



Borough of Barking and Dagenham

**Standing Advisory Council
on Religious Education
(S.A.C.R.E.)**

Annual Report 2013

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Annual Report 2013

INTRODUCTION FROM THE CHAIR OF SACRE

I am pleased to introduce the Annual Report on the work of the Barking and Dagenham SACRE.

There have been positive responses from schools to the new agreed syllabus, Learning for Life, and a number of training sessions have been held to support schools in implementing the syllabus. Further materials to supplement the syllabus are planned.

In February we collaborated again with the National Association of Teachers of RE (NATRE) and the St Gabriel's Trust to run a conference on the theme Body and Soul. The conference was designed for 80 students from Key Stage 2 to work together with their teachers to explore, in active, thoughtful and creative ways, the complexities of personal relationships. The enjoyment and cooperation of the children is captured vividly in the photographs included in this report.

Enjoying working together at the Body and Soul Conference



**Pupils discuss the questions
'What do we value most in life?'
with Lat Blaylock and Janet Dyson**



It is encouraging to note the high standards achieved by many students at GCSE and A level. All seven of the schools that enter pupils for the full course RE exceed the national figure of 74% of pupils achieving A*-C grades. For five of these schools achievement of A*-A grades is also above national figures. These successes reflect the high quality of teaching. However, it is a matter of concern that overall entries to RE have fallen, particularly in two schools.

There has been significant debate, nationally, about the future of RE and three significant reports published during 2013 have been discussed by SACRE and will continue to inform future work. These are:

- Ofsted: RE: realising the potential
- All Party Parliamentary Report on Religious Education RE: The Truth Unmasked. The supply of and support for Religious Education teachers
- The Religious Education Council for England and Wales: A Review of Religious Education in England.

I would like to express my thanks to the members of SACRE for their work during the year. Our meetings are well attended and include good representation across the religious, political and educational backgrounds of our community. At present SACRE is seeking to appoint representatives for the Buddhist and Sikh communities. It is a pleasure to hold our meetings in different schools and places of worship in the borough, enabling members to broaden their understanding of faith, practice and the teaching of RE, and strengthen relationships.

This will be my last SACRE report as I will be retiring in the summer. We will also be saying 'Goodbye' to Anne Pepper who has been our Local Authority Representative for 3 years and to Janet Dyson who has been RE Subject Adviser to SACRE for 14 years.

Reverend Roger Gayler, Chair of Barking and Dagenham SACRE

1. Religious Education (RE)

1.1. Standards and quality in Religious Education

The SACRE continues to fulfill its responsibility to monitor standards and quality in RE, collective worship and spiritual development. Monitoring draws on information from the most recent Ofsted reports for primary, secondary and special schools. In addition, examination results at GCSE, A/S and A level are monitored and reported on annually. SACRE members receive regular updates on the quality of provision for RE in local schools.

A report on aspects of RE is presented annually as an item for the Director's Report to School Governing Bodies. Governors in maintained schools are reminded of the requirement to adopt the locally agreed syllabus and to receive an annual report on the provision for RE in their schools.

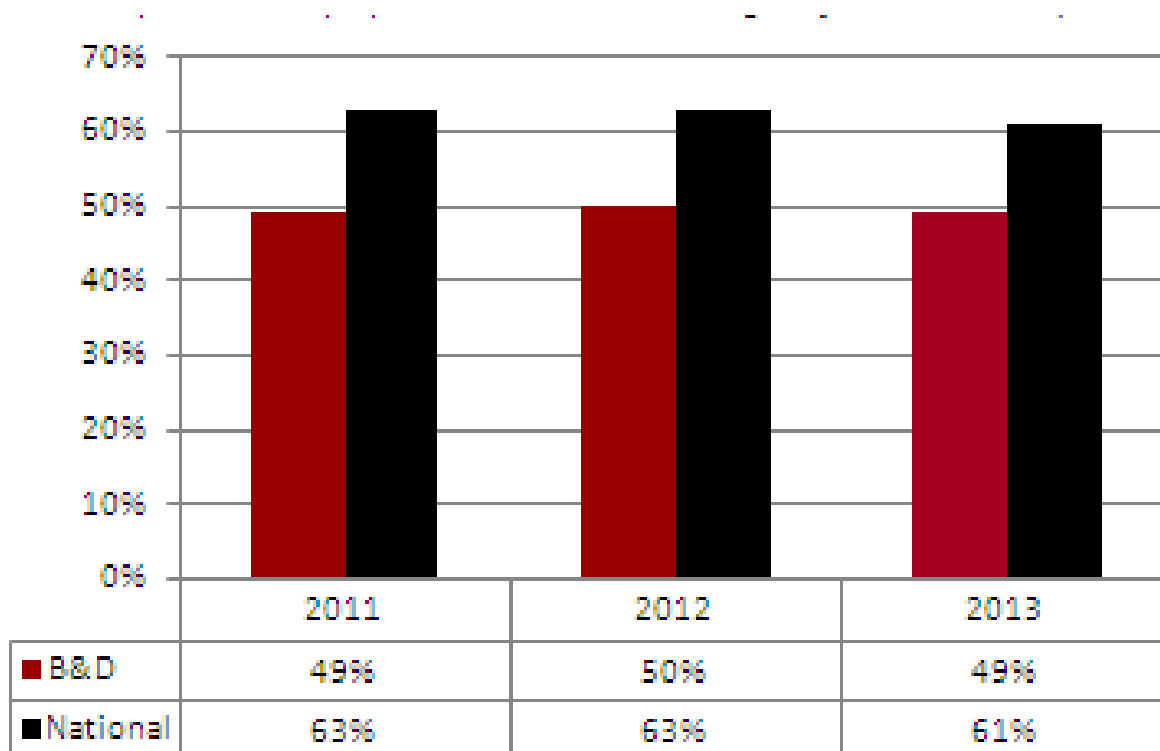
1.2. Religious Studies examination results 2013

(See Appendix 1 for summary of results)

Overall entry to GCSE RE in secondary schools

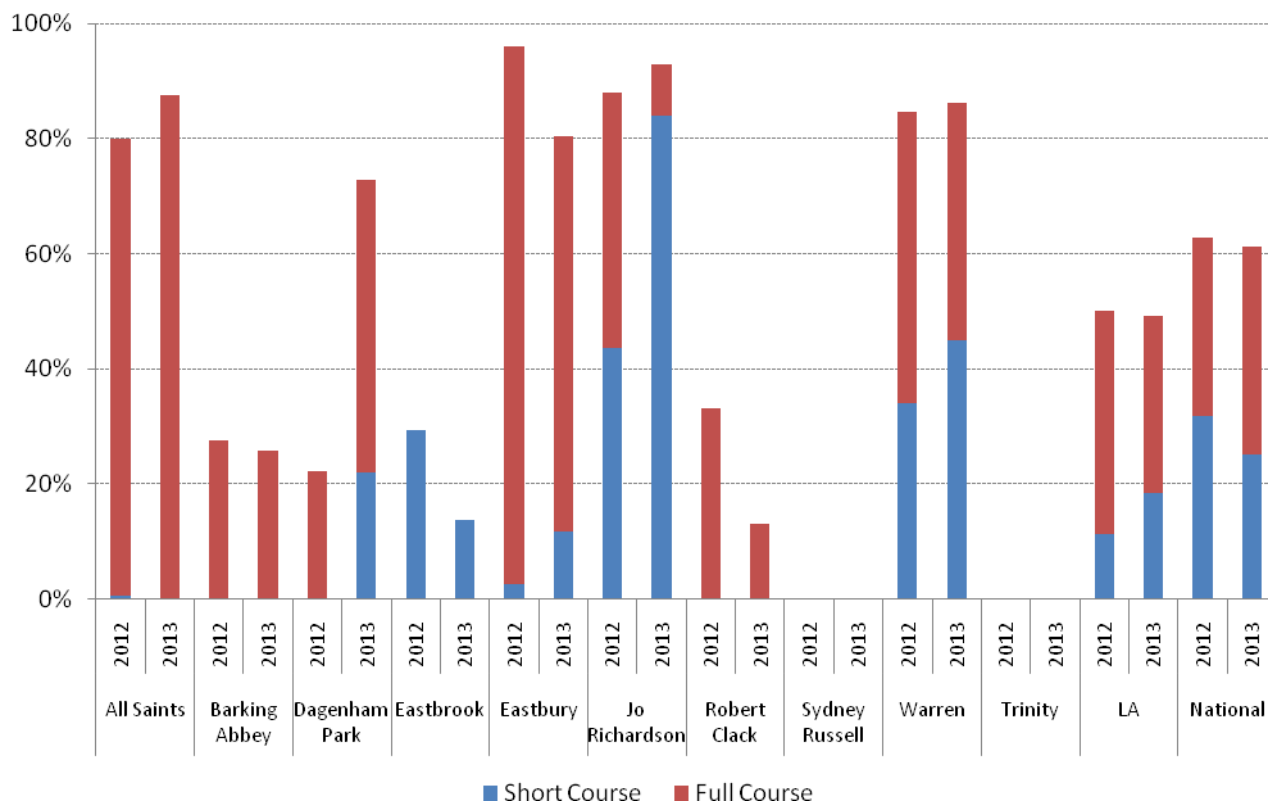
The overall proportion of pupils taking any GSCE RE (full or short course) has remained the same from 2011 to 2013, both nationally and in Barking and Dagenham. Nearly two-thirds of pupils nationally take some form of GSCE RE, this is about half of the pupils in Barking and Dagenham.

Chart: Proportion of pupils in Year 11 taking any RE GCSE (Short or Full) Course



The take-up is very different in different schools with five schools where the vast majority of pupils take it, three schools where up to a quarter of pupils take it, and two schools (one special, one mainstream) where no pupils are entered for any GCSE accreditation in RE.

Chart: Proportions of pupils in Year 11 entering Full Course RE and Short Course RE in 2012 and 2013.



School entry policies for GCSE RE will differ, depending on the arrangements for statutory RE within the Key Stage 4 curriculum and the availability of RE within the school's Key Stage 4 option choices. In general, the move locally in 2013 has been a rise in short course entry and a reduction in full course entry, this occurred in Eastbury, Jo Richardson and The Warren. Dagenham Park increased the overall entry for RE from 22% to 72% reflecting its change to being a Voluntary Controlled School. Overall entry to RE fell particularly in two schools Eastbrook and Robert Clack.

The comments that follow on achievement will clearly be affected by the arrangements being made in different schools.

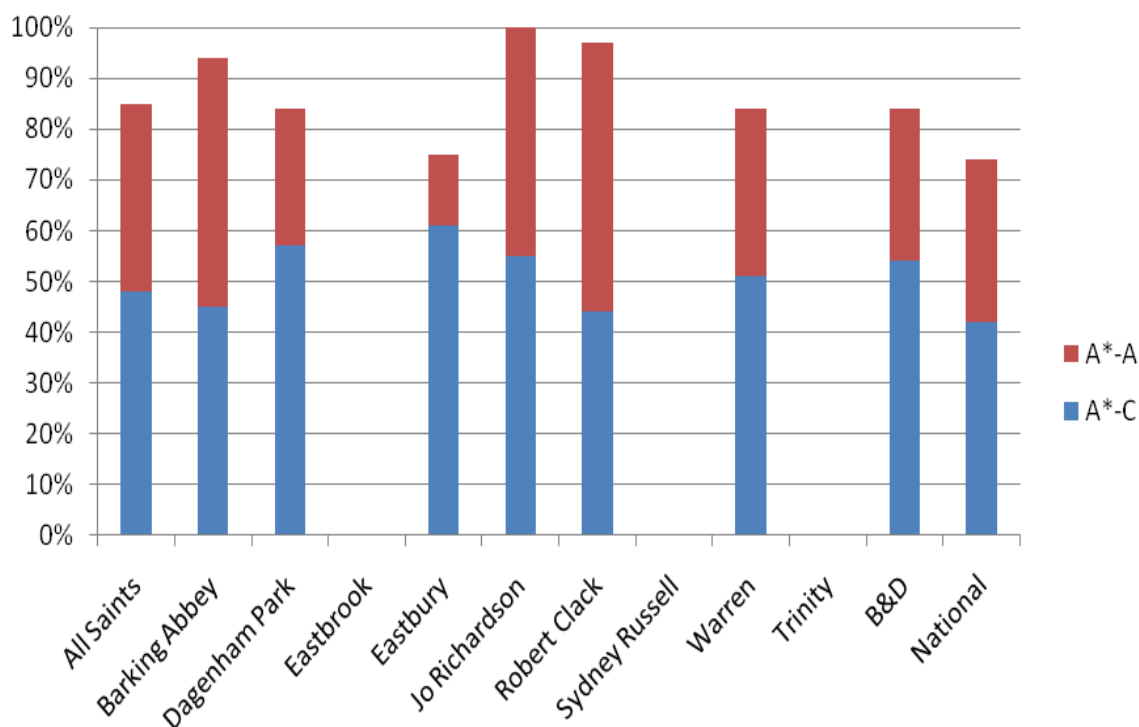
Short Course RE

From 2014, short course GCSEs in any subject, will no longer count towards the school performance tables. Short course RE has been used by some schools to accredit the statutory RE element of the curriculum. The entry to short courses has diminished nationally from 29% in 2012 to 26% in 2013. In Barking and Dagenham, this rose from a low point in 2012 of 11% to 18% in 2013. Short course is the only route to GCSE accreditation in RE in one school, Eastbrook, where 14% were entered and outcomes are near to the national A*-C of 50%. It is used in addition to full course in four schools: Dagenham Park, Eastbury, Jo Richardson and The Warren, with entries of 22%, 12%, 84% and 45% respectively. Outcomes are 10% below national for the short course at Jo Richardson and well below the national figures in Dagenham Park, Eastbury and The Warren.

Achievement at GSCE RE (Full course)

Overall achievement for the full course GSCE RE is above national figures with 84% of those entered achieving a grade A*-C, compared to 74% nationally. All seven schools that enter pupils for full course RE, exceed this national figure. For five of these schools, achievement at the higher grades (A*/A) for full course GCSE RE in Barking and Dagenham is also above the national figures.

Chart: Percentage of pupils achieving A-C and A*-A in Full Course RE as a proportion of those entered for full course RE*



In relation to RE at KS4, governors will generally want to satisfy themselves that:

- the statutory requirements for the provision of RE are being met at Key Stage 4;
- the overall proportion of pupils being entered for any accreditation in RE at GCSE (full or short course) are appropriate for the school;
- the achievement of pupils in RE at A*-C and A*/A is sufficiently good.

1.3. Information provided for SACRE

National reports and information and resource materials produced by NASACRE are discussed by SACRE. Three significant reports on the future of RE published during 2013 have been discussed by SACRE and will continue to inform future work. These are:

- RE: realising the potential: Ofsted
- RE: The Truth Unmasked The supply of and support for Religious Education teachers: All Party Parliamentary Report on Religious Education
- A Review of Religious Education in England: The Religious education Council for England and Wales

1.4. Governor Training

No governor training on RE or collective worship was held during the year but all Governing Bodies have received the report on Religious Education in Barking and Dagenham Schools.

1.5. Teacher Training

Specialist advice and support is available for schools from the RE consultant. Termly meetings are held for secondary Heads of RE. A successful conference on the theme of relationships, entitled 'Body and Soul, for teachers and 80 students from key stage 2, was held in February. Training on implementing the new Agreed Syllabus has been offered to all schools in the borough. The four sessions, two for primary and two for secondary teachers, were well attended. Teachers from all non-faith primary schools, secondary and special schools, and the PRU, attended training. The training was delivered by a specialist RE consultant and funded by the Local Authority.

Evaluations of the sessions were positive. Teachers said that they liked the flexibility offered by the new syllabus and felt more confident and supported in using it to plan their RE. They said that the training sessions provided good opportunities for viewing useful resources and sharing practice with colleagues.

1.6. Complaints Concerning RE

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

1.7. Requests for information under the Freedom of Information Act

There were no requests for information during 2013.

2. Collective Worship

2.1. Determinations

There were no applications for determinations to alter the character of collective worship for all or some pupils in a particular school during 2013.

2.2. Complaints concerning collective worship

No formal complaints were made about collective worship under the local statutory complaints procedure during 2013.

3. Links with other agencies

3.1. National

Barking and Dagenham SACRE is a member of the National Association of SACREs (NASACRE). Members have attended conferences and other events and reported at SACRE meetings.

3.2. Local

During the year SACRE meetings have been held in two local schools, Eastbury and Jo Richardson, and at the Gurdwara Singh Sabha in Barking. Meetings in schools have included contributions from the Headteachers and teaching staff followed by opportunities for discussion with members of SACRE about the school's provision for RE and collective worship.

The Sikh community hosted a SACRE meeting at the Gurdwara Singh Sabha in Barking



4.1. Budget

The Local Authority has delegated a reasonable sum of money to SACRE to enable the group to function independently and effectively. The funds are allocated carefully. Expenditure includes national association affiliation fees, specialist consultant fees and incidental expenses, for example, travel and venue costs. Funding has been available to cover the costs of training for teachers on the requirements of the new agreed syllabus.

Appendix 1 - Barking and Dagenham GCSE RE Results 2011-2013

2013 RE Results

School	No. at the end of KS4	No. entered		% of cohort entered for any RE	A*-C as % of entries		A*/A as % of entries		A*-C as % of the whole cohort	
		Short course	Full course		Short course	Full course	Short course	Full course	Short course	Full course
All Saints	178	0	156	87.6		85.3		37.2		74.7
Barking Abbey	275	0	71	25.8		94.4		49.3		24.4
Dagenham Park	206	45	105	72.8	13.3	83.8	0.0	26.7	2.9	42.7
Eastbrook	263	36	0	13.7	47.2		5.6		6.5	
Eastbury	290	34	199	80.3	23.5	75.4	0.0	13.6	2.8	51.7
Jo Richardson	226	190	20	92.9	40.5	100.0	7.4	45.0	34.1	8.8
Robert Clack	277	0	36	13.0		97.2		52.8		12.6
Sydney Russell	267	0	0	0.0						
Warren	231	104	95	86.1	14.4	84.2	1.9	32.6	6.5	34.6
Trinity	6	0	0	0.0						
LA	2220	409	683	49.2	30.1	84.0	4.4	30.3	5.5	25.9
National	632676	158032	228995	61.2	50.0	73.6	15.9	31.5	12.5	26.6

Note: school numbers may not add to LA numbers as some pupils are entered for both short and full GCSE courses.

2012 RE Results

School	No. at the end of KS4	No. entered		% of cohort entered for any RE	A*-C as % of entries		A*/A as % of entries		A*-C as % of the whole cohort	
		Short course	Full course		Short course	Full course	Short course	Full course	Short course	Full course
All Saints	180	1	143	80.0	100.0	90.9	0.0	33.6	0.6	72.2
Barking Abbey	265	0	73	27.5		97.3		69.9		26.8
Dagenham Park	203	0	45	22.2		71.1		24.4		15.8
Eastbrook	187	55	0	29.4	40.0		9.1		11.8	
Eastbury	272	7	254	96.0		51.6		11.8		48.2
Jo Richardson	218	95	97	88.1	27.4	83.5	2.1	18.6	11.9	37.2
Robert Clack	275	0	91	33.1		91.2		40.7		30.2
Sydney Russell	263	0	0	0						
Warren	233	79	118	84.5	32.9	59.3	0.0	15.3	11.2	30.0
Trinity	18	0	0	0						
LA	2111	236	821	50.1	31.4	72.8	3.0	25.9	3.5	28.3
National	627745	199032	195100	62.8	51.0	74.0	16.0	32.0	16.0	23.0

2011 RE Results

School	No. at the end of KS4	No. entered		% of cohort entered for any RE	A*-C as % of entries		A*/A as % of entries		A*-C as % of the whole cohort	
		Short course	Full course		Short course	Full course	Short course	Full course	Short course	Full course
All Saints	176	4	128	75.0	25.0	91.4	0.0	39.8	0.6	66.5
Barking Abbey	281	0	82	29.2		93.9		63.4		27.4
Dagenham Park	146	0	30	20.5		46.7		6.7		9.6
Eastbrook	233	123	0	52.8	44.7		8.1		23.6	
Eastbury	264	248	0	93.9	49.2		12.5		46.2	
Jo Richardson	227	104	97	88.5	49.0	86.6	2.9	17.5	22.5	37.0
Robert Clack	271	0	70	25.8		95.7		57.1		24.7
Sydney Russell	269	0	0	0						
Warren	190	111	24	71.1	47.7	95.8	9.0	41.7	27.9	12.1
Trinity	22	0	0	0						
LA	2079	590	431	49.1						
National	629205	198775	194700	62.5	50.6	73.7	15.9	31.9	16.0	22.8

Appendix 2

Terms of Reference and Constitution

Mission Statement

To act as a forum bringing people together from a variety of communities to discuss and debate the issues RE raises in the modern world in order to support the teaching and resourcing of RE in the area. To strive, in its own working and style, to be a model of co-operation between people of varying religious, political and educational backgrounds. The SACRE is a broadly based community consultative organisation and should be representative of the diverse community of Barking and Dagenham.

Function and purpose

The SACRE provides an opportunity for people from the educational and faith communities to work together in an imaginative and creative way to help develop the religious education of young people in Barking and Dagenham. It can provide an interfaith forum focused on the educational needs of the area. To this end SACRE will:

- Encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material.
- Review the provision for RE and Collective Worship in county schools within the Borough.
- Giving advice on methods of teaching Agreed Syllabus RE including the choice of teaching materials.
- Advising the LA on the provision for training for teachers.
- Monitoring inspection reports on RE, Collective Worship and SMSC.
- Considering complaints about the provision and delivery of RE and collective Worship referred to it by the LA.
- Sponsor or support any activity or project which it deems to be consistent with the other terms of reference mentioned in this document.
- Produce a three-year development plan to guide the work and set objectives for future development.

Legal Duties

Its main function is to advise the LA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given with the Agreed Syllabus. The SACRE can:

- Keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last Agreed Syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review.
- Advise on methods of teaching, choice of teaching material and the provision of training for teachers.
- To advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and consider requests by schools for determinations.
- The SACRE must publish an annual report of its work and this to be sent to the Chief Executive's Office and QCA.
- Demonstrate to OFSTED or any other Government body how SACRE supports RE as well as general policies of religious inclusion.
- Meet at least 3 times each year.

Membership of SACRE

Membership of SACRE is at the discretion of the LA following national guidance. The pattern is that which is laid down for membership of the Agreed Syllabus Conference (ASC). This makes it possible for the SACRE to become an ASC as and when needed. Nominating bodies 'approval' for new members will be sought for membership of the ASC when an ASC is set up to review and develop a new Agreed Syllabus. The total number of SACRE members could be *up to 30* (see below)

Membership Bodies and Numbers of Representatives possible on SACRE

Church of England - up to 6 Representatives forming Committee A of the Agreed Syllabus Conference (ASC) see next section.

All other religious communities and belief systems – up to 14 representatives forming Committee B of the ASC.

Teachers Professional Associations – up to 4 representatives forming Committee C of the ASC.

Local Authority – up to 4 representatives forming Committee D of the ASC

Additional nominated members on the advice of the LA through the Education Division - 2 representatives who would not have any voting rights during an ASC.

Bodies and Organisations Responsible for Nomination of Members

The overall purpose of this is to ensure that all key religious groups are represented on the SACRE:

- Church of England
- Diocesan Director of Education based at Chelmsford
- Barking Council of Churches
- BRES Roman Catholic Education Service
- Barking Mosque
- Barking Gurdwara
- Muslim, Sikh, Bahai, Hindu, and Jewish Communities plus any other which becomes known
- The local secretaries of all teachers unions
- The local council
- Other local authority organisations which have links with religious communities in Barking and Dagenham

If it is difficult to gain formal nomination then the SACRE, at its discretion can appoint individuals to represent religious communities.

SACRE Meetings

There will be at least three meetings each year chaired by a Council Member. The minutes and agenda will be decided by SACRE and sent out by the council to all SACRE members. For a meeting to be quorate it will need to have present at least one representative from the four committees that would form an ASC.

The Agenda will be agreed by the SACRE and the Chair ensuring that all relevant items are being addressed throughout the year. Notice of meetings, minutes and agenda will be sent out by the LA to representatives. Items on the agenda may include examination of OFSTED reports on the teaching of RE and on matters of Moral, Cultural and Spiritual Development that are raised in reports. It may also consider determinations if a local

school requests that its worship provision should not be 'broadly Christian' but represent a dominant religious group within that school.

It will meet in a variety of venues to increase awareness of SACRE and its work.

In addition to the above the SACRE may set up a small subcommittee to advise the whole SACRE on matters of policy and development.

Agreed Syllabus Conference (ASC)

An Agreed Syllabus Conference (ASC) is convened in order to produce an Agreed Syllabus for RE. IT should take into account any guidelines provided by the QCA or any other statutory or non-statutory guidance. It is a separate legal entity from a SACRE. It contains the same four committees as a SACRE. Also it can be made up from SACRE members but need not do so. There is no provision for co-opted members.

The LA can appoint the Chair of the ASC or the LA may allow the ASC to choose its own Chair. The LA's responsibility to convene an ASC implies a duty to provide funds for its work. This is laid down in Education Act 1 '996 Chapter 111 Schedule 31'.

Our SACRE is so constructed as to enable it to form an ASC however nominated members will not have a vote.

Role of SACRE Members Representing Faith Communities

- Should present a positive image of the religion they represent.
- Ensure that other members of their communities including parents with children at school are aware of the work and role of SACRE.
- Represent any issues of concern to parents and other community members.
- Create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- Advise on issues relating to the teaching and content of RE supporting schools in their best endeavours to develop their teaching.
- Support schools by helping to provide names of people suitable to resource teachers in the classroom or school assembly.
- Form Committee A and B during an Agreed Syllabus conference.

Role of SACRE Members Representing Teachers Associations

- Ensure that the needs of the schools and teachers are considered by SACRE in their discussions.
- Provide information about the context in which RE is taught.
- Ensure that the associations they represent are informed about the work of SACRE.
- Create opportunities for other teachers to learn about the work of SACRE and give them the opportunity to have their views expressed at SACRE meetings.
- Consult other teachers on matters of particular importance to the work of SACRE.
- Form Committee C during an ASC.

Role of SACRE Members Representing the LA

- Bring to the meeting the breadth of education issues and concerns that elected members have and place the role of RE within it.
- Support RE in the various committee and structures of the LA.
- Give political support to the teaching and resourcing of RE.
- Appreciate the issues raised by a multi faith, multicultural society and reflect these concerns within the LA.
- Bringing the public dimension to debates about RE provision and support.
- Form Committee D during and ASC.

Publicising the work of SACRE

- Publish an annual report of its work specifying any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out the reasons for offering advice on any matters which were not referred to it in the first place by the LA.
- Ensure proceedings are reported to all appropriate committees of the LA and the office of the Chief Executive.
- Make an annual presentation to the Assembly of the council on the work of SACRE before presentation of annual Report to Chief Executive.
- To offer a presentation to the Youth Forum as a basis for initiating discussion on RE from the young people involved. This will provide an element of feedback which the Schools wish to consider through the work of the School Improvement Service.
- Disseminate an understanding of the educational role of RE and Collective Worship and to encourage the active involvement of local religious groups and organisations.
- Annual reports to be sent to faith communities represented on the SACRE.
- Summary of annual report on the work of SACRE to be sent to schools for informing teachers and parents and to be published in the News and other appropriate organs of communication.
- Meetings are open to the public and notice of SACRE meetings should be published.

Appendix 3

Members of SACRE 2013

SACRE MEMBERS:

Group A - Representing the Church of England

Reverend Roger Gayler
Reverend Lyn Hillier
Mrs Janet Hoepelman

Group B - Representing other Christian denominations and other religions/belief systems:

Dr B Beheshti	(Baha'i faith)
Mr P N Fing	(Hindu Community)
Shaheena Khan	(Muslim)
Reverend Stewart Myers	(Jewish Community)
Vacancy	(Any other religion e.g. Buddhist)
Vacancy	(Any other religion e.g. Sikh)

Group C - Representing teachers

Mr David Dickson	(Secondary Headteachers)
Mr Martin Nicholson	(Primary Headteachers)
Mr Joseph Sowerby	(Professional Associations, ATL)

Group D - Representing the Local Authority

Alderman Frederick C Jones
Councillor Amardeep S Jamu
Councillor John R White
Councillor Saima Ashraf

Local Authority Representative:

Anne Pepper

RE Subject Adviser:

Janet Dyson

Clerical support:

Joanne Atkinson
Jackie Day