



London Borough of Newham

ANNUAL REPORT 2013-14

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

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Introduction

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

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

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

Some of the notable features of SACRE's work during 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 of 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

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

Source:

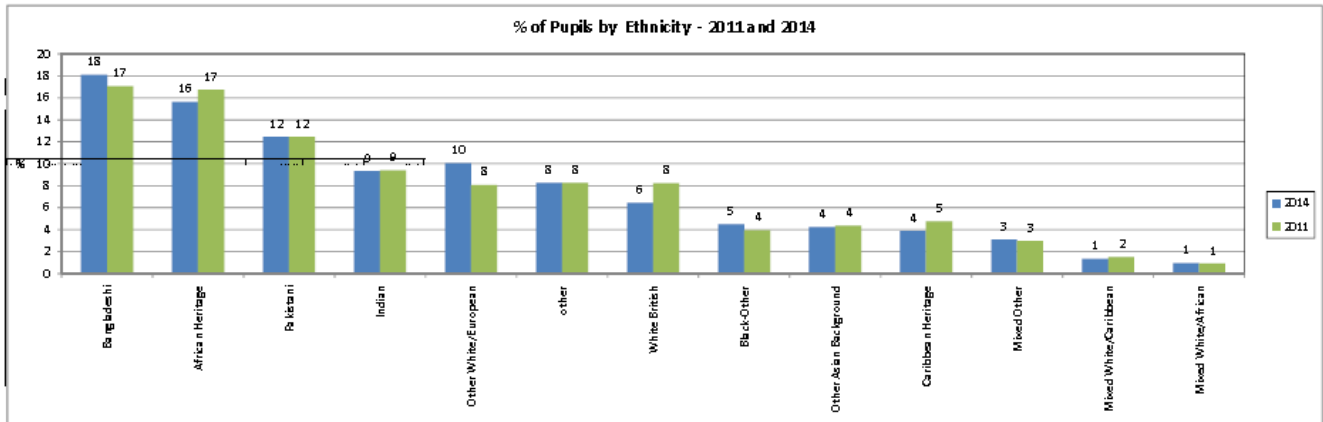
<http://www.newham.info/dataviews/tabular?viewId=576&geoid=11&subsetId=>

Ethnicity by School Type

2014	Nursery		Primary		Secondary		Special		Through School		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian - Bangladeshi	0	0.0	6504	64.5	3122	30.5	43	.4	455	4.6	10234	18.2
Black - African Heritage	0	0.0	5317	60.2	3187	35.8	47	.5	305	3.5	8857	15.6
Asian - Pakistani	0	0.0	4592	65.2	1942	27.5	28	.4	490	6.9	7051	12.5
Other White and European	0	0.0	3814	87.2	1625	28.6	57	1.0	189	3.3	5685	10.0
Asian - Indian	0	0.0	3442	65.3	1479	28.0	19	.4	334	6.3	5273	9.3
Any other minority ethnic group	1024	21.4	2349	49.6	1043	22.0	18	.4	326	6.7	4740	8.4
White British	0	0.0	2054	56.8	1370	37.7	64	1.8	135	3.7	3634	6.4
Black - Other	0	0.0	1872	73.4	571	22.4	20	.8	85	3.4	2549	4.5
Asian - Any Other Asian Background	0	0.0	1622	87.7	555	23.2	6	.3	212	8.9	2395	4.2
Black - Caribbean Heritage	0	0.0	1240	56.4	824	37.0	21	1.0	123	5.6	2198	3.9
Mixed Any Other Background	0	0.0	1190	68.2	417	23.9	53	3.0	84	4.8	1744	3.1
Mixed White and Black Caribbean	0	0.0	447	56.6	271	35.5	12	1.6	33	4.3	763	1.3
Mixed White and Black African	0	0.0	317	56.7	195	36.1	3	.6	25	4.6	540	1.0
Mixed White and Asian	0	0.0	245	64.0	125	30.0	0	0.0	23	6.0	383	0.7
Irish Travellers	0	0.0	124	56.4	75	37.6	3	1.5	9	4.5	202	0.4
Chinese	0	0.0	120	63.2	56	29.5	1	.5	13	6.8	190	0.3
Gypsy Roma	0	0.0	63	63.0	25	28.0	2	2.0	9	9.0	100	0.2
Irish	0	0.0	26	38.2	37	54.4	1	1.5	4	5.9	68	0.1
Total	1024	1.8	35437	62.6	16879	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

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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
Panjabi	0	0.0	933	61.5	453	29.9	4	.3	138	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	69.6	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	31.5	2	.2	9	1.0	915
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	308	59.7	180	34.9	2	.4	28	5.0	516
Other African	0	0.0	933	76.8	273	22.5	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	256	77.3	53	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	468
Polish	0	0.0	660	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	1637	69.4	573	25.9	29	1.3	76	3.4	2215
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	62.8	16885	29.8	398	.7	2858	5.1	56551

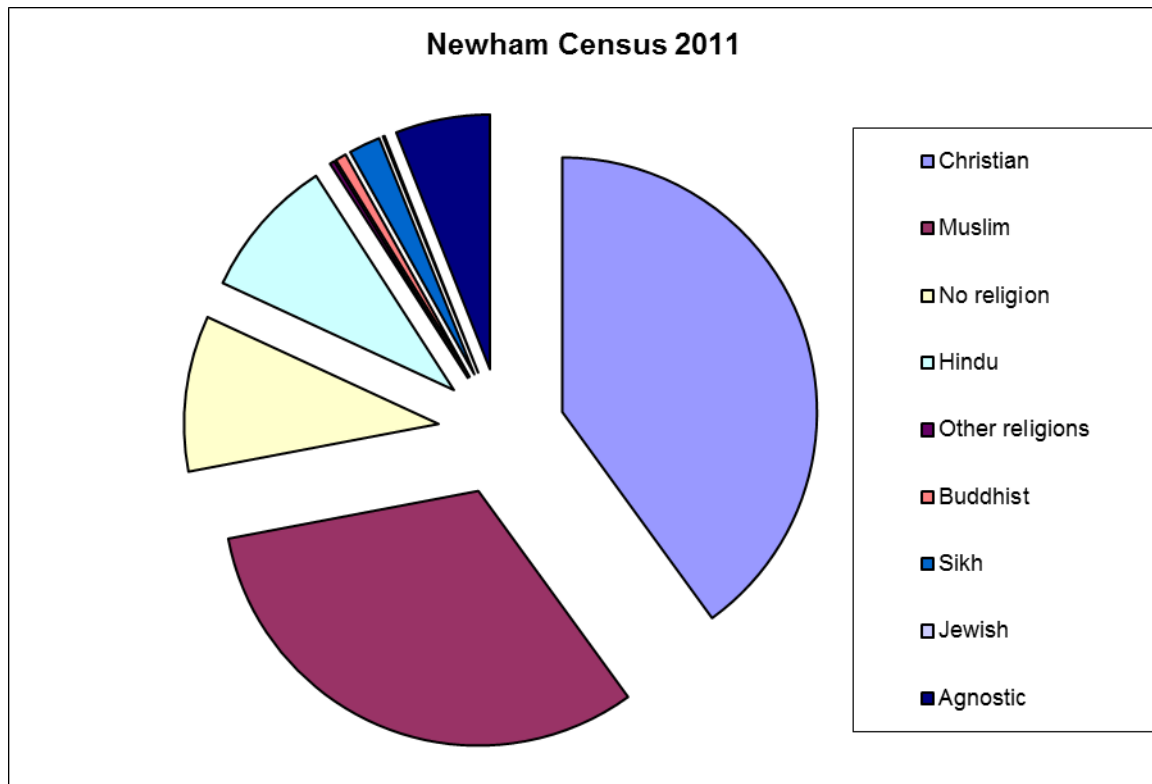
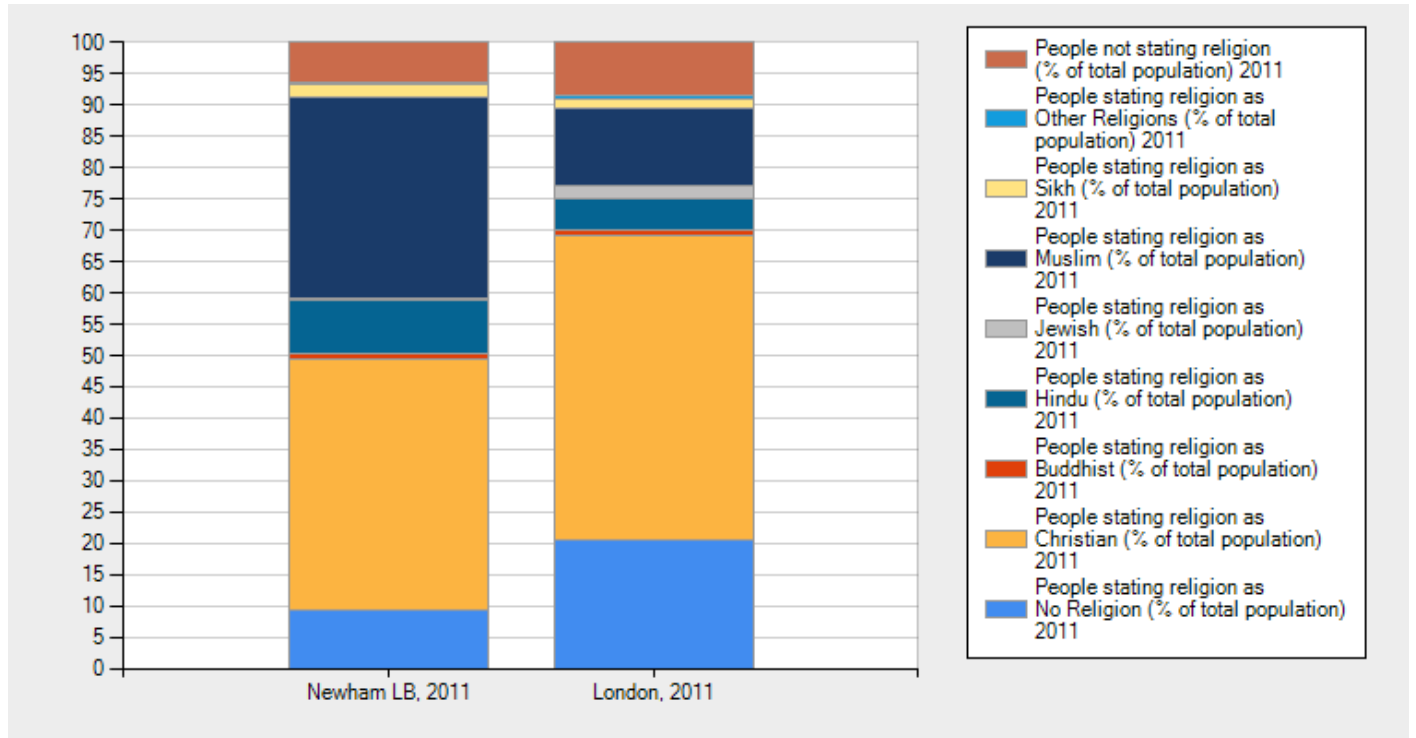
January School Census, 2014

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.

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- 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.

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- 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

Appendixes

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

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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

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No	<i>Priority</i>	<i>Process</i>	<i>Outcomes</i>	<i>Cost/resource implications</i>
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 figure 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

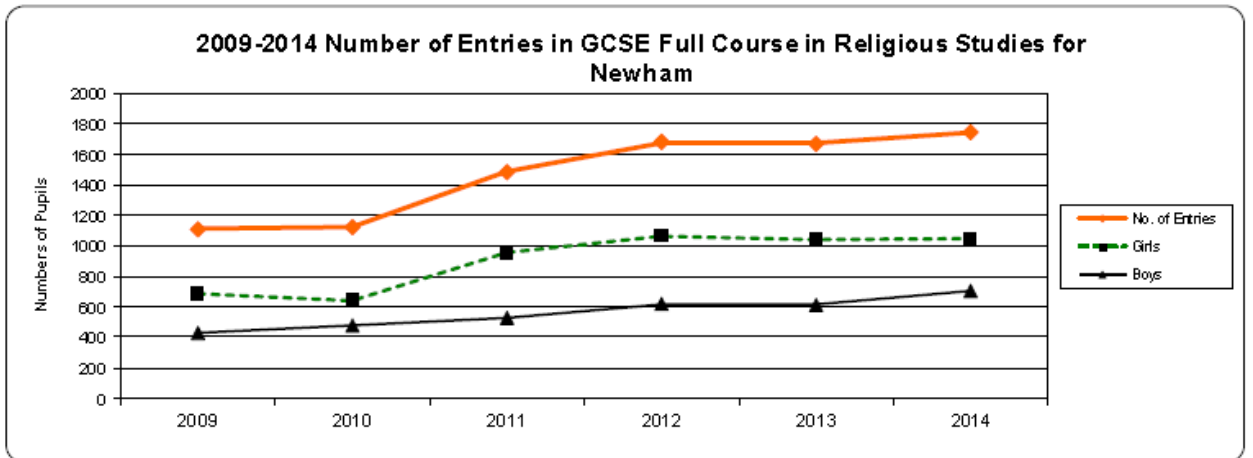
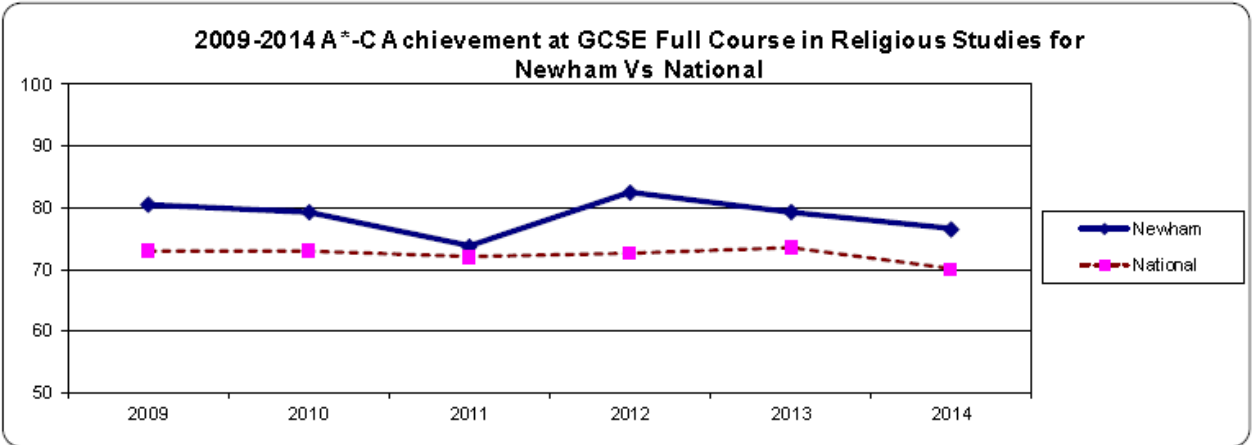
	Outstanding	Good	Needs attention	Inadequate
No. of schools	3	8	2	0
Percentage	23%	62%	15%	0%

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

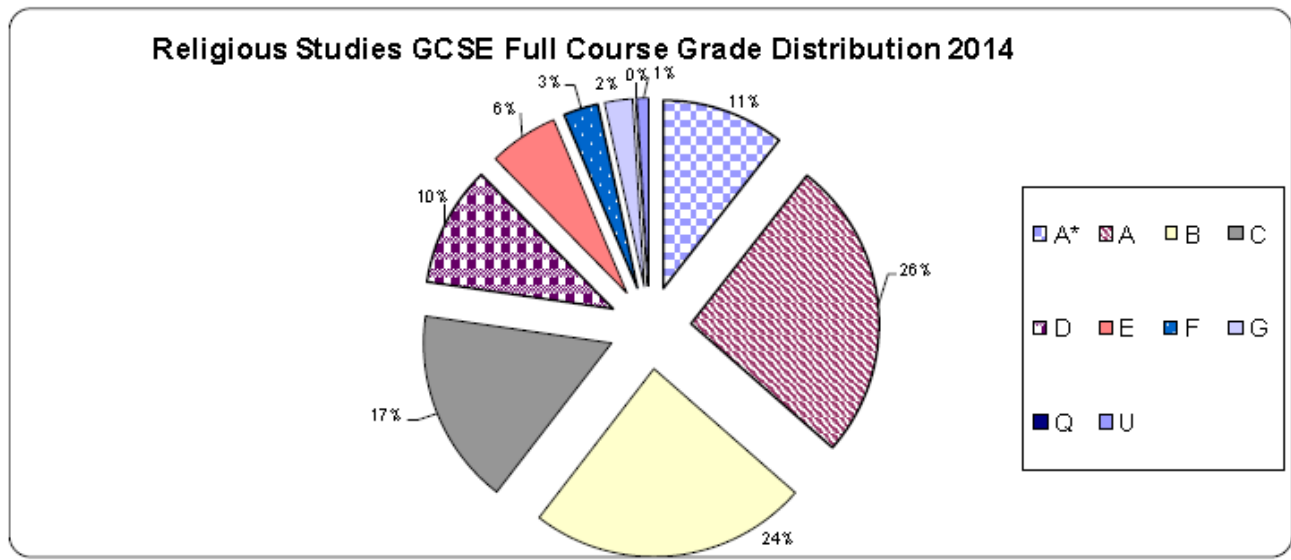
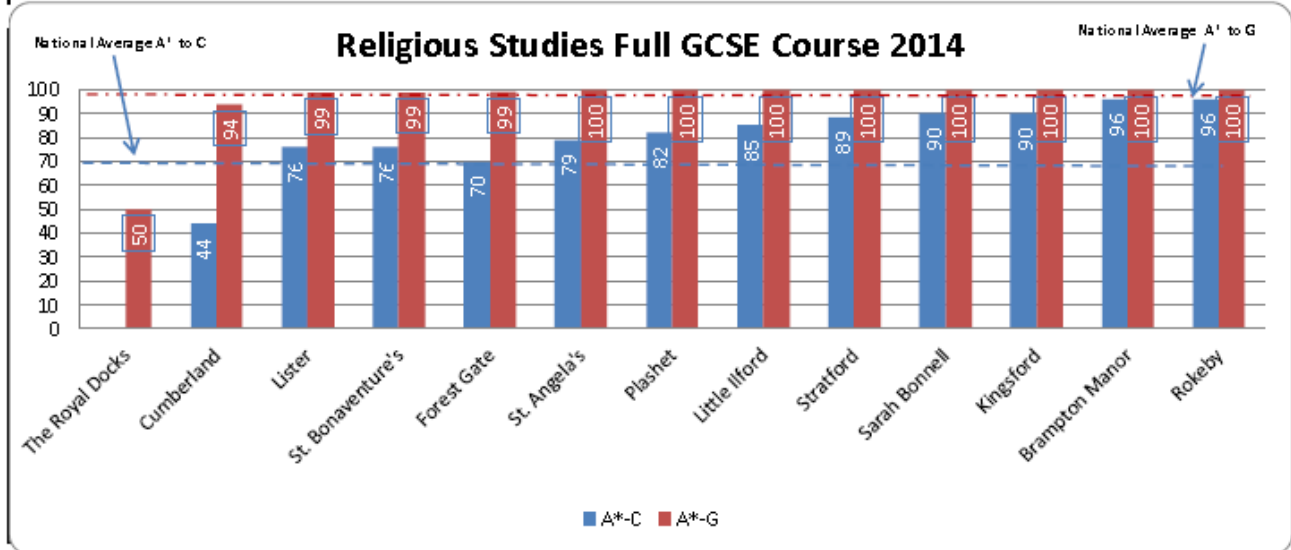
SCHOOL	Number of Entries						% A* to C Passes					
	2009	2010	2011	2012	2013	2014	2009	2010	2011	2012	2013	2014
Brampton Manor	112	106	124	161	172	217	83.9	96.2	73.4	97.5	93.0	94.9
Cumberland	92	72	186	220	222	250	83.7	90.3	51.1	47.3	55.9	43.6
Eastlea	-	-	-	-	-	-	-	-	-	-	-	-
Forest Gate	55	24	22	19	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 Iford	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



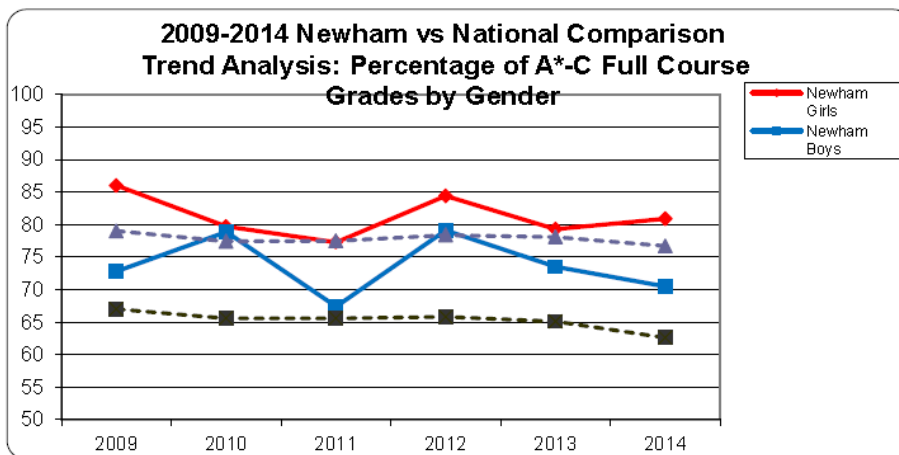
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GCSE FULL COURSE - Girls

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
Plasnet	-	-	256	250	249	238	-	-	84.4	87.6	83.5	82.4
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
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	6	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



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%.

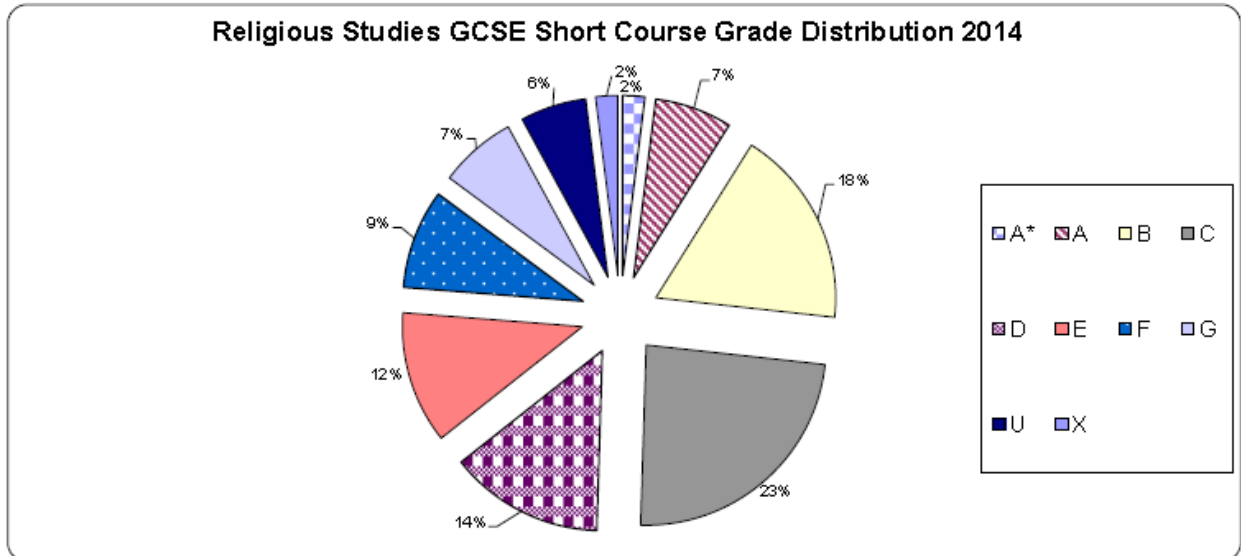
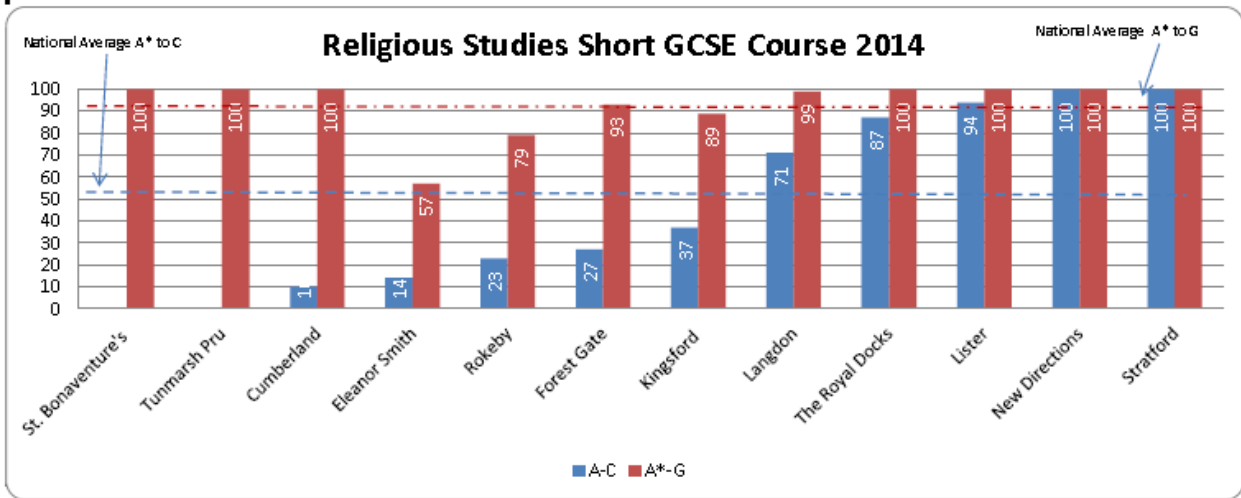
Ten schools gained a higher average than the national A*-C average, again an improvement from 2013 results.

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.

