.0 | 327 | 58.7 | 195 | 36.1 | 3 | .6 | 25 | 4.6 | 540 | 1.0 |
| Mixed White and Asian | 0 | 0.0 | 245 | 54.0 | 125 | 30.0 | 9 | 0.0 | 23 | 5.0 | 383 | 0.7 |
| Irish Travellers | 0 | 0.0 | 124 | 56.4 | 78 | 37.6 | 3 | 1.3 | 9 | 4.5 | 202 | 0.4 |
| Chinese | 0 | 0.0 | 120 | 63.2 | 58 | 29.5 | 1 | .5 | 13 | 6.8 | 190 | 0.3 |
| Gypsy Roma | 0 | 0.0 | 63 | 63.0 | 26 | 26.0 | 2 | 2.0 | 9 | 9.0 | 100 | 0.2 |
| Irish | 0 | 0.0 | 26 | 58.2 | 37 | 54.4 | 1 | 1.5 | 4 | 5.9 | 58 | 0.1 |
| Total | 2014 | 1.6 | 35457 | 62.6 | 18679 | 29.8 | 398 | .7 | 2858 | 5.1 | 56586 | 100.0 |

January School Census, 2014

*Ethnicity information is not collected on the school census for pupils aged below five attending nursery schools



Ethnicity by Gender

| 2014 | Gender | | | | | |
|------------------------------------|--------|------|-------|------|-------|--|
| | Girls | | Boys | | Total | |
| | Count | % | Count | % | Count | |
| White British | 1771 | 48.7 | 1863 | 51.3 | 3634 | |
| Irish | 35 | 51.5 | 33 | 48.5 | 68 | |
| Irish Travellers | 103 | 51.0 | 99 | 49.0 | 202 | |
| Other White and European | 2801 | 49.3 | 2884 | 50.7 | 5685 | |
| Gypsy Roma | 44 | 44.0 | 56 | 56.0 | 100 | |
| Mixed White and Black Caribbean | 379 | 49.7 | 384 | 50.3 | 763 | |
| Mixed White and Black African | 263 | 48.7 | 277 | 51.3 | 540 | |
| Mixed White and Asian | 198 | 51.7 | 185 | 48.3 | 383 | |
| Mixed Any Other Background | 852 | 48.9 | 892 | 51.1 | 1744 | |
| Black - Caribbean Heritage | 1092 | 49.7 | 1106 | 50.3 | 2198 | |
| Black - African Heritage | 4396 | 49.7 | 4441 | 50.3 | 8837 | |
| Black - Other | 1282 | 50.3 | 1267 | 49.7 | 2549 | |
| Asian - Indian | 2526 | 47.9 | 2747 | 52.1 | 5273 | |
| Asian - Pakistani | 3438 | 48.8 | 3613 | 51.2 | 7051 | |
| Asian - Bangladeshi | 5218 | 51.0 | 5016 | 49.0 | 10234 | |
| Asian - Any Other Asian Background | 1217 | 50.8 | 1178 | 49.2 | 2395 | |
| Chinese | 90 | 47.4 | 100 | 52.6 | 190 | |
| Any other minority ethnic group | 2284 | 48.2 | 2456 | 51.8 | 4740 | |
| Total | 27989 | 49.5 | 28597 | 50.5 | 56586 | |

January School Census, 2014

Newham SACRE Annual Report 2013-14

Language Summary, 2014

| | Nursery | | Primary | | Secondary | | Special | | Through School | | Total |
|--|-------------|------------|--------------|-------------|--------------|-------------|------------|-----------|----------------|------------|--------------|
| | Count | % | Count | % | Count | % | Count | % | Count | % | |
| English | 0 | 0.0 | 8738 | 57.0 | 5526 | 36.0 | 205 | 1.3 | 873 | 5.7 | 15342 |
| Bengali | 0 | 0.0 | 6161 | 66.5 | 2703 | 29.2 | 32 | .3 | 367 | 4.0 | 9263 |
| Gujarati | 0 | 0.0 | 1268 | 65.4 | 607 | 31.3 | 5 | .3 | 60 | 3.1 | 1940 |
| Punjabi | 0 | 0.0 | 933 | 61.5 | 453 | 29.9 | 4 | .3 | 128 | 8.3 | 1516 |
| Portuguese | 0 | 0.0 | 906 | 58.4 | 587 | 37.8 | 21 | 1.4 | 38 | 2.4 | 1552 |
| Akan -Twi-Fante | 0 | 0.0 | 721 | 69.0 | 298 | 28.8 | 2 | .2 | 15 | 1.4 | 1036 |
| Arabic | 0 | 0.0 | 498 | 66.2 | 213 | 28.3 | 8 | 1.1 | 33 | 4.4 | 752 |
| Tamil | 0 | 0.0 | 1257 | 71.4 | 308 | 17.5 | 2 | .1 | 193 | 11.0 | 1760 |
| Yoruba | 0 | 0.0 | 616 | 67.3 | 288 | 31.6 | 2 | .2 | 9 | 1.0 | 916 |
| Urdu | 0 | 0.0 | 3988 | 69.4 | 1405 | 24.5 | 22 | .4 | 328 | 5.7 | 5743 |
| Somali | 0 | 0.0 | 1191 | 63.4 | 581 | 30.9 | 9 | .5 | 99 | 5.3 | 1880 |
| Swahili | 0 | 0.0 | 908 | 59.7 | 180 | 34.9 | 2 | .4 | 26 | 5.0 | 516 |
| Other African | 0 | 0.0 | 933 | 76.8 | 273 | 22.6 | 1 | .1 | 8 | .7 | 1215 |
| Far Eastern (Cambodia, Korea, Japan, Thailand, Indonesia, Burma) | 0 | 0.0 | 271 | 67.9 | 115 | 28.8 | 3 | .8 | 10 | 2.5 | 399 |
| Creoles | 0 | 0.0 | 147 | 66.2 | 52 | 23.4 | 1 | .5 | 22 | 9.9 | 222 |
| Hindi | 0 | 0.0 | 265 | 77.3 | 63 | 16.1 | 1 | .3 | 21 | 6.4 | 330 |
| Lithuanian | 0 | 0.0 | 1071 | 66.6 | 500 | 31.1 | 10 | .6 | 27 | 1.7 | 1608 |
| Lingala -Congo | 0 | 0.0 | 189 | 61.0 | 117 | 37.7 | 4 | 1.3 | 0 | 0.0 | 310 |
| Malayalam | 0 | 0.0 | 418 | 63.7 | 169 | 25.8 | 4 | .6 | 65 | 9.9 | 656 |
| Pashto | 0 | 0.0 | 318 | 68.2 | 127 | 27.3 | 3 | .6 | 18 | 3.9 | 466 |
| Polish | 0 | 0.0 | 680 | 71.3 | 227 | 24.5 | 8 | .9 | 31 | 3.3 | 926 |
| Middle Eastern | 0 | 0.0 | 325 | 68.4 | 132 | 27.8 | 1 | .2 | 17 | 3.6 | 475 |
| Romany-Irish Traveller | 0 | 0.0 | 7 | 63.6 | 4 | 36.4 | 0 | 0.0 | 0 | 0.0 | 11 |
| Other Eastern European | 0 | 0.0 | 1537 | 69.4 | 573 | 25.9 | 29 | 1.3 | 76 | 3.4 | 2216 |
| Spanish | 0 | 0.0 | 428 | 61.9 | 234 | 33.9 | 3 | .4 | 28 | 3.8 | 691 |
| Tagalog-Filipino | 0 | 0.0 | 390 | 61.9 | 228 | 36.2 | 0 | 0.0 | 12 | 1.9 | 630 |
| Albanian | 0 | 0.0 | 237 | 61.1 | 124 | 32.0 | 1 | .3 | 28 | 6.7 | 388 |
| Other European | 0 | 0.0 | 201 | 52.8 | 155 | 40.7 | 8 | 2.1 | 17 | 4.5 | 381 |
| French | 0 | 0.0 | 502 | 61.2 | 295 | 36.0 | 4 | .5 | 19 | 2.3 | 820 |
| Other Asian | 0 | 0.0 | 330 | 83.8 | 55 | 14.0 | 0 | 0.0 | 9 | 2.3 | 394 |
| Unknown-Other | 1014 | 46.1 | 612 | 27.8 | 283 | 12.9 | 3 | .1 | 287 | 13.1 | 2199 |
| Total | 1014 | 1.8 | 35416 | 82.6 | 16865 | 29.8 | 398 | .7 | 2858 | 5.1 | 56551 |

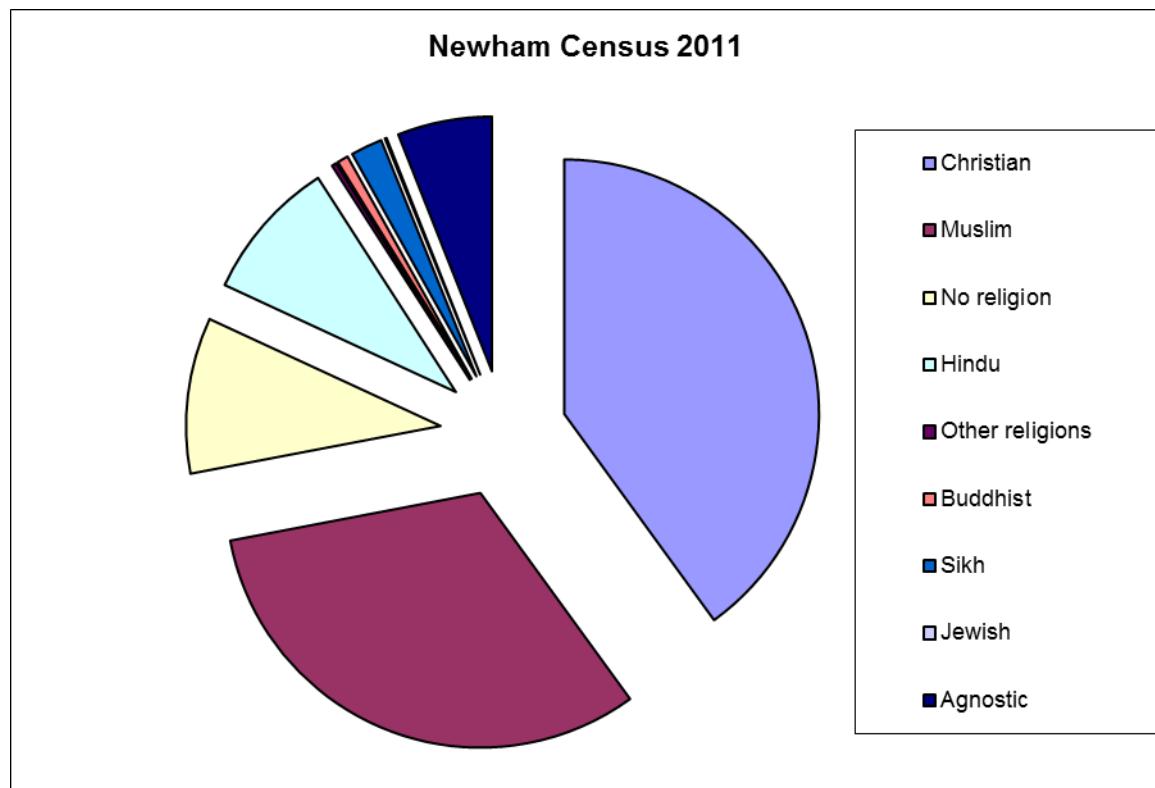
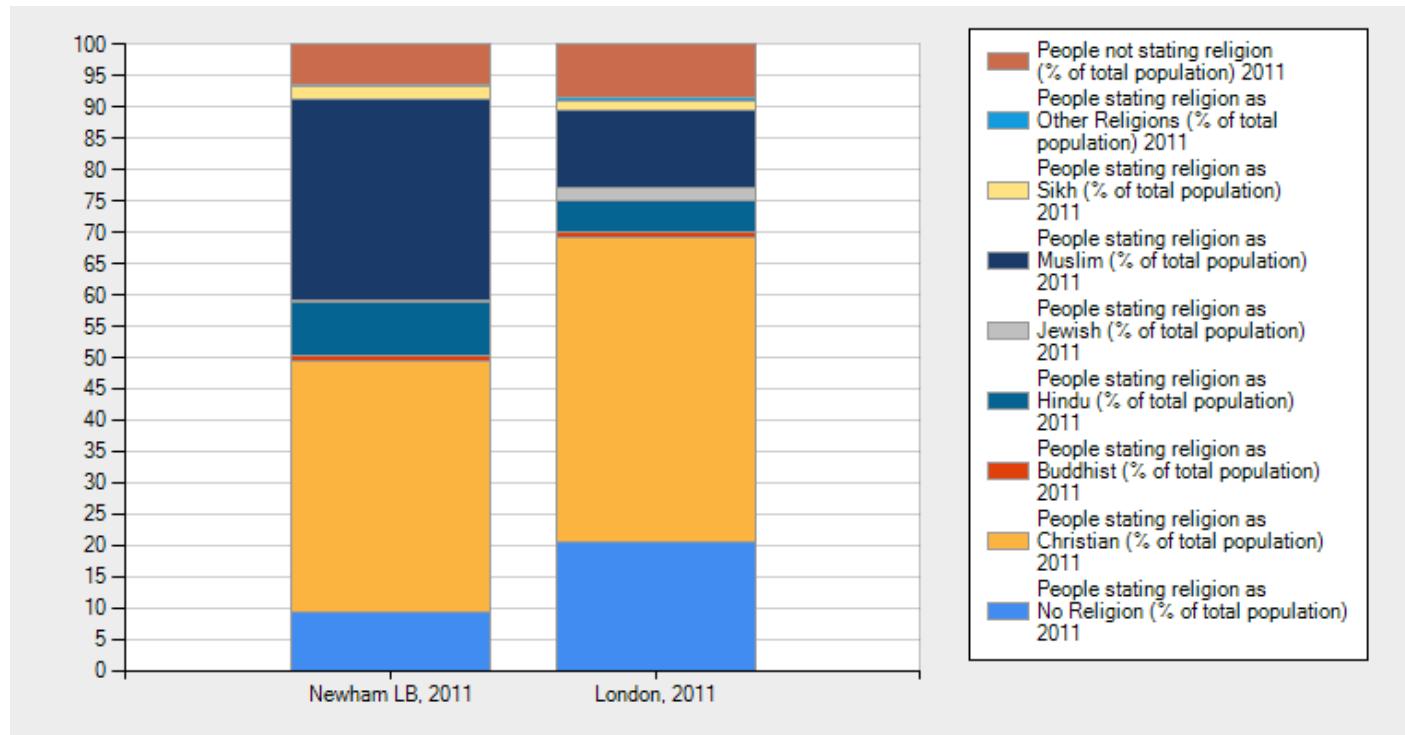
January School Census, 2014

In 2014 there were over 235 languages (and dialects) recorded being spoken in Newham Schools (taken from Ethnic Minority Achievement team School data document on languages spoken from 2010 in Newham schools). There are 12 language groups within the LA that have significant numbers of speakers (over 1,000) according to the 2014 school census, and these are: English, Bengali, Urdu, Gujarati, Panjabi, Tamil, Somali, Portuguese, Lithuanian and other Eastern European language, Portuguese, and Akan-Twi-Fante. 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 (2nd 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% |



1 Religious Education

The locally agreed syllabus

- 1.1 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.
- 1.2 The last Newham Agreed Syllabus was published in September 2011, and has been used in schools for the last three years.

Standards in religious education

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

From September 2013- July 2014 the total number of inspections are as follows:

Total Inspections 27

Nursery Inspections 5

Primary Inspections 15

Secondary Inspections 7

Analysis of 15 Primary Ofsted Inspections September 2013 - July 2014

| | Outstanding | Good | Needs attention | Inadequate |
|---------------------------|-------------|------|-----------------|------------|
| Leadership and management | 2 | 3 | 9 | 1 |
| | 13% | 20% | 60% | 7 % |

Analysis of 7 Secondary Ofsted Inspections September 2013 - July 2014

| | Outstanding | Good | Needs attention | Inadequate |
|--|-------------|------|-----------------|------------|
| The effectiveness of partnerships in promoting learning and well-being | 1 | 5 | 1 | 0 |
| | 14% | 72% | 14% | 0% |

Comments within Ofsted reports about SMSC:

Primary Schools:

- Cleves: Pupils enjoy their learning most when their subjects and activities contribute to their spiritual, moral, social and cultural development. For example, in a Year 2 art lesson, pupils relished searching for repeat patterns on the African tablecloths that covered their tables.
- Odessa: Spiritual, moral, social and cultural development is well promoted. Children in the Early Years Foundation Stage settle quickly because social skills are fostered and children work well together. There are regular opportunities for pupils to explore moral issues and for reflection in assemblies. Pupils enjoy singing together and listening to music from different cultures. The school makes sure discrimination is tackled strongly and equality promoted. All pupils are valued and known well as individuals.
- Shaftesbury: Pupils know about their own culture and the culture of others through the study of religion, performance in assemblies and Black History Month.

- Ranelagh: The school ensures that all elements of spiritual, moral, social, and cultural learning are embedded across the curriculum. Pupils work with the community and contribute to the caring ethos of the school through assemblies. They take part in focus weeks that celebrate global religions and cultures. Examples of this are the 'Cultural Talent Show' and Geography week.
- Carpenters: Strong encouragement of spiritual, moral, social and cultural development is planned within the curriculum. Pupils have time for reflection in assemblies and express moral viewpoints in their contributions to social education lessons. Opportunities to participate in workshops with leading sportspeople, perform in theatrical events and take part in competitions at the 'Olympic Copper Box' widen cultural horizons. The good range of well-attended clubs and eagerly anticipated residential visits build social confidence.
- Essex: Spiritual, moral, social and cultural development is promoted at every opportunity. Cultural diversity is recognised, valued and celebrated.
- West Ham Church School: The school ensures that spiritual, moral, social and cultural learning is embedded across the curriculum. Pupils learn about different cultures and support a young girl in South America. They appreciate how lucky they are and value being able to go to school.
- Scott Wilkie: The school strongly promotes pupils' spiritual, moral, social and cultural development in lessons and in assemblies. An additional strength in the curriculum is the provision of a wide range of sporting activities and physical education lessons that professional coaches teach. As a result, pupils are well aware of the importance of exercise and healthy food in keeping them healthy.
- New City: The school makes a strong contribution to pupils' spiritual, moral, social and cultural development by ensuring that all pupils have opportunities to participate regularly in a variety of activities and events. Many visitors are welcomed into the school, for example an Indian cultural specialist and a fire officer were in school during the inspection. This external expertise strengthens the subject experience of the children. Visits to local places of interest, such as the Olympic Park, also capture the pupils' enthusiasm and enjoyment. In addition the school offers a very wide range of clubs and activities that are supported by the majority of the pupils. This wide range of experience makes a strong contribution to the spiritual, moral, social and cultural development of the pupils.
- Godwin: Pupils enjoy many opportunities to participate in varied and stimulating artistic, sporting and musical events. This helps to motivate them and contributes strongly to their spiritual, moral, social and cultural development. The school promotes pupils' spiritual, moral, social and cultural development well, and a strong pastoral programme ensures the all-round development of each pupil.
- Plaistow: The school delights in its multicultural community and values this rich diversity. Spiritual, moral, social and cultural development is promoted effectively through the school's international primary curriculum, both inside and outside, and in the school's wide variety of clubs. These range from fencing to homework clubs, crochet to science.

Secondary Schools:

Rokeby: Students' spiritual, moral, social and cultural understanding is supported very well through assemblies and the curriculum, which includes lessons featuring personal, social and health education, religious studies, and 'Philosophy for Children' lessons. There is a comprehensive range of clubs and opportunities to make a positive contribution to society, which in turn benefits students' personal development. The school actively promotes equality of opportunity

Lister: The school provides excellent opportunities to promote students' spiritual, moral, social and cultural development. It uses its expertise in performing arts well to help students develop as reflective, caring, thoughtful individuals.

Forest Gate: In addition, the school delivers a varied programme of assemblies and promotes common values through tutor times and the citizenship programme. Few opportunities are missed to promote students' spiritual, moral, social and cultural development, which is a strength of the school.

Eastlea: Students benefit from activities which promote their social, moral, spiritual and cultural development well. For example, in a mentoring session for students from different year groups, students discussed maturely and sensitively what the responsibilities were of being an exemplary role model.

School 21: Pupils' spiritual, moral, social and cultural development is outstanding. Well-organised assemblies and thoroughly planned coaching sessions help pupils to acquire the resilience, confidence and social skills needed for their future lives.

Newham SACRE Annual Report 2013-14

- 1.4 The LA supported by SACRE have continued with a system of inspection for Religious Education (RE) and Collective Worship (CW) in schools in July 2014. The SACRE consultant working with the governors support service has developed strategies that will prepare governors better for their role in the monitoring process as their schools fill in the reports back to the LA.

Complaints concerning religious education

- 1.5 No formal complaints were made about religious education under the local statutory complaints procedure during 2013-14.

2 Collective worship

Advice on collective worship

- Collective Worship has been reviewed and monitored in Newham through the collection of relevant data from schools

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

- the 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.

2.3 From the LA's monitoring of schools we know that 16 pupils have been withdrawn from RE lessons across primary and secondary schools, and 7 pupils have been withdrawn from Collective worship from a total of 50,029 pupils. This means that 99.97% of pupils are in Newham RE lessons, and 99.98% of pupils are in acts of collective worship.

2.4 From monitoring schools needs Newham SACRE have discovered that secondary schools continue to have needs around training up non-specialist teachers, and arranging more visits to places of worship across KS 3 & 4. Primary schools highlight their need for greater evidence being collected to monitor progression in RE, developing stronger links with local faith leaders and places of worship and ensuring new teachers to Newham have professional training to support teaching RE in a multi religious borough well.

2.5 Three SACRE members have visited a number of schools in 2013-14 to observe 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.

Determinations

2.6 There were no requests for a determination in 2013-14.

2.7 There were no complaints about collective worship received in 2013-14.

Links with other agencies

National

- 3.1 Newham SACRE is a member of the National Association of SACREs (NASACRE). The termly newsletter produced by this association was distributed to SACRE members in order to provide information about what was happening in SACREs nationwide.
- 3.2 The RE consultant is a member of Areiac (association of RE lectures, consultants and advisors) nationally.

Local

- 3.3 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
- 3.4 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,
- 3.5 RE Matters also provides whole staff twilights training events, lesson modeling and advice around RE. CW and SMSC to Newham schools.

4 Other issues

Achievements by SACRE members

- 4.1 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:
 - One SACRE member represents SACRE at the children and young people service committee; another member represents SACRE on the overview and scrutiny committee,
 - One SACRE member works for a local Newham charity that provides RE lessons on the Christian faith freely to Newham schools,
 - Many SACRE members have hosted visits at their places of worship from local primary and secondary schools,
 - Student RE Matters chair and vice chair attend adult SACRE meetings, as well as sit on the young mayor's cabinet for Newham,
 - SACRE members attended and helped to award prizes at Borough's Visit a Place of worship celebration, and
 - SACRE members have visited 2 secondary schools, and 4 primary schools to see CW and RE in action, and have reported findings back to SACRE meetings.

5 SACRE arrangements

Professional and administrative support

- 5.1 During the year 2013-134 three LA officers supported SACRE professionally and administratively:
 - Claire Clinton as Professional RE consultant;
 - Lucia Devine as the Local Authority link office, and
 - Shirley Fortune as Clerk to SACRE.

Finance

- 5.2 The sum of £9269.32 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: £1455.00 for the clerk to SACRE; Printing: £124.32 for meetings, and Catering for meetings £595.00; NASACRE membership £95; RE Advisor consultant £7000).

5.6 Membership of Newham SACRE 2013-14

Local Education Authority Representatives

Councillor Ayesha Chowdhury
Councillor Lakmini Shah
Councillor Mary Skyers
Councillor Ted Sparrowhawk
Mohamed Sameen Aboosalih (Governors representative)

Church of England Representatives

Ellen Kemp
Councillor Alec Kellaway (chair)
Alison Seaman (Diocesan representative) *Stopped in January 2014*
Rev Jeremy Fraser
Rev Segun Balogun

Other Denominations/Faith Representatives

Surinder Jandu (Sikh)
Prem Nath Fing (Hindu)
Steve Wilson (Pagan) (Vice Chair')
Yael Callaghan (Jewish)
Carol Baynes(Free church)
David Juneja (Muslim)
Venerable Manala Makure (Buddhist)
Major Jean Button (Salvation Army)
Gillian Streison (Methodist Church)
Rafiq Patel (Muslim)

Edward Hoyle - British Humanist Society rep

Teacher Representatives

Chetna Gandhi (primary)
Helen Yearnshire (primary)
Paul McCarthy (secondary)
Marie Hardie (Primary AST)
Aisha Sheikh (primary)

Student SACRE Representatives

Nikhil
Femi

Local Authority lead officers

Claire Clinton
Lucia Devine

Clerk to SACRE

Mrs Shirley Fortune

6 Meetings and venues 2013-14

The SACRE met three times during the 2013-14 school year:

| Date | Time | Location |
|---------------------------|--------|-------------------------|
| 10 th October | 6.30pm | Newham Town Hall |
| 13 th February | 6:30pm | Brampton Primary School |
| 19 th June | 6:30pm | Radha Krishna Temple |

Appendices

Appendix 1: SACRE prioritises for Sept 2013- Sept 2014

| | | |
|------|--|----------------|
| Key: | | Task completed |
| | | Task to do |
| | | Task started |

| No | Priority | Process | Outcomes | Cost/resource implications |
|----|------------------------|--|---|---|
| 1 | Annual report produced | <ul style="list-style-type: none"> • Write a new schools survey • Write to schools about process for gaining information • SACRE to approve new survey • Send survey to schools • Collect returns from schools • Get LA data team ready for doing the 2013 analysis of GCSE RE/RS results • Write draft report, gain SACRE approval • Include statutory duties into annual report • Send report to DfE in Dec 2013 • Highlight strengths and development priorities to LA and SACRE • Publish report to schools | <ul style="list-style-type: none"> • Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report • LA & SACRE will have an overview provided on the implementation of the Agreed Syllabus in schools and school needs around RE and CW | Total cost of this work, £2750, to be met from Adviser's commissioned time budget |
| 2 | Collective worship | <ul style="list-style-type: none"> • Secure funding for this piece of work June 2014 • Create a SACRE working party July 2014 • Review advice document to schools on Collective Worship written for the LA in 2004 Sept 2014 • Write updates in line with government advice on CW from 2010: Sept-October 2014 • Include examples of best practice within Newham schools September-Dec 2014 • Design publication – January 2015 • Publish new update advice as a PDF to schools, and place on SACRE website – March 2015 • Encourage links between schools and faith communities in terms of their provision for celebrating festivals and important religious dates within the year – on going work | <ul style="list-style-type: none"> • New updated advice published for schools • Web resources created to support Collective Worship in Newham schools | Funding of £7000 Secured from LA |

Newham SACRE Annual Report 2013-14

| No | Priority | Process | Outcomes | Cost/resource implications |
|----|---|---|---|----------------------------|
| 3 | Common induction framework for all SACRE members | <ul style="list-style-type: none"> Meet together for ½ hour before our meeting to catch up and build relationships for every meeting – implemented January 2014 & ongoing Clerk to give new members the NASACRE publication on becoming a member of SACRE – implemented January 2014 & ongoing At meetings share your name and one piece of information at each mtg – Implemented January 2014 & ongoing RE Advisor to partner new members of SACRE with more experienced members – Implemented January 2014 & ongoing | <ul style="list-style-type: none"> members develop a vision and ownership for their SACRE practical induction process for new members | No cost implication |
| 4 | Build up membership of SACRE | <ul style="list-style-type: none"> Need to target secondary teachers especially for being on SACRE: actioned May 2014 Canvassing approaching minorities: actioned Nov 2013-March 2014 RE advisor and SACRE members to suggest new recruits: ongoing Ensure each panel is quorate | <ul style="list-style-type: none"> a good breath and diversity of faiths established on SACRE SACRE becomes representative of Newham population | No cost implication |
| 5 | Supporting good RE in schools | <ul style="list-style-type: none"> Create a small working party to look at this Autumn term 2015 Fact find from other SACRE's nationally about what they do to support RE – RE Advisor does so termly Link Student RE Matters website to school websites via RE departments in schools: October 2014 Letter from LA and SACRE about importance of RE written – to go out with annual report when published: Feb 2014 School Improvement Officer's asked to follow through on RE and CW question annually in their visits: October 2013 ongoing | <ul style="list-style-type: none"> members develop a vision and ownership for SACRE's role SACRE works in conjunction with other national bodies, gaining from their expertise | No cost implication |
| 6 | Making links with new education providers in Newham | <ul style="list-style-type: none"> Claire to go out to new schools and explain SACRE/LA/RE Matters support: September 2013 and has gone really well with all schools signing up for AS and partnership arrangements Regular update/newsletter/email about SACRE/RE/CW to a named person within the school: RE Advisor does this as news comes in via her database | <ul style="list-style-type: none"> Ensuring that all schools are aware of the statutory nature of RE and CW Keep Academies and free schools in Newham in partnership with LA around RE and CW | Not cost incurred |

Newham SACRE Annual Report 2013-14

| No | Priority | Process | Outcomes | Cost/resource implications |
|----|-------------------------------------|---|---|--|
| 7 | SACRE place on LA website | <ul style="list-style-type: none"> • Secure funding for writing and working with LA website designers – can be within Consultants time allowance • Discover who the person is in the LA we need to liaise with • Write information about SACRE that we want to be up there • Publish Agreed Syllabus on Newham LA website; Festival advice; Prayer room advice; Collective Worship advice: All placed on MLE for schools to access January 2014 • Have real people link in place on page, so people can see who SACRE is made up from • Take SACRE photograph to go onto La website | <ul style="list-style-type: none"> • Fulfilling legal requirement to publish AS in the public domain • Raise profile of SACRE within Newham • Share best practice within Newham • RE Advisor to place on MLE all SACRE documents for schools use. | No costs incurred |
| 8 | Links to best practice in RE and CW | <ul style="list-style-type: none"> • Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done January 2014 • Provide finances for consultant and SACRE members to attend National SACRE AGM annually and London meeting: Agreed March 2014 for next financial year | <ul style="list-style-type: none"> • Fulfil legal requirement to have a SACRE running correctly • Reflect on best practice from other authorities and use in Newham | <p>Funding for 15 days work by consultant adviser (CC), secured for 2014-15</p> <p>Allocation of other funds to be agreed by SACRE once 2014-15 budget allocation is confirmed</p> |

Appendix 2: Review and analysis of Monitoring RE and CW information from schools in Newham

In March 2014 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:

0.03% of children are withdrawn from Religious Education and Collective Worship in Newham primary schools, a very low figure.

0.02% of students are withdrawn from Religious Education, and x% are withdrawn from Collective Worship in Newham Secondary Schools, again a very low figure.

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 |
|-----------------------|-------------|------------|-----------------|------------|
| No. of schools | 9 | 47 | 5 | 0 |
| Percentage | 15% | 77% | 8% | 0% |

Collective Worship

| | Outstanding | Good | Needs attention | Inadequate |
|-----------------------|-------------|------------|-----------------|------------|
| No. of schools | 10 | 45 | 6 | 0 |
| Percentage | 16% | 74% | 10% | 0% |

Secondary

RE

| | Outstanding | Good | Needs attention | Inadequate |
|-----------------------|-------------|------------|-----------------|------------|
| No. of schools | 4 | 9 | 0 | 0 |
| Percentage | 31% | 69% | 0% | 0% |

Collective Worship

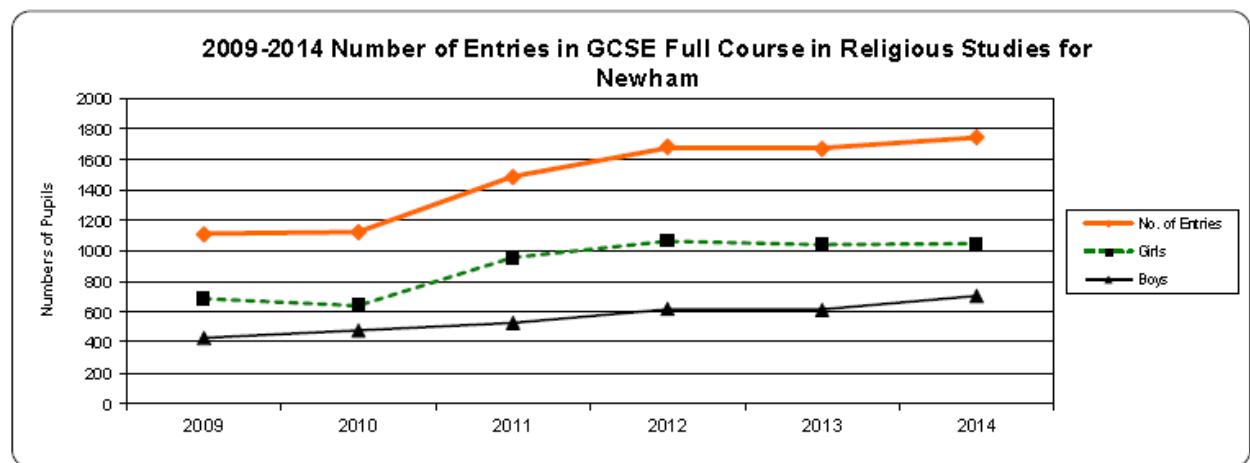
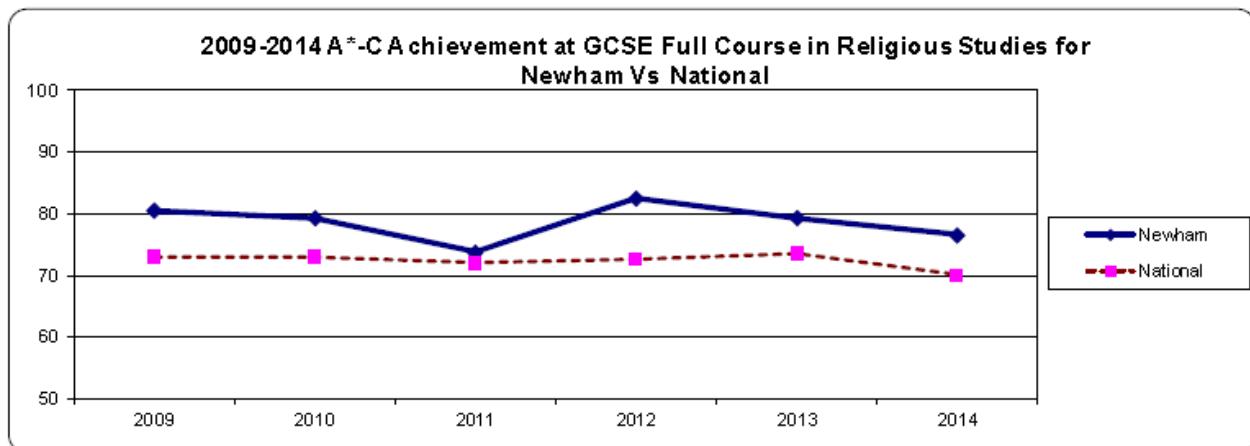
| | Outstanding | Good | Needs attention | Inadequate |
|-----------------------|-------------|------------|-----------------|------------|
| No. of schools | 3 | 8 | 2 | 0 |
| Percentage | 23% | 62% | 15% | 0% |

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

Appendix 3 Public examinations in religious studies 2014 headlines

Religious Studies GCSE FULL COURSE - ALL PUPILS

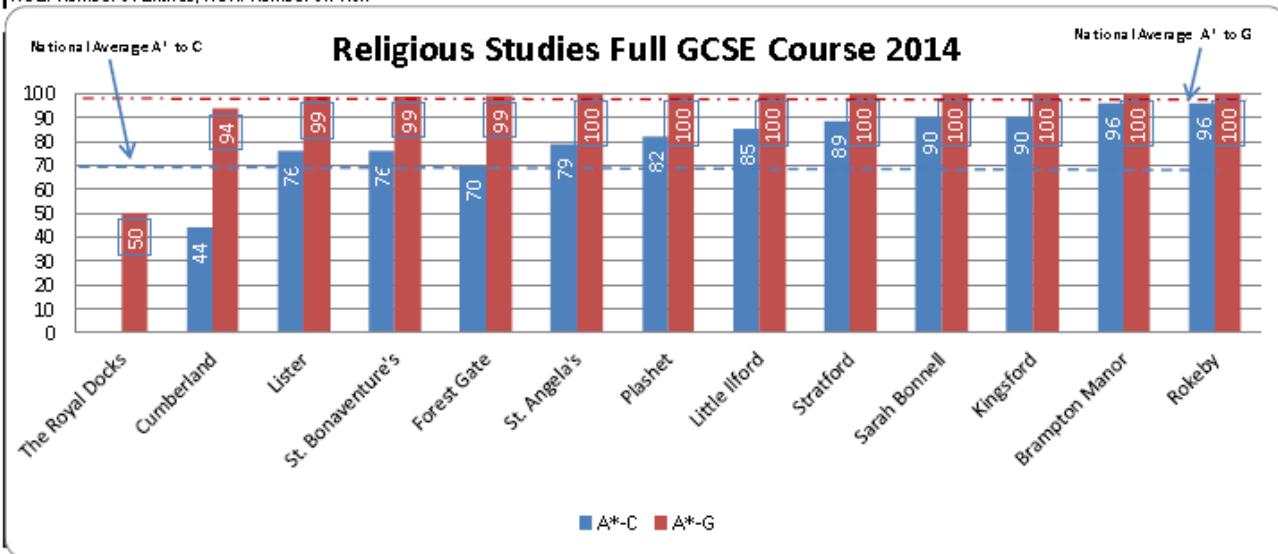
| SCHOOL | Number of Entries | | | | | | % A* to C Passes | | | | | |
|------------------|-------------------|--------|--------|--------|--------|--------|------------------|------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Brampton Manor | 112 | 106 | 124 | 161 | 172 | 217 | 83.9 | 96.2 | 73.4 | 97.5 | 93.0 | 94.9 |
| Cumberland | 92 | 72 | 186 | 220 | 222 | 250 | 83.7 | 90.3 | 51.1 | 47.3 | 55.9 | 43.6 |
| Eastlea | - | - | - | - | - | - | - | - | - | - | - | - |
| Forest Gate | 55 | 24 | 22 | 19 | 25 | 112 | 90.9 | 75.0 | 68.2 | 78.9 | 60.0 | 69.6 |
| Kingsford | 18 | 13 | 5 | 19 | 48 | 10 | 77.8 | 84.6 | 80.0 | 100 | 95.8 | 90 |
| Langdon | - | - | - | - | - | - | - | - | - | - | - | - |
| Lister | 20 | 51 | 31 | 128 | 208 | 228 | 90.0 | 90.2 | 93.5 | 100 | 88.0 | 75.9 |
| Little Ilford | 12 | 29 | 43 | 45 | 28 | 27 | 58.3 | 89.7 | 90.7 | 95.6 | 82.1 | 85.2 |
| Plashet | - | - | 256 | 250 | 249 | 238 | - | - | 84.4 | 87.6 | 83.5 | 82.4 |
| Rokeby | 17 | 43 | 39 | 52 | 34 | 44 | 100.0 | 93.0 | 89.7 | 92.3 | 58.8 | 95.5 |
| Sarah Bonnell | 206 | 212 | 209 | 229 | 223 | 227 | 87.9 | 72.6 | 71.8 | 84.3 | 88.8 | 89.9 |
| St Angela's | 204 | 174 | 183 | 188 | 180 | 181 | 85.8 | 88.5 | 86.9 | 87.2 | 79.4 | 79 |
| St Bonaventure's | 170 | 185 | 182 | 183 | 183 | 177 | 75.9 | 80.5 | 75.8 | 83.6 | 75.4 | 75.7 |
| Stratford | 171 | 151 | 137 | 157 | 41 | 26 | 63.7 | 60.9 | 58.4 | 73.2 | 80.5 | 88.5 |
| The Royal Docks | 34 | 59 | 69 | 30 | 60 | 10 | 67.6 | 52.5 | 65.2 | 93.3 | 58.3 | - |
| Newham | 1111 | 1120 | 1486 | 1681 | 1673 | 1750 | 80.5 | 79.3 | 73.8 | 82.5 | 79.3 | 76.6 |
| National | 167300 | 188704 | 179100 | 193500 | 228824 | 244000 | 73.0 | 73.0 | 72.0 | 72.6 | 73.5 | 70.1 |



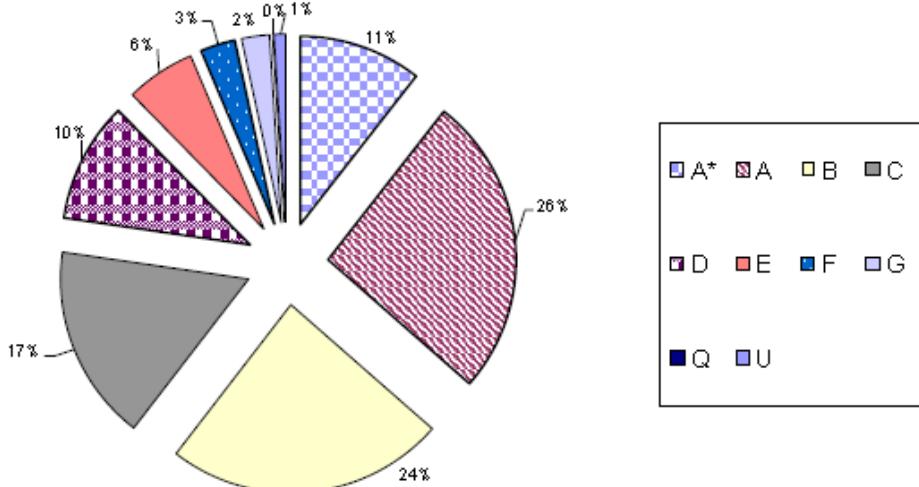
Religious Studies GCSE Full Course 2014

| Centre % | NOR | NOE | A* | A | B | C | D | E | F | G | Q | U | A*-C | A*-G |
|---------------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|---|----------|-----------|-----------|
| National | - | - | 10 | 18 | 23 | 19 | 12 | 8 | 5 | 3 | | 2 | 70 | 98 |
| Brampton Manor | 275 | 215 | 20 | 33 | 24 | 17 | 4 | 0 | 1 | | | | 96 | 100 |
| Cumberland | 284 | 233 | 1 | 13 | 17 | 16 | 21 | 13 | 10 | 11 | | | 50 | 100 |
| Forest Gate | 206 | 112 | 4 | 13 | 27 | 26 | 15 | 10 | 4 | 1 | | 1 | 70 | 99 |
| Kingsford Community | 282 | 10 | 40 | 30 | 20 | | | 10 | | | | | 90 | 100 |
| Lister | 240 | 228 | 10 | 25 | 27 | 14 | 10 | 8 | 4 | 2 | | 1 | 76 | 99 |
| Little Ilford | 253 | 27 | 19 | 44 | 7 | 15 | 7 | 4 | 4 | | | | 85 | 100 |
| Plashet | 267 | 238 | 13 | 29 | 28 | 12 | 9 | 4 | 3 | 2 | | | 82 | 100 |
| Rokeby | 146 | 55 | 11 | 49 | 27 | 9 | 4 | 0 | 0 | 0 | | | 96 | 100 |
| Sarah Bonnell | 232 | 227 | 15 | 32 | 27 | 16 | 5 | 4 | 1 | | | | 90 | 100 |
| St. Angela's | 186 | 181 | 11 | 23 | 23 | 22 | 13 | 7 | 1 | 1 | | | 79 | 100 |
| St. Bonaventure's | 180 | 177 | 10 | 21 | 23 | 23 | 12 | 7 | 2 | 2 | | 1 | 76 | 99 |
| Stratford | 174 | 26 | 8 | 35 | 31 | 15 | 8 | 4 | | | | | 89 | 100 |
| The Royal Docks | 208 | 10 | | | | | | 10 | 20 | 20 | | 50 | 0 | 50 |
| Newham Total | 3458 | 1739 | 11 | 26 | 24 | 17 | 10 | 6 | 3 | 2 | | 1 | 77 | 99 |

NOE: Number of Entries, NOR: Number on Roll



Religious Studies GCSE Full Course Grade Distribution 2014



Newham SACRE Annual Report 2013-14

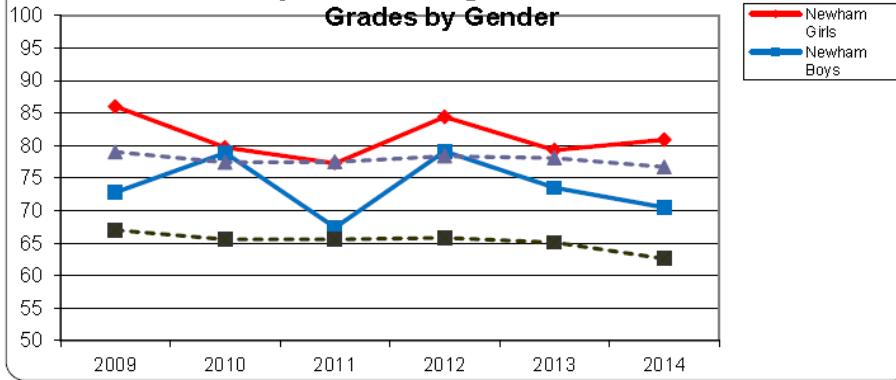
GCSE FULL COURSE - Girls

| Girls | No of Entries | | | | | | A* to C | | | | | |
|-----------------|---------------|-------|-------|--------|--------|--------|---------|------|-------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Brampton Manor | 64 | 58 | 64 | 79 | 83 | 115 | 84.4 | 96.6 | 70.3 | 97.5 | 97.6 | 95.7 |
| Cumberland | 71 | 43 | 90 | 121 | 102 | 112 | 85.9 | 90.7 | 63.3 | 53.7 | 66.7 | 51.8 |
| Eastlea | - | - | - | - | - | - | - | - | - | - | - | - |
| Forest Gate | 25 | 14 | 14 | 13 | 10 | 34 | 92 | 78.6 | 71.4 | 84.6 | 30 | 70.6 |
| Kingsford | 10 | 4 | 4 | 17 | 32 | 6 | 100 | 100 | 75.0 | 100 | 96.9 | 83.3 |
| Langdon | - | - | - | - | - | - | - | - | - | - | - | - |
| Lister | 17 | 32 | 18 | 73 | - | 96 | 94.1 | 87.5 | 100.0 | 100 | 84.5 | 84.4 |
| Little Ilford | 9 | 21 | 24 | 21 | 110 | 10 | 66.7 | 85.7 | 91.7 | 95.2 | 89.5 | 90 |
| Plashet | - | - | 256 | 250 | 249 | 238 | - | - | 84.4 | 87.6 | 83.5 | 82.4 |
| Sarah Bonnell | 206 | 212 | 209 | 228 | 223 | 227 | 87.9 | 72.6 | 71.8 | 84.3 | 88.8 | 89.9 |
| St. Angela's | 204 | 174 | 183 | 188 | 180 | 181 | 85.8 | 88.5 | 86.9 | 87.2 | 79.4 | 79 |
| Stratford | 57 | 43 | 41 | 55 | 12 | 19 | 71.9 | 62.8 | 56.1 | 78.2 | 75 | 84.2 |
| The Royal Docks | 21 | 39 | 53 | 18 | 41 | 8 | 76.1 | 48.7 | 67.9 | 88.9 | 61 | 0 |
| Newham | 684 | 640 | 956 | 1064 | 1042 | 1046 | 86 | 79.7 | 77.3 | 84.4 | 79.3 | 80.9 |
| National | 92300 | 85540 | 97007 | 104900 | 114100 | 128500 | 79 | 77.4 | 77.5 | 78.4 | 78.1 | 76.7 |

GCSE FULL COURSE - BOYS

| Boys | No of Entries | | | | | | A* to C | | | | | |
|-------------------|---------------|-------|-------|-------|-------|--------|---------|------|-------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Brampton Manor | 48 | 48 | 60 | 82 | 89 | 102 | 83.3 | 95.8 | 76.7 | 97.6 | 88.8 | 94.1 |
| Cumberland | 21 | 29 | 96 | 99 | 120 | 138 | 76.2 | 89.7 | 39.6 | 39.4 | 46.7 | 37 |
| Eastlea | - | - | - | - | - | - | - | - | - | - | - | - |
| Forest Gate | 30 | 10 | 8 | 8 | 15 | 78 | 90 | 70 | 62.5 | 66.7 | 80 | 69.2 |
| Kingsford | 8 | 9 | 1 | 2 | 16 | 4 | 50 | 77.8 | 100.0 | 100 | 93.8 | 100 |
| Langdon | - | - | - | - | - | - | - | - | - | - | - | - |
| Lister | 3 | 19 | 13 | 55 | 98 | 132 | 66.7 | 94.7 | 84.6 | 100 | 91.8 | 69.7 |
| Little Ilford | 3 | 8 | 19 | 24 | 9 | 17 | 33.3 | 100 | 89.5 | 95.8 | 66.7 | 82.4 |
| Rokeby | 17 | 43 | 39 | 52 | 34 | 44 | 100 | 93 | 89.7 | 92.3 | 58.8 | 95.5 |
| St. Bonaventure's | 170 | 185 | 182 | 183 | 183 | 177 | 75.9 | 80.5 | 75.8 | 83.6 | 75.4 | 75.7 |
| Stratford | 114 | 108 | 96 | 102 | 29 | 7 | 59.6 | 60.2 | 59.4 | 70.6 | 82.8 | 100 |
| The Royal Docks | 13 | 20 | 16 | 12 | 19 | 2 | 53.8 | 60 | 56.3 | 100 | 82.6 | 0 |
| Newham Boys | 427 | 479 | 530 | 617 | 612 | 701 | 72.8 | 78.9 | 67.4 | 79.1 | 73.5 | 70.5 |
| National Boys | 75000 | 69884 | 82112 | 88574 | 96458 | 111900 | 67 | 65.6 | 65.6 | 65.8 | 65.1 | 62.6 |

**2009-2014 Newham vs National Comparison
Trend Analysis: Percentage of A*-C Full Course
Grades by Gender**



From these statistics it can be seen that Newham full course GCSE results were significantly above the national average for Religious Studies at 76.6% A*-C (national average was 70.5%). Boys in Newham did significantly better at 70.5% A*-C than the national average of 62.6% A*-C. Girls also did better at 80.9% A*-C compared to the national average of 76.7%.

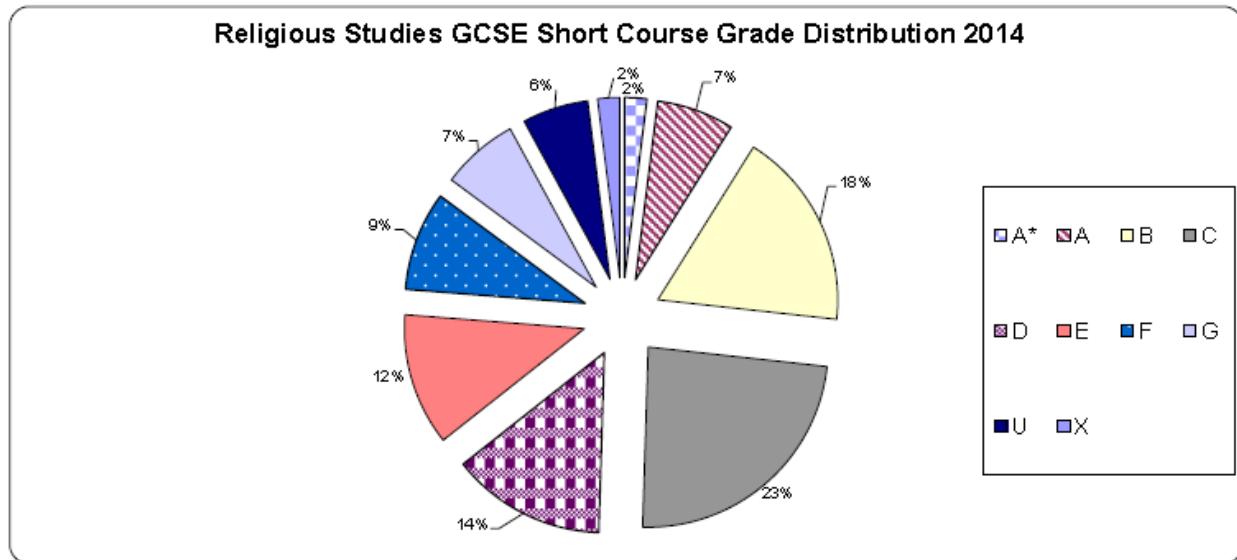
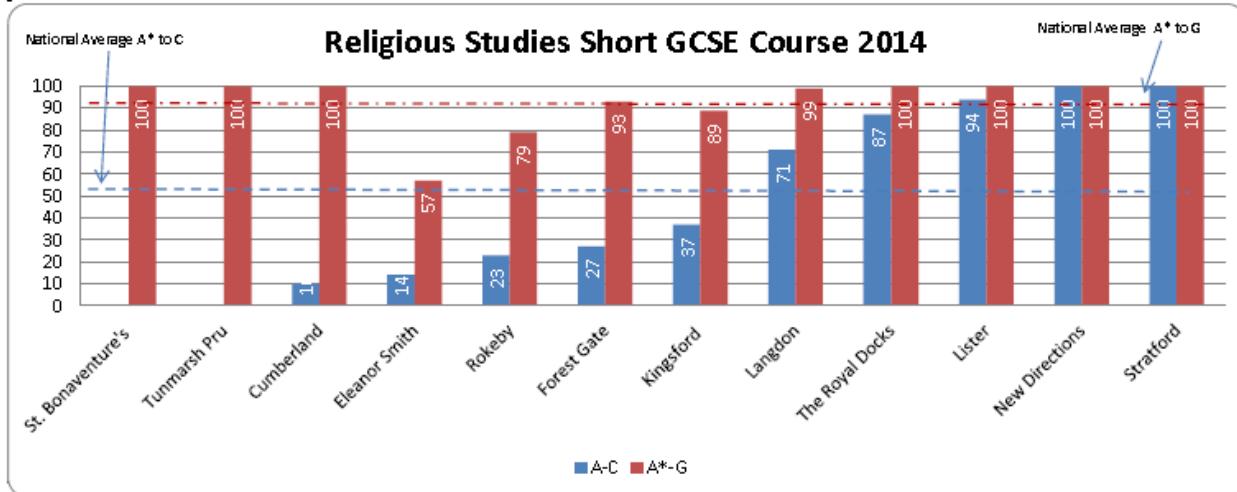
Ten schools gained a higher average than the national A*-C average, again an improvement from 2013 results.

5% more pupils sat a full course in GCSE RS in 2014, with a rise in boys taking the examination.

Religious Studies GCSE Short Course 2014

| Centre % | NOE | A* | A | B | C | D | E | F | G | U | X | A-C | A*-G |
|---------------------|------------|----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|-----------|
| National | - | 6 | 10 | 16 | 18 | 15 | 12 | 9 | 6 | 5 | 2 | 50 | 93 |
| Cumberland | 10 | | | | 10 | | | 10 | 80 | | | 10 | 100 |
| Eleanor Smith | 7 | | | | 14 | | | 14 | 29 | 14 | 29 | 14 | 57 |
| Forest Gate | 80 | | 1 | 5 | 21 | 18 | 16 | 18 | 14 | 5 | 3 | 27 | 93 |
| New Directions | 2 | | | 100 | | | | | | | | 100 | 100 |
| Kingsford | 262 | | 5 | 12 | 20 | 18 | 15 | 12 | 7 | 9 | 3 | 37 | 89 |
| Langdon | 268 | 5 | 9 | 26 | 31 | 12 | 9 | 4 | 3 | 2 | | 71 | 99 |
| Lister | 16 | | | 19 | 75 | | | | 6 | | | 94 | 100 |
| Rokeby | 90 | | 1 | 13 | 9 | 10 | 16 | 19 | 11 | 20 | 1 | 23 | 79 |
| St. Bonaventure's | 1 | | | | | 100 | | | | | | 0 | 100 |
| Stratford | 1 | 100 | | | | | | | | | | 100 | 100 |
| The Royal Docks | 62 | 7 | 21 | 32 | 27 | 11 | 2 | | | | | 87 | 100 |
| Tunmarsh Pru | 1 | | | | | | | 100 | | | | 0 | 100 |
| Newham Total | 800 | 2 | 7 | 18 | 24 | 14 | 12 | 9 | 7 | 6 | 2 | 51 | 93 |

NOE: Number of Entries.



The short course results in Newham were higher in 2014. Newham's average A*-C grade was 51% compared with a national average of 50%. Five schools gained averages above the national average for A-C. There were 400 less entries in 2014, with a number of schools changing pupils entries to full course.

GCSE Results

| | - | NOE | A* | A | B | C | D | E | F | G | U | X | A*-C | A*-G |
|-------------------------------------|---|-----|----|----|----|----|----|---|---|----|---|---|------|------|
| Newham College of Further Education | - | 15 | | | 27 | 33 | 27 | | | 13 | | | 60.0 | 100 |
| Newham Sixth Form College | - | 380 | 7 | 19 | 24 | 20 | 16 | 8 | 4 | 2 | 1 | | 68.9 | 100 |

A/S Level RS examination results

AS Levels

| Centre | NOR | NOE | A | B | C | D | E | U | X | A-B | A-E |
|---------------------------|--------|-----|----|----|----|----|----|---|-----|------|------|
| National | 559241 | 826 | 19 | 23 | 24 | 20 | 13 | 2 | [7] | 41.8 | 97.7 |
| Forest Gate | 206 | 6 | 17 | 17 | 33 | | 33 | | | 33.3 | 100 |
| Brampton Manor | - | 75 | 20 | 75 | 5 | | | | | 95.0 | 100 |
| Rokeby | 146 | 11 | | 18 | 27 | 46 | 9 | | | 18.2 | 100 |
| Newham Sixth Form College | - | 34 | 9 | 9 | 38 | 24 | 18 | 3 | [1] | 17.6 | 97 |
| Newham | 3458 | 17 | 6 | 18 | 29 | 29 | 18 | | | 23.5 | 100 |

The three secondary schools who offer this A/S Level course in year 11 have achieved good results for their students, one school particularly stands out in these results.

Overall Newham's results were very good in 2014.



SACRE



FUNDED BY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION