



# Greenwich time for children

## **SACRE** **(Standing Advisory Council on** **Religious Education)**

## **ANNUAL REPORT** **2012-2013**



**SACRE is working in partnership with:**



<b>Contents</b>	<b>2</b>
<b>Contact Information</b>	<b>4</b>
<b>Background and SACRE meeting dates</b>	<b>5</b>
<b>I Overview &amp; Chair’s introduction</b>	<b>6</b>
<b>2 Religious Education</b>	<b>7</b>
2.1 Local Agreed Syllabus	
2.2 Standards in RE	
2.3 Teaching & Resources	
2.4 Complaints about RE	
<b>3 Collective Worship</b>	<b>16</b>
3.1 Advice on Collective Worship	
3.2 Monitoring	
3.3 Training	
3.4 Complaints	
3.5 Determinations	
<b>4 Links with other agencies</b>	<b>16</b>
4.1 National	
4.2 Local	
<b>5 SACRE Arrangements</b>	<b>21</b>

<b>6</b>	<b>Other work of the SACRE</b>	<b>21</b>
	Appendix A SACRE Constitution and Composition	<b>24</b>
	Appendix B SACRE Membership	<b>30</b>

## Contact information

<b>Chair of the SACRE</b>  <b>Jeff Laws</b> <i>Contact via the clerk</i>	<b>Vice-Chair of the SACRE</b>  <b>Bob Love</b> <i>Contact via the clerk</i>
<b>Contact from Greenwich LA:</b>  <b>Michelle Moore, Senior School Improvement Adviser</b> <b>Greenwich Children's Services</b>  <a href="mailto:michelle.moore@greenwich.gov.uk">michelle.moore@greenwich.gov.uk</a>  <b>Tel: 020 83313164      fax 020 88599101</b>	
<b>Clerk</b>  <b>Carol Ladbrook</b> Greenwich Children's Services 4th Floor, Professional Development Centre, Harris Academy Greenwich 1A Middle Park Avenue Eltham SE9 5HH  <a href="mailto:carol.ladbrook@greenwich.gov.uk">carol.ladbrook@greenwich.gov.uk</a>  <b>Tel: 020 8921 5631</b> <b>Fax: 020 8859 9101</b>	<b>Consultant RE Inspector/ Adviser</b>  <b>Denise Chaplin</b>  <a href="mailto:denise.chaplin@lewisham.gov.uk">denise.chaplin@lewisham.gov.uk</a>

**Greenwich SACRE is a member of the National Association of SACREs**



## **Background and SACRE Meeting Dates**

### **Background**

Building on the work detailed in last year's Annual Report, and its existing priorities, SACRE has continued to make good progress on a number of areas of work as detailed in this report. Work on the NASACRE funded project has drawn to an end by the end of this year- the materials are being designed and collated ready for distribution.

Work with the local faith communities continues to be developing. The relationship with the Faith Leaders' groups has enabled the two bodies to begin to see how they can support each other's work and aims.

### **Meeting dates for year November 2011 – December 12**

Spring Term	14th. March 2013	Eglinton Primary school & EY Centre
Summer Term	Monday 10 <sup>th</sup> June, 2013	Catford & Bromley Synagogue
Autumn Term	Thursday 17 <sup>th</sup> October 2013	The Anchor for All Souls, Woolwich
Autumn Term	Tuesday 11 <sup>th</sup> December 2013	St Margaret's Primary School

An executive group, consisting of the Chair, RE Consultant Adviser, Senior Adviser / Adviser and Clerk meet prior to each meeting to review actions and plan the agenda. Working groups have also been held to move forward the work on the NASACRE funded project and the Multifaith Guidelines.

# **I Overview and Chair's introduction to the Annual Report of Greenwich SACRE 2012- 2013**

This has been a great year for the SACRE in Royal Greenwich. As the newly revised syllabus was being implemented we have met with primary and secondary school staff to assist them in their planning and teaching. Having direct feedback from teachers is really helpful in our work to promote good quality RE throughout the borough.

We have benefited from a grant from Westhill/NASACRE which has enabled us to work with specific schools and faith groups in the production of resource material for the Year 5 module on Faith in Greenwich. The work is in its final stages ready for the launch.

Meeting in different locations throughout the borough and slightly beyond has enriched our understanding of faith communities and their role in the area. In particular, the Synagogue in Catford was very informative and welcoming both for a SACRE meeting and a meeting of primary teachers. Teachers also gained new insights into Hinduism as we met with them in a Lewisham temple.

The challenge is always to understand the context of the RE teaching in schools. The All Part Parliamentary Group has produced some interesting insights. We have found the Self Evaluation Tool to be helpful in sharpening our thoughts and responses to schools that we trust will provide fuller information in the future.

We look forward to developing our links with all schools in the borough, including the Free School and the Academies.

Jeff Laws

Chair of the Greenwich SACRE

Spring 2014

## **2 Religious Education (RE)**

### The Locally Agreed Syllabus

The Agreed Syllabus for Religious Education was launched on February 28<sup>th</sup> and schools were notified of SACRE's expectation that they would be implementing it from September 2012.

This year, a day's training for primary schools was held to follow up the implementation of the Agreed Syllabus and to provide support to subject leaders regarding monitoring the syllabus in their schools. There have also been secondary cluster meetings where colleagues consider curriculum implementation issues and share good practice.

### **Understanding Faith in Greenwich**

The Agreed Syllabus contains a unit of work for Key Stage 2 pupils to investigate the faith communities in the Royal Borough and how these have changed over the past 50–100 years. A successful bid to the National Association of SACREs provided funding to develop support materials to help schools to create their own unit of work. A working party of teachers and SACRE members worked throughout the year and by the end of the year the bulk of the materials were being finalised. This will be designed and burned onto discs for distribution to schools in the next year.

### **2.2 Standards in RE**

#### **Monitoring**

The training provided for primary subject leaders focussed on monitoring the syllabus and RE in schools. SACRE have also begun to discuss with the LA how they might find out about standards in RE from schools across the LA, including those that do not send representatives to training or network meetings.

#### **Advice to schools and to Governors about the status of RE and their responsibilities**

In March SACRE discussed NASACRE and DfE advice regarding the relationship between SACREs and Academies/Free schools. This is documented in a short, useful leaflet, received from NASACRE which can be distributed. Complaints can be taken to schools and, if ignored, escalated by SACRE, and where relevant, to the Secretary of State.

It was noted that despite being invited, the local Academies are not represented at the Secondary RE network meeting and SACRE determined to continue to encourage them

and the local Free school to join the network so they can feel part of the local community of schools.

At their October meeting SACRE discussed two documents relating to the provision and training of teachers of Religious Education that have been produced by the RE Council as advice for : Governing Bodies of Primary Schools and Secondary schools.

These papers had been prepared as one outcome of the findings and recommendations of the recent enquiry held by the All Party Parliamentary Group for RE in the document Religious Education: the Truth Unmasked. The document was produced to support those governing bodies that are not clear that RE is a statutory subject. SACRE members AGREED that that document should be sent to Chairs of Governors and they were sent to schools following the meeting.

## **Royal Greenwich Religious Studies Examination Results**

### **GCSE Examination Results**

Royal Greenwich SACRE undertakes a detailed analysis of performance in GCSE and A Level religious studies results.

### **GCSE Entries**

At their December meeting, SACRE reviewed and discussed the examination results in religious education / religious studies in the summer. In 2013 locally, full course religious studies GCSE entries had decreased by 7% whereas nationally, the numbers had risen (by 11%). The number of short course entries decreased by around a third between 2012 and 2013, both locally and nationally.

Short course qualifications will not be counted by the DfE in performance tables from 2014.

SACRE spoke about the number of children who had perhaps not had an opportunity to take an examination and therefore not included in the figures supplied. It is important that SACRE find out what RE those students are being provided as they have an entitlement to RE. SACRE also questioned what RE children receive in year 11 if they take early entry and also the quality of RE that children receive in years 7 and 8 if Key Stage 3 is shortened to begin a KS4 programme in Year 9.

SACRE members felt that there needed to be separate conversations with individual schools. Members were concerned about children taking the RE examinations and whether, if students were not being taken through an accredited examination course as the Agreed Syllabus expects, there should be a KS4 syllabus written by the ASC.



They considered whether SACRE should ask the LA to conduct an audit (a monitoring exercise) in all schools to establish what is happening with RE.

**Table 1 National entries compared with local entries 2011–2013**

	2011		2012		2013	
	National	Greenwich	National	Greenwich	National	Greenwich
Full course	199,752	803	216,373	917	239,409	853
Short course	233,998	915	211,269	655	150,621	434

### GCSE Full Course Results

There has been a year on year improvement in religious studies A\* – C grades since 2011; the performance of pupils taking either full or short course GCSEs in Royal Greenwich exceeded national performance for the first time in 2013.

One SACRE member who leads RE in her school advised that the decision for a school to offer the full course is often dependent on league tables and whether the student is likely to get a good grade. SACRE members discussed the impact of early entry so that some children have taken their examinations by the end of year 10.

**Table 2 Full course A\* - C results compared to national**

	2011	2012	2013
A* - C Greenwich	68.4%	70.6%	76.4%
A* - C National	73.2%	73.6%	72.1%

**Table 3 Full course A\* - G results compared to national**

	2011	2012	2013
A* - G Greenwich	96.3%	97.3%	98.8%
A* - G National	98.4%	98.5%	98.3%

In 2013, three schools did not enter any of their pupils for the full course qualification (Crown Woods College, Charlton Park Academy and Moatbridge) and a further three schools only entered a small proportion of their pupils (Corelli College, The John Roan and Woolwich Polytechnic).

**Table 4 Full course A\* – C results by school 2011–2013**

School	2011	2012	2013	No of entries in 2013
Blackheath Bluecoat	41.9%	46.5%	64.0%	89
Corelli College	N/A	N/A	100.0%	10
Crown Woods College	40.0%	N/A	N/A	0

Eltham Hill	96.4%	95.9%	100.0%	27
Harris Academy Greenwich	N/A	40.6%	94.7%	38
Plumstead Manor	57.7%	60.9%	67.9%	209
St Paul's Academy	70.3%	76.8%	76.9%	134
St Thomas More	88.2%	92.5%	91.7%	121
St Ursula's	88.0%	91.7%	95.9%	123
The John Roan	46.2%	68.0%	66.7%	9
Thomas Tallis	83.3%	88.9%	44.0%	91
Woolwich Polytechnic	N/A	100.0%	100.0%	2
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	37.5%	0.0%	N/A	0
<b>Greenwich LA</b>	<b>68.4%</b>	<b>70.6%</b>	<b>76.4%</b>	<b>853</b>

**Table 5 Full course A\* – G results by school 2011–2013**

School	2011	2012	2013	No of entries in 2013
Blackheath Bluecoat	91.1%	88.9%	98.9%	89
Corelli College	N/A	N/A	100.0%	10
Crown Woods College	90.0%	N/A	N/A	0
Eltham Hill	100.0%	100.0%	100.0%	27
Harris Academy Greenwich	N/A	98.1%	100.0%	38
Plumstead Manor	97.2%	97.3%	98.1%	209
St Paul's Academy	98.6%	98.6%	97.8%	134
St Thomas More	97.5%	100.0%	100.0%	121
St Ursula's	100.0%	100.0%	100.0%	123
The John Roan	61.5%	88.0%	100.0%	9
Thomas Tallis	100.0%	100.0%	97.8%	91
Woolwich Polytechnic	N/A	100.0%	100.0%	2
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	75.0%	80.0%	N/A	0
<b>Greenwich LA</b>	<b>96.3%</b>	<b>97.3%</b>	<b>98.8%</b>	<b>853</b>

GCSE Short Course

Royal Greenwich's A\* – C performance for short course religious studies was slightly below national performance in 2013.

**Table 6 Short course A\* – C results compared to national**

	<b>2011</b>	<b>2012</b>	<b>2013</b>
A* - C Greenwich	49.2%	53.1%	53.2%
A* - C National	51.8%	53.1%	53.5%

**Table 7 Short course A\* – G results compared to national**

	<b>2011</b>	<b>2012</b>	<b>2013</b>
A* - G Greenwich	93.8%	94.8%	93.3%
A* - G National	94.9%	95.3%	94.9%

Although Crown Woods College did not enter any pupils for the full course, a high proportion of their pupils were entered for the short course. Corelli College entered only a small number of pupils for either course whilst Woolwich Polytechnic entered a very small number of pupils for the full course only.

SACRE members explained to the LA that they wished to discover more about these results and conversations were taking place school by school to find out the contexts for these results.

**Table 8 Short course A\* – C results by school 2011–2013**

<b>School</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>No of entries in 2013</b>
Blackheath Bluecoat	N/A	N/A	N/A	0
Corelli College	40.0%	23.6%	88.9%	18
Crown Woods College	37.6%	49.7%	41.8%	189
Eltham Hill	83.2%	77.8%	91.4%	35
Harris Academy Greenwich	50.5%	N/A	N/A	0
Plumstead Manor	0.0%	N/A	0.0%	13
St Paul's Academy	N/A	N/A	N/A	0
St Thomas More	100.0%	N/A	N/A	0
St Ursula's	N/A	N/A	N/A	0
The John Roan	57.0%	57.3%	57.9%	178
Thomas Tallis	64.3%	50.0%	100.0%	1
Woolwich Polytechnic	39.3%	66.5%	N/A	0
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	0.0%	0.0%	N/A	0
<b>Greenwich LA</b>	<b>49.2%</b>	<b>53.1%</b>	<b>53.2%</b>	<b>434</b>

**Table 9 Short course A\* – G results by school 2011–2013**

<b>School</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>No of entries in 2013</b>
Blackheath Bluecoat	N/A	N/A	N/A	0
Corelli College	87.4%	91.8%	100.0%	18
Crown Woods College	94.9%	95.4%	91.0%	189
Eltham Hill	99.2%	97.8%	100.0%	35
Harris Academy Greenwich	95.7%	N/A	N/A	0
Plumstead Manor	100.0%	N/A	61.5%	13

St Paul's Academy	N/A	N/A	N/A	0
St Thomas More	100.0%	N/A	N/A	0
St Ursula's	N/A	N/A	N/A	0
The John Roan	91.4%	91.3%	96.1%	178
Thomas Tallis	100.0%	100.0%	100.0%	1
Woolwich Polytechnic	95.7%	98.8%	N/A	0
Charlton Park Academy	N/A	N/A	N/A	0
Moatbridge	100.0%	66.7%	N/A	0
<b>Greenwich LA</b>	<b>93.8%</b>	<b>94.8%</b>	<b>93.3%</b>	<b>434</b>

## 2. A Level results

Nationally, the number of A Level entries has risen steadily between 2011 and 2013, with 710 more students taking religious studies A Level in 2013 compared with 2011.

**Table 10 National entries compared with local entries 2011–13**

	2011		2012		2013	
	National	Greenwich	National	Greenwich	National	Greenwich
<b>A Level (A2)</b>	18,463	19	18,950	16	19,173	12

Nationally there has been a slight decline in the percentage of pupils achieving A\* – C grades at A Level in religious studies from 80.4% in 2011 to 79.5% in 2013.

**Table 11 National performance by grade 2011–2013**

	<b>No of candidates</b>	<b>A*/A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>2011</b>	18,463	27.4%	29.5%	23.5%	13.0%	5.1%
<b>2012</b>	18,950	25.5%	29.3%	24.5%	13.8%	5.5%
<b>2013</b>	19,173	25.8%	28.9%	24.8%	14.2%	5.1%

There continue to be only a small number of Greenwich schools delivering A Level courses in religious studies (two in both 2012 and 2013) which is more cost effective given the relatively low number of entries.

**Table 12 A Level A\* – C results**

<b>School</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>No of entries in 2013</b>
Blackheath Bluecoat	0.0%	N/A	N/A	0
Corelli College	N/A	N/A	N/A	0
Crown Woods College	N/A	N/A	N/A	0
Plumstead Manor	40.0%	75.0%	50.0%	6
Shooters Hill	N/A	N/A	N/A	0
The John Roan	N/A	N/A	N/A	0
Thomas Tallis	50.0%	66.7%	83.3%	6
<b>Greenwich LA</b>	<b>42.1%</b>	<b>68.8%</b>	<b>66.7%</b>	<b>12</b>

**Table 13 A Level A\* – E results**

<b>School</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>No of entries in 2013</b>
Blackheath Bluecoat	100.0%	N/A	N/A	0
Corelli College	N/A	N/A	N/A	0
Crown Woods College	N/A	N/A	N/A	0
Plumstead Manor	100.0%	100.0%	83.3%	6
Shooters Hill	N/A	N/A	N/A	0
The John Roan	N/A	N/A	N/A	0
Thomas Tallis	87.5%	100.0%	100.0%	6
<b>Greenwich LA</b>	<b>94.7%</b>	<b>100.0%</b>	<b>91.7%</b>	<b>12</b>

## **2.3 Teaching, training & resources**

In order to support the management and co-ordination of RE in schools, SACRE has

- Arranged training sessions for teachers on how to use the new syllabus
- Worked on producing resources to support the Primary unit 'Understanding Faith in Greenwich'
- Sponsored a course for primary co-ordinators which was held at the Catford and Bromley Synagogue on 27th November.

A paper, entitled, 'What should be in a RE Policy?' was prepared for the training session and uploaded on the website.

The meeting on 27th November included sessions on:

- How the Syllabus can be delivered and how to develop a scheme of work
- Managing the subject – policy into practice – and Understanding Faith in Greenwich unit (making links in the community)
- How to use the visit to a place of worship and enriching the curriculum
- Tour of the synagogue and availability of the Jewish resources stored there.

During the year SACRE members have been kept informed of RE initiatives, events and resources. Information has been made available to schools through the Children's Services Schools Bulletin and has included national RE Newsletters for Primary and Secondary Schools; information about competitions and initiatives and CPD opportunities.

## **2.4 Complaints about RE**

There have been no complaints about RE in Greenwich schools brought to SACRE this year.

## **3 Collective Worship**

### **1.1 Advice**

To support schools a draft, sample 'Collective Worship Policy' was produced for schools and discussed as part of the training session for teachers in November.

### **3.2 Monitoring**

One of SACRE's roles is to monitor the quality of Collective Worship in local schools. Information is collected through individual school RE advisory contact and through RE co-ordinator network meetings. As such, there are limitations on how complete this

information can be and SACRE members note that this results in a limited ability to make a judgement about standards in the LA.

## **1.2 Training**

No training has been provided on Collective Worship for schools this year, although training on promoting pupils' spiritual, moral, social and cultural development was delivered which discussed the place and contribution of collective worship. Approximately 15 people attended and the evaluations were good. The course was different to the cluster training in that it was about how a school can identify its strengths and weaknesses and develop an action plan out of that information. The actions plan could then be discussed with parents, Ofsted etc. Schools found the course to be very helpful.

## **1.3 Complaints**

There have been no complaints about Collective Worship brought to SACRE in this reporting year.

## **1.4 Determinations**

No Determination applications have been received this year.

## **4 Links with other agencies**

### **4.1 National**

#### **4.1.1 The RE Council of England and Wales (REC)**

The work of the REC and the All Party Parliamentary group for RE (APPG) have been disseminated throughout the year to inform SACRE, faith communities and local schools. Several SACRE members are also informed through their sponsoring group, who have membership of the REC.

### **The RE Subject Review**

In October the REC launched its curriculum review. The full report contains, amongst other things, a curriculum framework and a discussion of the wider context for RE.

### **The All Party Parliamentary Group (APPG) for Religious Education**



An All Party Parliamentary Group is a grouping in Parliament composed of politicians from all political parties and can include members of both the House of Commons and the House of Lords. An APPG meets to discuss and promote an area of work or a particular issue of concern. Some relate to a particular country or subject – the topics reflecting parliamentarians' concerns. APPGs usually have officers drawn from the major political parties and aim to avoid favouring one political party or another, providing strength in depth and the ability to pass their messages across parliament. They discuss new developments and can invite government ministers to speak at their meetings.

During the previous year SACRE members were kept up to date with the progress of development of the All Party Parliamentary Group for RE and were encouraged to send information when the APPG sent out a call for evidence of the work of SACREs and the state of RE. When the report was finally published and launched in March, it was received and discussed with interest.

#### **4.1.2 The National Association of SACREs (NASACRE).**

National Association of SACREs Annual General Meeting, Birmingham, 23<sup>rd</sup> May. A report of the AGM was given to SACRE. The keynote addresses were from Alan Brine (HMI) and Dr. Mark Chater (Director of Culham St. Gabriels). SACRE members were signposted to the RE Council and the NASACRE websites for their notes. The afternoon session was devoted to sharing good practice of SACREs and their engagement with academies and LA support for SACREs.

The Chair suggested the recommendation from Mr. Chater that “SACREs take the initiative – ‘make the weather’ – make alliances with what is happening on the ground; speak the language of excellence and school improvement; don’t be passive” should be brought to a future meeting for discussion.

#### **4.1.3 The Association of RE Inspectors Advisers and Consultants (AREIAC)**

The RE Adviser supporting the SACRE is a member of AREIAC; information from this body informs SACRE’s work.

## **4.2 Local**

Several Greenwich SACRE members also attend other SACREs and local Inter Faith Forums and therefore SACRE is informed by their ability to bring to the group information from other areas.

#### **4.2.1 The Greenwich Faith Community Leaders' Forum**

Later in the year the Chair received a request from Malcolm Torrey, Chair of the Forum, for SACRE to support the Greenwich Faith Community Leaders group in organising a multi-faith week for schools to include school visits to places of worship and an exhibition at the Town Hall.

Although interested in helping with this project, SACRE members were concerned about the lack of funding for such an event and the enormous amount of organisation involved. SACRE members continued the discussion with the Forum to see what could be organised in the coming year.

The RE Consultant Adviser had been invited along with the Senior School Improvement Officer to a meeting of the Forum, to share information about RE in local schools. They were accompanied by Shaun Burns, SACRE member and Primary RE Adviser for Southwark (CofE) Diocese. The focus of the meeting was affected, however, by events on the afternoon of 22 May 2013 – when a British Army soldier, Drummer (Fusilier) Lee Rigby of the Royal Regiment of Fusiliers, was attacked and killed in Woolwich. The focus of the Greenwich Faith Community Leaders' Meeting was, therefore, changed to the title 'Faith, Beliefs and Relationships in Greenwich'. It included discussions about: positive ways of responding to the event; concerns about extremist groups attacking local communities and how to support these communities; and ways to talk with pupils during the time following the event. The discussions of this timely meeting were reported back to SACRE.

### **5. SACRE Arrangements**

The SACRE's support is provided by an Administrator/Clerk; who provides a central contact for SACRE business, distributing papers for meetings and minuting the meetings.

SACRE is supported by an external RE Consultant Adviser / Inspector from another LA and an Officer from Greenwich Children's Services.

Salaries and administration costs for these posts and a budget for the work of SACRE and the Agreed Syllabus Conference were met by Greenwich Children's Services.

### **6. Other Work of the SACRE**

#### **6.1 SACRE Training**

Members of SACRE who have attended conferences or national events have been asked to feed back to SACRE as part of the development of the whole SACRE membership.

## **REsilience**

At their June meeting, SACRE were given some training by Helen Simpson from Plumstead Manor school on the REsilience project and how it had been used at her school. Helen also shared this on a separate occasion with the secondary network. Helen explained that REsilience is a self-evaluation, planning and training opportunity for teachers of RE. The programme is school based and can be tailored to individual needs. Its purpose is to help increase teachers' confidence when addressing contentious issues; particularly where religious ideas are sometimes used to try to justify extremism and violence.

The aims of REsilience are to:

- Increase confidence in addressing contentious issues, particularly those linked with violent extremism
- Provide continuous professional development opportunities for all teachers of RE
- Encourage reflective practice

Helen Simpson spoke about the impact of the programme at Plumstead Manor. As a consequence, the school is looking at changing the scheme of work to be more thematic rather than teaching individual religions.

A member enquired whether the school has tracked the number of bullying problems/incidents to this programme. Ms. Simpson advised that they had only tracked what is happening in lessons but she felt this recommendation would be very valuable.

## **6.2 Multi Faith Guidelines**

Continuing the revision and updating of the Multi Faith Guidelines in partnership with other sections of the LA has remained on SACRE's workload during the year. Faith representatives had been asked to support a section relating to Sex and Relationships Education, written by the local authority's PSHE Advisor.

## **6.3 Monitoring progress and effectiveness – SACRE self-evaluation**

In February Members discussed the key areas in relation to Section 5 of the SACRE self-evaluation Tool. They made the following comments and raised the following questions:

#### 5a SACRE membership – DEVELOPING

- In terms of local community representation, SACRE continues to face the challenges of filling vacancies
- Lack of representation from the Muslim and Hindu communities.

#### 5b Understanding local area – ESTABLISHED with elements of ADVANCED).

- Knowledge is more than limited but not detailed, although knowledge can be increased with the help of primary children.

#### 5c Engagement with the community and community cohesion – ADVANCED

- Although dated, there is still a very good understanding of community cohesion.

#### 5d Wider LA initiatives – ESTABLISHED

- The LA has changed since paperwork was written and is working closely with partners.
- Although Olympic values weren't specifically tied to RE, values were there and were promoted to schools, as were the interfaith walks.
- The Jewish Way of Life Exhibition held in Greenwich in March 2011. Good example of SACRE working in partnership with the Council.

#### Successes

Promoting positive attitudes towards diversity.

A barrier to success is difficulties in filling vacancies.

#### Areas for development:

To continue to fill vacancies in membership

Increase SACRE's involvement in more LA initiatives.

### **6.4 Ofsted report on RE – 'Realising the Potential'**

SACRE members discussed the Ofsted report at their December meeting. The summary report showing key findings had been previously circulated to all SACRE members. SACRE members had also been encouraged to read the full report which also gives recommendations.

The report discusses eight major areas of concern:

- Low standards
- Weak teaching
- Problems in developing a curriculum for RE
- Confusion about the purpose of RE
- Weak leadership and management

- Weaknesses in examination provision at KS4
- Gaps in training
- The impact of recent changes in education policy.

SACRE members also reflected on the recommendations for the LA, SACREs and Agreed Syllabus Conferences in the report including:

- Ensure that sufficient resources are available to carry out their statutory functions with regard to RE and provide high quality support.
- Review expectations about arrangements for RE particularly at KS4 to match provision to pupils' needs.
- Work in partnership with local schools and academies to build supportive networks to share good practice.

SACRE felt they wished to build on the existing good links between schools and the LA at the network meetings. This gave insight into strengths and areas of concern on the ground at the recent training that had been delivered at the Catford Synagogue, teachers were worried that the monitoring of RE was just being done as a book scrutiny. They wanted to look at planning and have the opportunity of observing a lesson etc.

SACRE members also discussed a potential downward spiral as the number of students taking A levels reduces, it will impact on the number of those pupils wanting to become specialist teachers.

## Appendix A

Constitution of the Greenwich SACRE

**Standing Advisory Council on  
Religious Education**

# CONSTITUTION



## **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (GREENWICH SACRE)**

The Council shall be called the Greenwich SACRE (Standing Advisory Council on Religious Education). It is established under Section 3.90 – 3.97 of the Education Act 1996 as amended.

### **Interpretation in this Constitution**

‘Local Authority’ means Greenwich Council acting either independently or through Children’s Services.

‘The Council’ means Greenwich’s SACRE.

‘Member’ means a Member of SACRE and includes a substitute or co-opted Member.

All questions of Interpretation are governed by the ‘Interpretation Act’ 1978 as may be subsequently amended.

## **MEMBERSHIP**

### **Current Membership of Greenwich SACRE**

<b>COMMITTEE A – Other Christian denominations and other faiths represented in the LA.</b>	
African–Caribbean Churches	1 representative
Baptist Churches	1 representative
Bah’ai	1 representative
Buddhism	1 representative
Hinduism	2 representatives
Islam	2 representatives
Judaism	1 representative
Methodist Church	1 representative
Roman Catholicism	1 representative
Sikhism	2 representatives

Evangelical Churches	1 representative
United Reformed Church	1 representative
<b><u>COMMITTEE B</u> - The Church of England</b>	
Southwark Diocese	4 representatives

<b><u>COMMITTEE C</u> - Teachers' Professional Associations</b>	
NAHT	1 representative
NASUWT	2 representatives
NUT	2 representatives (vacancy exists)
SHA	1 representative (vacancy exists)

<b><u>COMMITTEE D</u> - The Local Authority</b>	
Elected Members	3 representatives (2 lead, 1 min. party)
Local Authority	1 representative
Consultant Inspector/Advisor to SACRE	1 representative
(non voting)	**

\*\* to include 2 x governors



All members shall be delegates who are interested in education in general and religious education in particular.

Induction procedures and materials will be made available to all new members.

Delegates as Members shall remain until such time as they will have resigned or removed from Membership under the rules dictated by their Appointing Body of that class of Members or for any reason stated therein.

There can be a substitute Member nominated by the absent member (*or permanent substitute*)<sup>1</sup> nominated by the absent member and notice of this substitution should be notified to the clerk of SACRE at least 6 hours in advance of the meeting.

If a Member is absent for 3 or more consecutive meetings for any reason not acceptable to the Council, the Clerk will initially write to ascertain continued interest and reinforce the importance of attendance. If a Member's absence persists, there shall be deemed to be a vacated place to be filled by the governing body for that class of Members.

The Chair and Vice-Chair of the Council shall be chosen from Members of the SACRE and shall be elected at the first meeting in each education (academic) year.

In the absence of the Chair or Vice-Chair at any meeting the Council can elect one of its members to act as the Chair for that meeting.

A meeting will only be quorate if the following numbers of representative/s of the respective groups are present: <sup>2</sup>

- |         |   |                              |
|---------|---|------------------------------|
| Group A | – | minimum of 4 representatives |
| Group B | – | minimum of 2 representatives |
| Group C | – | minimum of 2 representatives |

---

<sup>1</sup> Delete as necessary

<sup>2</sup> Representation to reflect full membership – subject to revision

Group D – minimum of 1 representative

All members are entitled to speak and vote on any issue within their Group, but substitute or Co-Opted members may speak but not vote at any meeting. SACRE will always seek to reach decision on a consensus basis but when voting is to be exercised as only one vote is allowed from each group A, B, C or D as mentioned above.

Co-option – SACRE has the power to co-opt members as agreed by the majority of its members.

In the event of an equality of votes on any issue the Chair may exercise a casting vote.

The secretary/clerk of the Council shall be an employee of Greenwich Council.

#### **THE DUTIES OF SACRE**

- To advise the LA on such matters concerned with school worship and with Religious Education according to an Agreed Syllabus as the LA may refer to it or as SACRE may see fit. These matters might include, for example, the provision of INSET, methods of teaching and choice of materials and the consideration of complaints should the LA so require. SACRE shall send a copy of advice on religious education in accordance with the current agreed syllabus to the Head Teacher of all grant maintained schools within the borough. Such advice may be sent to Faith Schools for information.
- To receive, and determine whether an application from a Head Teacher to vary the requirement for worship of a broadly or mainly Christian character, is appropriate for the whole school or for groups of pupils.
- To publish an annual report outlining the advice given by SACRE to the LA and whether a Statutory Conference was requested during that year. The report should broadly describe the nature of advice provided

and, if such advice was in relation to matters not referred to SACRE by the LA, stating the reasons why such advice was offered.

- A copy of the report should be sent by SACRE to the Qualifications and Curriculum Authority (QCA).
- To require the LA to set up a Statutory Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary.

To achieve the above, the SACRE may:

- monitor good practice in the delivery of the agreed syllabus in a range of ways and take note of any difficulties;
- disseminate good practice in the teaching of RE;
- review provision for in-service training and development;
- receive any school Ofsted RE inspection reports or School Improvement Partner feedback.

## **PROCEDURES**

### **Dates**

The dates of the main meetings will be decided at the last meeting in the education (academic) year.

### **Agenda**

Matters for the Agenda of any meeting shall be sent to the Clerk at least 14 days in advance of the meeting.

The Agenda shall be distributed to reach Members at least 7 working days in advance of the next listed meeting.

### **Minutes**

The draft minutes of meetings shall be circulated to Members within one month of the meeting taking place.

## Appendix B – Membership as at December 2013

Group A	Representing	Name
	African–Caribbean Churches	Vacancy
	Bahai	Vacancy
	Baptist Churches	Vacant
	Buddhism	Mr. Keith Alker
	Evangelical Churches	Mr. Jeff Laws (Chair)
	Hinduism	Vacancy
	Hinduism	Vacancy
	Islam	Vacancy
	Islam	Mr. Arezki Mabed
	Judaism	Rev. David Rome
	Methodist Church	Ms. Lin Mannas
	Roman Catholic Church	Vacancy
	Sikhism	Prof. Harbhajan Singh
	Sikhism	Mr. Balbir Singh Bakhshi
	URC	Ms. Alison Adam
<b>Group B</b>	The Church of England	Mr. Bob Love (Vice Chair)

	The Church of England	Ms. Sarah Owen
	The Church of England	Rev. Erica Wooff
	The Church of England	Mr Shaun Burns
<b>Group C</b>	<b>Teachers in the LA</b>	Ms. Diane Atkinson
		Ms. Claire Veal
		Mr. Jeremy Lunnon
		Ms. Ruth Handyside
		Ms. Maggie Carney
	<b>HE Co-optee</b>	Mr. Robert Morgan
<b>Group D</b>	<b>The Local Authority</b>	Cllr. Mandy Brinkhurst
		Cllr. Don Austen
		Cllr. Steve Offord
		Ms. Michelle Moore (from May 2011)



