

Hackney SACRE

Promoting, supporting and encouraging good practice in the teaching of Religious Education in Hackney schools



Annual Report 2012 -2013

The annual report is produced in accordance with the Education Act 1996.

Minutes of SACRE meetings during 2012-2013 were used to prepare this report and also the analysis of exam data at KS4-5.

Members approved this report on 26th November 2013



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Chairman's Introduction

Each year SACRE is required to produce a summary of its activities. The Education Act 2002 requires that religious education must be provided as part of the basic curriculum in addition to the National Curriculum. Amended guidance on the content and format of annual reports was produced by QCDA in 2006. The contents of this year's annual report follow that guidance. The report outlines our work to promote RE and Collective Worship in the Borough, to develop the good teaching of Religious Education in our schools and to support community cohesion. The report includes GCSE and Religious Studies results from 2012-3 and a brief overview of SACRE discussions in 2012-2013.

Hackney SACRE with Hackney Learning Trust continues to promote RE, Collective Worship, Spiritual, Moral, Social and Cultural Development and Community Cohesion. We have recently published and launched the revised the Hackney's Agreed Syllabus for Religious Education, which includes knowledge and reference to religious and non-religious beliefs, practices and ways of life, a central goal being to create knowledge and understanding of all members that make up our rich and diverse community. As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities, to local schools.

Later in the Report we detail the achievements of Hackney Schools inspected for SMSC. We are proud to say that no Hackney school was found unsatisfactory in these aspects and are overwhelmingly good with some outstanding.

We continue to support our schools' development of Spiritual, Moral, Social and Cultural Development and Community Cohesion with the production of the Primary School RE Calendar, which was sent to all Children's Centres, Secondary schools and Primary schools in the borough.

This year we have also increased our support for RE in schools through well attended and evaluated INSET days, publishing updated schemes of work for key stages 1 and 2, and providing network meetings for Heads of Departments in Secondary Schools.

I want to thank all members of Hackney SACRE for their continuing support and the Clerk, Carol Moore in Governor Services, for her dedicated time. She ensures that papers and refreshments are ready for members, and creates a welcoming ethos in which our meetings flourish.

Finally, I want to thank the Hackney Learning Trust in continuing to provide good specialist advisory support by funding the services of our RE and SACRE Advisor, Stacey Burman, so that SACRE can continue to function effectively.

SACRE Chair
Councillor Siddiqui

1. Standards and quality of provision in RE

Information about standards in Hackney Schools is based on the annual analysis of data and RE results outlined in Section 1b.

Key area 1a: Compliance and time allocation for RE

The revised Hackney Agreed Syllabus 2013 recommends that 5% of curriculum time is dedicated to RE, and that this should equate to approximately: 36 hours per year for KS1; 45 hours for KS2; 45 hours for KS3 and 40-48 hours for KS4. This is excluding time allocated for collective worship.

We do not currently know how many schools achieve this. Religious Education is statutory for all students and Hackney expects schools to provide students at KS4 with their entitlement to study and be entered for examination RE. While requirements for Academies differ, their funding arrangements ensure that they make provision for all pupils in RE.

The text and tables below detail the data that has been received, showing the number of entries and the results achieved by Hackney students for full and short course RE in relation to national figures. Data was collated as of October and November 2013 from the Statistical First Release and EPAS. These are currently 'un-validated.'

Key area 1b: Public Examinations 2012-13

GCSE Full course summary

Hackney

	Entries			% A* - C		
	2011	2012	2013	2011	2012	2013
All	657	605	663	65.3	77.7	73.8
Gap		649 Not entered	556 Not entered	35.7 Didn't achieve	22.3 Didn't achieve	26.2 Didn't achieve

National England –

% A* - C	2011	2012	2013
National	74%	74%	72.2%
Hackney	65.3%	77.7%	73.8%
Difference	-8.7%	+3.7%	+1.6%

The number of students being entered in the borough for the Full Course examination is increasing, but the percentage of those pupils achieving A*-C has dropped by 3.9%, which is approximately 27 students. Despite this, the borough still remains above the National Standard by 1.6%.

Full course detail by Hackney school (5 year period)

School	Entries					% A* - C				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Cardinal Pole	156	141	153	167	171	50	62.4	64.7	56.3	70.8
Clapton Girls Academy	59	74	133	141	175	79.7	94.6	100	87.9	81
Urswick Academy	120	132	132	100	137	50.8	49.2	61.4	90	62.9
Haggerston				19	179				89.5	77.8
Lubavitch Girls					17					82.4
Our Lady's	101	101	106	100	117	89.1	93.1	74.5	100	80.4
Regents				2					50	
Skinner's	84	55	60			46.4	54.5	31.7		
Stoke Newington	4		20	35	242	100		55	97.1	51.5
Petchey Academy			41	41	179			90.2	100	79.4

All schools (bar Lubavitch, which has only just changed its status and is receiving State funding) has increased the numbers of pupils being entered, with Stoke Newington and Petchey having dramatic increases. Petchey quadrupled the number of pupils sitting the examinations and managed to achieve 79.4% A*-C. However, Stoke Newington were not as successful: having increased their number of entrants by seven times only half of the pupils (approximately) managed to achieve the A*-C grades.

All schools, except Cardinal Pole, had a drop in the number of pupils achieving the highest grades.

Disappointingly, Mossbourne are seemingly not giving pupils the opportunity to sit the Full Course examination at all.

GCSE Short course summary**Hackney**

	Entries			% A* - C		
	2011	2012	2013	2011	2012	2013
All	289	590	464	52.6	61	64.2
Gap				47.4% Didn't achieve	39% Didn't achieve	35.8% Didn't achieve

National England –

% A* - C	2011	2012	2013
National	51%	50.3%	50%
Hackney	52.6%	61%	64.2%
Difference	+1.6%	+10.7%	+14.2%

As a borough, we are continuing to beat the national Standard of pupils achieving A*-C. This time, we have widened the gap by a further 4%, meaning we are achieving over 14% more than the national standard.

Short course detail by Hackney school (5 year period)

School	Entries					%A* - C				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bridge academy				134	75				63.4	74.7
Cardinal Pole					46					8.7
Clapton Girls Academy	80	81	23	9	12	57.5	55.6	8.7	33.3	25
Urswick Academy		3	1	30			0	100	30	
Haggerston	140	6	131	143	126	70	50	71.8	55.2	54
Mossbourne	194	170		169	177	90.2	82.4		78.1	85.9
Our Lady's	9	15	8	14	15	55.6	60	62.5	50	40
Skidders	1	3				0	0			
Stoke Newington	8	22	14	2	0	25	86.4	28.6	50	-
Petchey Academy			112	86	13			42	48.8	69.2

Mossbourne remains the highest performing school for the percentage of pupils achieving A*-C in the Short Course, and this is particularly noteworthy considering the number of pupils entered.

Although only half the pupils achieved A*-C at Haggerston, we should remember that nearly 78% of the cohort achieved A*-C in the Full Course.

Religious Studies – AS Level

Hackney

	Entries			% A* - C		
	2011	2012	2013	2011	2012	2013
All	7	14	22	71.5	57.1	59
Gap				28.5 Didn't achieve	42.9 Didn't achieve	41 Didn't achieve

National

% A* - C	2011	2012	2013
National	63.4%	64.2%	49.2%
Hackney	71.5%	57.1%	59%
Difference	+8.1%	-7.1%	+9.8%

There continues to be an increase in the number of students being entered for the AS Level examinations, and approximately 60% of these achieved A*-C grades. The national figures of pupils achieving these grades seemed to drop by 15%, meaning that as a borough, we were almost 10% above the national standard.

AS Level detail by Hackney school (5 year period)

School	Entries					%A* - C				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
BSix	5	2	2	3	7	60	0	0	33.3	71.5
Cardinal Pole	3	8	2	2	5	100	75	50	50	40
Clapton Girls Academy	8	5	4	3	7	100	60	75	100	71.4
Our Lady's	10	3	1	4	2	40	100	100	50	100
Haggerston					1					100

B Six College have made a remarkable improvement with almost double the number of students being entered, and doubling the number of students achieving the highest grades. Cardinal Pole did not do so well, with only two of their five pupils achieving A*-C grades.

Religious Studies – A Level**Hackney**

	Entries			% A* - C		
	2011	2012	2013	2011	2012	2013
All	45	49	47	76.05	89.8	93.6
Gap				23.94 Didn't achieve	10.2% Didn't achieve	6.4% Didn't achieve

National

% A* - C	2011	2012	2013
National	80.8%	79.9%	78.1
Hackney	76.05%	89.8%	93.6
Difference	-4.75%	+9.9%	+15.5

Our borough's schools continue to improve, with only 6.4% of pupils not achieving the highest grades when entered for the A Levels.

The national standard has remained more or less constant, meaning that now, 15% of our borough pupils are achieving over the national figures.

A Level detail by Hackney school (5 year period)

School	Entries					%A* - C				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bsix	5	2	1		0	60	0	0		-
Cardinal Pole	3	8	13	16	13	100	75	84.6	93.8	92.4
Clapton Girls Academy	8	5	8	5	9	100	60	75	100	100
Haggerston				3	1				66.7	0
Our Lady's	10	3	7	5	9	40	100	57.2	40	89
Mossbourne			17	20	15			88.2	100	100

All schools in the borough have increased the numbers of students they are entering into the A level examinations (except Haggerston), and have been successful in either maintained or improved on the numbers of those students achieving A*-C.

Mossbourne results remain impressive, with the largest number of pupils being entered (twenty) and all of them achieving the top grades.

Cardinal Pole also did well, with only one of the sixteen pupils not achieving A*-C.

2. Management of the SACRE and partnership with the LA and other key stakeholders

Hackney SACRE met three times during the Year 2013:

February 26th 2013; June 5th 2013 and November 26th 2013

All agendas and approved minutes of these meetings are regularly saved on the SACRE website accessible via the Learning Trust website.

Agenda items for these meetings included:

- Annual report
- Updating primary Schemes of Work
- Training of primary teachers
- Agreed Syllabus Conference
- Budget
- RE Calendar
- Ofsted reports and the National Curriculum review
- Matters related to RE and Collective Worship
- National issues and developments including RE Quality Mark, EBacc and APPG

Hackney SACRE is established with stable and committed members and there are Chairs appointed for each of the Committees. However, there are some faiths which are not as well represented, and although SACRE has acted to ensure that all faiths are well represented there remain vacancies for a Hindu and Sikh representative at the point of compiling this report. These actions include contacting non-attending members, writing to appropriate bodies to elect new representatives and the updating of our constitution. During 2012-2013 we also appointed two Catholic representatives.

Hackney Learning Trust continues to support the work of SACRE and there are strong links with the LA and the various religious communities in Hackney.

Financial and other support provided by the Hackney Learning Trust 2012- 2013 to support SACRE and its work include:

- One day a week of a Religious Education Advisor their attendance and preparation for SACRE meetings and working parties, to train and support our schools and to respond to queries and ROFI, and, where possible, to represent Hackney regionally and nationally
- CPD for staff for Hackney Schools on RE teaching and learning, and for units of work and launches related to it (primary RE INSETs held, and primary schemes of work updated)
- production, publishing and distribution costs for the annual report
- the provision of accommodation and refreshments for SACRE meetings & working parties
- contributions to host venues
- administrative support for the SACRE from Governor Services
- photocopying and distribution costs for SACRE and for papers or information for schools developed by SACRE to promote good RE and Collective Worship
- SACRE and Religious Education web site development and maintenance by Advisor
- Training and networking opportunities for Advisor and Chair of SACRE
- Designing and publishing costs for the Hackney Agreed RE Syllabus, and the launch event in October

3. The effectiveness of the Agreed Syllabus

Hackney SACRE published the revised Syllabus in June 2013, and all schools and children's centres were sent duplicate copies. There was a further 'launch event' held on the 10th October 2013, to which SACRE members, and all primary and secondary schools and children centres were invited.

Throughout the Agreed Syllabus revision process we have purposefully encouraged and included contributions from Hackney teachers, so as to develop a Syllabus *for* our teachers created in partnership *with* our teachers.

The revised Syllabus has been created, using feedback gathered between 2010-2012 from teachers in both the primary and secondary phases, to include guidance which provides greater support for the development of enquiry, critical analysis, reflection and comparison, all of which promote AT2 in lessons, and is in line with the recent Ofsted reports of 2013 'Realising the Potential' which promotes the use of enquiry and critical thinking in RE lessons.

The Syllabus has been created to help readers answer the following five key questions for our boroughs' pupils:

1. Why teach RE?
2. What do we want them to know?
3. What do we want them to be able to do?
4. How can we plan for the learning of RE?
5. What might it look like?

Section one explains the statutory requirements for schools, and explains the benefits of including RE in an effective, well-rounded curriculum.

We have continued to include the programmes of study, detailing the key religious beliefs, practices and values of the six world religions, which have been highly praised and appreciated by the teachers. In recognition of the REC's Subject Review, we have indicated that when planning their curriculum these will need to be supplemented with religions and beliefs as represented in the borough. In addition, section two describes the two traditional attainment targets of RE: 'learning about religions and beliefs' and 'learning from religions and beliefs', and explains how the combination of these two aspects will develop pupils' skills of investigation, analysis, interpretation, comparison and explanation, as well as their reflective and evaluative skills and those of application, empathy, communication and synthesis.

These skills are reflected in the Assessment Tool in section 3, which has been created to better support our teachers to be able to monitor pupil progress in the subject, with revised guidance on how to plan for assessment, what to look for in, and how to mark pupil work, as well as how to implement 'Assessment for Learning' strategies as part of the learning and assessing process.

Section four and section five have been added to the Syllabus, to better support teachers in planning their curriculum, ensuring that pupils' as well as developing the knowledge and understanding of the key beliefs and religions to be studied, that the other aspects and skills are also strengthened and that all their learning can be measured and monitored to ensure continued progression.

In addition, section five now also includes specific guidance materials on a range of pedagogical issues to help develop and improve the quality of learning in RE classrooms. This continues to be further supported by extensive central and school based training and cross borough collaborative INSET. The primary and secondary RE Networks in Hackney, a group of dedicated teachers who have supported the development and dissemination of the syllabus, have been active in supporting needs of schools and staff in implementing the syllabus through updating schemes of work, which have been disseminated at primary INSETs delivered by the RE and SACRE advisor.

Initial feedback-collated at the start of the 2013 academic year-shows that the revised Syllabus is popular with teachers and subject leaders in both the primary and secondary phase, particularly in helping to assess pupil work and in developing better pedagogy in RE lessons.

Further evaluations will continue in due course.

4. Collective Worship

Hackney SACRE support an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion. SACRE have previously published guidance on the following:

- Procedures to apply for a determination
- 2008 version of the Recommended Approach for Collective Worship which was launched at a previous training session
- Interfaith Session on Using Artefacts Creatively to promote inspirational ways to access prayer with Orison for Schools – November 2010
- Resources for school assemblies have been collated and were shared with schools at a primary INSET training day

This issue has also been discussed in primary INSET training, and is included in advisory work/support materials that have been delivered as part of Spiritual, Moral, Social and Cultural (SMSC) development training in schools.

Determinations: There have been no applications for determination during 2012-2013.

5. Contribution of the SACRE to Community Cohesion and wider diversity agendas

Much work through Hackney SACRE supports community cohesion. Our membership reflects the rich mix of faiths and communities found within the borough and much work is directed at supporting wider diversity agendas.

Hackney SACRE has always modelled an approach to Religious Education that promotes inclusion and religious, non-religious and racial harmony. The Guidelines in the current Agreed Syllabus require that all schools challenge prejudice and negative stereotyping. The new Syllabus 2013 also contains further information about how RE should support the development of SMSC. In addition, we have also produced a calendar that was sent to all Hackney schools and Children's Centre's, which supports and promotes the Spiritual, Moral, Social and Cultural (SMSC) development of pupils in schools.

Hackney SACRE has developed and supported multi faith RE that meets the needs of all students with or without beliefs. We believe that RE promotes understanding and respect for all communities and it is even more vital now that we continue to do this, with the rise of fundamentalism and extremism in UK and worldwide. Through the teaching of RE, negative stereotypes and prejudices can be tackled and we can generate understanding, overcome barriers, and promote community cohesion.

Therefore, efforts have been made to increase references to a wider range of religious and non-religious beliefs that are represented in our community both in the Syllabus and in the primary schemes of work being created. In addition, we are working to better support the development of the understanding of both religious and non-religious responses to ultimate questions and ethical issues within these schemes and within the guidance included in the Syllabus as well as through borough training that has been provided.

6. Summary

Hackney SACRE continues to work with teachers in improving the quality of teaching and learning of RE in both primary and secondary schools by providing training, materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies via INSET and publishing updated schemes of work. These INSETs continue to be well attended (approximately 30% of our primary schools) and well reviewed: 95% of attendees rated the INSETs as 'outstanding' or 'excellent' in the year 2012-2013. In particular, greater support for the development of enquiry, critical analysis, reflection and comparison, all of which promote AT2 in lessons, has been provided through training, revised Syllabus guidance and in teaching materials (schemes of work).

Throughout the Agreed Syllabus revision process we have purposefully encouraged and included contributions from Hackney teachers, so as to develop a Syllabus *for* our teachers created in partnership *with* our teachers. We hope that the revised Syllabus will support further improvements in the teaching and learning of RE, and initial feedback shows that teachers agree that the Syllabus does indeed support the improvement of pedagogy on teaching and learning in RE.

Whilst it has become increasingly challenging to ensure curriculum provision and quality of RE in our schools since Ofsted no longer systematically monitor statutory compliance in schools, the REC subject Review and Ofsted Reports have been reflected in the Syllabus revision and in training and in the production of school resources and materials to support the continued development and improvement in the teaching and learning of RE in the borough.

Members of SACRE November 2013

Committee A: Religious Traditions & Christian Churches

Dulmini Wimalasekera, Buddhism
Ernell Watson, Free Churches (Methodist)
Revd John Taylor, Free Churches (Baptist)
Revd Joe Mensah, Free Churches, (Black led/Pentecostal)
Naren Lathigra, Hinduism
Sheikh Yasar Zaman, Islam
Dr H Hakan Yildirim, Islam
Ralph Bergman J.P. Judaism
Rabbi I Sufrin, Judaism
Violet Richardson, Roman Catholic Church
Balwant Singh Grewal, Sikhism

Committee B: Church of England

Revd James Westcott
Lynn Hargreaves

Committee C: Teachers' Associations

Joyce Berry, (ATL)
Sandra Hall, (NUT)
Dame Anna Hassan, (NAHT)
Brenda Humphreys, (NASUWT)
Sheena Merchant, (NUT)

Committee D: Local Authority

Councillor Katie Hanson
Councillor Luke Akehurst
Councillor Simche Steinberger
Councillor Anntoinette Bramble
Councillor Jessica Webb
Councillor Angus Mulready-Jones
Councillor Saleem Siddiqui
David Pollock, British Humanist Association

Hackney Religious Education and SACRE Adviser

Stacey Burman