

Lewisham SACRE annual report

November 2013 - December 2014



Lewisham Standing Advisory Council on Religious Education

Contact names and addresses

<p>Chair of the SACRE Dinah Griffiths</p> <p>Deputy Chair of the SACRE Shaun Burns</p> <p>Chair of the Agreed Syllabus Conference Fay Allen</p> <p>All may be contacted through the School Improvement Officer</p>	<p>Clerk to the SACRE</p>
<p>Head of Standards & Achievement 2014 Sue Tipler Children & Young People, Lewisham. 3rd Floor, Laurence House. 1, Catford Road, CATFORD, London. SE6 4RU</p>	<p>School Improvement Officer for RE and Community Cohesion Denise Chaplin Children & Young People, Lewisham. 3rd Floor, Laurence House. 1, Catford Road, Catford, London. SE6 4RU</p> <p>Email: denise.chaplin@lewisham.gov.uk</p>

Lewisham SACRE is a member of the National Association of SACREs

<http://www.nasacre.org.uk/>



The Lewisham Agreed Syllabus for religious education may be found on:

<http://webfronter.com/lewisham/religiouseducationcommunity/>

Information about RE and the SACRE can be located on:

<http://www.lewisham.gov.uk/myservices/education/schools/curriculum/Pages/Religious-education.aspx>

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1 Overview

SACRE Meetings 2013 - 2014

27 th November 2013	Catford and Bromley Synagogue
6 th February 2014	Breakspears Building, LeSoCo
25 th June 2014	St Mary's C of E Primary School
22 nd September 2014	London Sivan Kovil
4 th December 2014	Lewisham Islamic Centre

This year Dinah Griffiths was again elected unanimously by SACRE members to be Chair of Lewisham SACRE and Shaun Burns was elected Vice Chair, whilst Fay Allen continued as Chair of the Agreed Syllabus Conference (ASC).

Despite this being a time of change and a time of austerity both nationally and locally, SACRE members continued to engage in many activities to support their work throughout the year. Lewisham SACRE members have continued to support the work of the South London Multifaith and Multicultural Resources Centre whilst it is in an interim stage of existence.

As well as attending the full SACRE meetings this year, members were involved in working group and individual meetings planning and supporting local events for Holocaust Memorial Day. Members attended each other's faith and belief events and participated in interesting dialogue and debate.

Meetings were held in various educational and religious venues to enable members of SACRE to act as hosts and to support SACRE's budget limitations. Visits to local schools have provided the opportunity to discuss the varied provision offered around the Borough and to talk about RE in each school. When SACRE meetings are held in schools or faith venues, it is customary for the hosts to share something about their work and community. This helps SACRE members to understand more about local schools or

faith communities and how these can connect with each other to enhance delivery of quality RE. In the November 2013 meeting, held at the Synagogue, Gerald Rose explained that it was the first day of Hanukkah. He told members the history of why Hanukkah was celebrated, explained about the use and significance of candles in the festival and described the food traditionally eaten at this time. (Members were able to sample some of this food.) Gerald conducted the ceremony of lighting the candles with accompanied chanting and singing, so members were able to experience what happens at this traditional festival.

1.1 Foreword by the Chair of SACRE

Every Local Authority (L.A.) in England and Wales is required by law to establish and maintain a Local Standing Advisory Council for Education (SACRE). It is the duty of the SACRE in every L.A. to set up an Agreed Syllabus Conference which over a period of time must deliver the locally agreed syllabus for Religious Education. R.E. is the only subject which is locally determined.

The past academic year has been particularly difficult for SACREs across the U.K and for R.E as a subject. R.E's exclusion from the EBacc had already, in spite of denials by ministers, caused a serious diminution in the take up of the subject. In addition, the demands of the secondary curriculum and the weight given to specific curriculum areas have meant that there is often very little room for R.E as an examination topic on a par with other academic disciplines. This is as true for Lewisham SACRE as it is in other Local Authorities across the England and Wales.

At the same time, we are living in a time of terrible uncertainty and religious intolerance. Our children are growing up against a backdrop of fear and violence and religion and religious beliefs are twisted and warped to support one or other world view. And yet, in our schools, very young children from every faith background learn to sit beside each other, to play together and to make friends across the divide. Properly delivered Religious Education is, I believe, fundamental to helping to maintain those friendships as the children begin to grow up. Through R.E. they can gain an understanding of the faiths and belief systems of their friends and companions, enabling them to maintain relationships which are based in understanding of and respect for the viewpoint of others.

All SACREs are comprised of 4 committees. These are:

- Members of Christian Denominations and of 'Other Faiths'. In Lewisham this is the largest group.
- The Church of England
- Teachers representing their colleagues in professional bodies
- Local Authority Representatives. (Councillors and school governors)

These are the people who work together to produce an R.E Syllabus which is fit for purpose and which will continue and develop the work which is already happening in many schools to build a future for children of different faiths, backgrounds and belief systems.

It is however becoming increasingly difficult to recruit representatives from the different constituencies to serve on SACRE. While I understand the immense pressures under which people are working I would ask all of you who are eligible to consider putting yourself forward for one of the committees. I've been a teacher and I do know what it's like to stagger home with a pile of marking and to remember with horror that you're committed to a meeting on a wet night in February which you have to attend. And I understand the other pressures – Councillors who get called at the last minute to another Council meeting; Parents whose babysitter isn't available; members of faith communities who have pastoral duties which can't just be dropped. In spite of all this I do believe that now, rather than at any other period in our recent history, we need to work together so that our children will grow up understanding each other's faith or belief and will be able to join together in friendship and tolerance of each other's view point.

And you should look at Lewisham's SACRE as an example of what can be achieved:

- The local Synagogue and the Mosque work closely together. SACRE has two Muslim representatives and two Jewish representatives.

- Christian denominations join each other in supporting the work of SACRE and offering their places of worship as venues for meetings.
- Our Humanist representative tells us proudly of his daughters' high scores in 'A' level R.E. and contributes valuable information as a father of two young people who have taken R.E as a subject.
- Other faith communities such as the Tamil Hindus reach out to all local groups, offering opportunities for children to understand their beliefs and culture.
- Recently we have been pleased to welcome representatives from the Baha'i faith, who will help us all to understand their issues as a persecuted minority.
- Teachers look at innovative ways of working together across schools (although this has diminished under the pressures I referred to in the first paragraph).
- Local Councillors have prioritised meetings in order to contribute to SACRE and to support its work.

My thanks go to all the people and organisations to whom I refer above for their unstinting support and their commitment to multi faith collaboration and for their constant backing of SACRE's work.

Dinah Griffiths
Chair Lewisham SACRE

2. Religious Education

2.1 Locally Agreed Syllabus “Learning together through faiths”

The Lewisham Agreed Syllabus was launched on 30th June 2009.

During the year it has not been possible to arrange an Agreed Syllabus Conference to review the sections SACRE wishes to reconsider; this is a priority for next year.

2.1.2 Monitoring

The SACRE remains concerned about how to monitor both the quality of RE in Lewisham schools and the implementation of the Agreed Syllabus. SACRE members continue to investigate ways of monitoring RE that will be useful to teachers and to SACRE.

2.2 Standards in Religious Education

2.2.1 Locally devised measures of pupils' attainment: Assessment Guidance

Lewisham Agreed Syllabus Conference promotes the use of its Assessment guidance that utilises the 9-level scale of attainment from the non-statutory National Framework for Religious education. It also incorporates a modification of the 'P' scales for use with children achieving below level 1 mainly in special schools and also incorporates a set of 'pupil – speak' levels developed by the National Association of Teachers of RE (NATRE).

Revision of the Assessment Advice is likely in the next year as by the end of 2014 it is clear that levels are being phased out across

the curriculum.

2.2.2 Examination results *Results grids can be found in the Appendices to this report*

1. Standards 2013

Nationally GCSE Religious Studies exam entries in summer 2013 fell overall, probably as a result of the introduction of the English Baccalaureate, according to analysis by the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE).

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6% nationally, the growth has been eradicated by a drop of 28.7% in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS nationally this year, reversing an upward trend since 1995. Religious Studies results at both GCSE and A Level remain strong, bucking the national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

Following the short course GCSE is the minimum entitlement set out in the non-statutory National Framework for RE for the programme of study at Key Stage 4. Along with the majority of Agreed Syllabuses in England, Lewisham specify that students should be taught an examination course as their requirement for meeting the statutory provision for RE. Decisions about which students to enter for an examination are, of course, matters for individual schools. This can be a full course or a short course GCSE. In Lewisham entries in both the full (marginally) and the short course dropped in 2013, as seen in the following grid.

Total national entries compared with local entries 2010-2013

	2010		2011		2012		2013	
	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham
Full course	170,767	868	199,752	821	239,123	1219	263988	1217
Short course	254,698	874	233,998	652	235916	510	174364	387

Although entries held up to the previous year's results, SACRE members found it disappointing that the reduction in the full course entries were not matched by an increase in the short course entries. Whilst results dropped in some schools, six schools, Addey and Stanhope, Deptford Green, Forest Hill, Haberdashers' Aske's Knight's Academy, Prendergast Hilly Fields College and St Matthew's Academy achieved results above national expectations.

In the short course, results above national expectations were achieved at Addey and Stanhope and Sydenham schools, and by the one student entered at each of Prendergast Hilly Fields College and St. Matthew's.

National data by gender and grades – Full Course									
	A*	A	B	C	D	E	F	G	U
Male	7.1	15.8	21.9	20.5	13.9	8.8	5.8	3.7	2.5
Female	14.6	22.7	23.4	17.3	10.0	5.7	3.3	1.9	1.1
Both	11.6	19.4	22.8	18.7	11.9	7.1	4.4	2.8	1.7
National data by gender and grades – Short Course									
	A*	A	B	C	D	E	F	G	U
Male	4.2	8.9	15.0	17.6	16.1	13.6	10.2	7.4	7.0
Female	8.9	14.7	19.7	18.1	13.7	10.3	7.0	4.4	3.2
Both	6.5	11.8	17.3	17.9	14.9	12.0	8.6	5.9	5.1

Boys

The Lewisham average for A* - C grades was above the national average for boys of 65.7% with Deptford Green, Haberdashers' Aske's Knights Academy and Forest Hill boys all achieving above the national average. Whilst the Lewisham average for A* - C grades for boys in the short course is below the national average of 45.7 %, boys at Addey and Stanhope school achieved well above the national average.

Girls

The girls' average for A* - C grades in the full course, 88.4%, was above the national average of 78.0% with Addey and Stanhope, Deptford Green, Bonus Pastor and Trinity, all achieving above the national average. The Lewisham average for A* - C grades for girls in the short course was, at 73.7%, above the national average of 61.4 %, with girls at Addey and Stanhope and Sydenham schools achieving well above the national average.

A Level

Religious Studies A level results, unlike some other subjects indicated a maintenance of top grades. 25.5% of students achieved A or A* and 80.3% A* - C - exactly the same figure as last year.

Compared with the national figures, individual girls in Crossways, Forest Hill and the Haberdashers' Aske's Colleges achieved very well, in centres that entered substantial cohorts, the girls' results were all above the national averages. Individual boys at Haberdashers' Aske's, Prendergast and Sydenham all achieved above national averages.

Standards 2014

The key outcomes of the 2014 GCSE results in England and Wales for Religious Education were as follows:

387,915 RS GCSE entries (combined short and full course) were recorded; a decrease of 8% from 2013 (420,151 entries);

Full course entries increased by 7% from 251,063 in 2013 to 269,494 in 2014;

Short course entries fell dramatically by 30% from 169,088 in 2013 to 118,421 in 2014;

When RS GCSE entries in England over the past three years are compared to those in Wales (where the EBacc and the average point score at GCSE have not been adopted as school performance measures), the following patterns emerge:

England

Take up of the GCSE RS short course fell from 211,269 in 2012 to 99,601 in 2014 (-53%);

GCSE RS full course entries in England increased from 216,182 in 2012 to 258,067 in 2014 (19%);

Wales

Short course GCSE RS entries remained stable over the past three years (19,182 in 2012 compared with 18,820 in 2014);

RS GCSE full course entries increased from 10,409 in 2012 to 11,427 in 2014 (10%);

Overall this means that nationally, compared with 2012, nearly 70,000 fewer 16 year olds in England will complete key stage 4 in 2014 having not gaining a qualification in Religious Studies (a drop of 15%). This echoes research by the National Association of Teachers of RE (published in November 2013) which found that a third of community schools and over a third of academies without a religious character are still failing to meet their legal or contractual agreements to provide Religious Education for this key age group.

Following the short course GCSE is the minimum entitlement set out in the non-statutory National Framework for RE for the programme of study at Key Stage 4. Along with the majority of Agreed Syllabuses in England, Lewisham specify that students should be taught an examination course as their requirement for meeting the statutory provision for RE. Decisions about which students to enter for the examination are, of course, matters for individual schools. This can be a full course or a short course GCSE.

There was a significant increase in full course Religious Studies GCSE entries locally and nationally in 2014. The main reason may be that some schools who previously taught short course Religious Studies qualifications have moved to teaching full course qualifications. From 2013/14 short course qualifications were no longer recognised by the DfE in the Key Stage 4 headline measures of a school's performance. National data was not forthcoming and that delayed the preparation of this report and the ability to compare local results effectively with national results.

In Lewisham entries in the full course rose, in line with national trends, whilst the short course figures have dropped for the fourth year in a row. We do not have all the national data for comparison at short course. Obtaining short course results nationally was an issue; this led to difficulties at a local level for Lewisham and many other SACREs.

Comparison of total national and local entries 2010-2014

	2010		2011		2012		2013		2014	
	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham
Full course	170,767	868	199,752	821	239,123	1219	263988	1217	258,067	1363
Short course	254,698	874	233,998	652	235916	510	174364	387	99661	317

Full Course

This year two schools, Addey and Stanhope School and Prendergast Hilly Fields College achieved results above national expectations in the full course. However to be fair to all schools, comparisons between school outcomes are not useful as in some schools whole mixed ability year groups have been entered whilst in others there are option groups or sets made up of higher ability pupils. Time allocations for exam courses vary from school to school and conversations with departments indicate that staffing problems in some schools resulted in disappointing results.

SACRE were pleased to note that Sydenham had entered their first full course group and in Sedgheill RS results were higher than all other Humanities subjects.

Full Course Lewisham GCSE Examination Results 2014 compared with 2013 and 2012

School	No entered FULL 2012	2012 % A*-C (Nat Av 73.7)	No entered FULL 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013	No entered FULL 2014	2014% A*-C (Nat Av 70.0)	No A*-C 2014
Addey and Stanhope	0		30	98.5	29	28	100	28
Bonus Pastor Catholic College	128	81%	142	66.2	94	148	64.9	96
Conisborough College	6	100%	73	40.6	13	81	39.5	32
Deptford Green	190	70%	176	78.9	75	57	63.2	36
Forest Hill	142	56%	99	87.9	87	230	36.5	84
Haberdashers' Aske's Hatcham College	8	63%	26	61.5	16	10	50	5
Haberdashers' Aske's Knights Academy	34	38%	27	74.1	20	47	63.8	30
Prendergast - Hilly Fields College	106	83%	110	84.5	93	100	82	82
Prendergast - Ladywell Fields College	114	58%	127	47.7	31	181	65.7	119
Sedgheill	256	65%	261		107	226	63.5	139

Sydenham	0	n/a	0	n/a	n/a	28	50	14
St Matthew Academy	131	60%	77	100	77	141	44	62
Trinity Church of England School,	33	85%	69	68.1	47	85	51.8	44

Short Course

In the short course the results at Sydenham School were above national expectations.

Short Course Lewisham GCSE Examination Results 2014 compared with 2012 and 2013

School	No entered 2012	A*-C (Nat Av 53.8%)	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013	No entered 2014	2013 % A*-C (Nat Av 56.7%)	No A*-C 2014
Addey and Stanhope School	107	56%	68	72.1%	49	85	48.0	38
Bonus Pastor Catholic College	1	0%	0	0%	0	0	0	0
Conisborough College	133	3%	61	14.8%	9	51	9.8	5
Deptford Green School	0		6	0%	0	0	0	0
Forest Hill School	0		0	0%	0	0	0	0
Haberdashers' Aske's Hatcham College	0		0	0%	0	0	0	0
Haberdashers' Aske's Knights Academy	0		0	0%	0	0	0	0
Prendergast - Hilly Fields College	0		1	100%	1	0	0	0
Prendergast - Ladywell Fields College	0	0%	1	0%	0	0	0	0
Sedgehill School	0		0	0	0	0	0	0
Sydenham School	222	77%	228	80.3	183	180	72.8	131
St Matthew Academy	1	38%	1	100%	1	0	0	0
Trinity Church of England School,	46	49%	21	19%	4	3	0	0

The proposed Short Course options from 2016 onwards will expect a degree of difficulty comparable to the new Full Course options and this may further depress the overall numbers of candidates for GCSE Religious Studies. Hence, schools need to think carefully about how they are going to fulfil the requirement of the Agreed Syllabus with regard to the expectation that all pupils will follow an accredited course at Key Stage 4. At present, whilst nationally the short course is not recognised as contributing towards school performance tables, SACRE still regard the short course as being a viable qualification and satisfying statutory requirements.

SACRE and school Governors will need to satisfy themselves that:

- The statutory requirement for provision of RE are being met at Key Stage 4;
- The achievements of pupils at KS 4 RE at A* - A and A* - C are sufficiently high compared with other subjects in the school.

A Level

The key outcomes of the 2014 A level results in England for Religious Education are as follows:

- 20,196 RS A level entries were recorded;
- RS A level entries increased more than any arts, humanity or social science subject this year (up 5.3% on 2012/13);
- RS A level entries have increased more than any arts, humanity or social science subject over the past 10 years (the nearest is Economics with an increase of 57%);
- In line with other subjects the results are generally lower, but the percentage of students achieving A* at RS A level has increased from 5.4% to 6.8%.

Nationally, the number of A Level entries has risen steadily between 2012 and 2014 and results are broadly consistent year on year. Entries in Lewisham this year are notably higher.

Lewisham entries and A* - E 2013-2014 compared to national

	No of candidates Lewisham	No of candidates National	Lewisham A* - E	National A* - E
2013	107	19,171	99%	99%
2014	145	19,841	100%	99%

Religious Studies A level results in Lewisham, show an increase of top grades with 84% of girls (83.1% in 2013) and 61.5% (47.2% in 2013) of boys achieving A*-C. grades.

Some schools have entered students for A level Philosophy and Ethics which incorporates an RE element and which would again count towards meeting statutory requirements.

2.2.3 'Religious education: realising the potential' HMI Report

At their meeting in November 2013 SACRE were introduced to the Report. Ofsted endorsed that Religious Education makes an important contribution to pupils' development, both personal and academic. It does so by promoting respect and empathy, which are increasingly important in an ever more globalised and multicultural 21st century. While inspectors identified examples of good practice, they found that six out of ten schools examined in this report failed to realise the subject's full potential.

The report reported low standards, weak teaching, a confused sense of purpose of what Religious Education is about, training gaps

and weaknesses in the way Religious Education is examined.

To turn this around, Ofsted recommended:

- the government should consider whether the current arrangements for supporting the subject are proving effective, and that provision for Religious Education in schools should be monitored more closely;
- schools should make sure that the provision for Religious Education deepens pupils' understanding of the nature, diversity and impact of religion and belief in the world today;
- councils and local Standing Advisory Councils on Religious Education should work more closely with schools and academies to build networks and share good practice;
- GCSE examinations for Religious Education should be improved to ensure they focus more strongly on developing pupils' understanding of religions and beliefs;
- improvements should be made to the supply and training of Religious Education teachers;
- schools should make sure that the overall curriculum for Religious Education is challenging, and has greater coherence and continuity.

SACRE felt that the key findings made depressing reading – pinpointing the weaknesses in training for the teachers of RE; the subject was often taught by teachers without the appropriate qualifications.

2.3 Teaching

2.3.1 Methods of teaching - training

Since the closure of the Lewisham Professional Development Centre the training offered has focussed on visits to local places of worship.

2.3.2 Methods of teaching - The choice of teaching materials

During the year schools were sent information about national courses and resources.

2.3.1 The Multifaith and Multicultural Resources Centre

During this year resources housed together as the Multifaith and Multicultural Resources Centre have continued in the temporary homes in a variety of schools and faith communities across Lewisham, Greenwich and Southwark. They await a move to the Multifaith Centre at the Surrey Canal Sporting Village once that is completed, part of the Renewal regeneration scheme.

In February 2014 funding was allocated from the LA to move some of the resources where hosts needed their space. A small working group helped to pack up resources. These are now with the Renewal group. During the year SACRE were asked to produce a design brief for the new MultiFaith Resources Centre, Monsignor Rotheron gave generously of his expertise.

2.4 Other Information

2.4.1 Complaints about RE

No formal complaints about RE in Lewisham schools have been presented to the SACRE this year.

2.4.2 Membership

This year SACRE has seen some more membership changes and has been concerned to ensure regular attendance. SACRE is fortunate to have several established members who support new members when they join. The review of the SACRE Constitution has provided an opportunity to tighten up how absences are managed.

3. Collective Worship

3.1 Advice

The SACRE's Advice on Collective Worship was updated this year.

3.2 Determinations

No schools applied for a Determination this year

3.3 Monitoring Collective Worship & Spiritual Development

Part of SACRE's role is to monitor the quality of Collective Worship in Lewisham schools. During the year, the SACRE have remained concerned that the Ofsted inspection reports in respect of collective worship and Spiritual, Moral, Social and Cultural development do not give them information for monitoring standards.

The SACRE have also taken an interest in the British Values agenda and its link with SMSC, however they have expressed concern regarding the impact of the focus of the Prevent agenda on the Muslim community.

3.4 Other information

3.4.1 Complaints

There have been no complaints about collective worship in Lewisham schools this year.

4. Links with other agencies

4.1 National

Information from a number of contacts and bodies enables the SACRE to keep abreast of national initiatives and to be involved in developments.

4.1.1 The Association of RE Inspectors, Advisers and Consultants (AREIAC)

The School Improvement Officer supporting the SACRE is a member of AREIAC; information from this body informs SACRE's work.

4.1.2 The National Association of SACREs (NASACRE)

Lewisham SACRE is also a member of the National Association of SACREs and its Adviser is on the Executive of that body.

Dinah Griffiths, Gurbakhsh Garcha and Mrs Chaplin attended the NASACRE Annual General Meeting, held at Methodist Central Hall, Westminster on Thursday 22nd May 2014 and reported back to SACRE.

The Keynote Address was given by Stephen Lloyd, MP, Chair of the All Party Parliamentary Group (APPG) on RE. He discussed his history of involvement in RE, the work of the APPG (such as their reports on teacher training and now on community cohesion), the importance of RE (the most important things for him being to take on misinformation about religions and beliefs and improve community relations) and the lobbying going on around the subject in the run-up to the election.

'If we do not teach our children about all the world's religions by trained teachers we are going to hell in a handcart'.

He encouraged SACREs to ask their local MPs to join the APPG, even if they have already done this, if MPs have not done so. In the Question and answer session the Chair of Lewisham SACRE, raised issues of SACRE resourcing. Stephen Lloyd suggested SACRE should contact the local MP and ask her to get a briefing from him so that she can request the local authority to better support its SACRE and therefore fulfil its statutory responsibility. Other questions included whether there is a strategy to deal with negative media, having sufficiently qualified teachers, the importance of the child, and issues brought on by Academisation.

In the NASACRE business meeting, Chair Lesley Prior talked about local authorities not supporting SACREs, and explained she had written to the Government about it only to not get any support from them either. She encouraged SACREs to get MPs to talk locally about the importance of RE. She also discussed the RE Council's RE Subject Review and the issues around the supply of teachers.

There were 10 SACRE seminars showcasing effective practice. Information from these can be found on the NASACRE website.

John Keast, Chair of the RE Council of England and Wales was unable to attend due to ill health and so could not give his reflections personally. His address therefore was given by Helen Harrison, Vice Chair of the RE Council. She spoke about her experience in this role and on Lancashire SACRE. She talked about the REC's aims, vision and five year strategic plan. She discussed the Subject Review and Curriculum Framework. Helen explained that the DfE, through the REC, has now convened an expert advisory group, much as it has with national curriculum subjects. She also discussed how the REC is leading on the GCSE and A Level subject criteria review, a task given to it by the DfE and working with Ofqual and the awarding organisations. She talked more generally about the REC's work with the DfE and the regional hubs and the issues caused by Academisation.

Westhill/NASACRE Awards: Report and announcement of 2014/15 awards: Seven SACREs applied for awards and five got them:

Cheshire West, Luton, Nottinghamshire, Sheffield and Suffolk.

How we make a difference: At the end of the conference Lesley Prior, the Chair of NASACRE, outlined 20 suggestions for SACREs that she had gathered over the course of the meeting. These included contacting MPs to get them to join the APPG on RE; encouraging schools to apply for the RE Quality Mark; engaging with Academies and Free Schools; getting the council's Lead Member / scrutiny committee to consider and respond to the SACRE's annual report; hold SACRE meetings in schools, possibly with teacher training attached; approach governors / the LA and / or ultimately the Secretary of State if schools are not providing RE or are being unhelpful; develop a working relationship with the local Interfaith group; link to post 16 and / or Teacher Training establishments and find out if there are any RE Specialist Leaders of Education (SLEs) locally through the National College for Teaching and Leadership, as they could be good SACRE recruits (whether in maintained schools or Academies).

SACRE members responded to the issues from the conference with interest. Dinah informed the SACRE that, following the NASACRE AGM, she was in contact with Heidi Alexander MP.

4.1.3 The RE Council of England and Wales (REC)

The work of the REC has been disseminated throughout the year to inform SACRE, faith communities and local schools.

4.2 Local

SACRE members have links with local schools and faith communities. SACRE is represented on the local Holocaust Memorial Day planning group.

5. SACRE Arrangements

5.1 Support

The SACRE is supported by a part time School Improvement Officer. This year much time and energy has been spent on engaging, for the first time, an external Clerk. The London Borough of Lewisham meets salaries and administrative costs for these posts and a budget for the revision of the Agreed Syllabus.

The SACRE has a limited budget to cover printing, stationery and minor administrative costs as well as spending on initiatives to support RE and collective worship. There have been budget and work planning meetings between the executive and the LA during the year.

5.2 Induction arrangements for new members

SACRE members are concerned to ensure that new members can understand SACRE's work and participate actively as soon as possible.

5.3 Training for SACRE members

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

SACRE members were invited to attend training on the evenings of 15th September at Catford and Bromley Synagogue and/or on 16th September at Jamyang Buddhist Centre. Several members attended these events. Further training was provided on 22nd January at the Lewisham Civic Suite. Members reported that they had found these events very helpful.

Further training will be offered in the next reporting year.

6. Other areas of work

6.1 Responding to Crises

After the murder of Drummer Lee Rigby in neighbouring Woolwich, SACRE provided advice to schools. During the year this was revised as more general advice for schools.

6.2 National Holocaust Memorial Day

SACRE reflected once again on the very successful events organised in Lewisham. The theme of the National Holocaust Memorial Day for 2014 was “Journeys”

The Holocaust Trust theme paper for 2014, explored ways in which we can learn how journeys themselves became part of genocide, and how the journeys undertaken were often experiences of persecution and terror for so many people who suffered in the Holocaust, under Nazi Persecution and in the subsequent genocides. They suggested that people should also learn about the life stories of journeys that brought survivors to the UK and how, in many instances, journeys of return have been part of the experience of rebuilding.

The theme was carried forward in a successful event at the Rivoli Ballroom, attended by several SACRE members.

6.3 The All Party Parliamentary Group (APPG) for Religious Education

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

During the year SACRE members were kept up to date with the progress of development of the All Party Parliamentary Group for RE.

The APPG Report 'The contribution of RE to good community relations' was published in March 2014. It drew on evidence from students, teachers, local authorities and organisations working on this issue at local, national and international levels. Ms. Chaplin attended the launch and presented a paper explaining the APPG Report. John Goodey also attended and had been asked to speak about how RE contributes to community cohesion in St John Baptist C of E School.

The document has a sub-heading: 'Cohesive schools - Cohesive communities - Cohesive society' (the titles that were given to the evidence sessions) and it is arranged under three headings:

- The Implementation of Law and Policy
- Learning in Religious Education
- Teaching Religious Education.

Each includes, in brief, the evidence that was received and the desired outcomes that can arise; it is not the purpose of this paper to explain the process or to reiterate either the evidence or the outcomes, but rather to offer a commentary and reflection on RE and its contributions to good community relations, with some further questions to complement those set out at the end of the summary report.

Section A 'The Implementation of Law and Policy' – evidence for how this might develop was expanded in the long report.

'Desired outcomes' refer to things that would make it better e.g. things that would increase the authority, credibility and efficacy of SACREs.

The section, 'Remaining Questions', led to a discussion about how faith groups might develop better understanding of RE curriculum content and how it supports community relations.

6.4 SACRE Constitution

Throughout the reporting year, work has been undertaken to revise the Lewisham SACRE Constitution.

Work was undertaken in and between meetings with the Baha'i representative, Dr Kishan Manocha, being very involved. At the

time of reporting it is due to be sent to the Legal Team for approval and submission to the council. The draft is attached as an Appendix.

6.5 Ramadan Advice to Schools

Advice for schools about issues around children fasting during Ramadan was approved for schools in 2014.

6.6 Radicalisation of Young People in Lewisham

The chair and Imam Shakeel Begg met regarding the 'Trojan Horse' situation in Birmingham.

Positive discussions led to proposals to have open sessions at the mosque to work together to support the Muslim community as they work with their young people. At the time of this report that work is being planned.

7. Appendices

Appendix A Exam Results

Full Course results by school 2013	Number Entered	A* - A	A* - A %	A*-C	A*-C %	A*-G	A*-G %	A	B	C	D	E	F	G	X	U	
Lewisham Average	1217	288	23.7	934	76.7	1255	103.1	98	190	325	321	151	75	55	40	16	0
Addey & Stanhope	30	13	43.0	29	97.8	30	0.0	2	11	11	5	1	0	0	0	0	0
Conisborough	73	1	1.4	42	57.5	72	98.6	0	1	15	26	11	7	8	4	1	0
Prendergast Ladywell Fields	127	25	19.7	71	55.9	123	96.9	14	11	17	29	23	9	13	7	4	0
Deptford Green	176	59	33.5	149	84.7	174	98.9	17	42	54	36	11	10	4	0	2	0
Bonus Pastor	142	20	14.1	94	66.2	141	99.3	7	13	28	46	25	6	7	9	1	0
Trinity	69	10	14.5	47	68.1	69	100.0	4	6	19	18	12	9	1	0	0	0
Haberdashers Aske's HC	26	1	3.8	16	61.5	26	100.0	0	1	9	6	3	2	2	3	0	0
Haberdashers Aske's KA	27	8	29.6	20	74.1	27	100.0	3	5	5	7	3	3	1	0	0	0
St Matthew Academy	77	19	24.7	77	100.0	129	167.5	3	16	33	25	23	13	7	9	2	0
Forest Hill	99	21	21.2	87	87.9	99	100.0	4	17	34	32	10	1	0	1	0	0
Sedgehill	261	65	0.0	209	0.0	255	0.0	25	40	80	64	20	11	10	5	6	0
Prendergast Hilly Fields	110	46	41.8	93	84.5	110	100.0	19	27	20	27	9	4	2	2	0	0

Full Course Lewisham GCSE Examination Results 2013 compared with 2012

School	No in 2012 cohort	entries 2012	2012 % A*-C (Nat Av 73.7)	No in 2013 cohort	entries 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013
Addey and Stanhope School	114	0		118	30	98.5%	29
Bonus Pastor Catholic College	143	128	81%	152	142	66.2%	94
Conisborough College	142	6	100%	163	73	40.6%	13
Deptford Green School	223	190	70%	232	176	78.9%	75
Forest Hill School	229	142	56%	226	99	87.9%	87
Haberdashers' Aske's Hatcham College	203	8	63%	208	26	61.5%	16
Haberdashers' Aske's Knights Academy	199	34	38%	199	27	74.1%	20
Prendergast-Hilly Fields College	109	106	83%	115	110	84.5%	93
Prendergast - Ladywell Fields College	118	114	58%	140	127	47.7%	31
Sedgehill School	275	256	65%	283	261		107
Sydenham School	223	0	n/a	249	0	n/a	n/a
St Matthew Academy	132	131	60%	136	77	100%	77
Trinity Church of England School,	90	33	85%	98	69	68.1%	47

Short Course results by school 2013

	Number Entered	A* - A	A* - A %	A*-C	A*-C %	A*-G	A*-G %		A	B	C	D	E	F	G	X	U
Lewisham Average	387	99	25.6	246	63.6	381	98.4	46	53	63	84	43	39	26	29	6	0
Addey & Stanhope	68	9	13.2	49	72.1	68	100.0	3	6	16	24	7	6	4	2	0	0
Conisborough	61	0	0.0	9	14.8	57	93.4	0	0	1	8	6	15	13	14	4	0
Prendergast Ladywell Fields	1	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0	1	0
Deptford Green	6	0	0.0	0	0.0	6	0.0	0	0	0	0	4	1	1	0	0	0
Trinity	21	0	0.0	4	19.0	20	95.2	0	0	0	4	1	3	3	9	1	0
St Matthew Academy	1	0	0.0	0	0.0	1	100.0	0	0	0	0	0	1	2	0	0	0
Sydenham	228	90	39.5	183	80.3	228	100.0	43	47	45	48	25	13	3	4	0	0
Prendergast Hilly Fields	1	0	0.0	1	0.0	1	0.0	0	0	1	0	0	0	0	0	0	0

Short Course Lewisham GCSE Examination Results 2013 compared with 2012

School	No in 2012 cohort	No entered 2012	A*-C (Nat Av 53.8%)	No in 2013 cohort	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013
Addey and Stanhope School	114	107	56%	118	68	72.1%	49
Bonus Pastor Catholic College	143	1	0%	152	0	0%	0
Conisborough College	142	133	3%	163	61	14.8%	9
Deptford Green School	223	0		232	6	0%	0
Prendergast-Hilly Fields College	109	0		115	1	100%	1
Prendergast - Ladywell Fields College	118	0	0%	140	1	0%	0
Sydenham School	223	222	77%	249	228	80.3	183
St Matthew Academy	132	1	38%	136	1	100%	1
Trinity Church of England School,	90	46	49%	98	21	19%	4

Full Course Lewisham GCSE Examination Results 2014 compared with 2013 and 2012

School	No entered FULL 2012	2012 % A*-C (Nat Av 73.7)	No entered FULL 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013	No entered FULL 2014	2014% A*-C (Nat Av 70.0)	No A*-C 2014
Addey and Stanhope	0		30	98.5	29	28	100	28
Bonus Pastor Catholic College	128	81%	142	66.2	94	148	64.9	96
Conisborough College	6	100%	73	40.6	13	81	39.5	32
Deptford Green	190	70%	176	78.9	75	57	63.2	36
Forest Hill	142	56%	99	87.9	87	230	36.5	84
Haberdashers' Aske's Hatcham College	8	63%	26	61.5	16	10	50	5
Haberdashers' Aske's Knights Academy	34	38%	27	74.1	20	47	63.8	30
Prendergast-Hilly Fields College	106	83%	110	84.5	93	100	82	82
Prendergast - Ladywell Fields College	114	58%	127	47.7	31	181	65.7	119
Sedgehill	256	65%	261		107	226	63.5	139
Sydenham	0	n/a	0	n/a	n/a	28	50	14
St Matthew Academy	131	60%	77	100	77	141	44	62
Trinity Church of England School,	33	85%	69	68.1	47	85	51.8	44

Short Course Lewisham GCSE Examination Results 2014 compared with 2012 and 2013

School	No entered 2012	A*-C (Nat Av 53.8%)	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013	No entered 2014	2013 % A*-C (Nat Av 56.7%)	No A*- C 2014
Addey and Stanhope School	107	56%	68	72.1%	49	85	48.0	38
Bonus Pastor Catholic College	1	0%	0	0%	0	0	0	0
Conisborough College	133	3%	61	14.8%	9	51	9.8	5
Deptford Green School	0		6	0%	0	0	0	0
Forest Hill School	0		0	0%	0	0	0	0
Haberdashers' Aske's Hatcham College	0		0	0%	0	0	0	0
Haberdashers' Aske's Knights Academy	0		0	0%	0	0	0	0
Prendergast-Hilly Fields College	0		1	100%	1	0	0	0
Prendergast - Ladywell Fields College	0	0%	1	0%	0	0	0	0
Sedgehill School	0		0	0	0	0	0	0
Sydenham School	222	77%	228	80.3	183	180	72.8	131
St Matthew Academy	1	38%	1	100%	1	0	0	0
Trinity Church of England School,	46	49%	21	19%	4	3	0	0

2013 A Level

Centre Name	Exam Board	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A- C Equiv	A - C %	Total A -E Equiv	A - E %	QCA Average Points
Crossways Academy	AQA	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Forest Hill	WJEC	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Haberdashers' Aske's Hatcham College (Academy)	EDEXCEL	Girls	2	0	0	1	1	0	0	0	0	0	2	100.0%	2	100.0%	225.0
Haberdashers' Aske's Knights Academy	EDEXCEL	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Lewisham Christ the King 6th	EDEXCEL	Girls	42	0	2	14	15	6	5	0	0	0		0.0%	42	100.0%	211.4
Prendergast Hilly Fields College	WJEC	Girls	8	0	0	4	4	0	0	0	0	0	8	100.0%	8	100.0%	225.0
Sydenham School	WJEC	Girls	16	0	4	5	6	1	0	0	0	0	15	93.8%	16	100.0%	232.5
	Totals	Girls	71	0	6	27	26	7	5	0	0	0	59	83.1%	71	100.0%	219.3
Forest Hill	WJEC	Boys	19	0	0	2	4	6	6	0	1	0	6	31.6%	18	94.7%	173.7
Haberdashers' Aske's Hatcham College (Academy)	EDEXCEL	Boys	2	0	0	0	1	1	0	0	0	0	1	50.0%	2	100.0%	195.0
Haberdashers' Aske's Knights Academy	EDEXCEL	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Lewisham Christ the King 6th	EDEXCEL	Boys	12	0	0	2	5	5	0	0	0	0	7	58.3%	12	100.0%	202.5
Prendergast Hilly Fields College	WJEC	Boys	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	210.0
Sydenham School	WJEC	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
	Totals	Boys	36	0	0	6	11	12	6	0	1	0	17	47.2%	35	97.2%	189.2

2013 AS Level

Centre Name	Exam Board	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Crossways Academy	OCR	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	120.0
Haberdashers' Aske's Hatcham	EDEXCEL	Girls	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	105.0
Prendergast Hilly Fields College	WJEC	Girls	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	105.0
Lewisham Christ the King 6th	EDEXCEL	Girls	22	0	2	1	7	5	3	0	4	0	10	45.5%	18	81.8%	81.8
Sydenham School	WJEC	Girls	1	0	0	0	0	0	0	0	1	0	0	0.0%	0	0.0%	0.0
	Totals	Girls	26	0	2	2	9	5	3	0	5	0	13	50.0%	21	80.8%	81.9
Crossways Academy	AQA	Boys	1	0	0	0	0	0	0	0	1	0	0	0.0%	0	0.0%	0.0
Prendergast Hilly Fields College	AQA	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	120.0
Forest Hill	OCR	Boys	1	0	0	0	0	0	1	0	0	0	0	0.0%	1	100.0%	75.0
Lewisham Christ the King 6th		Boys	3	0	0	1	0	2	0	0	0	0	1	33.3%	3	100.0%	100.0
	Totals	Boys	6	0	0	2	0	2	1	0	1	0	2	33.3%	5	83.3%	82.5
AS Level		Totals	32	0	2	4	9	7	4	0	6	0	15	46.9%	26	81.3%	82.0

2014 A Level - Logic / Philosophy

Centre Name	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Lewisham Christ the King 6th	Girls	37	0	6	15	12	4	0	0	0	0	33	89.2%	37	100.0%	228.6
Prendergast Hilly Fields College	Girls	4	0	0	1	2	1	0	0	0	0	3	75.0%	4	100.0%	210.0
	Girls	41	0	6	16	14	5	0	0	0	0	36	87.8%	41	100.0%	226.8
Haberdashers' Aske's Hatcham College (Academy)	Boys	4	0	2	2	0	0	0	0	0	0	4	100.0%	4	100.0%	255.0
Lewisham Christ the King 6th	Boys	11	0	0	4	6	1	0	0	0	0	10	90.9%	11	100.0%	218.2
Prendergast Hilly Fields College	Boys	4	0	0	0	1	3	0	0	0	0	1	25.0%	4	100.0%	187.5
	Boys	19	0	2	6	7	4	0	0	0	0	15	78.9%	19	100.0%	219.5
A Levels	Totals	60	0	8	22	21	9	0	0	0	0	51	85.0%	60	100.0%	224.5

A Level 2014 - Religious Studies

Centre Name	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Forest Hill	Girls	6	0	1	1	3	1	0	0	0	0	5	83.3%	6	100.0%	220.0
Haberdashers' Aske's Hatcham College (Academy)	Girls	2	0	0	2	0	0	0	0	0	0	2	100.0%	2	100.0%	240.0
Haberdashers' Aske's Knights Academy	Girls	1	0	1	0	0	0	0	0	0	0	1	100.0%	1	100.0%	270.0
Lewisham Christ the King 6th	Girls	76	1	13	21	28	11	2	0	0	0	63	82.9%	76	100.0%	223.8
Prendergast Hilly Fields College	Girls	9	0	2	3	3	1	0	0	0	0	8	88.9%	9	100.0%	230.0
Sydenham School	Girls	9	0	1	3	5	0	0	0	0	0	9	100.0%	9	100.0%	226.7
	Girls	106	1	18	31	39	15	2	0	0	0	89	84.0%	106	100.0%	224.4
Forest Hill	Boys	13	0	0	2	3	6	2	0	0	0	5	38.5%	13	100.0%	191.5
Haberdashers' Aske's Hatcham College (Academy)	Boys	1	0	0	0	0	0	1	0	0	0	0	0.0%	1	100.0%	150.0
Lewisham Christ the King 6th	Boys	21	0	1	10	4	4	2	0	0	0	15	71.4%	21	100.0%	215.7
Prendergast Hilly Fields College	Boys	3	0	0	3	0	0	0	0	0	0	3	100.0%	3	100.0%	240.0
Sydenham School	Boys	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	210.0
	Boys	39	0	1	15	8	10	5	0	0	0	24	61.5%	39	100.0%	207.7
A Levels	Totals	145	1	19	46	47	25	7	0	0	0	113	77.9%	145	100.0%	219.9

Appendix B

LEWISHAM STANDING ADVISORY
COUNCIL
on
RELIGIOUS EDUCATION
(LEWISHAM SACRE)

CONSTITUTION
(DRAFT)

Dated:

LEWISHAM STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

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

Interpretation

In this Constitution:

'Local Authority' means Lewisham Council acting either independently or through the Education Lead Member and Children and Young People's Directorate.

'The council' means Lewisham's SACRE.

'Member' means a member of SACRE and includes a substitute or co-opted member.

'Elected member' means an elected member of the Lewisham Council sitting on Committee D as a SACRE member

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

Role and functions

(i) To advise the Local Authority (Lewisham Council) on the religious education to be given in its schools in accordance with an Agreed Syllabus. In particular, the SACRE can offer advice on methods of teachings, the choice of materials and the provision of training for teachers.

(ii) To advise the Local Authority on matters pertaining to school worship in its schools.

With regard to (i) and (ii), the Local Authority may refer matters to the SACRE, which the latter must then consider and advise on. The SACRE may also take the initiative and make recommendations to the Local Authority on these matters.

(iii) To receive, determine and review applications from Head Teachers as to whether the requirement for collective worship that is wholly or mainly of a Christian character may not apply. This application to vary the legal requirement for collective may be for the whole school or for groups of pupils.

(iv) To require the LA to set up a Statutory Agreed Syllabus Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary.

(v) To produce an annual report on its work which will, inter alia:

- a) describe the work that SACRE has undertaken
- b) specify matters in respect of which the SACRE has given advice to the Local Authority;
- c) broadly describe the nature of the advice given and the response given by the LA;
- d) where any such matters were not referred to the SACRE by the Local Authority, provide the SACRE's reasons for offering advice on the matter.

Copies of the report will be made available to schools and the public on the SACRE and/or other appropriate website.

At the discretion of the Local Authority, the SACRE may:

- (a) monitor the provision of Religious Education in order to inform its advice and reporting;
- (b) monitor the provision of collective worship in order to inform its advice and reporting;
- (c) be involved in Complaints Procedures.

Officers

The SACRE will have an elected Chair and an elected Vice Chair.

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

Membership

A list of those members deemed appropriate for the Lewisham SACRE under the legal framework is in the Appendix.

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

Delegates as members shall remain until such time as they will have resigned or have been removed from under the rules dictated by their sponsorship group, Governing Body of that class of Members or for any reason stated therein.

Terms of Office of Members

Termination of SACRE membership by reason of non-attendance:

If a SACRE member is absent for 2 or more consecutive meetings without apology or for any reason not acceptable to the council, the clerk will write to the member concerned to check whether their membership has lapsed and whether they would like to nominate a substitute or to refer their membership back to their sponsoring body.

Should they be absent from the next meeting without apologies or for any reason not acceptable to the Council there shall be deemed to be a vacated place to be filled by the sponsorship group / governing body for that class of members. The SACRE clerk will write to the lapsed member informing them of the decision and then write to the sponsoring body requesting a new member be nominated.

Vacancies

The Clerk, working on behalf of the LA and the Officers will approach sponsoring bodies for new delegates as soon as a vacancy arises.

Deputies / Substitute members

There can be a substitute member nominated by the absent member and notice of this substitution should be notified to the clerk of SACRE at least 6 hours in advance of the meeting.

Procedure for electing Chair and Vice Chair

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

Nominees for these positions should have served on the SACRE for at least twelve months so that members would have developed a relationship with that person and have confidence to nominate them to such an important position.

Co-options

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

Quorum

A meeting will only be quorate if the following numbers of representative/s of the respective groups are present: -

Group A - minimum of 2 representatives (1 Christian and 1 non-Christian)

Group B - minimum of 1 representative

Group C - minimum of 1 representative

Group D - minimum of 1 representative

Meetings

Frequency of meetings

There will be a minimum of 5 SACRE meetings per year. These will be normally 2 in the Autumn and Summer terms and one in the Spring term

An Extraordinary meeting may be called or convened to deal with urgent matters of national or local importance.

Notice of meetings

The dates of the main meetings will be decided at the first meeting in the education (academic) year and circulated by the clerk to all members

Sub-Committees

Occasional sub committees or working parties will be convened for specific pieces of work. These will report back to the full SACRE meeting for the duration of their work.

Agendas

Matters or items for the Agenda of any meeting shall be sent to the Clerk at least 21 days in advance of the meeting. The Agenda shall be distributed to reach members at least 7 working days in advance of the next listed meeting.

Voting

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

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

Minutes

Minutes will be taken by the clerk and cleared by the Officers. The draft minutes of meetings shall be circulated to members within one month of the meeting taking place where possible or at the latest with the next set of meeting papers

Availability of papers to the public

Papers for each meeting will be made available on the Lewisham Council website

..... (Chair) on behalf of Lewisham SACRE

Dated:

APPENDIX C – MEMBERSHIP OF LEWISHAM SACRE.

Committee A Other Christian denominations and other faiths and beliefs represented in the Local Authority

African-Caribbean Churches / Pentecostal churches	1 representative
Baha'i	1 representative
Buddhism	1 representative
Free Churches	3 representatives
Hinduism	1 representative
Humanism	1 representative
Islam	2 representatives
Judaism	1 representative
Roman Catholicism	1 representative
Sikhism	1 representative

Committee B The Church of England

The Diocese of Southwark	5 representatives
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Committee C Teachers' Professional Associations

NUT	2 representatives
ATL	1 representative
NASUWT	1 representative
Lewisham Heads and Deputies	1 representative
Turnham school	1 representative

Committee D The Local Authority

Elected Members	3 representatives
Representative of the Executive Director Children & Young People	1 representative
Secondary school Governors	1 representative
Primary school Governors	1 representative

Also

RE Adviser to SACRE	(non-voting)
Clerk to the SACRE	(non-voting)
Co-optees	(non-voting)

Appendix D

Distribution of this report

The report is made available electronically to:

The Department for Education

The National Association of SACREs (NASACRE)

Lewisham SACRE members

Lewisham Council, Elected Members

Executive Director of Children and Young People

Teaching Unions in Lewisham

SACRE Nominating Bodies

Southwark Diocesan Board of Education

The main Faith Groups in Lewisham,
including Catford & Bromley Synagogue,
and Lewisham Islamic Centre

Ecumenical Borough Deans

All schools in Lewisham

LeSoCo

Goldsmiths' College (University of London)

Lewisham Libraries

London Boroughs of Greenwich, Southwark, Lambeth and Waltham Forest (Clerks to
the SACRE)

Lewisham LA Website

Produced by:
Directorate of Children and Young People,
Lewisham.
3rd floor, Laurence House. 1, Catford Road, CATFORD, London. SE6 4RU