



London Borough of Newham

DRAFT ANNUAL REPORT 2015-16

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 begun its work in 1989, has certainly developed its own particular style and character as this report will testify.

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

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

Background to the Borough

Newham is one of the most dynamic parts of the country. It has a youthful population, not an ageing one as in many other areas. There is an energy here that few other places can match. It is at the heart of one the largest areas of urban redevelopment in Europe. The Newham school census in January 2016 tells us there were 55,174 children and young people aged 4-16 in the figures on school and pupil numbers for Newham.

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

Newham's Population, 2011 by Ethnicity

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

Source:

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

Jan 2016 school census	Primary				Secondary			
	Newham	Inner			Newham	Inner		
		London	London	England		London	London	England
Low level ethnic group								
White British	5.5%	17.9%	26.8%	67.9%	6.1%	16.4%	28.0%	70.9%
Irish	0.1%	0.5%	0.6%	0.3%	0.1%	0.7%	0.7%	0.3%
Traveller Of Irish Heritage	0.0%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%
Gypsy/ Roma	0.1%	0.1%	0.2%	0.4%	0.2%	0.1%	0.1%	0.2%
Any Other White								
Background	12.6%	14.3%	14.2%	6.3%	10.4%	12.3%	11.3%	4.8%
White And Black Caribbean	1.3%	3.2%	2.7%	1.5%	1.4%	3.0%	2.5%	1.4%
White And Black African	1.0%	1.5%	1.4%	0.8%	1.1%	1.5%	1.2%	0.6%
White And Asian	0.7%	1.4%	1.8%	1.3%	0.8%	1.1%	1.4%	1.1%
Any Other Mixed								
Background	3.2%	5.1%	4.4%	2.1%	2.9%	4.3%	3.7%	1.7%
Indian	9.3%	2.4%	5.7%	2.8%	8.6%	2.3%	5.9%	2.9%
Pakistani	12.7%	3.2%	4.4%	4.3%	12.3%	3.2%	4.5%	4.1%
Bangladeshi	19.0%	11.4%	5.3%	1.7%	19.6%	12.9%	5.8%	1.7%
Any Other Asian								
Background	4.5%	2.6%	4.7%	1.8%	4.6%	2.4%	4.8%	1.7%
Caribbean	3.1%	6.9%	4.6%	1.1%	4.6%	8.6%	5.7%	1.3%
African	14.9%	17.1%	13.5%	3.8%	17.1%	17.9%	13.4%	3.5%
Any Other Black								
Background	5.3%	3.7%	2.4%	0.8%	3.6%	3.1%	2.3%	0.7%
Any Other Ethnic Group	5.7%	6.6%	5.5%	1.8%	5.3%	7.5%	5.8%	1.6%
Chinese	0.4%	0.8%	0.8%	0.4%	0.3%	0.7%	0.7%	0.4%
Unknown	0.5%	1.1%	1.0%	0.7%	0.9%	2.0%	2.1%	1.2%

Jan 2016 school census	Primary				Secondary			
	Newham	Inner			Newham	Inner		
		London	London	England		London	London	England
High level ethnic group								
White	18.3%	33.0%	41.8%	75.0%	16.9%	29.6%	40.2%	76.3%
Mixed	6.2%	11.2%	10.3%	5.7%	6.2%	9.8%	8.9%	4.7%
Asian	45.6%	19.6%	20.2%	10.6%	45.0%	20.9%	21.0%	10.3%
Black	23.4%	27.7%	20.4%	5.7%	25.2%	29.5%	21.3%	5.5%
Any Other Ethnic Group	5.7%	6.6%	5.5%	1.8%	5.3%	7.5%	5.8%	1.6%
Chinese	0.4%	0.8%	0.8%	0.4%	0.3%	0.7%	0.7%	0.4%
Unknown	0.5%	1.1%	1.0%	0.7%	0.9%	2.0%	2.1%	1.2%
All pupils	27612	197345	574939	3655225	21756	161666	488240	3180978

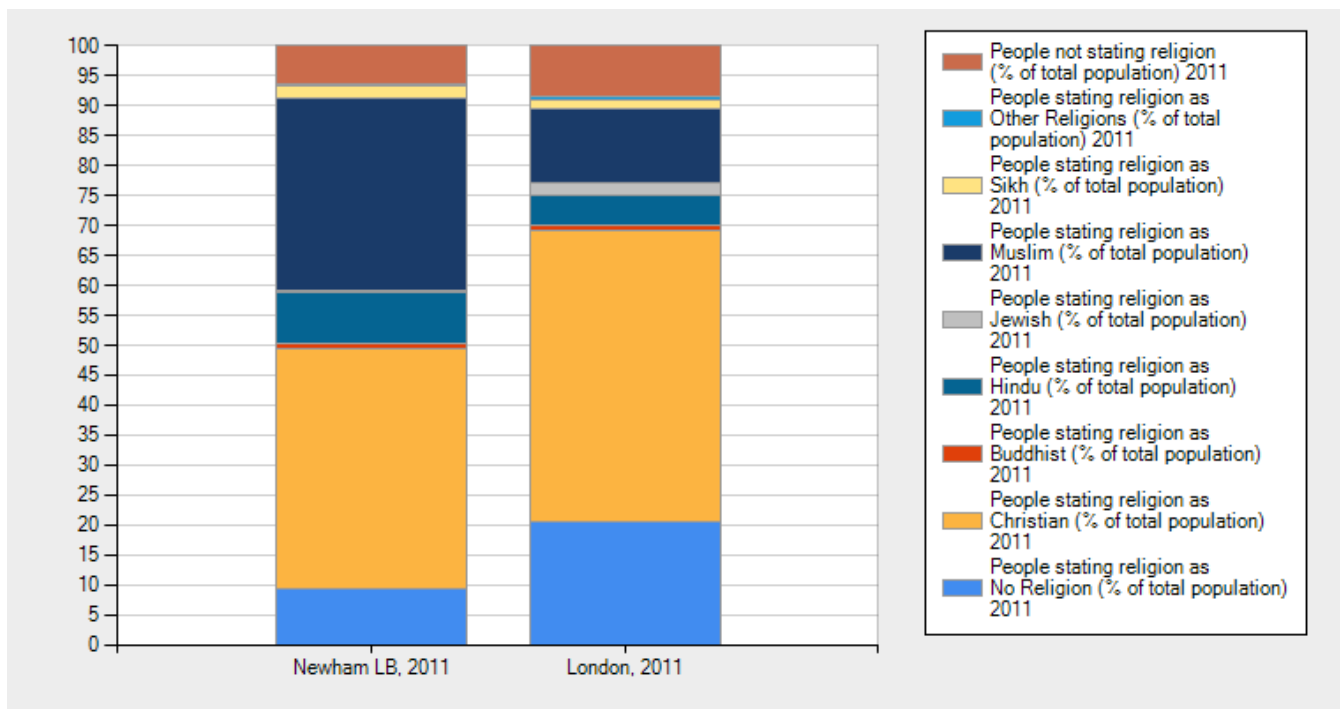
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In 2016 there were 200 languages (and dialects) recorded being spoken in Newham Schools with 13 having over 500 speakers within our schools. There are ten language groups within the LA that have significant numbers of speakers (over 1,000) according to the 2016 school census, and these are: English, Bengali, Urdu, Gujarati, Lithuanian, Tamil, Somali, Portuguese, Romanian and Panjabi. This, with the ethnicity break down within schools shows there is a rich diversity within Newham schools that the teaching of Religious Education embraces.

In the 2011 Census, Newham had the largest proportion of non-white, non-British ethnic groups in the country. Around 93% of children and young people were from these groups; the largest proportions were of Bangladeshi (18%) and Black African (16%) origin. However, the vast majority (85%) of Newham’s 0-15 year olds were born in the UK. This diversity is also expressed in terms of faiths. In the 2011 Census, 40% of the population said they were Christian, 32% Muslim (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%



Newham Census 2011

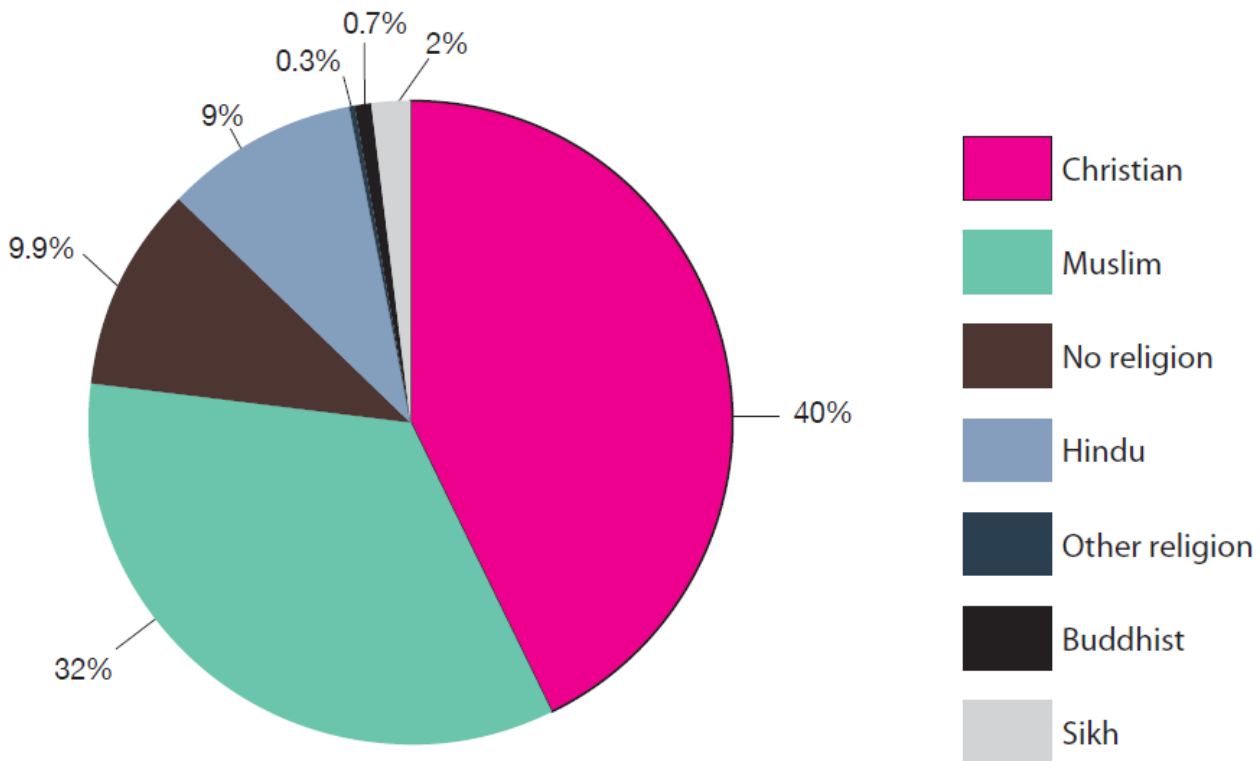
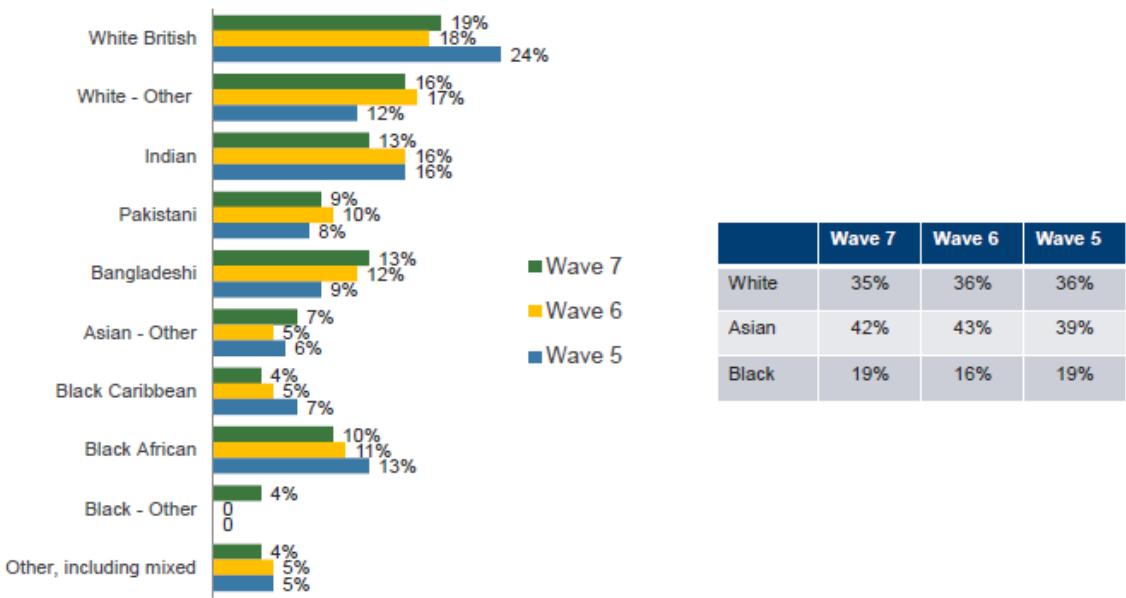


Figure 4.2 – Profile of Newham residents by ethnic group



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

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

2014 Round of Demographic Projections

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

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

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

1 Advice to Statutory bodies

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

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

1.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2015/2016. Most of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders. The consultant sent out SACRE’s advice on Ramadan and fasting in schools for Muslim pupils, which was received well by schools. The consultant has also provided training for all schools on Newham’s New Agreed Syllabus, as well as local faith leaders.

1.3 SACRE has created a short film on the value of RE that has been distributed to all schools in Newham, capturing what is distinctive and positive about children and young people learning RE in Newham schools.

2 Standards and quality of provision of Religious Education

2.2 Public examinations

Religious Studies GCSE Full Course 2016

Centre	NOE	A*	A	B	C	D	E	F	G	U	X	A-C	A*-G
National %	252022	9.3	18.1	23.7	19	12.4	7.5	4.7	2.9	2	0.3	70.2	97.7
Newham %	2382	11.4	24.5	26.1	16.8	9.6	5.2	2.9	1.9	1.5	0.2	78.7	98.3

Religious Studies GCSE Short Course 2016

Centre	NOE	A*	A	B	C	D	E	F	G	U	X	A-C	A*-G
National %	15360	6	13.2	20	19.6	13.6	10.3	6.8	4.6	4.7	1.3	58.8	94
Newham %	348	2	8.8	44.1	12.2	9.8	7	4.7	3.6	5.8	2	65.3	92.2

From these statistics it can be seen that Newham full course GCSE results were significantly above the national average for Religious Studies at 78.8% A*-C (national average was 70.2%). It can also be seen that in terms of A* and A grades Newham pupils performed a full 8.5% higher than the national percentage.

The short course results in Newham were higher in 2016, but with about 500 less pupils sitting the examination Newham’s average A*-C grade was 65.8% compared with a national average of 58.8%, 7% higher than the national average.

68% of pupils in year 11 sat an examination in Religious studies.

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

Centre	NOE	A	B	C	D	E	U	A-B	A-E
National %	-	23	24.15	21.9	18.8	7.25	4.9	27	95.1
Newham %	11	0	15	30	5	0	50	45	50

Overall Newham's results were pleasing considering these students did the 2 year A/S course in one year, having taken their GCSE in RS at the end of year 10. The national average in A/B grades in the subject in 2016 was 27% and in Newham our students attained 45%, 18% higher.

2.3 Attainment in RE

Schools continue to make use of the Agreed Syllabus levels from 2011 in assessing pupil's attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2015-16.

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

From September 2015- July 2016 the total number of inspections are as follows:

Total Inspections	15
Nursery Inspections	1
Primary Inspections	12
Secondary Inspections	2

Analysis of Primary Ofsted Inspections September 2015 - July 2016

	Outstanding	Good	Needs attention	Inadequate
Leadership and management	4	9	2	0
	26.7%	60%	13.3%	0%

Comments within Ofsted reports about SMSC:

Nursery and Primary Schools:

- Pupils' personal development, behaviour and welfare is good. Pupils' spiritual, moral, social and cultural development is promoted well and helps them to respect diversity and the beliefs of others. As one pupil put it, 'everyone is special'. British values are promoted effectively and pupils leave the school well prepared to become active citizens in modern Britain. The curriculum promotes pupils' spiritual, moral, social and cultural development effectively. The school's 'Respect Values' are prominent throughout the school and understood by all. British values are promoted well, for example through the democratic elections for the school council which are overseen by the head boy and head girl. Pupils are often given philosophical questions to discuss in lessons which explore issues relating to mutual respect and individual liberty
- The school's highly aspirational values underpin everything it does, and it is outstandingly effective in promoting pupils' spiritual, moral, social and cultural development. Inspectors saw in assembly how pupils in Years 1 and 2 were carefully introduced to the school's 'Five Cs'. Even younger children could explain that 'cooperation' means

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'you work together', and that 'commitment' means 'you really want to try'. Such values permeate the school, and as a result, every pupil has an equal opportunity to succeed. Adults promote children's spiritual, moral, social and cultural development extremely well. For example, inspectors observed an assembly for early years children in which they learned to celebrate the coming Diwali festival. Nursery children, who had been at the school for only a few weeks, listened carefully and joined in the discussion. Such opportunities to learn about modern Britain also promote children's understanding of British values highly effectively

- Pupils engage well in effective play activities during break and lunchtime. Boys and girls of all cultures play together and not in isolated groups. This creates a harmonious community founded on respect for all. The spiritual, moral, social and cultural development of pupils is a strength of the school. There are vibrant displays and the atmosphere around the school is friendly. This provides the feeling of a school where pupils behave well and succeed together.
- Outside school, links with the local community are equally strong. Staff teams work very closely with all parents, regardless of religious belief, culture or ethnicity, and with members of local faith groups. Leaders and governors insist that its 'Prevent' duties to tackle extremist views are fulfilled unequivocally. For example, the most recent school newsletter alerts parents to the statutory changes in relation to radicalisation, child sexual exploitation and female genital mutilation.
- The school actively promotes and celebrates its diversity and shared values of tolerance and respect. Governors and staff believe in these principles passionately, and, supported by the local authority, they tackle any incidents that could compromise this position. This expectation is non-negotiable and provides an additional measure to promote children's safety inside and outside school.
- The school promotes pupils' spiritual, moral, social and cultural development very successfully. It is a distinctive part of the school that runs through everything it does so pupils' personal skills and understanding are developed very effectively. The school's values are a consistent thread in everything it does and are aligned closely to British values. Pupils have a very well developed understanding of the need to follow rules. They have a great respect for the views of others and talk confidently about different religious traditions. Through their work on democracy, and the work of the school council, pupils develop their understanding of what it means to live in modern Britain.
- The development of pupils' social, moral, spiritual and cultural development is integral to the curriculum and a strength of the school's work. British values are explored in a range of ways such as assemblies which focus on current world events. Pupils talk with enthusiasm about the topics they study and the school trips that they enjoy. The curriculum is enriched with a range of after-school clubs and school visits. Pupils respect those who have religious beliefs which are different to their own and they talk positively about assemblies and theme days which celebrate festivals from a range of different cultures and religions.
- The broad curriculum provides a wide range of learning opportunities to engage pupils and capture their interests. It ensures that pupils' spiritual, moral, social and cultural development is effectively promoted. Pupils learn about respect, tolerance and valuing diversity. They are prepared well for life in modern Britain. The curriculum offers pupils a broad range of interesting opportunities to learn and make good progress. Teachers ensure that pupils use the skills they acquire in mathematics and English across a wide range of subjects, and provide them with meaningful and memorable experiences. The reading programmes and access to a wide variety of books are having a strong impact on pupils' enjoyment of reading. The curriculum is enriched by a range of extra-curricular activities, such as music, drama and visits to, for example, the London Symphony Orchestra, Shakespeare's Globe Theatre and different places of worship. The broad and balanced curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about respect and different cultures, faiths and beliefs. The school prepares them well for life in modern Britain. Tolerance, respect and valuing diversity are fostered effectively through the school's values. Pupils elect their school council members and make decisions about their playground layout. They are involved in charity work and have an awareness of issues beyond school life. This complements the school's effective work on promoting British values.
- Leaders take highly effective action to promote pupils' spiritual, moral, social and cultural development and their physical well-being. Pupils gain a sound understanding of life in modern Britain and leave the school very well prepared for secondary education. Spiritual, moral, social and cultural development is strongly promoted, particularly through the school's values and the 'Shaftesbury Pledge' which are both underpinned by British values of tolerance, democracy and the rule of law. Inspectors saw many examples of this in pupils' books. Pupils in one class were asked to identify cultural practices that go against British law with one pupil citing an example of

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the poor behaviour of a sportsman reported in the newspapers. Year 6 pupils wrote about how faith is expressed through art. In Year 2, pupils were asked to think of how they could improve their own health. In addition, every pupil in Years 5 and 6 learns to play a musical instrument. Pupils visit a different place of worship each year

- The school strongly promotes pupils' spiritual, moral, social and cultural development Promoting pupils' spiritual, moral, social and cultural development has a high priority. Pupils have opportunities in music, sport, drama and the arts, and they learn about different cultures and faiths. The links with the local church are strong. A range of visitors and visits, including residential visits, extend pupils' experience of the world beyond school and the local community.
- Children's spiritual, moral, social and cultural development is promoted well, particularly in the indoor activities. Leaders and governors make sure that children are prepared well for life in modern democratic Britain. They ensure that there is no discrimination against anyone, and that all members of the school's diverse community get on well together. For example, in the school's carnival, which took place on International Day, members of the community came together to share their national dishes. Leaders foster good relationships and the school is a peaceful community.

Secondary Schools:

- Pupils' spiritual, moral, social and cultural development is promoted effectively. Religious studies lessons provide opportunities for pupils to study the link between religion and the wider community and for reflection about how to treat others. As a result, fundamental British values are promoted effectively

2.4 The quality of RE provision in schools

From the LA's monitoring of schools we know that 27 pupils have been withdrawn from RE lessons across primary and secondary schools, and 17 pupils have been withdrawn from Collective worship from a total of 58414 pupils. This means that 99.97% of pupils are in Newham RE lessons, and 99.98% of pupils are in acts of collective worship.

From monitoring schools needs Newham SACRE have discovered that secondary schools have a need for support around teaching the new GCSE's specifications. Primary schools highlight their need for support around monitoring pupil progress in RE and using pupil voice effectively to help improve teaching and learning.

2.5 Withdrawal from RE

There were 27 pupils withdrawn from Religious Education in 2015-16. This is our lowest figure in the last ten years, and SACRE believes this flows from the authorities emphasis on inclusion, and the hard work of schools to explain the purpose of RE and the importance for all pupils to received education about other's beliefs.

2.6 Complaints about RE

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

3 Agreed Syllabus

3.1 Religious Education (RE) is not part of the National Curriculum but is a local responsibility. It is for this reason that, by law, each local authority must produce an agreed syllabus for RE. Legislation also requires that an agreed syllabus be reviewed every five years. The new Newham Agreed Syllabus was published in September 2016, building on the success of our last syllabus. SACRE is grateful to members and teachers who worked alongside the RE consultant to ensure a robust syllabus along with excellent unit supports and schemes of work for all Newham schools.

3.2 SACRE is also delighted that all free schools and academies within Newham have chosen to adopt the Newham agreed syllabus and attended along with LA schools training in the summer term 2016.

3.3 SACRE and the LA provided training for teachers in the new agreed syllabus for the summer term 2016. There were special days for EYFS, primary and secondary as well as faith leaders. In total 108 teachers attended the

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training (across 5 days). Giving the training an average score of 5.6 out of a possible score of 6.27 faith leaders also attended special training in the Newham Agreed Syllabus and rated the session 5.8 out of a possible score of 6.

- 3.4 SACRE has created with a local film maker a short film on the 'Value of RE' for schools and places of worship to use to promote the subject within their communities. This was first shown at the official launch at Plashet Secondary school in East Ham on 12th July 2016.

4 Collective worship

4.1 Compliance with the statutory requirement

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

At Primary:

Outstanding	Good	Needs attention	Inadequate
13	46	3	0
21%	74%	5%	0%

At secondary:

Outstanding	Good	Needs attention	Inadequate
8	7	1	0
50%	44%	6%	0%

From this data it can be seen that 94.5% of schools judged using our Newham criteria that their acts of collective worship were good or outstanding.

From the LA's monitoring of schools we know that 17 pupils have been withdrawn from Collective worship from a total of 58,414 pupils. This means that 99.98% of pupils are in acts of collective worship.

4.2 Quality of collective worship

At secondary and primary, monitoring shows 73 schools have outstanding or good standards are being maintained to provide a meaningful act daily. Where this is not the case the SACRE RE consultant will contact schools to offer assistance.

- 4.3 Determinations: no request was brought to SACRE for a determination in 2015-16.

- 4.4 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2015-16.

5 Management of SACRE

5.1 Attendance at SACRE, by committee

SACRE has been quorate for all of its meetings in the year September 2015-December 2016.

	08/10/15	02/12/2015	11/02/2016	16/06/2016
Rev Jeremy Fraser (Chair)	Present	Present	Present	Apologies
Councillor James Beckles (Vice-Chair)	Present	Present	Apologies	Present
Steve Wilson (Vice-Chair)	Apologies	Apologies	Apologies	Present

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Councillor Rachel Tripp	Absent	Present	Present	Apologies
Councillor Ayesha Chowdhury	Apologies	Apologies	Present	Present
Councillor Idris Ibrahim	Apologies	Apologies	Apologies	Apologies
Marsha Daniel	Apologies	Left	Left	Left
Saquat Ali	Non in post	Non in post	Present	Present
Prem Nath Fing	Apologies	Retired	Retired	Retired
Asma Hussain	Present	Absent	Absent	Present
Kishor Varsani	Not in post	Present	Apologies	Apologies
Ruth Everett	Apologies	Present	Apologies	Apologies
Major Jean Button	Present	Apologies	Present	Retired
Yael Callaghan	Present	Present	Present	Present
Marie Hardie	Present	Present	Present	Present
Chetna Gandhi	Apologies	Present	Apologies	Apologies
Edward Hoyle	Apologies	Present	Present	Present
Surinder Singh Jandu	Present	Present	Apologies	Present
Daud Juneja	Present	Present	Apologies	Apologies
Rev Christiana Asinugo	No in post	Present	Present	Apologies
Ms Ellen Kemp	Present	Apologies	Present	Present
Venerable Makure Mangala	Present	Absent	Apologies	Apologies
Karen Kumar	Not in post	Not in post	Apologies	Present
Raffiq Patel	Not in post	Present	Absent	Absent
Gillian Striesow	Apologies	Apologises	Present	Present
Pat McFarlene	Not in post	Not in Post	Present	Present
Jo Matthias	Not in Post	Present	Apologies	Present
Catherine Sawer	Apologies	Apologies	Retied	Retied
Aisha Sheikh	Present	Present	Apologies	Present
Helen Yearnshire	Present	Present	Present	Present
Andi Smith	Not in post	Present	Retired	Retired
Dan Jeffery	Not in post	Present	Present	Present
Rev Mark Janes	Not in post	Present	Present	Present
Claire Clinton	Present	Present	Present	Present
Jane Moon	Not in post	Present	Present	Apologies

5.2 Membership and training

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

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

Three members of SACRE have now completed or nearly completed a course with the 'Teach RE' initiative for SACRE's. They worked on two modules of learning with the end project hopefully being something SACRE can share with Newham teachers. Helen Yearnshire came to a primary network meeting to share her research on Judaism, and this was very well received by teachers. There is a standing item at each meeting where the three taking the course feedback on their work to SACRE. All is going well so far.

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

5.4 Meetings

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

October 2015	Town Hall, Stratford
November 2015	Agreed Syllabus Conference, Town Hall East Ham
February 2016	Carpenters Primary School, Stratford
June 2016	Sukkat Shalom Synagogue in Wanstead

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

6.1 What SACRE has contributed to other agendas

Scrutiny – Steve Wilson and Ellen Kemp both represent SACRE on both Overview and Scrutiny Committee and the Children and Young People Scrutiny

Governors Forum – Ellen Kemp is chair of this, and often represents SACRE along with other members.

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

6.2 SACRE's contribution to the LA's public sector equality duty

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

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

Five SACRE members have visited a number of schools in 2015-16 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.

Local

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

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

6.4 Links to broader community initiatives

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

Achievements by SACRE members

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

- Two SACRE members completed a Teach RE course with Culham St Gabriel's, providing them both with a better understanding of the legality of RE, and also improve their subject knowledge. Both found it very

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beneficial. One member continues to complete their course, having had a break due to personal circumstances.

- With the launch of the new Newham Agreed Syllabus the SACRE consultant provided free training to local faith leaders about the new syllabus. 25 faith leaders received training and the new syllabus was well received by religions and world views.
- SACRE made a short 10 minute film including members and 4 schools to express the value of RE in Newham.
- Student SACRE exhibited at the University of East London their 'Religious legacy' canvases, and got excellent reviews and were real talking points at the exhibition.
- We won a NASACRE and Westhill grant to make eight 30 minute films on teaching RE for teachers to help support and improve their subject knowledge.

7 SACRE arrangements

Professional and administrative support

During the year 2015-16 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as Professional RE consultant;
- Lucia Devine as the Local Authority link officer until her death in October 2015, then Deputy director of education and skills Jane Moon replaced her, and
- Shirley Fortune as Clerk to SACRE.

Finance

The sum of **£37,941.50** 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: £1500 for the clerk to SACRE; Printing: £180 for meetings, and Catering for meetings £549; NASACRE membership £95; RE Advisor consultant £7500; Postage £60; NASACRE conference and travel £120 Agreed Syllabus review and creation of support schemes of work £27,937.50).

Membership of Newham SACRE 2015-16

Church of England panel

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

LA panel

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

Other faiths panel

Kishor Varsani
Yael Callaghan,
Edward Hoyle,
Raffiq Patel,
Surinder Jandu,
Daud Juneja,
Mark Janes
Steve Wilson (Vice chair)
Major Jean Button
Gillian Striesow
Venerable Mangala
Asma Hussain

Teacher panel

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

Local Authority lead officers

Claire Clinton
Lucia Devine
Jane Moon

Clerk to SACRE

Mrs Shirley Fortune
Ms Idowu Olawunmi

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

In March 2016 schools were asked to fill in a self assessment form on Religious Education and Collective Worship. From the information given back from schools we have found out that:

99.97% of children are withdrawn from Religious Education and Collective Worship in Newham primary schools, a very low figure.

99.965% of students are withdrawn from Religious Education, and 99.98% 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	10	46	6	0
Percentage	16%	74%	10%	0%

Collective Worship

	Outstanding	Good	Needs attention	Inadequate
No. of schools	13	46	3	0
Percentage	21%	74%	5%	0%

Secondary

RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	6	10	0	0
Percentage	38%	63%	0%	0%

Collective Worship

	Outstanding	Good	Needs attention	Inadequate
No. of schools	8	7	1	0
Percentage	50%	44%	6%	0%

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

Appendix 2: SACRE priorities for 2016

Key:		Task completed
		Task to do
		Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	February 2016 Feb 2016 Feb 2016 March 2016 April onwards 2016 Sept 2016 Sept 2016 December 2016	<ul style="list-style-type: none"> Discuss GCSE, and AS exam analysis in meeting from 2014 Annual report Publish 2015 anonymised report to schools Review schools survey at February SACRE meeting 2016, and pass new draft for sending out to schools RE Advisor to e-mail RE subject leaders new 2016 monitoring forms, and ask for monitoring survey to be completed by July 2016 RE Advisor to collect returns from schools RE Advisor to write Annual report from September 2016, ready for review at SACRE October 2016 meeting RE Advisor to liaise with LA data team to get 2016 GCSE, A/S exam analysis for RE September 2016 Send final Annual Report 2016 to DFE and NASACRE – December 2016 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.16 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 to be met from Adviser's commissioned time budget, paid by LA
2	Agreed Syllabus (AS) review	February 2016 January 2016 onwards	<ul style="list-style-type: none"> AS text to communications team AS support units to be reviewed and written by advisor and teacher support group 	<ul style="list-style-type: none"> SACRE and LA is ready to publish new advice to schools for RE from 2016 	LA budget given £20,937.50 for work
3	Launch New AS	May and June 2016 Sept 2016 June 2016 July 2016	<ul style="list-style-type: none"> Training provided for all Newham schools on RE at EYFS, Primary and Secondary Faith leaders training provided around RE and how places of worship can support schools in RE education AS support units uploaded onto MLE for schools Formal launch of Newham AS 12th July 2016 	<ul style="list-style-type: none"> Meeting national requirements for a review of our present AS, a new revised programme published for LA website, MLE for schools 	LA budget given already to cover all of these costs

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No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Membership of SACRE	Feb 2016 On-going	<ul style="list-style-type: none"> 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 Newham SACRE SACRE as far as is possible is representative of Newham population 	No cost implication
5	Supporting good RE in schools	January 2016 onwards	<ul style="list-style-type: none"> Members visit at least one school to see RE lessons in 2015 - on-going 	<ul style="list-style-type: none"> Members develop a vision and ownership for how SACRE can support good RE in schools Members visit local Newham schools get a better understanding of what good RE looks like 	No cost implication
6	Links to best practice in RE and CW	January 2016 January 2016	<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 for 12 months Provide finances for consultant and SACRE member to attend National SACRE AGM May 2016 and London meeting 	<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 	Funding for 15 days work by CC, to be secured for 2016

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