

---

## Standing Advisory Committee for Religious Education

---

THURSDAY, 15TH DECEMBER, 2005 at 19:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, LONDON N22 8LE.

**Group A: Christian Denominations and other Faiths represented in Haringey:**

**Vacancy** (Salvation Army FCFC), Ms S Berkery-Smith (Diocese of Westminster (RC), Mr M. Ibrahim (Muslim Educational Trust), Mr Alli (North London Islamic Cultural Society), Rabbi D Lister (Board of Deputies of British Jews), Mr Barnabus Mishi (Greek Orthodox), Ms B Parsons (Spiritual Assembly of the Bahai's), **Vacancy** (North London Buddhist Centre), Mr K Ranganathan (Hindu (Shiva) Temple Trust), Jenny Stonhold (United Reformed Church), Rev R Allaway (Baptist Churches), **Vacancy** (Quaker), Ms M Huntley (Methodist) **Vacancy** (Seventh Day Adventists), Peter Adeniyi (Pentecostal Churches).

**Group B: Church of England:**

Mr E Griffith, Mrs J Jamieson, Mr G Mariner, Revd Canon A Dangerfield, Miss C Goymer, Revd Dr Jonathan Trigg.

**Group C: Professional Associations:**

Ms N Parmar (NUT), Mr N Bradley (NUT), Ms J Arrowsmith (NUT), Aurelie Bivigou (NUT), Mr A Yarrow (SHA), Brumi Otobushin (NASUWT)

**Group D: Local Education Authority Group:**

Cllr Haley, Cllr Aitken, Jennifer James, Livinius Emmanuel Onyearugbulem.

**Co-opted Non-Voting Members:**

Mr N Bacrac (British Humanist Association), Mr P Dighton (Jehovah's Witness).

**AGENDA**

**1. APOLOGIES FOR ABSENCE (IF ANY)**

**2. URGENT BUSINESS**

To be considered at item 13

**3. MINUTES (PAGES 1 - 4)**

To confirm the minutes of the meeting on 29 September and any matters arising

**4. MATTERS ARISING**

**5. UPDATE ON THE HOLOCAUST MEMORIAL DAY EVENTS**

An update from Leon Joseph

**6. DRAFT ANNUAL REPORT 2005 (PAGES 5 - 56)**

This item needs to be agreed by SACRE members for despatch to QCA and NASACRE by the end of term. **PLEASE NOTE THAT THIS MEETING MUST BE QUORATE IN ORDER TO AGREE THIS ITEM. IF YOU HAVE ANY DIFFICULTY IN ATTENDING PLEASE SPEAK TO CLERK, thank you.**

**7. SACRES AND SELF EVALUATION - A GUIDE FROM OFSTED (PAGES 57 - 84)**

Members are asked to consider and discuss the second evaluation of SACRE's work on the final version of the form and check for any missed items or errors and agree the judgements.

**8. HARINGEY AGREED SYLLABUS SURVEY**

Analysis and feedback from the RE Advisor to SACRE

**9. PROPOSALS FOR A NATIONAL RE STRATEGY (PAGES 85 - 90)**

from the RE Council of England and Wales – Mr M Ibrahim

**10. DEVELOPING AND INDUCTION PROCESS FOR NEW SACRE MEMBERS**

An update from Denise Chaplin

**11. PRIMARY AND SECONDARY SUBJECT REPORTS (PAGES 91 - 102)**

Information Item. This will be discussed at the first meeting in the new year

**12. FEEDBACK ON THE PCFRE CONFERENCE AND NASACRE CONFERENCE FROM THE CHAIR OF SACRE**

**13. MUSLIM BOOKS FOR SCHOOLS**

A discussion item led by Jennifer James

**14. OFSTED RACE EQUALITY PAPER (PAGES 103 - 136)**

members are asked to consider and comment on this prior to a formal feedback at the next meeting.

**15. INFORMATION EXCHANGE BETWEEN SACRES**

proposal from Barnet SACRE - Denise Chaplin

**16. ITEMS OF URGENT BUSINESS**

**17. DATE OF NEXT MEETING**

23 March 2006, 7pm, Civic Centre, Wood Green

Yuniea Semambo  
Head of Member Services  
5<sup>th</sup> Floor  
River Park House  
225 High Road  
Wood Green  
London N22 8HQ

Julie Harris  
Principal Support Officer (Council)  
Tel No: 020 8489 2957  
Fax No: 0208 489 2660  
Email: [julie.harris@haringey.gov.uk](mailto:julie.harris@haringey.gov.uk)

This page is intentionally left blank

## **MINUTES OF HARINGEY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) 29 September 2005**

### **Group A: Christian Denominations and other Faiths represented in Haringey:**

Vacancy (Salvation Army FCFC), Ms S Berkery-Smith (Diocese of Westminster (RC), Mr M. Ibrahim (Muslim Educational Trust), Mr Alli (North London Islamic Cultural Society), Rabbi D Lister (Board of Deputies of British Jews), Mr Barnabus Mishi (Greek Orthodox), Ms B Parsons (Spiritual Assembly of the Bahai's), Vacancy (North London Buddhist Centre), Mr K Ranganathan (Hindu (Shiva) Temple Trust), Jenny Stonhold (United Reformed Church), Rev R Allaway (Baptist Churches), Vacancy (Quaker), Ms M Huntley (Methodist) Vacancy (Seventh Day Adventists), Peter Adeniyi (Pentecostal Churches).

### **Group B: Church of England:**

Vacancy, Mrs J Jamieson, Mr G Mariner, Revd Canon A Dangerfield, Miss C Goymer, Revd Dr Jonathan Trigg.

### **Group C: Professional Associations:**

Ms N Parmar (NUT), Mr N Bradley (NUT), Ms J Arrowsmith (NUT), Aurelie Bivigou (NUT), Mr A Yarrow (SHA), Brumi Otobushin (NASUWT), Vacancy (NAHT).

### **Group D: Local Education Authority Group:**

Cllr Haley, Cllr Aitken, Jennifer James, Livinius Emmanuel Onyearugbulem.

### **Co-opted Non-Voting Members:**

Mr N Bacrac (British Humanist Association), Mr P Dighton (Jehovah's Witness).

Also Present: Denise Chaplin (R.E. Consultant)

## **1. APOLOGIES FOR ABSENCE**

Apologies were received from: Cllr Aitken, Mrs Parsons, Mr Alli. Mr Haylock of the Salvation Army had tendered his resignation.

## **2. ELECTION OF CHAIR OF HARINGEY SACRE FOR THE MUNICIPAL YEAR 2005/6.**

It was moved and seconded that Jenny Stonhold be appointed as Chair of SACRE for the Municipal Year 2005/06 with Nick Bradley as Deputy Chair. This was voted on and agreed unanimously.

**3. MINUTES OF THE MEETING 12 APRIL 2005 and notes of inquorate meeting on 30 June 2005**

The minutes of the above meetings were agreed and signed by the Chair.

**4. SUPPORTING SCHOOLS IN MEETING THE NEEDS OF FAITH COMMUNITIES IN HARINGEY SCHOOLS – A presentation by Leon Joseph, Equalities and Diversity Division, LB Haringey (report attached)**

Leon Joseph introduced this item which is currently live on the web site for one week for consultation by SACRE members. SACRE members were invited to comment on its content and feedback to Leon or Denise Chaplin by Thursday 6 October. Members suggested that a link to the SACRE website would be useful. Leon asked if the newly appointed Chair of SACRE would write a forward for the Faith Communities site.

Leon also spoke briefly about the forthcoming Holocaust Memorial Day; which is due to take place in January 2005. A range of activities are planned but at this stage these have not been confirmed. As the Holocaust Memorial Day falls on a Friday it was planned to hold evening meetings in the week leading up to the event so that the Jewish community can participate (dates to be confirmed). The working group has met twice and two SACRE representatives (Denise Chaplin and Nick Bradley) were actively involved in this. The national theme for this year is 'One Person can make a Difference'. Leon agreed to update members at the next meeting (15 December).

**6 PRESENTATION ON PRAY HARINGEY**

Mr Brendan Munroe presented this item and outlined the work of Pray Haringey in their role as strategic community planners. Members were also advised of a Christian Directory, which will be launched at their Convention on 1 October at the Salvation Army Headquarters in Wood Green. Members were also advised of the new 40 day Prayer Booklet; sponsored by the Peace Alliance. There was a brief discussion about Pray Haringey's role in community issues and their active links with the Police, Teachers and Council and their work in mobilising and motivating Churches; irrespective of their denomination.

**7. FINALISING THE DRAFT SACRE DEVELOPMENT PLAN 2005/06 – Denise Chaplin, RE Adviser to SACRE**

Members noted that the development plan had been active since April. The last meeting had been inquorate and therefore a formal decision to adopt it could not be taken although members of SACRE present at the meeting had been in favour of doing so.

As a response to the section on representation, it was agreed that the Clerk to SACRE would chase the outstanding vacancies. The Annual report is another action on the plan and the Clerk to SACRE will write to all members advising them of the importance of attending the December meeting as the Annual report had to be agreed ready for despatch to QCA at the end of the Autumn term.

Links with national bodies also feature in the Development plan. Denise advised members of two forthcoming conferences; NASACRE on 6 December in Bristol (about SACRE self evaluation and subject self-evaluation) and the NASACRE AGM on 4 May 2006 (a keynote speaker from QCA was expected to address this).

The RE adviser to SACRE recommended that an item on the Self Evaluation Tool and monitoring should be on the agenda for the next meeting on 15 December.

**8. DEVELOPING AN INDUCTION PROCESS FOR NEW SACRE MEMBERS – Denise Chaplin, RE Adviser to SACRE**

It was agreed that Denise and the Clerk to SACRE would meet to finalise the contents of this pack. It was suggested that the copies of the agreed syllabus be available for new and existing members and that future revisions of the syllabus be placed on CD-ROM. It was also agreed that new headteachers would be sent a copy of the agreed syllabus.

**9. REVIEW OF THE OFSTED REPORT ON NOEL PARK**

It was noted that this was generally a good report. The Leadership of the Head Teacher and her role in promoting a sense of unity, spiritual and moral development was highly commended. The newly elected chair of SACRE will write to the Head Teacher offering congratulations.

**10. REVIEW OF AGREED SYLLABUS (Non Statutory National Framework)**

Another item related to the SACRE self-evaluation process is monitoring the Agreed Syllabus. SACRE's is required to monitor the

impact of the agreed syllabus. The outcomes of this monitoring will inform any changes. Denise Chaplin circulated a draft questionnaire for schools, for members to consider and agree. The outcome of this questionnaire will support planning for the revision of the Agreed Syllabus, which is due to start in the next financial year. A budget and workplan will need to be planned to revise the syllabus. The content of the questionnaire was agreed.

Denise Chaplin and Jennifer James agreed to meet to discuss the workplan and the financial implications.

### **13. DATE OF NEXT MEETING**

Dates of future meetings:

15 December 2005:

- SACRE Self Evaluation tool
- Annual Report (for Submission to QCA)
- Update on the PCFRE Conference
- Update on Holocaust Memorial Day

23 March 2006:

### **USEFUL CONTACTS**

[Jennifer.James@Haringey.gov.uk](mailto:Jennifer.James@Haringey.gov.uk)

[Julie.Harris@Haringey.gov.uk](mailto:Julie.Harris@Haringey.gov.uk)

[Denise.Chaplin@btinternet.com](mailto:Denise.Chaplin@btinternet.com)

[Leon.Joseph@Haringey.gov.uk](mailto:Leon.Joseph@Haringey.gov.uk)

Signed

CHAIR OF SACRE

DATE





# Haringey SACRE

## Annual Report



**2004-2005**

A member of the National Association of SACREs



**HARINGEY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
(SACRE)**

**ANNUAL REPORT 2004/05 ACADEMIC YEAR**

**1. Introduction**

Haringey SACRE met on the following five occasions during the academic year 2004 –2005:

- 9<sup>th</sup> September 2004
- 16<sup>th</sup> December 2004
- 31<sup>st</sup> January 2005
- 12<sup>th</sup> April 2005
- 30<sup>th</sup> June 2005

All meetings this year were held at the Civic Centre, Wood Green, although it was hoped that one meeting would be held at Fortismere School. Eventually the first meeting of the next cycle was organised for that venue.

Unfortunately the meetings of 16<sup>th</sup> December 2004 and 30<sup>th</sup> June 2005 were inquorate. Although there were many members of SACRE from Groups A, B and C present at both meetings, quoracy rules were not met. Although members discussed SACRE business they were unable to make decisions. During the meeting of 16<sup>th</sup> December, as the SACRE's Annual Report had been circulated separately for comments and no amendments had been received, those present were keen to be able to agree the Report in order that it could be sent to the Qualifications and Curriculum Authority and meet the annual deadline.

The Acting SACRE clerk sought advice from her section but the legal advice given to the SACRE would not let the Chair take Chair's action or a substitute Councillor be accepted to ensure quoracy. Therefore the SACRE annual report for 2003/4 was not agreed within the timescale required and an emergency meeting was called for January to finally agree the Report. A draft copy was sent to QCA by e-mail.

Similar problems occurred with the SACRE's Development Plan which could not be adopted because of quoracy. However, for the sake of urgency many of the required actions in the Plan were begun despite the Plan not being formally adopted so that necessary progress could be made.

A membership list of Haringey's SACRE can be found at Appendix 1 – **Julie to complete**

## **2. Religious Education**

### **2.1 The locally Agreed Syllabus**

The Haringey Agreed Syllabus is currently in its fourth year, having been launched in July 2002 and revision of the syllabus will be due to begin in 2006-7. During the year members greeted the publication of the Non-Statutory Framework for religious education with interest. All members received a copy and during the year have referred to the Framework. Revised Assessment Guidance based on the new advice was agreed during the year and can be found on the LgFL website:

<http://www.lgfl.net/lgfl/leas/haringey/web/teachers%20section/KS2/RE/Links%20%26%20Resources/Page%201/>.

It was agreed that SACRE should monitor the Agreed Syllabus during the next year preparatory to revising the Syllabus in 2006 and that the Non-Statutory Framework would be a useful document to SACRE when the revision takes place..

### **2.2 Standards in religious education**

#### **2.2.1 Ofsted Reports**

During the year SACRE reviewed the RE sections of the OFSTED inspection reports for the following Haringey schools inspected since the last annual report: Bounds Junior school, Devonshire Hill and Mulberry primary schools, South Haringay infants school and Gladesmore Community school.

SACRE members noted the following:

- RE provision has improved since the last inspection in two schools.
- Resourcing for RE was still found to be unsatisfactory in two schools.
- The QCA 'Schemes of Work' continue to be a concern as their status is confusing and one school was judged not to be meeting statutory requirements as they were using these units.
- Assessment and ICT remain an issue in 2 schools
- Time allocated to the subject was inadequate in 3 schools
- Meeting statutory requirements in secondary schools remains a concern.
- Links with local faith communities are a rich resource and are helping to raise standards.

It is difficult for SACREs to obtain information about standards in local schools except through Ofsted inspection reports. SACRE tried to obtain information through a questionnaire last year but there was a limited response. SACRE remains unsure of where secondary departments have adequate staffing, strengths and weaknesses.

The themed review of religious education and collective worship in a cohort / networked learning community, planned by the Head of School Standards for the academic year 2004-2005 did not take place as the themed reviews were replaced with a different model of working in Haringey schools.

National key issues in HMI subject reports were evaluated in relation to local areas for development during the year. It was noted that nationally standards are improving and SACRE members agreed that implementation of the local syllabus was already raising standards in most local Primary schools. Members also noted that assessment and use of ICT continue to be national issues reflected in the local context.

Compliance in Secondary schools, which is improving nationally, remains an area for local concern. Members of SACRE are concerned that where schools are not providing enough time for the subject standards will not rise. However the examination results for summer 2004 were extremely good and SACRE were delighted to see such a speedy rise in standards.

Concern was expressed yet again about these issues, particularly as during the year it became clear that the changes to the Ofsted inspection Framework would leave SACREs with little or no evidence on which to base its monitoring of standards.

### **2.2.2 GCSE Results - Full and short courses summer 2004**

As part of the last Annual Report SACRE members considered and discussed the R.E. GCSE results for 2003/2004. It was as a response to that information that the SACRE requested a further detailed breakdown of data (see section 2.2.3 below).

A commentary/analysis of this summer's results appears below. Results are compared throughout with data from the last three years and where available with national (as yet unconfirmed) data.

**GCSE Results Summer 2005 compared with the previous three years' results**

Percentage of candidates gaining grades

	National Full 2005	Full 2005	Full 2004	Full 2003	Full 2002	National Short 2005	Short 2005	Short 2004	Short 2003	Short 2002
<b>A*</b>	10.5	2.4	8.8	1.0	1.0	5.9	1.6	3.2	3	1.5
<b>A</b>	18.9	12.3	17.2	7.3	6.5	11.6	5.0	6.7	5.9	4.2
<b>B</b>	20.8	14.9	19.9	10.5	14.5	16.6	10.3	14.8	11.7	9.1
<b>C</b>	18.5	16.4	16.4	13.7	12.5	19.6	14.3	18.9	16.2	12.4
<b>D</b>	12.5	14.3	12.7	17.3	20.5	15.5	13.0	12.2	12.9	17.7
<b>E</b>	8.3	14.7	8.1	14.1	15.5	12.5	15.0	12	17.4	14.1
<b>F</b>	5.4	7.6	8.6	12.8	11	8.9	11.6	9.9	9.6	17.1
<b>G</b>	3.1	6.9	4	6.1	12.5	5.8	10.9	6.4	5.1	10.5
<b>U</b>	2	6	4	8.3	5	3.6	8.6	16	4.1	8.6

In the following table national figures, where known, are shown in brackets.

	2005		2004		2003	
	Full	Short	Full	Short	Full	Short
<b>%A*-C</b>	46 (68.6)	31.3 (53.7)	63 (65.8)	44 (52.9)	32.6 (63.8)	37 (51.3)
<b>%A*-G</b>	89.4 (97.9)	81.8 (94.4)	96 (94.4)	84 (86.7)	82.7 (91.9)	82.3 (88.1)
<b>Number entered Full Course</b>						
	2005		2004		2003	
	Boys	Girls	Boys	Girls	Boys	Girls
	229	232	115	256	148	165
<b>Total both</b>	463		371		313	
<b>Number entered Short Course</b>						
	2005		2004		2003	
	Boys	Girls	Boys	Girls	Boys	Girls
	351	341	343	265	285	201
<b>Total both</b>	614		608		486	

Once again there has been an increase in the number of pupils being entered for RE or RS GCSE which reflects the national picture. This figure indicates an improvement in compliance with legal requirements for RE being aligned with the concern to ensure that this subject contributes to pupils' qualifications and it is particularly of interest that there were over 1000

entries for these examinations in Haringey this summer. In some schools, as can be seen from the school level data in Appendix 3, this represented a considerable number of the year 11 student cohort, whilst in other schools the small number of pupils entered indicates a small group or option group.

This summer's RE results in Haringey are a disappointment, particularly following the exceptional results last year. For both full and short course the results are significantly below last year's results and although this year's results are an improvement on the 2003 figures for the full course, the short course results are the worst for 3 years.

This year 212 Haringey students achieved A\* -C grades in the full course, compared with 232 last year. The gap between the number of students achieving A\*-C grades locally and the national picture has widened to 22.6% for the full course (last year the gap was only 2.8%). The gap between the percentage of students achieving A\*-C locally and those achieving that figure nationally for the short course is 22.4% this year compared with 8.9% last year.

We are at this time unable to compare these figures with those of statistical neighbouring LEAs.

### **2.2.3 Value added analysis**

SACRE asked the LEA for data to compare RE results with statistical neighbours or similar schools and were informed by the Data collection team that this was not possible. The DfES in the Autumn Package only gives benchmarking data for English, Maths and science.

For the children in Haringey who were entered for full RE GCSE and based on their prior attainment at Key Stage 3 The number expected to attain a grade C or higher (based on national value Added data) was 270, whilst the number who actually achieved grade C or higher was 316 - showing overall very good progress.

For the children in Haringey who were entered for short course RE GCSE and based on their prior attainment at Key Stage 3 The number expected to attain a grade C or higher (based on national value Added data) was 188, number who actually achieved grade C or higher was 256 - also showing overall very good progress.

#### **2.2.4 Next steps for developing religious education:**

SACRE will continue to monitor standards through:

- The last few Ofsted Inspection reports and other national / regional thematic reports;
- KS4 results for RE;
- School Self-Evaluation outcomes
- Questionnaire and buzz groups

SACRE will continue to:

- Feed back members' views to schools when they have received information about standards.
- Advise schools on the necessary action required to use the QCA non-statutory framework once it has been published.

### **2.3 Methods of teaching, choice of teaching materials, teacher training.**

#### **2.3.1 SACRE Newsletters**

During the year SACRE again issued 2 newsletters that have kept teachers engaged in national issues, provided advice on teaching materials and recommended methods of teaching. These are now on the SACRE's website.

#### **2.3.2 Methods of teaching –review of book on cultural diversity**

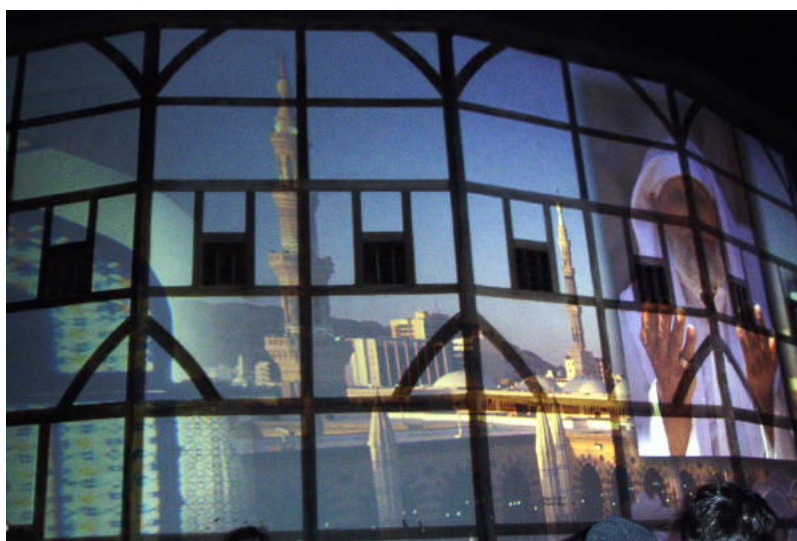
SACRE members examined and evaluated a book on cultural diversity and found that it would not be appropriate to use in schools. The publication was not recommended.

#### **2.3.3 'Books for schools'**

At their December meeting SACRE discussed the 'Books for schools' resource initiative by the Muslim Council of Britain who have produced a resource pack for schools for teaching of Islam. The complete resource pack contains books, video and artefacts and costs £250 for a complete set. SACRE were interested to hear that some LEAs have organised funding to support the pack, whilst in other LEAs networks of local mosques had also contributed to the support the pack. It was noted by Members that the cost for this resource may be too high for some schools' budgets to meet and that some of the resources in the pack might already be in schools, reducing the suitability of the resource.

#### **2.3.4 Islam Awareness Week**

SACRE were again represented at the launch of Islam Awareness Week, which was held this year at the Globe theatre.



Schools were informed of the theme of the week, 'My Muslim Neighbour', and the IAW website online resources to support their teaching about Islam : <http://www.iaw.org.uk/>.

### **2.3.5 Holocaust Memorial Day**

Denise Chaplin and Nick Bradley represented SACRE on the Holocaust Memorial Day working party. This year's theme was 'Survivors, Liberation and Rebuilding Lives'. A resource pack and PowerPoint presentation appropriate for use with secondary age pupils were developed by the working party and every school was sent a copy on CD Rom. The materials are also posted on the SACRE website.

The materials included Traveller Poems from 'Roads of the Roma' which were included with generous permission of the editors Ian Hancock, Siobhan Dowd and Rajko Djuric, and from Charles Smith who has also published "Not All Wagons and Lanes" which includes an account of his visit to Auschwitz.

The working party included other local residents including Roman Halter, a Holocaust Survivor and local resident who wrote a personal statement for the materials and permission to use his photograph.

The development of these materials was undertaken in order to provide appropriate materials for Haringey schools in order that teachers could develop appropriately focused and sensitively planned lessons for their pupils based on this theme.

The Bruce Castle event included further upgrading of the Memorial Garden, this year by the addition of a flag which was raised at the event which was attended by the Mayor, together



with primary schools and faith leaders.

### **2.3.6 Teacher Training / Continuing Professional Development**

A short programme of training was produced this year. A half day course in the autumn term focussing on writing an RE policy was extremely well attended. .

### **Next Steps for SACRE**

- Develop links with schools where there are key issues in RE as identified in Ofsted reports, thematic inspections or notes from school improvement officers.
- Continue newsletters, subject leader meetings and publication of guidance on the LEA website.
- SACRE representatives to work with the Holocaust Memorial Day planning group to develop materials for use in schools.
- Monitor the use of self-review booklet in schools and disseminate further materials on complying with statutory requirements for RE.
- Identify and share good practice.

### **2. 4 Complaints concerning RE**

No complaints were received by SACRE this year. Complaints referred to the Equalities Officer or Senior School Improvement Officers were responded to appropriately at that level following the Council's procedures for discriminatory incidents.

### **2. 5 Other Issues: The non-statutory National Framework for RE**

The Non-Statutory Framework was launched on 28<sup>th</sup> October and SACRE was represented at the launch by its Adviser. Members have received copies of the Framework and were taken through its contents. The SACRE appreciate that it will be an important tool when the syllabus is reviewed.

## **3. Collective Worship**

### **3.1 Advice on Collective Worship**

Some advice was sought by schools from the RE SIO consultant about collective worship and teaching at Christmas. There were enquiries from schools requiring further clarity on the guidance on and process for seeking a determination from SACRE for collective worship. It is expected that two Primary schools may apply for a Determination during the next year.

### **3.2 Monitoring Standards**

SACRE reviewed collective worship and spiritual, moral, social and cultural development sections of the OFSTED reports for the following schools: Bounds Junior school, Devonshire Hill and Mulberry primary schools, South Harringay infants school and Gladesmore Community school.

Three of these schools were judged to not meet the statutory requirements for an act of collective worship, although they were found to provide well for pupils' spiritual development.

In one school, where inspectors found that provision for children's spiritual, moral and social development is good overall, *'Collective worship now takes place regularly and follows a soundly planned programme. At its best, it provides very good opportunities for children to reflect in a quiet and reverent way on their own and others' beliefs and feelings.'*

One of the schools has sent for copies of the SACRE's Determinations paperwork and is intending to seek a Determination next year. Another school has been offered support by the SACRE's Adviser.

### **3.3 Training**

Within the rolling programme of continuing professional development, one training course in collective worship was planned this year. However it did not recruit and was cancelled.

#### **3.3.1 Training for SACRE members**

SACRE were given some training on issues related to delivery of collective worship in schools at the request of members to dispel some of the myths surrounding collective worship and to outline its main objectives. The legal requirements for collective worship were explained and issues about delivery and quality were explored and discussed.

### **3.4 Determinations**

There have been no applications for determinations this year.

### **3.5 Complaints concerning collective worship**

There have been no complaints to SACRE recorded this year.

## **4. Links with other agencies**

### **4.1 National**

#### **4.1.1 Haringey SACRE is a member of the National Association of SACREs**

(NASACRE). National conferences have been attended this year and information has been disseminated to SACRE. The regular national NASACRE newsletter is disseminated to members. The SACRE's Adviser is Deputy Chair of the NASACRE this year.

#### **4.1.2 Qualifications and Curriculum Authority & HMI**

Members of SACRE regularly receive and consider QCA information including the analysis of SACRE reports and materials published by HMI regarding RE standards nationally.

In December SACRE's Adviser attended the QCA and National Conference on their behalf. There had been a substantial item on the HMI's report on the inspection of SACREs and the outcomes gave a picture of the quality of SACREs across the country. Also issued to attendees at the conference was the draft SACRE Self Evaluation Tool. By using this SACREs would be able to measure themselves against good practice and following this Haringey SACRE engaged in a self-review process (see section 5.5).

#### **4.1.3 The RE Council**

One member of Haringey SACRE is also a member of the RE Council and SACRE benefits from his contacts and information from their meetings.

#### **4.1.4 AREIAC & NASACRE**

The Consultant RE School Improvement Officer is a member of the Association of RE Inspectors, Advisers and Consultants (AREIAC) and this link also informs SACRE's work. She is also Deputy Chair of the national Association of SACREs (NASACRE).

### **4.2 Local**

One SACRE member is also a member of Waltham Forest SACRE and another belongs to Hackney SACRE. These links are beneficial to Haringey SACRE.

SACRE is represented on the Children's Fund Committee; this body funds various projects in schools for pupils from 5-12 years and holds two meetings a year.

SACRE members were consulted by the Council as part of a review of the Cemeteries and Crematoria in the Borough.

## **5. Other work of SACRE**

### **5.1 Meeting the needs of Faith Communities in Haringey Schools**

Haringey Council, working in partnership with SACRE have produced some guidance to support believers either pupils or staff in Haringey schools. Leon Joseph, the Equalities Officer, came to consult with SACRE members at two stages of the development of the materials and he and the SACRE's Adviser developed the materials for publication on the Haringey Council website. Leon advised SACRE members that the final version of this document would be on the Council's Web pages and the London Grid for learning. A launch was planned for the autumn and SACRE members and the Haringey Executive member for Children and Young People were invited to participate.

### **5.2 The Peace Alliance**

SACRE received Mr Mohamed-Abdul Khaled who outlined the work of the Peace Alliance, with particular reference to their current projects on gun crime and their work with young people and schools. It was noted that all Peace Alliance representatives who work with young people are subject to CRB checks. Mr Khaled also asked if a member of SACRE could be a representative at the Peace Alliance Steering Groups. The Peace Alliance are represented on SACRE.

SACRE members were invited to events for the Haringey week of Peace in September 2005.

### **5.3. Consultation by the DfES regarding the collection of information on pupils' faiths.**

Members were advised that the data collection had been proposed to identify discrimination and under-performance in certain faiths and to comply with the requirements of the Race Relations Act 2000. It had been subject to recent debates in parliament and LEA's had been invited to send combined responses to the DfES. Members were advised that schools were already required to collect data on ethnicity. There was discussion and general agreement that the list, as set out in Model Form F3, was not a fair representation of the faith groups and members questioned why the list had been split in this way? There was also concern about potential inappropriate use of the data and whether it was being gathered on a 'need to know basis' or in the style of 'big brother'.

SACRE members sent in their individual responses and contributed to a joint SACRE response. The main issues raised in the latter were:

- The collection of faith data seems to suggest that children will not be treated equally and fairly without everyone knowing their faith. Surely schools should be places where every child is accepted and treated equally whatever their religion may be. Teachers should respect religious conviction whether or not they have a pupil of that faith in their class.
- The survey fails to show awareness of the distinction between a nominal association with a faith due to cultural reasons (e.g. 'C of E') and a committed religious belief that really affects a person's worldview and behaviour.
- The form refers to passing on data – presumably on transfer. This implies that children will not change their faith perspective over time.
- There are specific problems with the categorisation offered by the data collection form as it is currently presented because:
  - it is over simplistic, for example:
    1. 'Muslim' needs, as sub-categories, at least Sunni and Shia;
    2. In Judaism the distinction should be made at least between Orthodox and Progressive, the latter category should be further divided between Reform and Liberal;
    3. Trinitarian Christians may have problems with Unitarians, Jehovah's Witnesses and Church of Jesus Christ of Latter Day Saints being listed as Christians;
    4. Many Unitarians, Jehovah's Witnesses and Mormons would not wish to identify themselves as Christians, although others definitely would;
    5. it is confusing for some pupils, because:
      - a. some children have two religions, for example there will be a significant number of families who are Sikh and Hindu;
    6. 'Humanist' must not be listed under 'Other Religion';
    7. it is not comprehensive, because:
      - a. the Free Churches are not fully represented: Methodists are included but the Baptists and the United Reformed Church are not;
      - b. Jains need to be included.
      - c. the 'other religion' category suggests a second division of religion so these further groups need to be listed in the same type as the 'major' religions.

## 5.4 Membership

Faith representation continues to be a strength of the SACRE, where many of the major faiths are represented. However during the year SACRE have not filled their Buddhist vacancy. This year it has not been possible to arrange any of the meetings at Faith venues.

During the year an induction system for new members has been formalised that supports them and ensures they feel able to contribute more easily at the start of their membership. Training has also been provided for SACRE members.

## 5.5 Development Plan and SACRE self evaluation process

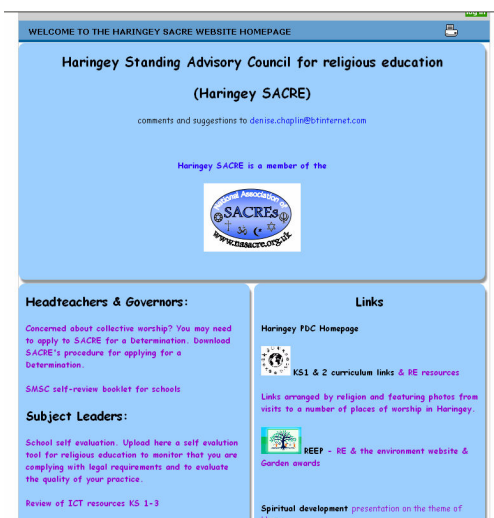
During the year SACRE members discussed SACRE's Development Plan and were pleased to note that many of the longer-term targets had already been achieved.

A new Development Plan linked to the LEA's improvement plan and Education Development Plan was finally agreed by SACRE in the Autumn term 2004 and was later revised following the SACRE's Self Evaluation process. This was undertaken using the draft self- evaluation tool as soon as it was available and SACRE broke into groups to consider elements of the review, feeding back and leading discussions with the whole group later in the meeting. The SACRE's first self-review outcomes are attached at Appendix 3.

## 5.6 Website

The SACRE website and the Key Stage specific RE websites on the London Grid for Learning have been further developed during the next year so that these are more useful to SACRE members, schools and members of the public including faith community reps. SACRE's webpage address is:

<http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/SACREhomepage/>.



During their December meeting, SACRE members received a presentation from Dan Warner, School Improvement Officer Primary ICT, whose role is to work with teachers to make better use of ICT. He updated members of SACRE on progress in use of ICT in schools and gave a demonstration of the Haringey LgFL RE pages.

Dan also explained the Espresso 'Faiths' modules and

demonstrated these to Members. One advantage of this on-line resource is that it allows teachers to show short, relevant videos in their lessons to support pupils' learning. The modules cover the six major world faiths and the examples shown are from London Faith communities. The videos help children to relate to the faiths and there are also several activities to go with the videos. Teachers have already fed-back that this is a useful resource to teach RE and SACRE members found the materials exciting and innovative.

The website contains:

The current SACRE newsletter

SACRE's annual report

SACRE materials for downloading, e.g. the Determinations Procedure

- Contact details for places of worship
- Advice on resourcing and teaching world faiths
- Audit tools
- Advice on approaches to Holocaust Memorial Day
- Collective Worship Resources
- Links to the Key Stage RE sections of the London Grid for Learning (LgFL) website where further RE resource materials will be posted.
- Link to the LGfL 'virtual staffroom'.

## **6 SACRE Arrangements**

### **6.1 Professional and administrative support**

On behalf of SACRE, Haringey has purchased the services of a Consultant School Improvement Officer for religious education who provides training and developmental expertise and advice to schools and supports the LEA's links with SACRE. She has been working with SACRE since 1999. A member of the LEA's Leadership and Management Team also attends SACRE to ensure a strategic steer for SACRE's work within the LEA's Education Plans and associated funding. SACRE is currently also supported by a Principal Committee Secretary.

The majority of meetings of the SACRE are held at the Civic Centre with the costs of the meeting rooms being borne by the LEA. The LEA also covers the expenses of the SACRE in relation to the administrative costs of producing and despatching the agenda, the Annual Report and other papers.

## 6.2 Finance

Funded and non-funded support had been for:

- RE Advice;
- production, publishing and distribution costs for the annual report;
- the provision of accommodation and refreshments for SACRE meetings;
- contributions to host venues;
- administrative and clerking support;
- LEA officer time to support and attend SACRE;
- Photocopying and distribution costs for SACRE papers;
- SACRE and RE web site development.



**Appendix 1 – Julie to update**

**SACRE MEMBERSHIP 2004-2005**

**Group A: Christian Denominations and other Faiths represented in Haringey:**

Mr B. Haylock - Salvation Army (FCFC)

Ms S. Berkery-Smith – Roman Catholic Church (Diocese of Westminster)

Mr M. Ibrahim - Islam (Muslim Educational Trust)

Mr. M. Usamah - Islam (Muslim Educational Trust) ( 1 term)

Mrs A. Kennard - Judaism (Board of Deputies of British Jews)

Ms O. Thoma - Greek Orthodox

Ms B. Parsons - Spiritual Assembly of the Bahai's

Dharmachari Kulamitra- North London Buddhist Centre (1 term)

Mr K. Ranganathan – Hinduism (Hindu (Shiva) Temple Trust)

Miss A. Campbell - United Reformed Church

Rev. R. Allaway - Baptist Churches

Vacancy – Religious Society of Friends (Quakers)

Vacancy - Seventh Day Adventists

**Group B: Church of England:**

Mr E. Griffith (**Chair**)

Mrs J. Jamieson

Mr J. Seabrook

Mr A Johnston.

**Group C: Professional Associations:**

Ms N. Parmar - NUT,

Mr C.Cahill (until...) SHA,

Mr N. Bradley (**Vice Chair**) - HTA

Ms J. Arrowsmith – NUT

**Vacancies - NUT (1) NASUWT (1) and NAHT (1)**

**Group D: Local Education Authority Group:**

Councillor Fabian,

Councillor Haley,

Mr J. Baaden,

Mr B. Oakley

one vacancy

**Co-opted Non-Voting Member:**

Mr N. Bacrac - British Humanist Association

## Appendix 2

### THE SACRE SELF-EVALUATION TOOL

#### Forward/Introduction

This self-evaluation tool has been developed from three main sources:

- The recent Ofsted report on the inspection of SACREs
- QCA's annual analysis of SACRE reports
- The National Association of SACRE's (NASACRE) work in exemplifying effective practice in SACRE's

#### Rationale

The purpose of the self-evaluation tool is to help SACREs and LEAs assess the quality and effectiveness of their work and to identify where they might develop further.

The tool focuses on a range of aspects of the work of SACRE including:

1. **The monitoring and improvement of the standards, quality and provision for RE**
2. **The partnership between SACRE, the LEA and other key stakeholders**
3. **The effectiveness of the locally agreed syllabus**
4. **The monitoring and improvement of the provision and quality of collective worship**
5. **The contribution of SACRE to the promotion of social and racial harmony**

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing**, **Established** and **Advanced**. Wherever possible some exemplars of good practice are included.

#### Stage 1 Developing

SACREs at this stage of development, while they may be fulfilling their statutory obligations, do so at a fairly basic level and are not able to be proactive in providing advice to the LEA or in taking the initiative in promoting developments. They are often unclear about their roles and responsibilities and are not particularly well informed about the strengths, weaknesses or

priorities for development in schools. They often have a formal relationship with the LEA but have little input to or awareness of the LEAs priorities. The issues facing SACREs at this stage may be:

- Finding it difficult to meet their statutory responsibilities
- Low levels of attendance at SACRE meetings
- Limited awareness of the quality of provision for RE and collective worship in schools
- Limited subject specialist or financial support from the LEA
- Little information about the impact or effectiveness of the locally agreed syllabus
- Limited representation from religious diversity in the local community
- No development plan to focus the future work of SACRE

The objectives for SACREs at this stage of development is to focus on ways of becoming more proactive in their work and moving beyond the basic fulfilment of their statutory obligations. Key targets might include:

- Reviewing and extending the membership of SACRE
- Making SACRE meetings more purposeful
- Identifying sources of specialist advice to support SACRE's work
- Producing an action plan to focus ways of developing the work of SACRE
- Creating stronger links with RE teachers in local schools.

### **Stage 2 Established**

SACREs at this stage will have a well-established relationship with their LEA and have a clear idea about their priorities for development. Resourcing levels enable it to carry out its functions effectively. They will be reasonably well-informed about the quality of provision in local schools and, as a result, are in a position to challenge and support the work of the LEA. Meetings will be seen as purposeful and worthwhile occasions.

The issues facing SACREs at this stage may be:

- Limited opportunities to take the initiative in promoting new ideas

- Gaining better information about the quality of provision in schools
- The need to extend the links with wider LEA priorities and activities
- Ways of extending their analysis of the impact and effectiveness of the locally agreed syllabus

At this stage maintaining momentum maybe an imperative and key targets might include:

- Exploring ways of measuring the impact of their work more effectively
- Extending the ways in which SACRE can contribute to the LEAs priorities
- Investigating opportunities to be more proactive in promoting and initiating activities to improve quality and provision
- Exploring ways in which SACRE can extend its contribution to the promotion of social and racial harmony

### **Stage 3 Advanced**

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose and will be proactive in seeking to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focussed on the major priorities for improvement in schools. There will be a very effective partnership with the LEA and SACREs will be well supported in terms of subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust ensuring that schools are well supported in their work. Objectives at this stage will be concerned with innovation and sharing good practice to sustain the momentum and success. Key targets might include:

- Extending the range of initiatives taken to improve standards and quality in schools
- Ensuring pupil progress can lead to recognition of achievement through, for example, GCSE accreditation
- Exploring ways of sharing good practice more widely with other SACREs and schools
- Improving the ways in which evidence is gathered about standards and the quality of provision in schools particularly in the light of changes in the nature of Ofsted inspections
- Developing the ways in which SACRE can contribute to the promotion of social and racial harmony

## The responsibilities of a SACRE

The legal responsibilities of the LEA are to:

- Ensure that there is a SACRE
- Ensure all four committees are represented on SACRE
- Ensure there is an Agreed Syllabus which is reviewed at least once every five years
- Ensure that support is in place for SACRE to enable it to discharge its responsibilities
- Take note and respond to any advice it receives from SACRE
- Reference to SACREs from the LEA may include advice methods of teaching, the choice of teaching material and the provision of teacher training.

The SACRE must:

- Publish an annual report of its work and send this to QCA
- Consider requests for determinations on collective worship when required
- “Advise the LEA upon such matters as collective worship and the religious education to be given in accordance with an agreed syllabus”.

The SACRE is also likely to

- Monitor the provision for both RE and Collective Worship
- Provide support and advice on RE and Collective Worship to schools

## 1. Standards and Quality of Provision of RE

***How effectively does SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools?***

***How effective are the strategies to improve Standards and the quality of provision?***

Key Area	<b>Developing</b>	<b>Established</b>	<b>Advanced</b>	<b>HARINGEY SACRE EVIDENCE</b>
<b>1a</b> Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well-informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	There is currently no process for knowing or finding out compliance or time allocation.  Add to Development Plan
<b>1b</b> Standards and achievement: including AS/A2 level, GCSE and standards at the end of Key Stages 1, 2 and 3.	Limited knowledge about standards within schools and no clear SACRE/LEA strategies to address areas of concern or <b>share good practice.</b>	<b>Established</b> Informed about standards of RE in schools locally and by comparison with national figures but limited analysis of the data and little opportunity to develop strategies to address weaknesses. Largely dependent on information from Ofsted reports on schools.	Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary and key stage 3. Clear strategies in place to address areas of weakness. Developing independent mechanisms to gather data about performance independent of Ofsted reports.	SACRE receives some analysis of examination performance but needs more analysis and more detailed data showing value added,  Currently no opportunities to address areas of concern or share good practice. SACRE could introduce good practice presentations to meetings.

<p><b>1c</b> Quality of teaching and leadership and management</p>	<p>Limited knowledge about the quality of teaching and leadership and management of RE in schools.</p>	<p><b>Established</b> Information provided about findings in relation to quality of teaching and leadership and management derived from Ofsted reports but <b>limited analysis of strengths and weaknesses and little opportunity to develop strategies to address weaknesses.</b></p>	<p>Clear and detailed information about the quality of teaching and leadership and management with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p>	<p>The Self-evaluation tools approved by SACRE and available to schools via the LgFL need to be made more effective by wider reference to them in LEA documents and training.</p>
<p><b>1d</b> Recruitment and retention issues. Level of specialist provision</p>	<p><b>Developing</b> Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools.</p>	<p>Some investigation and analysis of subject recruitment and retention issues. SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to address concerns.</p>	<p>Detailed knowledge of patterns of recruitment, retention and specialist provision. SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.</p>	<p>SACRE could recommend to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA.</p>
<p><b>1e</b> Resources</p>	<p>Little knowledge about issues related to the quality of resources for RE in schools</p>	<p><b>Established</b> Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.</p>	<p>Detailed knowledge of issues related to resources for RE in schools. SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.</p>	<p>SACRE works in partnership with the LEA to develop a subject website which incorporates guidance about current high quality resource materials The SACRE newsletter does this to. Teachers have reported lack of funds and resources to SACRE.</p>

**2. Management of SACRE and partnership with the LEA and other key stakeholders**  
**How far does SACRE's partnership with the LEA enable it to carry out its responsibilities effectively?**

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<b>2a</b> SACRE Meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements and tends to be dominated by the LEA officers.	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings sharing their experience and insights. Meetings are held in a variety of venues including local places of worship and schools.	SACRE held one meeting in a local place of worship (providing an opportunity for members to develop their understanding of the religious communities in the local area) but attendance was poor.  Dips in attendance can cause meetings to be inquorate.  Meetings to be held in schools would give opportunity for schools to give presentations.
<b>2b</b> Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. <b>There are limited induction and training opportunities for SACRE members.</b>	<b>Established</b> The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members participate in training activities.	Very good use is made of co-option to ensure SACRE membership which is well informed & is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction and training opportunities for SACRE members.	Vacancies are usually filled speedily and there is a reliable core of committed members. SACRE needs to solve issues of teacher recruitment onto membership.  Induction process needs to be devised and implemented.
<b>2c</b> Improvement/ Development planning	SACRE does not have an action plan to focus its future work and there is little overt link between the	SACRE has a basic action plan which is reviewed regularly and up-dated on an annual basis. This provides	<b>Advanced</b> SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are	SACRE's development plan needs to incorporate areas from this evaluation and then be brought in line with refocusing



	priorities of the LEA's development/improvement plan and the work of SACRE	an effective focus for SACRE's work. There is some attempt to link the plan to the wider LEA priorities	clearly defined. There is a clear link between the plan and the wider objectives of the LEA. SACRE is regularly represented at national events relevant to its work (e.g. NASACRE)	the LEA's EDP into the Single plan under Every Child Matters headings.
<b>2d</b> Professional and financial support	Representatives of the LEA attend meetings but there is limited subject specialist advice available. Basic SACRE functions are resourced but there is no specific budget for SACRE and little opportunity for SACRE to take initiatives requiring funding.	<b>Established</b> SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. SACRE has a modest budget which enables it to fund some initiatives.	<b>Advanced</b> SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. SACRE is also attended by a lead officer from the LEA who can provide a strong link between the work of SACRE's work and the wider LEA. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	Haringey has engaged the services of an RE professional for some years to ensure continuity in the support for SACRE and its work.  A senior LEA Officer also attends to ensure congruence between SACRE's work and that of the LEA

<p><b>2e</b> Information And Advice</p>	<p>SACRE receives routine information relevant to its statutory duties such as GCSE data and information from Ofsted reports on RE. There is limited information provided about wider national and local developments. SACRE tends to receive information in a reactive way rather than taking a proactive role in asking questions and challenging the LEA's work.</p>	<p><b>Established</b></p> <p>SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. SACRE receives the information in a way that enables it to challenge and question the LEA's work.</p>	<p><b>Advanced</b></p> <p>SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership with the LEA and plays an active role in promoting ideas and initiatives.</p>	<p>Information about exam results led to development and adoption of self-review materials. Regular scrutiny of Ofsted reports provides information about standards.</p> <p>Changes to Ofsted regime will lead to reduction in information available to SACRE – need to devise other information gathering process.</p>
<p><b>2f</b> <b>Partnership with other key stakeholders (e.g. pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality</b></p>	<p><b>Developing</b></p> <p>SACRE has little contact or awareness of other local agencies and rarely has contact with pupils or parents.</p>	<p><b>Established</b></p> <p>SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.</p>	<p>SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and HEI providers are regularly involved with SACRE. SACRE's activities build on the local networks effectively.</p>	<p>SACRE members have knowledge of and contact with the Peace Alliance. Has knowledge of some faith communities and places of worship that support RE. SACRE well represented on Holocaust memorial Day planning group. Could SACRE co-opt students? Need to establish better links with Council bodies.</p>

### 3. The Effectiveness of the local Agreed Syllabus

#### Judgements for this section to be considered leading up to a review of the syllabus in 2006-7

How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?

Further information on the quality of an Agreed Syllabus can be found at Appendix One.

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<b>3a</b> Review of the Agreed Syllabus	Little opportunity to review the effectiveness of the previous Agreed Syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing. There is little budget for Agreed Syllabus development and no clear action plan to structure the review process.	The SACRE has a good idea of the strengths/weaknesses of the previous Agreed Syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the Agreed Syllabus review.	The SACRE has a clear and systematic process for reviewing the Agreed Syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly costed, including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the Agreed Syllabus review with clear targets for what needs to be achieved.	<p>Haringey SACRE is aware that standards in RE have risen since the implementation of the Agreed Syllabus in 2002.</p> <p>Revised Assessment Advice will be completed in 2005-6 in line with the QCA's revised 8-level scale.</p> <p>Monitoring of the Syllabus with a view to revision in 2006 - 2007 needs to take place in the next year</p>
<b>3b</b> Using National Framework for Religious Education	The SACRE has a limited view of the role and significance of the National Framework in relation to the Agreed Syllabus review process and does not use the Framework in a coherent way	The SACRE is aware of the National Framework and uses it in their Agreed Syllabus review but does not extend the framework to reflect local circumstances.	The SACRE fully utilizes the National Framework in the construction of the revised Agreed Syllabus understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.	A SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing Agreed Syllabus. As a result it establishes a clear view of the way its revision of the Agreed Syllabus will build on the National Framework.

<p><b>3c</b> Developing the revised Agreed Syllabus. <b>See Appendix 1 for the characteristics of an effective Agreed Syllabus.</b></p>	<p>The SACRE has no clear structure for process of developing a revised Agreed Syllabus. It does not undertake a thorough revision tending to add material rather haphazardly to the existing syllabus leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new Agreed Syllabus.</p>	<p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. SACRE ensures that strong direction is provided to design an Agreed Syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, hold consultation meetings which are reasonably supported.</p>	<p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p>	<p>A SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the Agreed Syllabus.</p>
<p><b>3d</b> Consultation/Launch/Implementation of the Agreed Syllabus</p>	<p>No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus.</p>	<p>A launch event is organised and other forms of communication e.g. LEA/SACRE website are utilized to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p>	<p>A high profile launch, involving the wider community and strong media coverage gives the Agreed Syllabus a high profile as an important development in the work of the LEA/SACRE. Effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning.</p>	<p>A SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.  The launch event includes high quality presentations from a range of local religious communities and schools.</p>

<p><b>3e</b> Additional guidance/monitoring and evaluating the Agreed Syllabus</p>	<p>The LEA/SACRE is limited by financial and professional constraints and not able to provide any significant additional guidance on using the Agreed Syllabus. It has limited arrangements in place to monitor the impact of the Agreed Syllabus, particularly in raising standards.</p>	<p>The LEA/SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the Agreed Syllabus, particularly in raising standards.</p>	<p>The LEA/SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new Agreed Syllabus and to measure its effectiveness in raising standards.</p>	<p>A SACRE builds a process of monitoring the effectiveness of the Agreed Syllabus into its Development Plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five year revision.</p>
--	---	---	--	---

#### 4. Collective Worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<b>4a</b> Practice and provision for collective worship	The SACRE/LEA has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE Agenda and national developments are not known. There is no training provision for collective worship.	The SACRE/LEA has not provided guidance to schools on collective worship, focussing on good practice. SACRE meetings regularly focus on provision and practice in collective worship and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.	The SACRE/LEA provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision.	SACRE monitors collective worship. It has a robust determinations procedure and one school in the LEA has applied for and been granted a Determination. Advice on Collective worship resources are on the website along with a self-review tool for monitoring provision for the spiritual, moral, social and cultural development of pupils. Ideas for collective worship linked to Holocaust Memorial Day was approved. Training offered this year was not well attended.
<b>4b</b> Monitoring the provision of collective worship and addressing issues of non-compliance	The SACRE/LEA does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.	The SACRE/LEA monitors provision of collective worship & is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but SACRE members have limited 'hands-on' experience of collective worship in schools.	The SACRE/LEA closely monitors provision for collective worship and provides guidance and support for schools, particularly on non-compliance. SACRE members have direct experience of collective worship in schools through first hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.	SACRE had discussed what constitutes good practice in the past. Some SACRE members are very aware of issues of providing good collective worship in schools.

### 5. Contribution of SACRE to the social and racial harmony agenda

*How effectively does SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?*

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<b>5a</b> Representative nature of SACRE	SACRE membership meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.	SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.	SACRE has strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities)	The LEA & Clerk actively pursue membership issues. Vacancies are filled as speedily as possible. Two Muslim representatives on SACRE ensure representation from different local groups. SACRE is however holding a long standing Buddhist vacancy.
<b>5b</b> Knowledge and understanding of the local religious, cultural and ethnic community	SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	Established SACRE is well aware of different groups representing the diversity within the local area.	Advanced SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.	SACRE members bring a wide range of local knowledge. Census data has been use to ensure appropriate representation. SACRE is not however provided with a detailed analysis of the standards in RE of pupils from different religious and ethnic groups.
<b>5c</b> Understanding the intrinsic contribution which RE can make to social and racial harmony	SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.	Established SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures this embedded explicitly in the Agreed Syllabus and related guidance.	This commitment is demonstrated by SACRE's work for Holocaust Memorial Day and attempts to forge greater links with other groups in the LEA. REand Schjool Effectoveness Project

<p><b>5d</b> Links to local authority initiatives promoting social and racial harmony</p>	<p><b>Developing</b> SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.</p>	<p><b>Established</b> SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has opportunity to discuss and contribute to this work.</p>	<p>SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links, which relate to this work.</p>	<p>SACRE is keen to develop greater links – e.g. Peace Alliance, All Faiths Forum, EnFlame</p>
---	--	---	--	--



## HARINGEY SACRE Self – Evaluation

### What is distinctive about your SACRE?

Haringey SACRE is well supported by the LEA. It is representative of the local community and supports faith communities in making links with schools. There are several established members as well as some new ones. SACRE meetings are purposeful and usually quorate. SACRE is involved in a range of initiatives e.g. REaSE Project, newsletter and website.

### Key Strengths

Membership – well established members  
Productive meetings  
Wide representation from faith groups  
Links with and support from the LEA  
Newsletters & website  
Commitment to an effective, high quality syllabus

### Key Areas for Development

- Greater use of data
- Induction pack and process
- Wider teacher representation
- Good practice presentations
- Further links with local interfaith initiatives
- Establish ways to obtain information about compliance and standards
- Link plan to LEA single plan under ECM headings
- Monitor Agreed Syllabus & Plan review

Key Area number	Key Area	Developing	Established	Advanced
1a	Compliance/Time allocation	X		
1b	Standards and Achievement	X	X	
1c	Teaching/Leadership		X	
1d	Recruitment and retention	X		
1e	Resources		X	
2a	SACRE meetings		X	X
2b	Membership and training	X	X	
2c	Improvement planning			X
2d	Professional/financial support		X	X
2e	Information and Advice		X	X
2f	Partnerships	X	X	
3a	Review of the Agreed Syllabus			
3b	Using the National Framework			
3c	Developing an Agreed Syllabus			
3d	Implementing the AS			
3e	Guidance and Monitoring			
4a	Provision for collective worship		X	
4b	Monitoring collective worship		X	
5a	Representative SACRE		X	
5b	The local community		X	X
5c	Promoting harmony through RE		X	
5d	Links to other local initiatives	X	X	

## Appendix 3 – National information & local examination data

### Public Examinations in RE

#### National Headlines 2005

**Entries rise for a seventh consecutive year**  
**Percentage increase of 4.59% [full] 2.64% [short] (cohort fall of 0.06%)**  
**A\* and A's rise in both full and short course**  
**A\*-C up +2.8% (full) and +0.8% (short)**  
**A\*-G up +0.2% (full) and +0.4% (short)**

**RE is the 2nd highest growth subject and now has over 400,000 entries for GCSE**

## 2005

### 2005 GCSE Examination results (All UK) - Full Course

Entries = **147516** [Rise of 6479 = 4.59%]

	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>All</b>	15489	27733	30683	27291	<b>101196</b>	18439	12244	7966	4573	<b>144418</b>	3098
<b>All%</b>	10.5%	18.8%	20.8%	18.5%	<b>68.6%</b>	12.5%	8.3%	5.4%	3.1%	<b>97.9%</b>	2.1%
<b>Boys%</b>	7.1%	15.5%	19.7%	19.4%	<b>61.7%</b>	13.9%	10.1%	7.1%	4.2%	<b>97.0%</b>	3.0%
<b>Girls%</b>	13.1%	21.2%	21.3%	18.0%	<b>73.6%</b>	11.3%	6.9%	4.2%	2.3%	<b>98.6%</b>	1.4%

### Haringey 2005 2005 GCSE Exam results RS - Full course

Entries in Haringey

= **463**                      2004 number 371

	A*	A	B	C	A* - C	D	E	F	G	A* - G	U	Abs
All	11	57	69	76	213	66	68	35	32	414	28	21
All%	2.4%	12.3%	14.9%	16.4%	46.0%	14.3%	14.7%	7.6%	6.9%	89.4%	6.0%	4.5%
Boys %	0.9%	7.8%	11.3%	16.5%	36.5%	13.5%	17.0%	10.9%	8.3%	86.1%	9.1%	4.8%
Girls%	3.9%	16.7%	18.5%	16.3%	55.4%	15.0%	12.4%	4.3%	5.6%	92.7%	3.0%	4.3%

### 2005 GCSE Examination results (All UK) - Short Course

Entries = 253423 [Rise of 6518 = 2.64%]

	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>All</b>	14952	29397	42068	49671	<b>1136088</b>	39281	31678	22555	14699	<b>244301</b>	9122
<b>All%</b>	5.9%	11.6%	16.6%	19.6%	<b>53.7%</b>	15.5%	12.5%	8.9%	5.8%	<b>96.4%</b>	3.6%
<b>Boys%</b>	3.9%	9.0%	14.4%	18.9%	<b>46.2%</b>	16.4%	14.2%	10.7%	7.5%	<b>95.0%</b>	5.0%
<b>Girls%</b>	7.9%	14.0%	18.7%	20.3%	<b>60.9%</b>	14.7%	10.8%	7.2%	4.2%	<b>97.8%</b>	2.2%

### Haringey 2005 2005 GCSE Exam results RS - Short course

Entries in Haringey = 614      2004 number 608

	A*	A	B	C	A* - C	D	E	F	G	A* - G	U	Abs
All	10	31	63	88	192	80	92	71	67	502	53	59
All%	1.6%	5.0%	10.3%	14.3%	31.3%	13.0%	15.0%	11.6%	10.9%	81.8%	8.6%	9.6%
Boys %	1.1%	3.5%	10.4%	13.4%	28.3%	10.4%	16.1%	11.7%	11.7%	78.2%	10.6%	11.2%
Girls%	2.4%	7.3%	10.1%	15.8%	35.6%	17.0%	13.4%	11.3%	9.7%	87.0%	5.7%	7.3%

## 2004

### 2004 GCSE Examination results (All UK) - Full Course

Entries = **141037** [Rise of 8733 = 6.6%]

	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>All</b>	13257	24681	28631	25669	<b>92238</b>	18476	12693	8603	4936	<b>137511</b>	3526
<b>All%</b>	9.4%	17.9%	20.3%	18.2%	<b>65.8%</b>	13.1%	9.0%	6.1%	3.5%	<b>97.5%</b>	2.5%
<b>Boys%</b>	6.3%	14.4%	18.5%	18.9%	<b>58.1%</b>	14.7%	10.8%	7.8%	4.8%	<b>96.2%</b>	3.8%
<b>Girls%</b>	11.6%	20.5%	21.6%	17.7%	<b>71.4%</b>	12.0%	7.7%	4.8%	2.4%	<b>98.3%</b>	1.7%

### 2004 GCSE Examination results (All UK) - Short Course

Entries = **246905** [Rise of 23020 = 10.3%]

	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>All</b>	13827	28147	41233	47406	<b>130613</b>	36295	30616	23703	15802	<b>1237029</b>	9876
<b>All%</b>	5.6%	11.4%	16.7%	19.2%	<b>52.9%</b>	14.7%	12.4%	9.6%	6.4%	<b>96.0%</b>	4.0%
<b>Boys%</b>	3.7%	8.8%	14.6%	18.6%	<b>45.7%</b>	15.5%	13.9%	11.3%	8.0%	<b>94.4%</b>	5.6%
<b>Girls%</b>	7.5%	13.8%	18.7%	19.9%	<b>59.9%</b>	13.9%	10.9%	8.0%	4.8%	<b>97.5%</b>	2.5%

## GCSE grade changes nationally 2004-2005

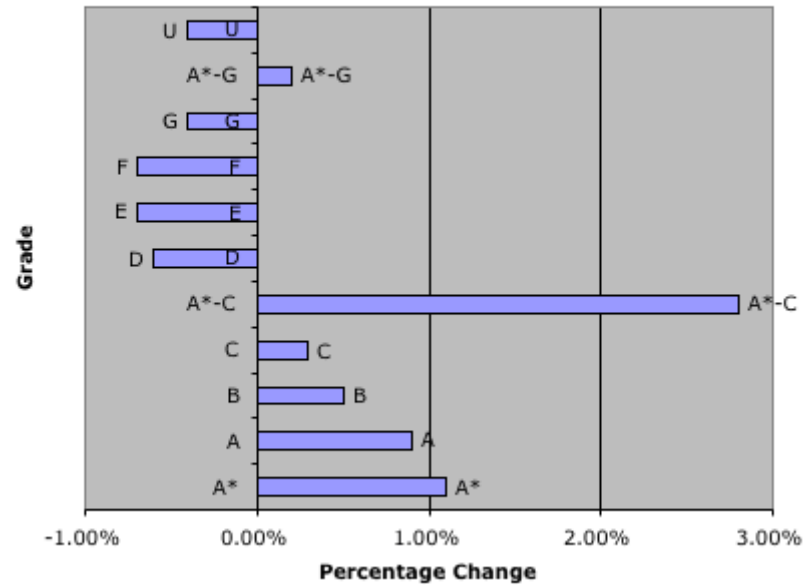
### National Change 2005-2004 (Full Course)

	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>2005</b>	10.5%	18.8%	20.8%	18.5%	<b>68.6%</b>	12.5%	8.3%	5.4%	3.1%	<b>97.9%</b>	2.1%
<b>2004</b>	9.4%	17.9%	20.3%	18.2%	<b>65.8%</b>	13.1%	9.0%	6.1%	3.5%	<b>97.5%</b>	2.5%
<b>Change 05-04</b>	+1.1%	+0.9%	+0.5%	+0.3%	+2.8%	-0.6%	-0.7%	-0.7%	-0.4%	0.2%	-0.4%

### National Change 2005-2004

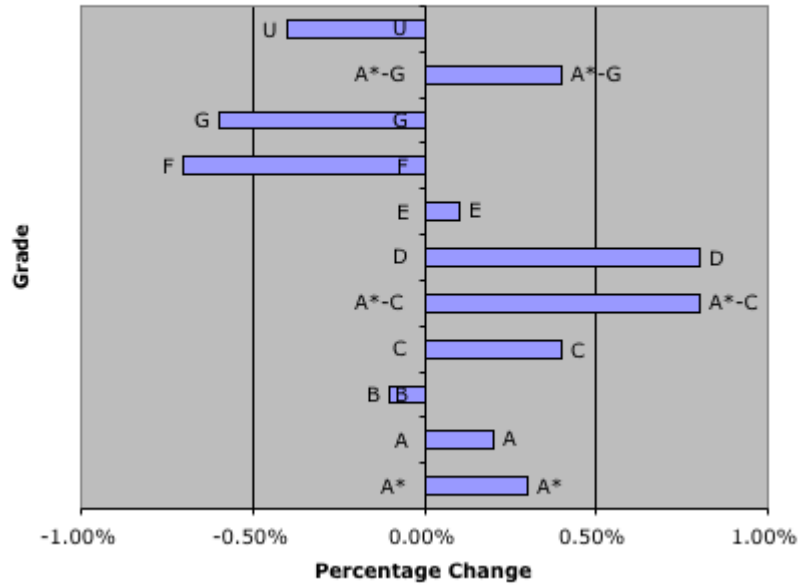
### GCSE Changes 05-04

### (Short Course)



	A*	A	B	C	A*-C	D	E	F	G	A*-G	U
<b>2005</b>	5.9%	11.6%	16.6%	19.6%	<b>53.7%</b>	15.5%	12.5%	8.9%	5.8%	<b>96.4%</b>	3.6%
<b>2004</b>	5.6%	11.4%	16.7%	19.2%	<b>52.9%</b>	14.7%	12.4%	9.6%	6.4%	<b>96.0%</b>	4.0%
<b>Change 05-04</b>	+0.3%	+0.2%	-0.1%	+0.4%	+0.8%	+0.8%	+0.1%	-0.7%	-0.6%	+0.4%	-0.4%

**GCSE Changes 05-04 Short Course**



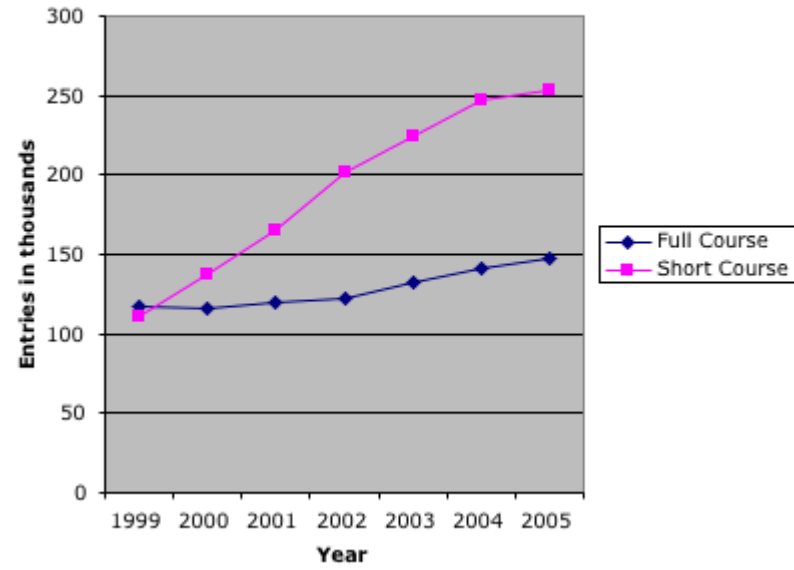


**RE relative to other subjects (ranked by % change) nationally**

Rank	Subject	2005 GCSE	2004 GCSE	2005 Short Course	2004 Short Course	2005 Total	2004 Total	% Change 05-04
1	Citizenship	-	-	38271	27184	<b>38271</b>	27184	<b>+40.79%</b>
2	RE	147516	141037	253423	246905	<b>400939</b>	387942	<b>+3.35%</b>
4	Music	58481	56742	-	-	<b>58481</b>	56742	<b>+3.06%</b>
5	History	227240	230688	3351	3343	<b>234039</b>	234031	<b>+0.004%</b>
6	Mathematics	741422	741682	-	-	<b>741422</b>	741682	<b>-0.04%</b>
7	English (Lang)	708569	708160	-	-	<b>708569</b>	708160	<b>-0.06%</b>
8	Geography	216756	227832	2405	2747	<b>219503</b>	230579	<b>-4.80%</b>
9	Science (Double)	494450	527017	-	-	<b>494450</b>	527017	<b>-6.18%</b>
10	D & T	396668	437403	9462	14606	<b>406130</b>	452009	<b>-10.15%</b>
11	French	272140	318095	5775	3352	<b>277915</b>	321447	<b>-13.54%</b>

### National RE growth 1999-2005

#### GCSE Numbers 1999-2005



## Haringey Results by schools

### Alexandra Park School

Gender: All Pupils

Exam: GCSE Full Course

No. of pupils in school aged 15 at 31/8/2004 Boys: 86 Girls: 69 Total: 155

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 A*-C Mean Points	GDE A*-C Entries / NOR
Religious Studies	27		7.4	14.8	29.6	51.9	25.9	14.8	3.7		96.3			3.7	4.44	36.30	9.0317.42
TOTALS	27		7.4	14.8	29.6	51.9	25.9	14.8	3.7		96.3			3.7	4.44	36.30	9.0317.42

### Fortismere School

Gender: All Pupils

Exam: GCSE Full Course

No. of pupils in school aged 15 at 31/8/2004 Boys: 128 Girls: 117 Total: 245

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 A*-C Mean Points	GDE A*-C Entries / NOR
Religious Studies	27		33.3	18.5	18.5	70.4	14.8	11.1			96.3	3.7			5.30	41.41	7.7611.02
TOTALS	27		33.3	18.5	18.5	70.4	14.8	11.1			96.3	3.7			5.30	41.41	7.7611.02

### Gladesmore Community School

Gender: All Pupils

Exam: GCSE Full Course

No. of pupils in school aged 15 at 31/8/2004 Boys: 116 Girls: 111 Total: 227

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 A*-C Mean Points	GDE A*-C Entries / NOR
Religious Studies	37		2.7	29.7	18.9	21.6	73.0	13.5	13.5		100.0				5.46	42.76	11.8916.30
TOTALS	37		2.7	29.7	18.9	21.6	73.0	13.5	13.5		100.0				5.46	42.76	11.8916.30

## Gladesmore Community School

### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 116 Girls: 111 Total: 227

### Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	4				25.0	25.0	25.0		50.0		100.0				1.63	14.75	0.441.76
TOTALS	4				25.0	25.0	25.0		50.0		100.0				1.63	14.75	0.441.76

## Greig City Academy

### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 83 Girls: 51 Total: 134

### Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	22			9.1	4.5	13.6	13.6	31.8	13.6	4.5	77.3		18.2	4.5	2.59	23.27	2.2416.42
TOTALS	22			9.1	4.5	13.6	13.6	31.8	13.6	4.5	77.3		18.2	4.5	2.59	23.27	2.2416.42

## Greig City Academy

### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 83 Girls: 51 Total: 134

### Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	110			2.7	4.5	7.3	12.7	22.7	20.0	8.2	70.9		19.1	10.0	1.03	9.74	5.9782.09
TOTALS	110			2.7	4.5	7.3	12.7	22.7	20.0	8.2	70.9		19.1	10.0	1.03	9.74	5.9782.09

### Highgate Wood School

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 141 Girls: 84 Total: 225

Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old	Sec. 96	GDE
															Mean	Mean	A*-C
												Points	Mean	Entries			
													Points	/ NOR			
Religious Studies	1	100.0				100.0					100.0				8.00	58.00	0.440.44
TOTALS	1	100.0				100.0					100.0				8.00	58.00	0.440.44

### Highgate Wood School

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 141 Girls: 84 Total: 225

Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old	Sec. 96	GDE
															Mean	Mean	A*-C
												Points	Mean	Entries			
													Points	/ NOR			
Religious Studies	194	2.6	9.8	16.0	15.5	43.8	11.3	10.3	7.7	10.3	83.5	7.2		9.3	1.82	15.11	37.7886.22
TOTALS	194	2.6	9.8	16.0	15.5	43.8	11.3	10.3	7.7	10.3	83.5	7.2		9.3	1.82	15.11	37.7886.22

### Hornsey School for Girls

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 0 Girls: 243 Total: 243

Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old	Sec. 96	GDE
															Mean	Mean	A*-C
												Points	Mean	Entries			
													Points	/ NOR			
Religious Studies	42	9.5	23.8	23.8	21.4	78.6	7.1	11.9		2.4	100.0				5.60	43.57	13.5817.28
TOTALS	42	9.5	23.8	23.8	21.4	78.6	7.1	11.9		2.4	100.0				5.60	43.57	13.5817.28

### Hornsey School for Girls

#### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 0 Girls: 243 Total: 243

#### Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G
Religious Studies	1			100.0		100.0					100.0
TOTALS	1			100.0		100.0					100.0

U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
			3.00	23.00	0.410.41
			3.00	23.00	0.410.41

### Northumberland Park Community School

#### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 95 Girls: 88 Total: 183

#### Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G
Religious Studies	143		0.7	3.5	14.0	18.2	11.9	17.5	14.7	20.3	82.5
TOTALS	143		0.7	3.5	14.0	18.2	11.9	17.5	14.7	20.3	82.5

U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
9.1		8.4	1.23	11.49	14.2178.14
9.1		8.4	1.23	11.49	14.2178.14

### Park View Academy

#### Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 141 Girls: 80 Total: 221

#### Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G
Religious Studies	92		1.1	13.0	21.7	35.9	16.3	20.7	5.4	7.6	85.9
TOTALS	92		1.1	13.0	21.7	35.9	16.3	20.7	5.4	7.6	85.9

U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
6.5		7.6	3.40	29.00	14.9341.63
6.5		7.6	3.40	29.00	14.9341.63

### Park View Academy

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 141 Girls: 80 Total: 221

Exam: GCSE Short Course

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	63			6.3	4.8	11.1	20.6	15.9	15.9	7.9	71.4	7.9		20.6	1.16	10.52	3.1728.51
TOTALS	63			6.3	4.8	11.1	20.6	15.9	15.9	7.9	71.4	7.9		20.6	1.16	10.52	3.1728.51

### St. Thomas More School

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 119 Girls: 77 Total: 196

Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	181	2.8	13.3	16.0	12.7	44.8	14.9	12.2	12.2	9.4	93.4	6.1		0.6	4.04	33.60	41.3392.36
TOTALS	181	2.8	13.3	16.0	12.7	44.8	14.9	12.2	12.2	9.4	93.4	6.1		0.6	4.04	33.60	41.3392.36

### The John Loughborough School

Gender: All Pupils

No. of pupils in school aged 15 at 31/8/2004 Boys: 29 Girls: 20 Total: 49

Exam: GCSE Full Course

Section 96 Points: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, Q/U/X=0  
Old Points: A\*=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	34				5.9	5.9	5.9	8.8	11.8	17.6	50.0	17.6		32.4	1.21	12.24	4.0869.39
TOTALS	34				5.9	5.9	5.9	8.8	11.8	17.6	50.0	17.6		32.4	1.21	12.24	4.0869.39

## White Hart Lane School

Gender: All Pupils

Exam: GCSE Short Course

No. of pupils in school aged 15 at 31/8/2004 Boys: 107 Girls: 68 Total: 175

Section 96 Points: A\*=29, A=26, B=23, C=20, D=17, E=14, F=11, G=8, Q/U/X=0  
Old Points: A\*=4, A=3.5, B=3, C=2.5, D=2, E=1.5, F=1, G=0.5, Q/U/X=0

Subject	Entries	A*	A	B	C	A*-C	D	E	F	G	A*-G	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	GDE A*-C Entries / NOR
Religious Studies	99	5.1	11.1	19.2	29.3	64.6	13.1	12.1	1.0	4.0	94.9			5.1	2.37	18.99	36.5756.57
TOTALS	99	5.1	11.1	19.2	29.3	64.6	13.1	12.1	1.0	4.0	94.9			5.1	2.37	18.99	36.5756.57

## White Hart Lane School

Gender: All Pupils

Exam: ELQ Band C

No. of pupils in school aged 15 at 31/8/2004 Boys: 107 Girls: 68 Total: 175

Section 96 Points: 1=10, 2=12, 3=14, F/P/Q/U/X=0  
Old Points: 1=0, 2=0, 3=0, F/P/Q/U/X=0

Subject	Entries	3	2	1	F	P	U	Pend	Abs	Old Mean Points	Sec. 96 Mean Points	Entries / NOR
Religious Studies	85	9.4	23.5	38.8			17.6		10.6	0.00	8.02	48.57
TOTALS	85	9.4	23.5	38.8			17.6		10.6	0.00	8.02	48.57

Page 52



## 2005 Haringey GCSE Religious Studies by Ethnicity

Ethnicity	Candidates Full Course	% A* to C Full Course	% A* to G Full Course	Candidates Short Course	% A* to C Short Course	% A* to G Short Course
Any Other Ethnic Background	9	33%	100%	27	41%	89%
Asian - Any Other Asian	12	50%	92%	11	55%	100%
Asian - Bangladeshi	16	69%	100%	10	50%	70%
Asian - Indian	18	78%	100%	9	11%	89%
Asian - Pakistani	10	90%	100%	6	0%	83%
Black - Caribbean	110	31%	75%	71	8%	73%
Black - Other Black	18	28%	83%	20	0%	85%
Black - Ghanaian	24	46%	96%	16	25%	88%
Black - Nigerian	23	48%	91%	16	44%	100%
Black - Other Black African	48	46%	94%	29	10%	83%
Black - Somalian	4	25%	100%	31	58%	97%
Black - Zairian/Congolese	4	100%	100%	5	40%	100%
Chinese	1	0%	100%	1	100%	100%
Mixed - Any Other Mixed	8	38%	88%	8	25%	63%
Mixed - White and Asian	2	50%	100%	5	80%	80%
Mixed - White and Black African	15	40%	100%	13	54%	92%
Mixed - White and Black Caribbean	4	75%	100%	17	29%	76%
Not Obtained/Refused	11	45%	91%	36	25%	58%
Other - Kurdish	5	80%	80%	36	19%	78%
Other - Latin/South/Central American	8	38%	100%	3	67%	100%
Other - Vietnamese	10	60%	90%	7	57%	86%

White - Albanian				4	50%	75%
White - British	45	60%	93%	99	40%	89%
White - Greek Cypriot	11	18%	82%	13	31%	85%
White - Gypsy/Roma						
White - Irish	8	50%	100%	3	67%	67%
White - Kosovan	3	33%	100%	8	38%	63%
White - Other White	16	44%	88%	28	32%	79%
White - Turkish	14	57%	93%	32	22%	75%
White - Turkish Cypriot	6	17%	100%	24	25%	79%

# Haringey 2004/2005 A LEVEL RESULTS

A3 2004/2005 A LEVEL EXAMINATION RESULTS ACHIEVED BY YEARS 12, 13 & 14 Religious Studies

Haringey secondary schools

Gender: All Pupils

Exam: GCE A level

Section 96 Points: A=270, B=240, C=210, D=180, E=150, N/Q/U/X=0  
UCAS Tariff: A=120, B=100, C=80, D=60, E=40, N/Q/U/X=0

Centre	Boys	Girls	Dom Exam Total	Board	A	TOTAL		A-C	TOTAL		A-E	N	GDE U	Sec. 96 ABS	UCAS Mean Points	A-E Points	/ NOR
						B	C		D	E							
St. Thomas More School	1	3	4	OCR		25.0	25.0	25.0	50.0	25.0	100.0		Pend		180.00	60.00	2.41
TOTALS	1	3	4	OCR		25.0	25.0	25.0	50.0	25.0	100.0				180.00	60.00	2.41

A3 2004/2005 A LEVEL EXAMINATION RESULTS ACHIEVED BY YEARS 12, 13 & 14 Religious Studies

Haringey secondary schools

Gender: All Pupils

Exam: GCE AS level

Section 96 Points: A=135, B=120, C=105, D=90, E=75, N/Q/U/X=0  
UCAS Tariff: A=60, B=50, C=40, D=30, E=20, N/Q/U/X=0

Centre	Boys	Girls	Dom Exam Total	Board	A	TOTAL		A-C	TOTAL		A-E	N	GDE U	Sec. 96 ABS	UCAS Mean Points	A-E Points	/ NOR
						B	C		D	E							
Alexandra Park School	14	15	29	EDEXCEL	17.2	27.6	20.7	65.5	17.2	3.4	86.2		10.3	3.4	96.21	38.28	23.81
Hornsey School for Girls		1	1	OCR		100.0		100.0			100.0				120.00	50.00	0.40
St. Thomas More School	1	2	3	OCR					33.3	66.7	100.0				80.00	23.33	1.81
TOTALS	15	18	33	EDEXCEL	15.2	27.3	18.2	60.6	18.2	9.1	87.9		9.1	3.0	95.45	37.27	5.57

**Appendix 4**

**SACRE Constitution (Julie to add)**



# SACREs and self-evaluation

A guide

---

<b>Age group</b> Secondary	<b>Published</b> May 2005	<b>Reference no.</b> HMI 2467
-------------------------------	------------------------------	----------------------------------

---

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

## Introduction

Standing Advisory Councils for Religious Education (SACREs) have an important role in the development of effective learning in religious education and supporting good practice in collective worship. The work of SACREs has become increasingly challenging and diverse. In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local education authority (LEA) on matters of religious education and collective worship. They also mirror the work of governing bodies in that members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

A key question for a SACRE to consider is if SACREs were abolished tomorrow, who would miss them? This guide to SACREs and self-evaluation is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' learning. The guidance highlights five key dimensions of a SACRE's work and provides exemplification of good practice. It encourages all SACREs to consider their distinctive key strengths and areas for development. Using the self-evaluation guidance should enable a SACRE to have a clear picture of its strengths and areas which could be further developed. It encourages SACREs to consider their key priorities, their organisational patterns and structures, and their partnership with the LEA and other key stakeholders.

This self-evaluation tool has been developed from three main sources:

- the recent Ofsted report on the inspection of SACREs (*An Evaluation of the work of Standing Advisory Councils for Religious Education*, HMI 2269, published in November 2004)
- the Qualification and Assessment Authority's (QCA) annual analysis of SACRE reports
- the National Association of SACRE's (NASACRE) work in exemplifying effective practice in SACREs.

## Rationale

The purpose of the self-evaluation tool is to help SACREs and LEAs assess the quality and effectiveness of their work and to identify where they might develop further.

The tool focuses on a range of aspects of the work of SACREs including:

1. the monitoring and improvement of the standards, quality of teaching and provision in RE
2. the partnership between the SACRE, the LEA and other key stakeholders
3. the effectiveness of the locally agreed syllabus
4. the monitoring and improvement of the provision and quality of collective worship
5. the contribution of the SACRE to the promotion of social and racial harmony.

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing**, **Established** and **Advanced**. Wherever possible some examples of good practice are included.

### **Stage 1: developing**

SACREs at this stage of development may be fulfilling their statutory obligations but do so at a fairly basic level and are not able to take a lead in providing advice to the LEA or the initiative in promoting developments. They are often unclear about their roles and responsibilities and are not particularly well informed about the strengths, weaknesses or priorities for development in schools. They often have a formal relationship with the LEA but have little input in or awareness of the LEA's priorities.

SACREs at this stage may:

- find it difficult to meet their statutory responsibilities
- experience low levels of attendance at SACRE meetings
- have limited awareness of the quality of provision for RE and collective worship in schools
- have limited subject specialist or financial support from the LEA
- little information about the impact or effectiveness of the locally agreed syllabus
- have limited representation from religious diversity in the local community
- have no development plan to focus the future work of the SACRE.

The objectives for SACREs at this stage of development are to focus on ways of providing more proactive leadership, so as to move beyond the basic fulfilment of their statutory obligations. Key targets might include:

- reviewing and extending the membership of the SACRE
- making SACRE meetings more purposeful
- identifying sources of specialist advice to support the SACRE's work
- producing an action plan to focus ways of developing the work of the SACRE
- creating stronger links with RE teachers in local schools.

### **Stage 2: established**

SACREs at this stage will have a well-established relationship with their LEA and have a clear idea about their priorities for development. Good acquisition of resources enable it to carry out its functions effectively. Members will be reasonably well informed about the quality of provision in local schools and, as a result, are in a position to challenge and support the work of the LEA. Meetings will be seen as purposeful and worthwhile occasions.



The issues facing SACREs at this stage may be:

- limited opportunities to take the initiative in promoting new ideas
- gaining better information about the quality of provision in schools
- the need to extend the links with wider LEA priorities and activities
- ways of extending their analysis of the impact and effectiveness of the locally agreed syllabus.

At this stage, maintaining momentum may be important and key targets might include:

- exploring ways of measuring the impact of their work more effectively
- extending the ways in which the SACRE can contribute to the LEA's priorities
- investigating opportunities to promote and initiate activities to improve quality and provision
- exploring ways in which the SACRE can extend its contribution to the promotion of social and racial harmony.

### **Stage 3: advanced**

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose, and will seek to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focused on the major priorities for improvement in schools. There will be a very effective partnership with the LEA, and SACREs will be well supported by subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools, and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust, ensuring that schools are well supported in their work. Objectives at this stage will be concerned with innovation and sharing good practice to sustain the momentum and success.

Key targets might include:

- extending the range of initiatives taken to improve standards and quality in schools
- ensuring pupils' progress can lead to recognition of achievement through, for example, GCSE accreditation
- exploring ways of sharing good practice more widely with other SACREs and schools.
- improving the ways in which evidence is gathered about standards and the quality of provision in schools, particularly in the light of changes in the nature of Ofsted inspections
- developing the ways in which the SACRE can contribute to the promotion of social and racial harmony.

## The responsibilities of SACREs

The legal responsibilities of the LEA are to:

- ensure that there is a SACRE
- ensure all four committees<sup>1</sup> are represented on the SACRE
- ensure there is an agreed syllabus which is reviewed at least once every five years
- ensure that support is in place for the SACRE to enable it to discharge its responsibilities
- take note of, and respond to, any advice it receives from the SACRE.

Reference to SACREs from the LEA may include advice on methods of teaching, the choice of teaching material and the provision of teacher training.

A SACRE must:

- publish an annual report of its work and send this to QCA
- consider requests for determinations on collective worship when required
- advise the LEA upon such matters as collective worship and the religious education to be given, in accordance with an agreed syllabus.

A SACRE is also likely to:

- monitor the provision for both RE and collective worship
- provide support and advice on RE and collective worship to schools.

---

<sup>1</sup> There are four committees on every SACRE representing the Church of England, other religions and denominations, teachers, and elected members.

# 1. Standards and quality of provision of religious education

*How effectively does the SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools? How effective are the strategies to improve standards and the quality of provision?*

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
1a Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE.	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	Where a school self-evaluation shows it to be non-compliant or to provide inadequate curriculum time for RE, the SACRE requires the LEA to investigate and report back on the action being taken by the school to address the situation.
				There is currently no process for knowing or finding out compliance or time allocation.  Added to Development Plan
Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
1b Public examination entries in RE	Limited knowledge of the number of pupils in the LEA entered for GCSE, AS and A2 examinations.	Informed about the number of pupils in the LEA entered for GCSE, AS and A2 examinations and how this compares with national figures but few strategies to increase the number of entries.	Well informed about the number of pupils in the LEA entered for GCSE, AS and A2 examinations and how this compares with national figures. Clear strategies in place to increase the number of entries.	The SACRE receives a detailed analysis of examination entries in RE from the LEA, including a breakdown by grouping (e.g. gender and ethnicity) and how this compares with national figures. The SACRE works collaboratively with the LEA to promote examination courses as a means of fulfilling statutory requirements.
				SACRE receives some analysis of examination performance but needs more analysis and more detailed data showing value added,

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>1c</b> Standards and achievement: including standards at the end of Key Stages 1, 2 and 3, GCSE, AS and A2 level</p>	<p>Limited knowledge about standards within schools and no clear SACRE or LEA strategies to address areas of concern or share good practice.</p>	<p>Informed about standards of RE in schools locally and by comparison with national figures, but limited analysis of the data and little opportunity to develop strategies to address weaknesses.</p>	<p>Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary schools and Key Stage 3. Clear strategies in place to tackle areas of weakness. Developing independent mechanisms to gather data about performance.</p>	<p>The SACRE receives detailed analysis of examination performance and requires the LEA to explain how it will intervene in schools where there is clear evidence of under-performance.</p> <p>The SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage.</p> <p>SACRE receives some analysis of examination performance (see above). Currently no opportunities to address areas of concern or share good practice.</p> <p>SACRE could introduce good practice presentations to meetings and support self evaluation by departments..</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>1d</b> Quality of teaching</p>	<p>Limited knowledge about the quality of RE teaching in schools.</p>	<p>Information provided about findings in relation to quality of teaching derived from LEA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.</p>	<p>Clear and detailed information about the quality of teaching, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p>	<p>The SACRE receives regular presentations from teachers about good practice in teaching and learning in RE.</p> <p>The SACRE works with the LEA to provide guidance to schools about effective RE teaching in primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.</p> <p><b>**The Self-evaluation tools approved by SACRE and available to schools via the LgFL need to be made more effective by wider reference to them in LEA documents and training.</b></p> <p><b>Need to introduce subject presentations to SACRE</b></p>
Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>1e</b> Quality of leadership and management.</p>	<p>Limited knowledge about the quality of leadership and management of RE in schools.</p>	<p>Information provided about findings in relation to quality of leadership and management derived from LEA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.</p>	<p>Clear and detailed information about the quality of leadership and management, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p>	<p>The SACRE works with the LEA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.</p> <p><b>Current information from inspection reports – need to introduce new approaches to this information gathering.</b></p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<b>1f</b> Recruitment and retention issues. Level of specialist provision	Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools.	Some investigation and analysis of subject recruitment and retention issues. The SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to deal with its concerns.	Detailed knowledge of patterns of recruitment, retention and specialist provision. The SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.	The SACRE recommends to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA. Together they build links with local teacher training providers to explore ways of improving recruitment of specialist staff.
				**SACRE could recommend to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA.
Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<b>1g</b> Resources	Little knowledge about issues related to the quality of resources for RE in schools	Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.	Detailed knowledge of issues related to resources for RE in schools. The SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.	The SACRE works in partnership with the LEA to develop a subject website which incorporates guidance about current high quality resource materials.
				SACRE works in partnership with the LEA to maintain a subject website which incorporates guidance about current high quality resource materials The SACRE newsletter does this too. Teachers have reported lack of funds and resources to SACRE. SACRE reviewed materials for schools and advised the LEA

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

*How far does the SACRE’s partnership with the LEA enable it to carry out its responsibilities effectively?*

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>2a</b> SACRE meetings</p>	<p>Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers are distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.</p>	<p>Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.</p>	<p>SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.</p>	<p>The SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.</p> <p>SACRE held one meeting in a local place of worship (providing an opportunity for members to develop their understanding of the religious communities in the local area) but attendance was poor. Dips in attendance can cause meetings to be inquorate.</p> <p>Presentations from local community groups (Pray Haringey, Peace Alliance) give a broader context to SACRE’s work.</p> <p>Meetings held in schools would give opportunity for schools to give presentations.</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<b>2b</b> Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	Very good use is made of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	<p>The SACRE has a well-developed process of co-option of local teachers of RE to ensure it has a broad representation from all types of school in the LEA.</p> <p>Vacancies are usually filled speedily and there is a reliable core of committed members. SACRE needs to solve issues of teacher recruitment onto membership.</p> <p>Induction process has been devised and implemented.</p>
Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<b>2c</b> Improvement/ development planning	The SACRE does not have an action plan to focus its future work and there is little overt linkage between the priorities of the LEA's development / improvement plan and the work of the SACRE.	The SACRE has a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LEA priorities.	The SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LEA. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<p>The SACRE is provided with a summary of the current LEA priorities and identifies ways its action plan can incorporate relevant objectives related to these priorities</p> <p>SACRE's development plan incorporated areas from the first evaluation and is in line with refocusing the LEA's EDP into the Single plan under Every Child Matters headings.</p>



Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>2d</b> Professional and financial support</p>	<p>Representatives of the LEA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.</p>	<p>The SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. The SACRE has a modest budget which enables it to fund some initiatives.</p>	<p>The SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. The SACRE is also attended by a lead officer from the LEA who can provide a strong link between the work of the SACRE and the wider LEA. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.</p>	<p>The SACRE in an LEA with no subject specialist adviser co-opts a local advanced skills teacher (AST) with expertise in RE and secures release time for her to undertake development work for the SACRE and schools.</p> <p>Haringey has engaged the services of an external RE professional for some years to ensure continuity in the support for SACRE and its work. Time is also purchased to work with schools with difficulties and some central LEA inclusion work</p> <p>A senior LEA Officer also attends to ensure congruence between SACRE's work and that of the LEA</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>2e</b> Information and advice</p>	<p>The SACRE receives limited information about public examination data from the LEA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LEA rather than ask questions of the LEA and challenge its work.</p>	<p>The SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LEA's work.</p>	<p>The SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. The SACRE has a strong partnership with the LEA and plays an active role in promoting ideas and initiatives.</p>	<p>The SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant underachievement by boys. It advises the LEA to undertake an exercise to identify good practice and provide guidance to schools that is effective in raising boys' achievement.</p>
				<p>Information about exam results led to development and adoption of self-review materials. Regular scrutiny of Ofsted reports provides information about standards.</p> <p>Changes to Ofsted regime will lead to reduction in information available to SACRE – need to devise other information gathering process.</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>2f</b> Partnerships with other key stakeholders (for example pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality)</p>	<p>The SACRE has little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.</p>	<p>The SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.</p>	<p>The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE. The SACRE’s activities build effectively on local networks.</p>	<p>The SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of the SACRE and provide a forum to discuss issues of mutual interest.</p> <p>SACRE members have knowledge of and contact with the Peace Alliance. Has knowledge of some faith communities and places of worship that support RE. SACRE well represented on Holocaust memorial Day planning group. Could SACRE co-opt students? Has established links with other Council bodies.</p>

### 3. The effectiveness of the locally agreed syllabus

**Judgements for this section to be considered leading up to a review of the syllabus in 2006-7**

***How effectively does the SACRE, in partnership with the LEA, monitor the impact of the agreed syllabus in raising standards, use national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous agreed syllabus?***

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>3a</b> Review of the agreed syllabus</p>	<p>Little opportunity to review the effectiveness of the previous agreed syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing version. There is little budget for agreed syllabus development and no clear action plan to structure the review process.</p>	<p>The SACRE has a good idea of the strengths/weaknesses of the previous agreed syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the agreed syllabus review.</p>	<p>The SACRE has a clear and systematic process for reviewing the agreed syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly allocated including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the agreed syllabus review, with clear targets for what needs to be achieved.</p>	<p>The SACRE reviews all available evaluation data about the effectiveness of the existing agreed syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the agreed syllabus. It invites participation of an external consultant to provide a more objective view of the quality of the existing syllabus.</p> <p>Haringey SACRE is aware that standards in RE have risen since the implementation of the Agreed Syllabus in 2002.</p> <p>Revised Assessment Advice was completed in 2005-6 in line with the QCA's revised 8-level scale.</p> <p>Monitoring of the Syllabus with a view to revision in 2006 - 2007 is currently taking place.</p>

<p><b>3b</b> Using the National Framework for Religious Education</p>	<p>The SACRE has a limited view of the role and significance of the National Framework in relation to the agreed syllabus review process and does not use the Framework in a coherent way.</p>	<p>The SACRE is aware of the National Framework and uses it in their agreed syllabus review but does not extend the Framework to reflect local circumstances.</p>	<p>The SACRE fully uses the National Framework in the construction of the revised agreed syllabus, understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.</p>	<p>The SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing agreed syllabus. As a result, it establishes a clear view of the way its revision of the agreed syllabus will build on the National Framework.</p>
<p><b>3c</b> Developing the revised agreed syllabus. <b>See Annex 1 for the characteristics of an effective agreed syllabus.</b></p>	<p>The SACRE has no clear structure for developing a revised agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.</p>	<p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. The SACRE ensures that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, holds consultation meetings which are reasonably supported.</p>	<p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p>	<p>The SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the agreed syllabus.</p>

<p><b>3d</b> Consultation / launch / implementation of the agreed syllabus</p>	<p>No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus.</p>	<p>A launch event is organised and other forms of communication (for example the LEA website) are used to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p>	<p>A successful launch, involving the wider community and strong media coverage, gives the agreed syllabus a high profile as an important development in the work of the LEA and SACRE. Effective training on implementing the agreed syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the agreed syllabus and the implications for teaching and learning.</p>	<p>The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p> <p>The launch event includes high quality presentations from a range of local religious communities and schools.</p>
<p><b>3e</b> Additional guidance / monitoring and evaluating the agreed syllabus</p>	<p>A shortage of financial and human resources prevent the SACRE from providing any significant additional guidance on using the agreed syllabus. It has limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards.</p>	<p>The SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the agreed syllabus, particularly in raising standards.</p>	<p>The SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new agreed syllabus and to measure its effectiveness in raising standards.</p>	<p>The SACRE builds a process of monitoring the effectiveness of the agreed syllabus into its development plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five-year revision.</p>

## 4. Collective worship

*How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?*

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>4a</b> Practice and provision for collective worship</p>	<p>The SACRE has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE's agenda and national developments are not known. There is no training provision for collective worship.</p>	<p>The SACRE has not provided guidance to schools on collective worship which focuses on good practice. Meetings of the SACRE regularly focus on provision and practice in collective worship, and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.</p>	<p>The SACRE provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision.</p>	<p>Through its website the SACRE regularly provides exemplar acts of worship for schools to use. These are frequently updated. Members of SACRE visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high-level usage of the exemplar acts of worship.</p> <p>SACRE monitors collective worship. It has a robust determinations procedure; one school has been granted a Determination. Advice on Collective worship resources are on the website along with a self-review tool for monitoring provision for the spiritual, moral, social and cultural development of pupils. Ideas for collective worship linked to Holocaust Memorial Day were approved. Training offered this year was not well attended.</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>4b</b> Monitoring the provision of collective worship and tackling issues of non-compliance</p>	<p>The SACRE does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.</p>	<p>The SACRE monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but members of the SACRE have limited 'hands-on' experience of collective worship in schools.</p>	<p>The SACRE closely monitors provision for collective worship, and provides guidance and support for schools, particularly on non-compliance. Members of the SACRE have direct experience of collective worship in schools through first-hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.</p>	<p>The SACRE, in partnership with the LEA and the local secondary heads association, arranges for all its members to visit local secondary schools to observe acts of worship and discuss issues with staff and pupils. Following the visits a report is published, highlighting best practice and ways in which non-compliance might be tackled.</p> <p>SACRE had discussed what constitutes good practice in the past. Some SACRE members are very aware of issues of providing good collective worship in schools.</p>



## 5. Contribution of the SACRE to the social and racial harmony agenda

*How effectively does the SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?*

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>5a</b> Representative nature of the SACRE</p>	<p>Membership of the SACRE meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.</p>	<p>The SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.</p>	<p>The SACRE has strong representation from all major local religious communities, including different groups within the same religious tradition (for example, different Muslim communities).</p>	<p>The SACRE in an LEA with few non-Christian communities is pro-active in seeking out members who are representative of a wide diversity of other religious traditions.</p> <hr/> <p>The LEA &amp; Clerk actively pursue membership issues. Vacancies are filled as speedily as possible. Two Muslim representatives on SACRE ensure representation from different local groups. SACRE is however holding a long standing Buddhist vacancy.</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>5b</b> Knowledge and understanding of the local religious, cultural and ethnic community</p>	<p>The SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.</p>	<p>The SACRE is well aware of different groups representing the diversity within the local area.</p>	<p>The SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.</p>	<p>The SACRE is provided with a detailed analysis of the religious and cultural diversity within the LEA and issues related to the relative educational performance of pupils from different ethnic groups.</p> <p>SACRE members bring a wide range of local knowledge to the group. Census data was use to ensure appropriate presentation.</p> <p>**SACRE is not however provided with a detailed analysis of the standards in RE of pupils from different religious and ethnic groups.</p>
Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>5c</b> Understanding the intrinsic contribution which RE can make to social and racial harmony</p>	<p>The SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.</p>	<p>The SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.</p>	<p>The SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures that this is embedded explicitly in the agreed syllabus and related guidance.</p>	<p>The SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.</p> <p>SACRE worked in partnership with local groups and the LEA to produce guidance to support religious believers in schools.</p>

Key area	Developing	Established	Advanced	Exemplar of good practice & Haringey evidence
<p><b>5d</b> Links to local authority initiatives promoting social and racial harmony</p>	<p>The SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.</p>	<p>The SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has the opportunity to discuss and contribute to this work.</p>	<p>The SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links which relate to this work.</p>	<p>The SACRE in a predominantly mono-cultural area takes the initiative in the local authority in developing links with a small Muslim community recently established in the area.</p>
				<p>As above – SACRE has links with and works in partnership with the Inclusion team in LEA</p>

**SACRE self-evaluation – Haringey October 2005**

**What is distinctive about your SACRE?**

Haringey SACRE is very well supported by the LEA. It is representative of the local community and supports faith communities in making links with schools. There are several established members as well as some new ones. Members demonstrate respect for each other’s views and beliefs in meetings. SACRE meetings are purposeful and usually quorate. SACRE is involved in a range of initiatives e.g. production of guidance materials, Holocaust memorial events, newsletter and website.

**Key strengths**

Membership – well established members  
 Productive meetings  
 Wide representation from faith groups  
 Links with and support from the LEA  
 Newsletters & website  
 Commitment to an effective, high quality syllabus  
 Induction pack & process introduced

**Key areas for development**

- Greater use of data
- Wider teacher representation & links with schools
- Good practice presentations
- Further links with local interfaith initiatives
- Establish ways to obtain information about compliance and standards through, e.g. subject self-evaluation
- Monitor Agreed Syllabus & Plan review

## **Annex 1**

### **The characteristics of an agreed syllabus**

An effective locally agreed syllabus is likely to promote quality religious education if it has the following characteristics:

- provides a clear structure which users find easy to follow and highlights the role of RE in the curriculum
- meets statutory requirements but also reflects breadth and balance in religious education, particularly in taking into account local characteristics and circumstances
- has clear statements about expected standards
- provides appropriate levels of challenge for pupils of differing ages and abilities, which are progressive and demanding but realistic
- reflects national developments, particularly the use of the non-statutory national framework
- gives clarity over assessment requirements
- ensures that learning in RE has both continuity and progression.

Key area number	Key area	Developing	Established	Advanced
1a	Compliance and time allocation for RE	X		
1b	Public examination entries in RE		X	
1c	Standards and achievement	X	X	
1d	Quality of teaching	X	X	
1e	Quality of leadership and management	X		
1f	Recruitment and retention issues	X		
1g	Resources		X	X
2a	SACRE meetings		X	X
2b	Membership and training		X	
2c	Improvement / development planning		X	X
2d	Professional and financial support			X
2e	Information and advice		X	X
2f	Partnerships with other key stakeholders		X	
3a	Review of agreed syllabus			
3b	Using the National Framework for Religious Education			
3c	Developing the revised agreed syllabus			

Key area number	Key area	Developing	Established	Advanced
3d	Consultation / launch / implementation of agreed syllabus			
3e	Additional guidance / monitoring and evaluating the agreed syllabus			
4a	Practice and provision for collective worship			X
4b	Monitoring the provision of collective worship and tackling issues of non-compliance		X	
5a	Representative nature of the SACRE		X	
5b	Knowledge and understanding of the local religious, cultural and ethnic community			X
5c	Understanding the intrinsic contribution which RE can make to social and racial harmony			X
5d	Links to local authority initiatives promoting social and racial harmony			X

## **Developing SACREs: points for action**

To develop the role of SACREs further, SACREs might consider the following action points:

- find out more about other SACREs in the local area to share ideas, resources and expertise
- develop the partnership, where appropriate, with local higher education institutions (HEI)
- encourage members of the SACRE to access national websites (for example, DfES, Ofsted, QCA) and RE organisations – NASACRE, the Religious Education Council for England and Wales (REC), the Association of Religious Education Adviser Inspectors and Consultants (AREIA) and the Professional Council for Religious Education (PCFRE) – to keep themselves informed of developments in RE and collective worship
- develop relationship with key personnel in the LEA who have responsibility for racial/social harmony issues
- use the LEA's education development plan and review where the SACRE might be able to make a contribution to meeting objectives
- use the self-evaluation guidance as a basis for drawing up development priorities for the work of the SACRE.





THE **Religious Education Council** OF ENGLAND & WALES

## TOWARDS A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION

*The RE Council calls upon the Government to launch a bold national strategy for RE. The need for it was acknowledged by the previous Secretary of State for Education. It is educationally necessary in its own right and it is also crucial in direct response to 7/7. Key elements of a strategy are identified here and a partnership approach to implementation is recommended. This paper is a 'first order' document. The next stage should lead to a more detailed version focussing on methods of implementation.*

### Context

The religious and spiritual dimension of human life remains a powerful force. At an individual level in this country, whilst certain forms of religious expression such as Church attendance may be on the decline, more selective and exploratory approaches especially among the young are certainly not. Talk of increasing secularization has been very much a West European phenomenon; viewed globally, with well over three quarters of the world's population asserting religious allegiance, religion is anything but on the decline. Indeed, it remains a potent force in society both for good and sometimes for ill.

In the UK the educational case for RE in the curriculum has been well argued for many years. However, over several decades it has had to contend with prevailing liberal/secularist assumptions that its subject matter is withering, with RE a mere remainder from another century. Recent events have shaken such assumptions

The growth in this country of Islamic self-consciousness, in its majority expression of asking for an end to discrimination and for its religious culture to be taken seriously and in its distorted form exemplified by 7/7, poses a considerable challenge to wider society. In response, it is easy for anti-discriminatory approaches to concentrate on race and ethnicity, but to fail to recognise the strength of religion as a key defining feature. Until the predominant culture fully recognises and appreciates the seriousness with which Muslims treat their faith, Muslims will continue to feel alienated. Whilst the issue is perhaps most starkly evidenced by Islam, other minority groups are affected and some still are. Christians too are looking for more deliberate attention in schools and colleges to deeper questions of meaning and purpose in both personal and social life and to religion's part in them.

### Faith Communities and RE in Schools

Many faith community members have concerns about how their faith is portrayed and treated in community schools. This undoubtedly leads to greater pressure for having their own schools, either inside or if necessary outside of the state maintained system. In either case, there is a significant risk that the RE becomes narrow and sectarian with all the associated risks. There are three ways forwards here:

1. Improve the quality of the RE taught in *community schools* so that faith communities can feel confident that their faith is being accurately and sympathetically portrayed.
2. Encourage those responsible for RE in *faith-based aided schools, academies and independent schools* to consult and use as appropriate the non-statutory National Framework for Religious Education (NFRE) in planning their RE syllabuses. Where these are rooted more specifically in one particular faith, they have the opportunity – or, as many would say the obligation - to accompany this with deliberate attention to the faiths of others.  
[The Church of England is recommending that its aided schools follow the locally Agreed Syllabus, supplemented by additional material more directly addressing the Christian faith.]
3. Encourage schools generally to strengthen this inclusive approach to RE, by developing links with faith communities in their local areas.

### **The non-statutory National Framework for Religious Education**

The production and launch of the NFRE, actively promoted by Charles Clarke, was undoubtedly a major RE landmark. The unanimity of support for it from the RE associations and faith communities was unprecedented. It provides for the first time an agreed national rationale for the subject, as highlighted particularly in its 'Importance of RE' section. Whilst the contents of the Framework are couched in educational terms relating to the development of the individual learner, their relevance to social issues cannot be ignored. Essentially the Framework is the crucial foundation upon which further initiatives can be built.

### **The Nature of the Strategy**

Three key principles underpin the proposal:

1. There is a deficit to be addressed. RE has been *the* Cinderella subject for a long time. At secondary level it remains the subject with the highest percentage of lessons taught by non-specialists and at primary level the majority of classroom teachers feel insecure when teaching RE, partly because it was not given adequate provision in their training course (see Ofsted reports). Senior management often fails to acknowledge its premier league position as Basic Curriculum, and as more fundamental for schools even than NC Subjects. In consequence, RE is effectively demoted to a third division status and resourced accordingly.
2. There is no quick fix and no one particular action which will make all the difference. There needs to be a coherent strategy, inter-relating a number of complementary actions which together should have a multiplier effect.
3. The strategy should be rooted in the NFRE.

### **Elements of the Strategy**

1. **Training the existing teacher workforce (CPD).** This is the most significant element. There needs to be a major training and updating programme across the workforce targeting non-specialists in secondary schools, updating secondary specialists and equipping primary class teachers many of whom have had little or no RE training. Wherever possible, training should be certified and linked to career progression. Mixed mode delivery should include ICT based packages which can be used both individually and by trainers. Master's level opportunities should also become realistically available.
2. Work on **disseminating the NFRE** needs to be pursued as fast and as rigorously as possible amongst key stakeholders, eg SACREs, governors and parents.

3. **Foundation stage.** There is a need to ensure that spiritual development is included in any revision of the foundation stage's early learning goals.
4. **Primary teacher training (ITT).** When the training standards are next revised, RE should be included in the list of subjects in which successful demonstration of classroom competence is required. As many primary training providers no longer have even one RE subject specialist, a national RE primary training programme needs to be created.
5. **Secondary teacher training (ITT).** Given that RE is recruiting additionally from allied subject areas such as philosophy and the social sciences, a subject knowledge enhancement programme should be developed. There should also be a new training route for teachers wishing to switch from a non-shortage subject to RE.
6. **Education 14 – 19.** There needs to be joined up planning here so that a properly accredited RE/spiritual development entitlement features in all future strategies. This entitlement should be for *all* students on both academic and vocational pathways. This is not evident in the Tomlinson proposals and it is so far virtually non-existent in FE.
7. **New types of school.** Academies should be required to follow either the agreed or a faith community syllabus according to their foundation. RE should be allowed as a lead subject for a Humanities College bid.
8. **Head teacher** and senior management attitudes to RE are sometimes professionally uninformed and/or personally negative. The National College for School Leadership is well placed to improve this situation and should be asked to include this as a mission priority. RE should also be included in governor training to enhance their understanding of the responsibility for RE compliance.
9. The delivery of the strategy should be through working with, and where necessary helping to further equip, **partners** who are in positions to implement the strategy.

### **Partners**

**The RE Council** is the national umbrella organisation for RE and brings together the RE professional organisations and faith communities. It was the lead organisation for the last review of Collective Worship and it provided the basis for the membership of the NFRE's Steering Group. It should have a key role in the implementation of a national strategy and would provide an 'insurance policy' role in relation to Government action in RE.

There are **four national associations** representing teachers (PCfRE), advisers and inspectors (AREIAC), teacher trainers (AULRE) and SACREs (NASACRE) all of which played very significant roles in bringing about the NFRE and are well placed to do the same for a national strategy.

The **Church of England** is committed to the full implementation of the NFRE and to actively assisting in the development of high quality RE in all schools - community and church alike – especially through its diocesan education teams.

The **Free Churches**, the **Roman Catholic Church** and **other Churches, including the Orthodox**, working especially through the Churches Joint Education Policy Committee (the

Church of England is also a member), have actively supported the NFRE and see it as the first stage of a more strategic development.

**Other Faith Traditions, including the Bahai's, Buddhists, Hindus, Jains, Jews, Muslims and Sikhs** welcome the increased significance and seriousness being given to RE and would see a major strategy as upholding the importance they accord to their own faith positions. So too do **Humanists** in relation to their non-theistic world views.

**SACREs and ASCs**, as statutory bodies in every LEA, have the remarkable strength and breadth of being constitutionally rooted in the local faith, educational and political communities. This makes them vital local agents for promoting RE and for assisting faith communities acquire a fuller understanding of the nature and value of the NFRE. They are well placed to monitor the effective implementation of any National Strategy for RE. They already complement Home Office initiatives in encouraging inter faith dialogue as relevant for social cohesion.

## **Timing**

The time is right for a bold strategic initiative in RE.

Religious, spiritual and ethical issues are of increasing interest to the young, and to society at large. The growth in GCSE take-up rates, now over half the age cohort, is one indicator of this; the increase in Religious Studies entries at A Level is another. The launch of the NFRE and the recent decision to increase the bursaries and award 'golden hellos' to secondary RE trainees have boosted the self-confidence of the RE community.

There is also growing realisation at European (eg Council of Ministers) and international (eg UNESCO) levels that an educational understanding of the religious and spiritual dimension is fundamental to our common humanity. Many of these countries do not currently have a place in their school curriculum where this happens and are increasingly looking (reflected in international conference agendas and official visits) at the English and Welsh model as an exemplary way forward.

In the light of current events, an early announcement of a national RE strategy would send an important signal both to those communities who feel their faith is misunderstood and also to the wider community who will be reassured that something is being done to tackle the on-going threat at a 'hearts and minds' level. This would also be welcomed by Muslims, who seek trust, self respect and mutual understanding as a peaceful means to defeat any violent forms of extremism. This RE strategy would be a key part of the Government's co-ordinated, whole community response to our current world condition.

## **Costs**

For the strategy to be properly effective a considerable budget will need to be allocated along the lines of other recent initiatives such as those in modern foreign languages, music and sport.

**THIS OUTLINE OF A NATIONAL STRATEGY FOR RELIGIOUS EDUCATION WAS APPROVED UNANIMOUSLY BY THE RE COUNCIL ON 11 SEPTEMBER 2005**

## MEMBER ORGANISATIONS OF THE RELIGIOUS EDUCATION COUNCIL OF ENGLAND & WALES

The Council is representative of the full range of faith communities and professional associations with an interest in Religious Education throughout the educational system. It was founded in 1973 and meets twice yearly in May and November.

Acorn Trust	Institute of Jainology
Al-Khoei Foundation	Inter Faith Network for the UK
Association of Christian Teachers - ACT	International Society for Krishna consciousness Educational Services - ISKCON
Association of Jewish Teachers	Islamic Academy
Association of RE Inspectors Advisers and Consultants - AREIAC	Islamic Cultural Centre
Association of University Departments of Theology and Religious Studies	Methodist Colleges and Schools
Association of University Lecturers in Religious Education	Muslim Council of Britain
Baptist Union of Great Britain	Muslim Educational Trust
Bloxham Project	National Association of Standing Advisory Councils for RE - NASACRE
Board of Deputies of British Jews	National Council of Hindu Temples (UK)
British Humanist Association	National Society
British Sikh Education Council	National Spiritual Assembly of the Baha'is of the United Kingdom
Buddhist Society	Norham Foundation
Catholic Association of Teachers, Schools and Colleges	Professional Council for Religious Education - PCFRE
Catholic Bishops' Conference	Religious Education and Environment Programme - REEP
Catholic Education Service for England and Wales	RE Today Services
Church of England Board of Education	Religious Society of Friends (Quakers)
Clear Vision Trust	Roman Catholic National Board of RE Inspectors and Advisers
Council of African and Afro-Caribbean Churches	Russian Orthodox Diocese of Sourozh
Council of Christians and Jews	Shap Working Party on World Religions in Education
Culham Institute	Stapleford Centre
Farmington Institute for Christian Studies	Union of Muslim Organisations of UK and Eire - UMO
Free Church Education Unit	Vivekananda Centre
Independent Schools Religious Studies Association	Wales Association of SACREs - WASACRE
Institute of Jainology	Working Group on Sikhs in Education
Inter Faith Network for the UK	World Congress of Faiths
ISKCON Educational Services	

This page is intentionally left blank

The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05 The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05 Annual Report

Summary of Annual Report School subject reports Curriculum area reports

Summary tables Summary charts Primary schools

Secondary schools

Art and design in secondary schools

Business education in secondary schools

Citizenship in secondary schools

Design and technology in secondary schools

English in secondary schools

Geography in secondary schools

History in secondary schools

Information and communication technology in secondary schools

Mathematics in secondary schools

Modern foreign languages in secondary schools

Music in secondary schools

Personal, social and health education in secondary schools

Physical education in secondary schools

Religious education in secondary schools

Science in secondary schools

Religious education in secondary schools

This report on secondary religious education (RE) is the last in the series published by Ofsted over several years, based on evidence from whole-school inspections and surveys by Her Majesty's Inspectors (HMI). It draws on data from Ofsted inspections from September 2003 to April 2005. The report also reflects upon changes since Ofsted inspections began, referring to subject issues identified in Secondary education 1993-97: a review of secondary schools in England and inspection judgements from 1998/99.1 From September 2005, subject evidence will be gained from qualitative inspections of a small sample of schools, and future methods of reporting will reflect this change.

Main findings

GCSE, AS and A-level entries have continued to rise since 1998 and standards have continued to rise steadily.

Pupils' achievement is good in nearly three schools in five; it is unsatisfactory in nearly one school in six.

Boys' achievement is significantly lower than that of girls.

Teaching is good in two thirds of schools, and at Key Stage 4 where RE is one of the most improved subjects, it is very good in a quarter of schools.

RE is particularly successful in post-16 courses where teaching is good in over nine schools in ten, making RE the subject with the most very good teaching.

RE makes a considerably better contribution to pupils' spiritual, moral, social and cultural development than any other subject.

Further progress in the overall quality of RE provision is hampered by the shortage of specialist teachers.

Persistent weaknesses remain in assessment and in the leadership and management of the subject.

Overview and trends in secondary RE since 1997

Figures 1-3 show the improvements in pupils' achievement, the quality of teaching, and subject leadership and management since 1997.

Figure 1. Achievement in RE in secondary schools - 2003-05 and 1998/99.

Figure 2. Teaching in RE in secondary schools - 2003-05 and 1998/99.

Figure 3. Leadership and management in RE in secondary schools - 2003-05 and 1998/99.

Figure 4 shows changes in the proportions of pupils achieving higher grades in GCSE examinations.

Figure 4. Religious studies/education: percentage of pupils achieving A\*-C grades at GCSE.

The review of secondary schools in 1993-97 painted a gloomy picture of RE as 'one of the weakest subjects' of the curriculum. In 2005, RE no longer stands out as a subject giving cause for concern in terms of teaching, learning and achievement. At Key Stages 3 and 4 one in five schools have raised pupils' achievement from satisfactory to good and at Key Stage 4 RE is the third most improved subject in terms of teaching and learning. On post-16 courses, RE stands out not only as the most improved subject, but that in which teaching and learning outstrip all others.

Where the agreed syllabus for Key Stage 3 has been made more relevant to the interests of young people, their achievement has improved. These syllabi have shifted the focus of programmes of study from knowledge of the outward phenomena of religions to a broader understanding of beliefs and the impact of religion on people's lives and society. This move in syllabus content from, for example, festivals, rites of passage and religious buildings to issues such as the existence of God, life after death and the problem of suffering, has facilitated the development of a wide range of skills and more challenging activities. Pupils' higher achievement is characterised by improved skills in critical thinking and discussion, for example by analysing and evaluating moral and theological issues, arguing their own position and analysing the flaws in opposing points of view. These developments have particularly enhanced the achievement of higher-attaining pupils, whose learning was previously depressed because of low expectations. But lower-attaining pupils also benefit because the exploration of these issues offers more opportunities to demonstrate achievement orally than some more traditional Key Stage 3 content.

There have also been significant improvements at Key Stage 4, which reflect changes in provision since 1997. In 1997 the lowest standards were found where RE was taught within personal and social education (PSE) programmes, thus failing to provide sufficient time for the agreed syllabus to be taught. The increasing take-up of RE as a GCSE subject has left a minority of schools teaching RE within PSE. The motivation of gaining a qualification and the intrinsic interest of many examination courses has led to a major improvement to pupils' attitudes at Key Stage 4. Nearly 20,000 more pupils now take the full-course GCSE, while numbers entering for the short course have more than tripled. In turn, this has affected A-level entries, which have increased by well over 3,000. However, girls still outnumber boys in entering examinations and, in all examinations except AS, girls outperform boys.

These developments would not have been possible had not RE teaching also improved, and this can, to some extent, be linked to the Key Stage 3 Strategy. This has helped to transform tedious, didactic, teacher-led lessons to three-part lessons which, at best, have clear learning objectives, appropriate tasks that enable pupils to achieve to their potential and a plenary to reinforce and assess learning.

RE has also been revitalised where teachers are skilled and imaginative users of information and communication technology (ICT), something almost unknown in 1997. The use of computers does not in itself transform a lesson: the teachers who use ICT most successfully are those who already establish clear learning objectives for lessons and have a well-honed sense of 'fitness for purpose' when using resources or setting tasks and activities. Some of the most effective applications of computers to extend pupils' learning result from the use of a single computer and projector to produce large-screen displays. These are used particularly effectively with generic programmes such as those designed for mind-mapping, which develop pupils' thinking skills. Pupils are also increasingly using presentation software effectively to select and summarise key points and to bring together visual, audio and written stimuli to create informative and interpretative presentations. The internet, too, can be an effective tool when used with caution.

RE makes a very significant contribution to pupils' spiritual, moral, social and cultural development and this is manifested, for example, in pupils' attitudes to other religions, races and cultures. In effective lessons, teachers ensure that pupils do not just learn 'about' issues such as prejudice and



discrimination, but also think about the implications for their own values and society generally. Where RE is taught well, pupils recognise its importance in developing respect for all: from the outset in Year 7, they are encouraged to have respectful attitudes towards one another, listen to the views of others and respect the material with which they are engaging, and they recognise teachers as models of the attitudes they are encouraged to develop.

In spite of these significant overall improvements, some relative weaknesses of RE remain the same as in 1997. Assessment, although improved, remains weaker in RE than in all other subjects. There continues to be a serious shortage of subject specialists. Leadership and management remain weak compared with most subjects. If the trend of improvement is to continue, RE must be subject to the same levels of scrutiny and the same high expectations as other subjects.

Issues in secondary RE in 2005

Resolving teaching and learning issues

Ofsted reports have frequently highlighted the unsatisfactory quality of assessment in RE, but despite exhortation and advice, the improvement since 1997 has been only modest: assessment is effective in just two fifths of schools, compared with three fifths history, which is often taught in the same faculty. The situation is often blamed on the high ratio of pupils to teachers in RE, which makes it difficult for teachers to know individuals or mark their work, but this is not the only explanation.

What are the barriers to improvement that have proved to be so intractable? The starting point, found in the majority of schools, is the neglect of transfer information in Year 7. Although secondary schools rarely receive information about pupils' performance in RE from primary schools, it is not difficult to draw conclusions about the general ability of Year 7 pupils from Key Stage 2 test results and to provide for them accordingly. Yet even when the data is made available, it is rarely used and many Year 7 pupils start as they are destined to continue - in mixed-ability groups where teaching methods, the allocation of resources and task-setting make the same provision for all, regardless of attainment levels. In a quarter of schools this process of targeting at the middle continues throughout Key Stage 3, making little or no use of assessment information to plan work to meet pupils' needs or to give them help on what they have to do to improve.

One development that should have made a significant difference to the quality of assessment was the adoption by most agreed syllabi of an eight-level scale, based on the Qualifications and Curriculum Authority (QCA) model. This provides teachers with clear benchmarks for standards, and shows what each group of pupils has to do to improve. However, not all RE departments use level descriptions as criteria for assessing pupils' work, which is a disturbing fact, especially given that using levels is a requirement of trainees working for qualified teacher status (QTS). Additionally, even where levels are used for assessment, too often teachers require very able pupils to complete work at a level below their ability before setting 'extension work', rather than setting appropriately challenging work from the beginning of the lesson.

Assessment has been the focus of training, including an Ofsted conference in 2002, numerous papers on the Ofsted website and in professional journals and advice from the QCA.<sup>2</sup> Therefore, the case has been made and good practice exemplified. For this to be taken forward, it requires impetus at school level: where either a head of faculty or a link senior manager has required improvement by insisting that assessment be named as a priority in the RE department's development plan, then improvement has followed through a range of initiatives. These include:

- developing a sensible and manageable assessment strategy that is based on the school policy

- developing a clear understanding of the standards that should be achieved by the majority of pupils in each year group and by the least and most able, based on level descriptions in the agreed syllabus

- where an agreed syllabus does not include levels, referring to those produced by QCA in Curriculum 2000

- displaying 'pupil-friendly' versions of level descriptions which help pupils

understand what they have to do to improve their performance in RE  
displaying level descriptions alongside annotated examples of pupils' work  
to help pupils and teachers understand what is required  
moderating different teachers' assessments and/or developing portfolios of  
pupils' marked work as a means of establishing a shared understanding of  
standards  
coping with the demands of marking by sampling pupils' work, writing  
constructive, formative comments to help them improve their performance,  
drawing conclusions about what pupils of different abilities find easy or  
difficult and how teaching methods, tasks and resources might be adapted  
better to meet the needs of all pupils  
setting targets for different groups of pupils to help them make further  
progress.

Improving the leadership and management of RE

Improving assessment is only one of many management issues that need to be  
addressed in RE. Other day-to-day management responsibilities that are crucial  
to the overall improvement of RE include policy creation, planning, acquiring  
resources that will inspire all and promote the achievement of different groups  
of pupils, and monitoring the quality of provision throughout the department. In  
all of these areas except planning, RE is one of the weakest subjects in the  
curriculum.

Although leadership and management in RE are good in about three fifths of  
schools, they are unsatisfactory in over one in six, and over one fifth of  
departments have made insufficient improvement since their previous inspection.  
Where subject leadership is weak, this is reflected in poor planning, in the use  
of inappropriate teaching methods, in the low expectations of teachers, and in  
poor assessment. These weaknesses often persist because they have continued  
undetected and uncorrected by senior staff, reflecting their low commitment to  
the development of RE. Weak leadership and management deprive RE classroom  
teachers of opportunities to improve and develop their expertise. In one fifth  
of schools there is inadequate monitoring and evaluation of either RE teaching  
or of the subject's performance. In such cases, where there are weaknesses, no  
effective action is taken and the school's targets for RE are not met.

Small departments, especially departments of one person, face particular  
difficulties. These can be overcome where senior managers monitor performance,  
sampling pupils' work for quality assurance purposes and comparing it with  
standards in similar subjects. They should set targets to raise standards and  
these must be integral to performance review and departmental development plans.  
Where problems are identified, such as the underachievement of higher- and  
lower-attaining pupils, then action should be taken, backed by senior management  
authority and supported by the necessary resources.

Managing more effectively the contribution of non-specialist teachers

The greatest challenge to heads of RE and school managers is staffing. There are  
more non-specialist teachers in RE than in any other subject except citizenship.  
Although staffing is good in half of schools, it is unsatisfactory in one sixth,  
and in these schools teaching and learning are generally significantly weaker  
than in schools with specialist staff: generally at least a grade lower than for  
subject specialists in the same school.

Most of the weaknesses in non-specialist teachers' teaching are caused by poor  
subject knowledge, so that they work 'one lesson ahead' of the classes they  
teach. This leaves them unable to answer pupils' questions that require  
knowledge beyond the limits of the lesson in hand. Most non-specialists feel  
more confident in their knowledge of religious phenomena than theology,  
philosophy and ethics, which are seen as complex, controversial and to be  
avoided, and this limits their ability to engage pupils in some of the most  
interesting aspects of the subject.

Equally serious is teachers' lack of knowledge about the purposes, aims and most  
appropriate pedagogies for the subject. In particular, many non-specialist  
teachers are not confident with questioning and discussion and so devise  
strategies to limit these opportunities by keeping a tight rein on lessons,  
making lengthy inputs and keeping pupils busy with written work.

In most schools, the use of non-specialists for RE teaching is inevitable. Too often, however, support for non-specialist teachers involves little beyond talking through the schemes of work and providing lesson plans and resources. Many non-specialists rely for their subject knowledge on school textbooks that are pitched too low and too often present stereotypical or inaccurate information about religions.

Yet, when managed well, non-specialists can become a strength, for teachers of other National Curriculum subjects can bring to the department much-needed expertise in matters such as assessment. In the best cases non-specialists become confident enough to produce their own resources and activities and add them to the department's collection.

Schools that are most successful in the deployment of non-specialists ensure that a few (one or two) are deployed to teach all the classes not taught by a specialist and that the same teachers are deployed from year to year, providing continuity of experience. Particularly effective is the practice of giving non-specialists a single year group to teach, allowing them to become familiar and confident with a limited section of the syllabus. Where there is appropriate training and the necessary resources, non-specialist teachers can become effective in teaching the self-contained GCSE course. Where classes are blocked for the short course, a few schools have made creative use of a variety of teachers to research and teach an aspect of the course related to their specialisms, such as religion and art, religion and the media, or religion and science.

A growing number of schools with a single specialist RE teacher facilitate the training of a permanent small group of non-specialists who have extended their knowledge and expertise to become effective RE teachers. They become de facto specialists, teaching up to A level and becoming heads of department. These teachers are vital recruits to a subject that suffers serious teacher shortages. For this to happen, the placement of non-specialists has to be given some priority in the timetabling process. This rarely happens and all too often teachers are deployed unwillingly, with little notice and no training. If there is no increase in the number of RE teachers emerging from initial teacher training, schools must look to retraining teachers with other subject specialisms in order to find good RE teachers.

### Raising the achievement of boys

In the course of a recent HMI survey, boys were asked what aspects of RE they found most and least interesting and difficult. The most striking observation of their responses was their focus on teaching and learning rather than content. In the majority of schools in the survey, boys' attitudes to RE were generally positive. They were very clear about the subject matter that interested them most. At the top of the list were ethical and philosophical issues and the opportunity to learn about different points of view. Key Stage 3 boys enjoyed finding out how different people live, what they believe and the rules they live by. In particular, they welcomed learning about religions that were new to them, notably Buddhism, which is rarely taught in primary schools.

Specific learning activities were more likely to engage boys than content. Discussion was rated highly as a means of consolidating and developing their own views by learning from the views of others in the class. They enjoyed debating and were interested to discover the extent to which opinions varied among their classmates. In most schools boys said that they had more opportunities for discussion in RE than any other subject, and this contributed to their growing understanding that there are often no right answers and their growing acceptance of the views of others.

Films and videos were generally more popular than books as stimuli for learning, not because they were seen as an easy option but because they were easier to remember. Boys were particularly appreciative of visual material that made RE fun, such as TV programmes *The vicar of Dibley* and *The Simpsons*, particularly the episode 'Bart loses his soul'. Equally popular, but less frequent, were visits to places of worship and opportunities to engage in discussion with members of different faiths.

Other popular stimuli for learning included drama, role play and the use of ICT

and games. Adaptations of board games such as 'Trivial Pursuit' and popular TV shows such as Who wants to be a millionaire, The weakest link and University challenge were seen as successful learning reinforcements, especially when used as starters or plenaries or in revision lessons.

In terms of everyday classroom practice, boys welcomed variety in teaching, opportunities to ask questions, group and paired work with friends, and the chance to have some choice of work.

Boys were least interested in RE when lessons were dominated by didactic teaching, comprehension tasks and 'endless drawing'. Other complaints were about teachers who made no effort to make the subject relevant, interesting or challenging. In some schools boys were critical of the repetitive nature of RE. This was in the context of schemes of work that included the same topics but applied to different religions in every year of Key Stage 3.

What can RE teachers learn from this? Apart from taking seriously these opinions, which represent the views of boys in nearly 20 schools across the country, teachers should recognise the need to take seriously their pupils' evaluations of lessons. This shows it is possible to uncover highly significant data by the relatively simple procedure of talking to pupils, a task more easily accomplished by teachers. Only a minority of boys were opposed to RE in principle. Where they had a complaint it was about the quality of teaching.

1 Secondary education 1993-97: a review of secondary schools in England, TSO, 1998.

2 For example, 'Good Assessment Practice I Religious Education' .2003, Ofsted. [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications)

QCA annual reports on curriculum and assessment in RE. [www.qca.org.uk](http://www.qca.org.uk)

Fancourt, N. (2005) 'Challenges for self-assessment in religious education'. British Journal of Religious Education, 27,2. (This article includes a useful bibliography).

The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05 The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05 Annual Report

Summary of Annual Report School subject reports Curriculum area reports

Summary tables Summary charts Primary schools

Secondary schools

Art and design in secondary schools

Business education in secondary schools

Citizenship in secondary schools

Design and technology in secondary schools

English in secondary schools

Geography in secondary schools

History in secondary schools

Information and communication technology in secondary schools

Mathematics in secondary schools

Modern foreign languages in secondary schools

Music in secondary schools

Personal, social and health education in secondary schools

Physical education in secondary schools

Religious education in secondary schools

Science in secondary schools

Religious education in secondary schools

This report on secondary religious education (RE) is the last in the series published by Ofsted over several years, based on evidence from whole-school inspections and surveys by Her Majesty's Inspectors (HMI). It draws on data from Ofsted inspections from September 2003 to April 2005. The report also reflects upon changes since Ofsted inspections began, referring to subject issues identified in Secondary education 1993-97: a review of secondary schools in England and inspection judgements from 1998/99.1 From September 2005, subject evidence will be gained from qualitative inspections of a small sample of schools, and future methods of reporting will reflect this change.

Main findings

GCSE, AS and A-level entries have continued to rise since 1998 and standards have continued to rise steadily.

Pupils' achievement is good in nearly three schools in five; it is unsatisfactory in nearly one school in six.

Boys' achievement is significantly lower than that of girls.

Teaching is good in two thirds of schools, and at Key Stage 4 where RE is one of the most improved subjects, it is very good in a quarter of schools.

RE is particularly successful in post-16 courses where teaching is good in over nine schools in ten, making RE the subject with the most very good teaching.

RE makes a considerably better contribution to pupils' spiritual, moral, social and cultural development than any other subject.

Further progress in the overall quality of RE provision is hampered by the shortage of specialist teachers.

Persistent weaknesses remain in assessment and in the leadership and management of the subject.

Overview and trends in secondary RE since 1997

Figures 1-3 show the improvements in pupils' achievement, the quality of teaching, and subject leadership and management since 1997.

Figure 1. Achievement in RE in secondary schools - 2003-05 and 1998/99.

Figure 2. Teaching in RE in secondary schools - 2003-05 and 1998/99.

Figure 3. Leadership and management in RE in secondary schools - 2003-05 and 1998/99.

Figure 4 shows changes in the proportions of pupils achieving higher grades in GCSE examinations.

Figure 4. Religious studies/education: percentage of pupils achieving A\*-C grades at GCSE.

The review of secondary schools in 1993-97 painted a gloomy picture of RE as 'one of the weakest subjects' of the curriculum. In 2005, RE no longer stands out as a subject giving cause for concern in terms of teaching, learning and achievement. At Key Stages 3 and 4 one in five schools have raised pupils' achievement from satisfactory to good and at Key Stage 4 RE is the third most improved subject in terms of teaching and learning. On post-16 courses, RE stands out not only as the most improved subject, but that in which teaching and learning outstrip all others.

Where the agreed syllabus for Key Stage 3 has been made more relevant to the interests of young people, their achievement has improved. These syllabi have shifted the focus of programmes of study from knowledge of the outward phenomena of religions to a broader understanding of beliefs and the impact of religion on people's lives and society. This move in syllabus content from, for example, festivals, rites of passage and religious buildings to issues such as the existence of God, life after death and the problem of suffering, has facilitated the development of a wide range of skills and more challenging activities. Pupils' higher achievement is characterised by improved skills in critical thinking and discussion, for example by analysing and evaluating moral and theological issues, arguing their own position and analysing the flaws in opposing points of view. These developments have particularly enhanced the achievement of higher-attaining pupils, whose learning was previously depressed because of low expectations. But lower-attaining pupils also benefit because the exploration of these issues offers more opportunities to demonstrate achievement orally than some more traditional Key Stage 3 content.

There have also been significant improvements at Key Stage 4, which reflect changes in provision since 1997. In 1997 the lowest standards were found where RE was taught within personal and social education (PSE) programmes, thus failing to provide sufficient time for the agreed syllabus to be taught. The increasing take-up of RE as a GCSE subject has left a minority of schools teaching RE within PSE. The motivation of gaining a qualification and the intrinsic interest of many examination courses has led to a major improvement to pupils' attitudes at Key Stage 4. Nearly 20,000 more pupils now take the full-course GCSE, while numbers entering for the short course have more than tripled. In turn, this has affected A-level entries, which have increased by well over 3,000. However, girls still outnumber boys in entering examinations and, in all examinations except AS, girls outperform boys.

These developments would not have been possible had not RE teaching also improved, and this can, to some extent, be linked to the Key Stage 3 Strategy. This has helped to transform tedious, didactic, teacher-led lessons to three-part lessons which, at best, have clear learning objectives, appropriate tasks that enable pupils to achieve to their potential and a plenary to reinforce and assess learning.

RE has also been revitalised where teachers are skilled and imaginative users of information and communication technology (ICT), something almost unknown in 1997. The use of computers does not in itself transform a lesson: the teachers who use ICT most successfully are those who already establish clear learning objectives for lessons and have a well-honed sense of 'fitness for purpose' when using resources or setting tasks and activities. Some of the most effective applications of computers to extend pupils' learning result from the use of a single computer and projector to produce large-screen displays. These are used particularly effectively with generic programmes such as those designed for mind-mapping, which develop pupils' thinking skills. Pupils are also increasingly using presentation software effectively to select and summarise key points and to bring together visual, audio and written stimuli to create informative and interpretative presentations. The internet, too, can be an effective tool when used with caution.

RE makes a very significant contribution to pupils' spiritual, moral, social and cultural development and this is manifested, for example, in pupils' attitudes to other religions, races and cultures. In effective lessons, teachers ensure that pupils do not just learn 'about' issues such as prejudice and

discrimination, but also think about the implications for their own values and society generally. Where RE is taught well, pupils recognise its importance in developing respect for all: from the outset in Year 7, they are encouraged to have respectful attitudes towards one another, listen to the views of others and respect the material with which they are engaging, and they recognise teachers as models of the attitudes they are encouraged to develop.

In spite of these significant overall improvements, some relative weaknesses of RE remain the same as in 1997. Assessment, although improved, remains weaker in RE than in all other subjects. There continues to be a serious shortage of subject specialists. Leadership and management remain weak compared with most subjects. If the trend of improvement is to continue, RE must be subject to the same levels of scrutiny and the same high expectations as other subjects.

Issues in secondary RE in 2005

Resolving teaching and learning issues

Ofsted reports have frequently highlighted the unsatisfactory quality of assessment in RE, but despite exhortation and advice, the improvement since 1997 has been only modest: assessment is effective in just two fifths of schools, compared with three fifths history, which is often taught in the same faculty. The situation is often blamed on the high ratio of pupils to teachers in RE, which makes it difficult for teachers to know individuals or mark their work, but this is not the only explanation.

What are the barriers to improvement that have proved to be so intractable? The starting point, found in the majority of schools, is the neglect of transfer information in Year 7. Although secondary schools rarely receive information about pupils' performance in RE from primary schools, it is not difficult to draw conclusions about the general ability of Year 7 pupils from Key Stage 2 test results and to provide for them accordingly. Yet even when the data is made available, it is rarely used and many Year 7 pupils start as they are destined to continue - in mixed-ability groups where teaching methods, the allocation of resources and task-setting make the same provision for all, regardless of attainment levels. In a quarter of schools this process of targeting at the middle continues throughout Key Stage 3, making little or no use of assessment information to plan work to meet pupils' needs or to give them help on what they have to do to improve.

One development that should have made a significant difference to the quality of assessment was the adoption by most agreed syllabi of an eight-level scale, based on the Qualifications and Curriculum Authority (QCA) model. This provides teachers with clear benchmarks for standards, and shows what each group of pupils has to do to improve. However, not all RE departments use level descriptions as criteria for assessing pupils' work, which is a disturbing fact, especially given that using levels is a requirement of trainees working for qualified teacher status (QTS). Additionally, even where levels are used for assessment, too often teachers require very able pupils to complete work at a level below their ability before setting 'extension work', rather than setting appropriately challenging work from the beginning of the lesson.

Assessment has been the focus of training, including an Ofsted conference in 2002, numerous papers on the Ofsted website and in professional journals and advice from the QCA.<sup>2</sup> Therefore, the case has been made and good practice exemplified. For this to be taken forward, it requires impetus at school level: where either a head of faculty or a link senior manager has required improvement by insisting that assessment be named as a priority in the RE department's development plan, then improvement has followed through a range of initiatives. These include:

- developing a sensible and manageable assessment strategy that is based on the school policy

- developing a clear understanding of the standards that should be achieved by the majority of pupils in each year group and by the least and most able, based on level descriptions in the agreed syllabus

- where an agreed syllabus does not include levels, referring to those produced by QCA in Curriculum 2000

- displaying 'pupil-friendly' versions of level descriptions which help pupils

understand what they have to do to improve their performance in RE  
displaying level descriptions alongside annotated examples of pupils' work  
to help pupils and teachers understand what is required  
moderating different teachers' assessments and/or developing portfolios of  
pupils' marked work as a means of establishing a shared understanding of  
standards  
coping with the demands of marking by sampling pupils' work, writing  
constructive, formative comments to help them improve their performance,  
drawing conclusions about what pupils of different abilities find easy or  
difficult and how teaching methods, tasks and resources might be adapted  
better to meet the needs of all pupils  
setting targets for different groups of pupils to help them make further  
progress.

Improving the leadership and management of RE

Improving assessment is only one of many management issues that need to be  
addressed in RE. Other day-to-day management responsibilities that are crucial  
to the overall improvement of RE include policy creation, planning, acquiring  
resources that will inspire all and promote the achievement of different groups  
of pupils, and monitoring the quality of provision throughout the department. In  
all of these areas except planning, RE is one of the weakest subjects in the  
curriculum.

Although leadership and management in RE are good in about three fifths of  
schools, they are unsatisfactory in over one in six, and over one fifth of  
departments have made insufficient improvement since their previous inspection.  
Where subject leadership is weak, this is reflected in poor planning, in the use  
of inappropriate teaching methods, in the low expectations of teachers, and in  
poor assessment. These weaknesses often persist because they have continued  
undetected and uncorrected by senior staff, reflecting their low commitment to  
the development of RE. Weak leadership and management deprive RE classroom  
teachers of opportunities to improve and develop their expertise. In one fifth  
of schools there is inadequate monitoring and evaluation of either RE teaching  
or of the subject's performance. In such cases, where there are weaknesses, no  
effective action is taken and the school's targets for RE are not met.

Small departments, especially departments of one person, face particular  
difficulties. These can be overcome where senior managers monitor performance,  
sampling pupils' work for quality assurance purposes and comparing it with  
standards in similar subjects. They should set targets to raise standards and  
these must be integral to performance review and departmental development plans.  
Where problems are identified, such as the underachievement of higher- and  
lower-attaining pupils, then action should be taken, backed by senior management  
authority and supported by the necessary resources.

Managing more effectively the contribution of non-specialist teachers

The greatest challenge to heads of RE and school managers is staffing. There are  
more non-specialist teachers in RE than in any other subject except citizenship.  
Although staffing is good in half of schools, it is unsatisfactory in one sixth,  
and in these schools teaching and learning are generally significantly weaker  
than in schools with specialist staff: generally at least a grade lower than for  
subject specialists in the same school.

Most of the weaknesses in non-specialist teachers' teaching are caused by poor  
subject knowledge, so that they work 'one lesson ahead' of the classes they  
teach. This leaves them unable to answer pupils' questions that require  
knowledge beyond the limits of the lesson in hand. Most non-specialists feel  
more confident in their knowledge of religious phenomena than theology,  
philosophy and ethics, which are seen as complex, controversial and to be  
avoided, and this limits their ability to engage pupils in some of the most  
interesting aspects of the subject.

Equally serious is teachers' lack of knowledge about the purposes, aims and most  
appropriate pedagogies for the subject. In particular, many non-specialist  
teachers are not confident with questioning and discussion and so devise  
strategies to limit these opportunities by keeping a tight rein on lessons,  
making lengthy inputs and keeping pupils busy with written work.



In most schools, the use of non-specialists for RE teaching is inevitable. Too often, however, support for non-specialist teachers involves little beyond talking through the schemes of work and providing lesson plans and resources. Many non-specialists rely for their subject knowledge on school textbooks that are pitched too low and too often present stereotypical or inaccurate information about religions.

Yet, when managed well, non-specialists can become a strength, for teachers of other National Curriculum subjects can bring to the department much-needed expertise in matters such as assessment. In the best cases non-specialists become confident enough to produce their own resources and activities and add them to the department's collection.

Schools that are most successful in the deployment of non-specialists ensure that a few (one or two) are deployed to teach all the classes not taught by a specialist and that the same teachers are deployed from year to year, providing continuity of experience. Particularly effective is the practice of giving non-specialists a single year group to teach, allowing them to become familiar and confident with a limited section of the syllabus. Where there is appropriate training and the necessary resources, non-specialist teachers can become effective in teaching the self-contained GCSE course. Where classes are blocked for the short course, a few schools have made creative use of a variety of teachers to research and teach an aspect of the course related to their specialisms, such as religion and art, religion and the media, or religion and science.

A growing number of schools with a single specialist RE teacher facilitate the training of a permanent small group of non-specialists who have extended their knowledge and expertise to become effective RE teachers. They become de facto specialists, teaching up to A level and becoming heads of department. These teachers are vital recruits to a subject that suffers serious teacher shortages. For this to happen, the placement of non-specialists has to be given some priority in the timetabling process. This rarely happens and all too often teachers are deployed unwillingly, with little notice and no training. If there is no increase in the number of RE teachers emerging from initial teacher training, schools must look to retraining teachers with other subject specialisms in order to find good RE teachers.

### Raising the achievement of boys

In the course of a recent HMI survey, boys were asked what aspects of RE they found most and least interesting and difficult. The most striking observation of their responses was their focus on teaching and learning rather than content. In the majority of schools in the survey, boys' attitudes to RE were generally positive. They were very clear about the subject matter that interested them most. At the top of the list were ethical and philosophical issues and the opportunity to learn about different points of view. Key Stage 3 boys enjoyed finding out how different people live, what they believe and the rules they live by. In particular, they welcomed learning about religions that were new to them, notably Buddhism, which is rarely taught in primary schools.

Specific learning activities were more likely to engage boys than content. Discussion was rated highly as a means of consolidating and developing their own views by learning from the views of others in the class. They enjoyed debating and were interested to discover the extent to which opinions varied among their classmates. In most schools boys said that they had more opportunities for discussion in RE than any other subject, and this contributed to their growing understanding that there are often no right answers and their growing acceptance of the views of others.

Films and videos were generally more popular than books as stimuli for learning, not because they were seen as an easy option but because they were easier to remember. Boys were particularly appreciative of visual material that made RE fun, such as TV programmes *The vicar of Dibley* and *The Simpsons*, particularly the episode 'Bart loses his soul'. Equally popular, but less frequent, were visits to places of worship and opportunities to engage in discussion with members of different faiths.

Other popular stimuli for learning included drama, role play and the use of ICT

and games. Adaptations of board games such as 'Trivial Pursuit' and popular TV shows such as Who wants to be a millionaire, The weakest link and University challenge were seen as successful learning reinforcements, especially when used as starters or plenaries or in revision lessons.

In terms of everyday classroom practice, boys welcomed variety in teaching, opportunities to ask questions, group and paired work with friends, and the chance to have some choice of work.

Boys were least interested in RE when lessons were dominated by didactic teaching, comprehension tasks and 'endless drawing'. Other complaints were about teachers who made no effort to make the subject relevant, interesting or challenging. In some schools boys were critical of the repetitive nature of RE. This was in the context of schemes of work that included the same topics but applied to different religions in every year of Key Stage 3.

What can RE teachers learn from this? Apart from taking seriously these opinions, which represent the views of boys in nearly 20 schools across the country, teachers should recognise the need to take seriously their pupils' evaluations of lessons. This shows it is possible to uncover highly significant data by the relatively simple procedure of talking to pupils, a task more easily accomplished by teachers. Only a minority of boys were opposed to RE in principle. Where they had a complaint it was about the quality of teaching.

1 Secondary education 1993-97: a review of secondary schools in England, TSO, 1998.

2 For example, 'Good Assessment Practice I Religious Education' .2003, Ofsted. [www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications)

QCA annual reports on curriculum and assessment in RE. [www.qca.org.uk](http://www.qca.org.uk)

Fancourt, N. (2005) 'Challenges for self-assessment in religious education'. British Journal of Religious Education, 27,2. (This article includes a useful bibliography).



# Race equality in education

Good practice in schools and local education authorities

---

**Better  
education  
and care**

<b>Age group</b>	<b>Published</b>	<b>Reference no.</b>
Primary and Secondary	November	HMI 2398

---

---

© Crown copyright 2005

Document reference number: HMI 2398

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

---

## Contents

---

<b>Executive summary</b>	<b>2</b>
<b>Key findings</b>	<b>3</b>
<b>Recommendations</b>	<b>3</b>
<b>Evaluation</b>	<b>4</b>
<b>Race equality in the curriculum</b>	<b>9</b>
<b>The handling and reporting of race-related incidents</b>	<b>15</b>
<b>Improving links with local ethnic minority groups</b>	<b>22</b>
<b>Notes</b>	<b>26</b>
<b>Annex A. Local educational authorities visited in this survey</b>	<b>27</b>
<b>Annex B. Schools visited during this survey</b>	<b>28</b>
<b>Annex C. The thematic survey's methodology</b>	<b>30</b>
<b>Annex D. Further reading</b>	<b>31</b>

---

## Executive summary

This report illustrates good practice on race equality in education in a sample of schools and local education authorities (LEAs) surveyed between the summer of 2003 and the spring of 2005.<sup>1</sup> The survey focused on schools and LEAs that were involved effectively in race equality in education.

Four areas were examined by inspectors:

- improving standards and achievement amongst groups of pupils, with reference to the Race Relations (Amendment) Act 2000 (RRAA)
- the incorporation of race equality concepts into the curriculum in schools
- the handling and reporting of race-related incidents in schools
- the work of schools and LEAs in improving links with local minority ethnic communities.

The survey found that the RRAA has added impetus to work on race equality already under way in the schools. For instance, some schools had policies in place before the Act came into force, and were in the process of revising their policies to take better account of that legislation.

The survey encountered effective measures involving the use of attainment data to measure gaps and stimulate intervention. That incorporated fine pupil- and group-level analysis, with senior managers leading that analysis and target setting. This led to interventions that produced improvements, involving:

- work on the educational and social integration of particular groups of pupils
- mentoring
- closer involvement with parents to discuss opportunities and barriers to attainment, and to increase their children's involvement with school.

In examining the use of race equality concepts in teaching and the curriculum, inspectors found the most effective work to be where the material was coherently incorporated into lessons, through, for example, anchoring the lesson in a local historical context, or stimulating creative and purposeful writing.

All the schools visited handled and reported race-related incidents. There were examples of extensive, thoughtful and supportive LEA guidance that greatly assisted schools in approaching what is, for many schools, a sensitive and challenging area. Schools were most confident about tackling racism and race-related incidents where there was a clear lead from the senior management team on the unacceptability of

---

<sup>1</sup> Although local authorities are re-organising their services as a consequence of the Children Act 2004, the term local education authority is used throughout this report, as most LEAs had not yet been incorporated into children's services departments at the time of the visits.

such behaviour, which was plainly transmitted to staff, pupils and parents: pupils and staff in these schools particularly valued this approach.

Schools and LEAs undertook work to improve links with minority ethnic groups in order to strengthen the local community's involvement with education, and to address gaps in performance between groups of pupils. Outreach work between local communities and schools was found to be often driven by identified local needs, and encompasses, most commonly, work with parents to enable them to support their children's learning, and sometimes to enhance the parents' employment prospects. Effective work by local communities with schools results in improved attainment and behaviour and a greater sense of the community's obligations towards the school.

## Key findings

- ❑ The RRAA has provided a formal structure to guide and stimulate work that was often already under way to tackle attainment gaps between groups of pupils.
- ❑ A common perspective amongst the headteachers is that race equality is no longer a "bolt on" in education, but a mainstream concept, and the RRAA serves to give further impetus to work already under way in their schools.
- ❑ In the most effective schools senior managers used attainment data, qualitative evidence and contextual factors, effectively in their drive to raise the attainment of under-achieving groups.
- ❑ The successful incorporation of race equality was predominantly found in arts and humanities lessons.
- ❑ In effective schools, race equality concepts enrich the curriculum as a whole, contribute to effective teaching and learning and support pupils' attainment.
- ❑ Specialised LEA guidance for dealing with race-related incidents is helping to develop staff's knowledge, confidence, skills and understanding of different types of incidents, making it easier for staff to handle, record and resolve conflicts.
- ❑ The ways in which the schools link with and learn from their local communities vary widely, but the strongest links lead to benefits beyond supporting pupils' attainment and well being.

## Recommendations

For schools:

- inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning
- local resources in lessons involving race equality, such as work by local black and minority ethnic writers, and in the history of local industrialisation, should be used to stimulate pupils' interest and learning.

For LEAs and schools:

- guidance on dealing with race-related incidents should be revised regularly by LEAs, taking account of local stakeholders' views, such as the police, headteachers and representative local minority ethnic groups, to reflect better local circumstances and new challenges
- as part of the review of race equality policies, schools should conduct an audit of training needs of all staff, to determine the form, nature and appropriateness of any future training; and such training should then be provided or secured by the school or LEA.

## Evaluation<sup>2</sup>

### Improving standards and achievement

1. This section focuses on work aimed at closing gaps in attainment between groups of pupils. A key driver of that work is the RRAA which placed new requirements on public authorities, including in education. Beyond general requirements, schools are also obliged to produce a race equality policy and take appropriate account of race equality in the consideration of other school policies. One key obligation of the RRAA is the duty to promote equality of opportunity, and this is, in part, put into effect in schools through assessments of race equality policies and tracking of the progress of groups of pupils. In school inspections undertaken by Ofsted under the terms of the Education Act 2005, a school is asked to determine, amongst other things, whether or not the school is complying with the general and specific duties of the RRAA.
2. The main findings in this area are:
  - all schools visited had race equality policies in place, and some were revising current policies to take better account of legislation
  - the survey encountered imaginative work to review race equality policies, such as involving local stakeholder groups in their development
  - schools drew on a range of evidence to devise intervention strategies to close attainment gaps
  - the involvement of parents in the development and implementation of strategies secured parental commitment to such projects.
3. A study in 2002 had raised concerns about the level of compliance with the RRAA amongst schools. All schools visited in this survey, which focused on schools reported by LEAs to be effective practitioners of race equality in education, either had devised race equality policies, or were revising existing

---

<sup>2</sup> This is based on a survey of 12 LEAs and 50 schools in England - see 'Further information' for more details.



policies to take better account of the RRAA and the school's local circumstances. Inspectors sought examples of good practice with clear impact on particular pupils' attainment, progress and standing in the school. This section tracks the development of race equality policies; the use of data to inform decisions on support for pupils; and examples of effective interventions arising from work inspired by the RRAA.

4. In the schools surveyed, headteachers viewed the RRAA as one of a series of stimuli, reinforcing race equality practices already in existence at school or at local authority levels. One headteacher suggested that the Act was a "wake-up call" for schools with pupils drawn from predominantly white backgrounds, rather than those schools with a broader mix. Schools had characteristically drawn on LEA guidance and their own local circumstances to create or revise their race equality policies. One secondary school had relied on extensive consultation with a wider group of stakeholders, rather than a local authority's guidance, to draw up its policy. A primary school had used a different LEA's guidance to support its own policy's development, on the grounds that its guidance was more suited to that school's circumstances. Consultation with local stakeholders, including parents/carers and community groups, enabled senior managers to take account the community's perceptions and support the needs of pupils.
5. Many of the schools had undertaken to map and close gaps in attainment between groups of pupils. In one primary school, with 20% of pupils from a range of minority ethnic and social groups, steps to raise attainment had been brought about partly through a bespoke system of individual pupil tracking. The school had developed a spreadsheet that recorded rates of progress on meeting challenging targets in core subjects, and qualitative evidence, such as extended holidays abroad during the school term, or involvement in playground incidents. The qualitative evidence and the data then enabled the school to make secure judgements on allocating pupils to appropriate teaching groups and on the deployment of additional resources for support. Close monitoring of attainment data helped staff to raise their awareness and question, for example, the over-representation of minority ethnic pupils on the school's special educational needs register. The spreadsheet evidence enabled the headteacher to monitor the impact of specific factors on pupils' attainment and to take appropriate action. The careful assessment and monitoring of progress and then the targeted teaching support led to pupils from minority ethnic groups achieving standards in line with their abilities, and making good progress over time. A data-rich environment, the RRAA, and the school's focus on attainment had combined to ensure pupils' progress.
6. Effective data analysis alerted senior management teams in other primary schools to attainment gaps, enabling them to respond rapidly. One primary school deployed Local Public Service Agreement Target 9 funding to address

the underachievement of mixed heritage pupils.<sup>3</sup> The school's analysis showed that an intensive literacy programme with three mixed heritage pupils led to them improving their English Key Stage 2 scores by at least one grade. Additional support in numeracy was not provided, and these pupils underachieved in that area. The analysis, in consequence, stimulated successful intervention in one area, and demonstrated that improvement may have been achieved elsewhere had resources been available.

7. The examination of attainment and exclusions by pupil year groups in another primary school involved the deputy headteacher, the current class teacher, and the next year's teacher of these pupils. The results of their scrutiny guided decisions, and the pupils' new teachers focused on underachievers, those with bi-lingual needs, and those with special educational needs. For example, a group of minority ethnic pupils identified from the test results in Year 4 were provided with support in Year 5.
8. At secondary level, local authorities' strong data analysis effectively supported schools, enabling them to engage in fine analysis of the attainment of minority ethnic pupils to ensure that judged support was put in place.

***Case study illustrating how effective analysis of Key Stage 4 data identified areas for improvement and led to appropriate action.***

*At the time of the inspectors' visit, the school was revising its equal opportunities policy to take account of the RRAA, human rights and the recommendations in Challenges for the Future - Race Equality in Birmingham.<sup>4</sup> Staff, governors and pupils were involved in this revision. There was a clear focus in the draft policy on effective target setting. At Key Stage 4, the school analysed data by ethnicity, gender, form, group and subject. This led to the identification of underachievement at several levels – individual groups of pupils, individual teachers and in departments. Pupils identified as underachieving were targeted for additional support in study and independent learning skills. Support was initiated at a meeting involving pupils and a member of their family. The school planned to improve similarly the data analysis of Key Stage 3, particularly to analyse value added from Key Stage 2 to Key Stage 3 in terms of ethnicity, and to increase cross-departmental work. The improvement had arisen in part from the stimulus of the RRAA.*

9. Work arising from the RRAA reinforced effective data analysis. In the best practice senior managers effectively incorporated target setting and

<sup>3</sup> A Local Public Service Agreement (LPSA) is an agreement between a local authority and central government, setting out the authority's commitment to deliver improved services, and to meet more challenging performance targets in key areas. LPSA target 9 in this authority (Suffolk) is 'ensuring inclusion by raising attainment of Black Caribbean pupils in Ipswich'.

<sup>4</sup> The report of the Birmingham Stephen Lawrence enquiry commission, March 2001. The Commission was set up in late 1999 to consider the implications of the Stephen Lawrence enquiry report for Birmingham institutions, and to make proposals.

intervention for individuals and groups of pupils. They used contextual factors, for example taking account of the jobs of pupils' parents, and they met with parents and pupils to discuss and develop target setting. Analysis of the performance of groups of pupils and the drive to improve outcomes for them led to the following interventions.

10. At one primary school in an inner city area, there was good support for Gypsy and Traveller pupils and their families by the school and the LEA, aimed at improving attainment and engagement. The LEA's learning materials about the Traveller community included a helpful synopsis of the history of Gypsy and Traveller families, as well as concerns about poor attendance. The LEA had also used an effective home-link worker to explain to families in their homes the importance of attendance, and to provide uniforms and transport, where necessary. Within school, the intensive work conducted with Gypsy and Traveller pupils on basic skills, literacy and numeracy (through *Talking Partners* and the *Talking Numeracy* pilot) was resulting in higher attainment. This work was undertaken in an atmosphere of calm and welcome and motivation, integrating Gypsy and Traveller pupils successfully into the mainstream of education. The school displayed work from other minority cultures effectively, as well as the history of Gypsies and Travellers, and their children's experiences of discrimination. This work was driven partly by the RRAA, but particularly by the school's and LEA's determination to ensure that all groups of pupils benefited from access to education.
  
11. The case studies below illustrate a range of interventions at secondary level. Although mainly school-led, a number of activities led by the LEA are included. In one secondary school, targeted pupils from one minority ethnic group received an hour's mentoring each week, including lesson support, and a regular meeting with a volunteer sixth former. The levels of mentoring and other support were decided by the head of inclusion, and based on a form completed by each head of year. Evaluations, by both the mentor and the pupil, kept track of individual progress. Outcomes included reductions in exclusions, better behaviour and attendance, as well as improved self-esteem and self-confidence, impacting beneficially on the attainment of pupils in Key Stage 4.

***Case study showing how parents may be guided to support more effectively their children's education.***

*In a Birmingham secondary school, analysis of pupils' performance has led to the establishment of an informal group of Black pupils aimed at raising boys' standards of attainment. A Black parents' group, facilitated by a member of the school's senior management team, complements that activity, helping to work on the issues their children encounter in school. The parents' group meet regularly, with letters describing the sessions sent to parents unable to attend. Meetings discuss how to give purposeful encouragement and constructive criticism, and how to set aspirations. A subsequent section 10 inspection of the school reported that "the overall impact of the work has resulted in Black boys achieving far better than they, their parents or teachers had expected. This work demonstrates the power and effectiveness of action when the school and parents work together, and understand what each requires from the other."*

12. In one London secondary school, detailed analysis and monitoring of actions led to positive outcomes for targeted groups. For example, 15 girls of Somali heritage in Key Stage 3 were identified for support through analysis of data. The girls had weekly one-hour sessions at lunchtimes throughout the year with a Somali youth worker and a local therapist. The girls benefited from greater friendship bonds, better self-esteem, and stronger links between parents and school. The girls' achievement at the end of Key Stage 3 also improved, with better engagement, better motivation, and a greater sense of identification with, and progress in, education.
13. Inspectors also tracked the impact of work to support Somali pupils at another secondary school in the same local authority through the involvement of that community. Activities such as counselling by Somalis, the use of a home-link worker and support for pupils with English as an additional language have resulted in improvements in behaviour and attendance. In one case, support had led one pupil, who had previously demonstrated aggressive behaviour towards other children, to take increased interest in lessons; staying on task; and becoming involved in music. Another pupil with behavioural difficulties was supported partly at a lunchtime club, where other Somali boys developed a rapport with that individual, increasing his sense of belonging. That pupil's work and behaviour were consequently improving. The common threads in such intervention were careful diagnosis of the problem and well judged and imaginative responses to a pupil's particular needs, often involving the relevant cultural community, resulting in increased involvement in education.
14. The survey also found effective work led by LEAs to tackle the under-performance of identified groups of pupils. The following two examples illustrate effective activities: some succeeded in raising attainment, others in improving attendance and increased involvement in education.

*In one London secondary school, an enthusiastic and knowledgeable Traveller teacher, well supported by the LEA, worked with parents and pupils. He visited families on site, explaining the benefits of education for Traveller children, principally as a way to enhance their employment prospects. He also explained their way of life to other groups of pupils. His work has raised the profile of Travellers positively so that their self-esteem has improved, with better attainment at GCSE amongst them and more going on to further education. Traveller pupils interviewed by inspectors spoke confidently of going to university, and acknowledged and appreciated that their culture was now being accorded more interest and respect in school.*

*The Liverpool Black Achievement Project (LBAP) effectively combines learning with race equality. The material, generated by local Black historians, celebrates the achievements of Black men and women in a range of fields, importantly anchoring pupils to two areas of interest – their own ethnic identity, and their own locality. The work includes classroom activities, use of role models, strategies to promote positive identities, and resources designed for use with Black learners but which were suitable for pupils from all backgrounds. In addition, increasing parental involvement in their children’s learning also fosters improvement. The target group (chosen after data analysis and discussion with form teachers) is under-performing Liverpool-born Black or mixed heritage pupils. Evidence of improvement in attainment is greater at the primary than secondary level. Inspectors considered the challenges for LBAP to be: sustaining these improvements and progress throughout the secondary phase; and taking steps to develop the work as a module for use in all schools in Liverpool, and beyond. Although inspectors did not meet pupils who had been involved in LBAP, pupils’ written evaluations of LBAP were encouraging.*

15. The effect of the RRAA in schools visited has, generally, been to give further impetus to work already under way to reduce gaps in attainment and other areas (such as behaviour) between different groups of pupils. That legislative framework provides formality and structure to such efforts, and the legislation has, in the case of the schools and LEAs visited, contributed to the drive of staff, officers and senior management teams to close attainment gaps and raise standards in their schools.

## **Race equality in the curriculum**

16. This section deals with the use of race equality material in the curriculum. The National Curriculum’s inclusion statement requires schools to take action to meet the specific needs of different ethnic groups. The Code of Practice on the RRAA signals that a race equality policy should encompass curriculum, teaching and learning (including language and cultural needs). Ofsted’s inspections of schools under the Education Act 2005 examines the quality of the school’s curriculum, to see how well it meets the range of needs and interests of all pupils. The main findings in this area are as follows:

- pupils enjoyed work which both stimulated and widened their perceptions on race equality and discriminatory practices
- effective lessons incorporating race equality were predominately in arts and humanities subjects, although good practice was spread across primary and secondary phases
- imaginative use was made of race equality concepts, for example in bringing together topics in history, art and textiles or in making use of local resources about the history of major cities and pupils’ experience of life in particular countries

- the incorporation of race equality concepts across the curriculum, underpinned by a strong cultural ethos, contributed to harmonious relationships between groups of pupils.
17. The benefits of explaining other cultures and beliefs are well articulated in, for example, *Curriculum Guidelines for Cultural Diversity and Race Equality*.<sup>5</sup> That guidance includes strategies for tackling racism and a range of examples of what might be included in different curriculum areas. This guidance, by incorporating the requirements of the RRAA, effectively draws attention to the educational opportunities presented by the use of race equality material in the curriculum.
  18. Inspectors observed a range of lessons and discussed race equality provision in the curriculum with staff and pupils. The evidence gathered indicates that effective teaching of race equality concepts improves learning and pupils' interest and enjoyment. Pupils commented that they enjoyed subjects incorporating race equality issues, and that the "Black dimension" within a number of curriculum areas widened their perspectives on race and discriminatory practices in school and beyond. Pupils also stated that the work had played an important part in helping to counter prejudiced views beyond school.
  19. Although this section mainly illustrates effective lessons, inspectors did encounter weaker work. A few lessons sometimes had subject material that was too complex for the age of the pupils; or lessons consisted mainly of teachers reciting issues to pupils ("teacher talk") without stimulating informed discussion. In a handful of cases, such teaching was unsatisfactory.
  20. Good curriculum mapping tested how well race equality concepts had been integrated and often resulted in action if gaps were detected. A good example is provided below. It extended mapping into pastoral areas, drawing on the LEA's self-evaluation material for schools on race equality provision.

***Case study illustrating how the thoughtful incorporation of race equality into the curriculum has affected the attainment and personal development of pupils.***

*In a junior school, in a predominantly white area of a major city, the firm leadership and management of the headteacher and senior management team have provided strong support for the work of the equal opportunities coordinator.*

*In meeting its requirements under the RRAA, the school monitors closely the progress and attainment of its small number of pupils from minority ethnic groups. Targets are set for individual pupils and most of these have been met. However, their progress and attainment*

<sup>5</sup> Published and available from Hertfordshire County Council.

*is reported only at the end of Key Stage 2. The school is currently reviewing its race equality policy and is amending it to take account of future priorities.*

*Good use had been made of the local authority's **High Sights** self-evaluation material to identify the strengths and relative weaknesses in race equality provision. The school has produced a suitable action plan to bring about further improvement.*

*Inspectors found that the promotion of race equality is well embedded in the curriculum, building on the school's work on Black History month. All curriculum coordinators have reviewed their areas in order to ensure all themes and topics reflect the multicultural nature of Liverpool and Britain. A curriculum map is now being produced by the equal opportunities coordinator to make links explicit and ensure coherence.*

*In incorporating work on diversity and anti-racism, the school had promoted higher standards and had further developed pupils' enthusiasm and enjoyment of learning. For example, the school is aware that trips to the transatlantic slave museum and visits from Maori and African music groups could reinforce stereotypes. Positive images are reflected in displays throughout the school, including the 100 Greatest Black Britons (such as John Barnes and Ms Dynamite) in the classroom. The school has successfully engaged teachers of dual heritage who act as positive role models within the school.*

*Pupils display extensive knowledge and awareness of fair trade and human rights. Pupils from Year 3 onwards have a good understanding of the concept of human rights and are not only aware of the principles of fair trade but also apply them to their family shopping habits. They have developed their ICT skills in producing Fair Trade board games.*

*The leadership has effectively shaped the vision and direction of race equality work. The leadership of the school has fully engaged staff in discussion and consultation and the headteacher has set a clear lead for the future direction of the curriculum. The school is now planning to extend training on race equality to all non-teaching staff.*

*This school's governors and its new headteacher wanted a strong race equality dimension in all aspects of the school's work, in particular in its subject schemes of work. The headteacher reorganised the management structure of the school, taking overall responsibility for curriculum development to ensure that the race equality dimension is effectively integrated. The headteacher felt that in the past race equality matters were viewed as a 'bolt on' rather than as an integral and important strand of the school's work. To this end, a review of the geography and art curriculum has been undertaken and topics and themes included that make pupils aware of their own and other cultures. PSHE work on asylum seekers, plus involvement in the **Kick Racism out of Football** project has enabled pupils to discuss race issues and discriminatory practices directly. Work on display shows that pupils are gaining an awareness of art forms in other cultures and are improving their drawing, painting and design skills accordingly.*

21. The examples set out below illustrate effective teaching of race equality in the classroom, provoking pupils' interest.

***Three examples of lessons that developed pupils' interest in other cultures, and stimulated learning.***

*In a Year 3 religious education lesson on learning about different festivals, a notable feature was the use of a 'Melting Pot'. Pupils had already completed work on celebrations. Part way through this lesson the teacher introduced a big jar termed a 'Melting Pot'. It contained artefacts and props collected by the teacher during the course of six weeks which related to Islam, Judaism and Christianity as well as secular celebrations and events the pupils had been involved in, such as Arts Week. The teacher then used the artefacts to enable pupils to recall and explain what they had learned about the different festivals and religions. The pupils discussed the question "why is it important to have celebrations and festivals in school?" In a plenary session, the pupils reported back: "so that we can learn about each others cultures; have fun, learn about the history of other religions: think about the poor." The teacher then shared her own response to the question including: appreciating other beliefs, celebrating differences and similarities, so that each person feels valued and welcomed. The lesson promoted race equality effectively as an interesting experience for pupils.*

*In a Year 2 class in another primary, the topic of the lesson was Japan. The pupils were quickly on task, learning about the concepts of other cultures, ways of life, race and religion. This was sensitively handled by the class teacher, and good relationships and friendships were observed in the class. The children evidently enjoyed their work and were particularly interested in a discussion with a Year 4 pupil of Japanese heritage who visited the class to answer their questions about her visit to Japan. The children were thoughtful, interested and polite, and thanked her without any prompting from the teacher. The teacher had carefully involved a pupil from an ethnic minority to illustrate the culture and background of that minority ethnic group.*

*In the same school, a Year 6 class covered the Kristallnacht ("Night of Crystal") in 1930s Germany and the concepts of prejudice and discrimination against Jews. The class was composed mostly of pupils from Muslim backgrounds. The pupils handled difficult concepts well and respected the symbols of the Jewish religion. The teacher managed the class sensitively, and pupils responded well, especially in trying to understand the feelings of children involved in the Kindertransport. The work was well differentiated, effective use was made of the interactive whiteboard, and the teaching assistant and a student helper (both of minority ethnic heritage) purposefully supported less able pupils. In this class, issues of race equality, of prejudice and discrimination, were sensitively handled by drawing the attention of pupils carefully to the sufferings endured by children of the same age.*



***How consideration of race equality can be effectively harnessed and integrated into a lesson developing pupils' literacy skills.***

*In a Year 6 literacy lesson, pupils were asked to produce a leaflet for new arrivals to the school. Previous lessons have resulted in some drafts and this lesson concentrates on improving the text. The context was that four pupils are arriving in the school. Their situation has been discussed in earlier lessons. Pupils have to produce a leaflet explaining what the school offers for them. The best leaflets were expected to be printed and used for new in-coming pupils.*

*- Monique who will go into Y3. Her mum is from St Lucia and dad from Ireland. Monique was born in London. She wears glasses and is worried that she will be teased. She is keen on football and is hoping to join a team.*

*- Faheed will go into Y4. his parents came from Bangladesh 20 years ago. They are moving him from his last school because of racist bullying. Faheed is worried it will start up again. He is very interested in ICT.*

*- Elcin will go into Y5. She arrived into the UK from Turkey 5 months ago. She speaks very little English and is worried that she will not understand the teachers. Elcin does not know if she will be able to make friends. She is scared that she will not know what to do.*

*- Billy will go into Y6. His father is in the army and so Billy has moved schools a lot. He is clever but he has moved a lot and is worried about whether he will be able to catch up. He is also worried about making friends.*

*The Y6 pupils drafted their responses and in the lesson the teacher carefully drew out from the pupils how the leaflet will capture the attention of the incoming pupils. Features such as layout, short paragraphs, using bullet points, mixing text with visuals and decorative borders are explored sensitively, so that pupils gain knowledge and understanding about writing for this particular audience. The lesson consequently combined managing presentation, writing development and race equality within the context of a literacy hour.*

***Case studies showing how race awareness can be successfully incorporated into the curriculum***

*In one secondary school, with predominantly White pupils, all Year 10 pupils travel to Brick Lane in Tower Hamlets, London, not only to improve their geographical skills but to gain first-hand experience of the different cultures and lifestyles in the capital. The work is successful in widening pupils' perceptions of how ethnic minorities live and work beyond their own county town. In addition, topics and themes in particular subjects at the school have successfully tackled race and discrimination matters: in one effective Year 13 media lesson, students were studying the portrayal of minority ethnic groups in TV soap operas. The range of work was assisting students to*

*examine stereotypical views and counter them using evidence from a range of contemporary sources.*

*Religious education lessons in another secondary school were used for discussion on perceptions of asylum seekers. The work demonstrated the determination of staff to tackle race equality and to bring to the surface what they perceived to be an "undercurrent" of racism existing in a rural area. The debate in that lesson helped in developing the skill of marshalling arguments, through distinguishing between fact and myth and then articulating those differences.*

*An A level music technology course focused on Black music, which led to a 20% increase in the number of Black pupils taking this option, and better than expected results in the subject. In the same school, pupils studied local Black history as part of the Key Stage 3 curriculum, including the background of a female slavery abolitionist who had once lived in the grounds of that school: this was placed in the context of the 19<sup>th</sup> Century industrialisation of Birmingham. Another history class at a school in the Wirral had explored emancipation and industrialisation in the context of the development of Liverpool.*

*In a Year 9 English lesson, pupils were asked to analyse a poem by a New Commonwealth author. The teacher read the poem, using a PowerPoint presentation illustrating London and the poet's birthplace. After a brief evaluation of the geographic distinctions, pupils tracked her two "cultural identities" – Caribbean and British – to illustrate the tensions inherent in the poem. Teasing out how those identities were exemplified in the poem contributed to the development of pupils' critical faculties and race awareness.*

*A music lesson in another secondary school, incorporated history, race equality, and musical development. The aim was for pupils to understand the social background to the development of Blues music and the contribution Blues has made to contemporary music. The pupils did not know where Blues music originated, and why it was named so. The level of challenge was high. The teacher made clear the links between Blues music and pop and rock genres. The lesson made a positive contribution to developing pupils' cultural awareness and improved their musical ability, particularly their keyboard skills.*

*A lesson set entitled "African Jigsaw" mixed textiles, history, religious education, geography, music and art, into a compelling module, which in the judgement of inspectors secured pupils' attention, tackled race equality, and enhanced learning. In the same school, "prejudice" was a theme which ran through a series of history modules – for example, how the ancient Romans treated other groups under the empire. The parallels with contemporary events secured pupils' engagement.*

22. Inspectors found that race equality, incorporated as an element of good lessons, had materially increased pupils' motivation and participation rates, and enhanced pupils' progress. Such work signals generally that inculcating race equality into the curriculum has effectively moved teaching and learning on and

is a valuable tool for educational improvement, capturing pupils' interest and engagement, and improving attainment.

23. Effective work in the curriculum must be firmly based on the school's context. Work on welcoming new pupils from a range of backgrounds and the debate on asylum seekers illustrated in the examples above took place in significantly different schools in different communities. Some lessons and activities need to be led by experienced staff to ensure that pupils achieve well and do not succumb to preconceptions. In such circumstances, where schools effectively incorporate race equality into the curriculum, the supportive culture and ethos of the school underpin such activities firmly. Secure thoughtful planning and teaching enable such schools to bind race equality into the curriculum to improve pupils' achievement and enjoyment.

## **The handling and reporting of race-related incidents**

24. This section starts with an outline of administrative and legislative requirements for handling and reporting race-related incidents, discusses the definition of such incidents, then sets out effective practice at local authority and school levels.
25. The main findings in this area are as follows:
  - authoritative, well researched and supportive LEA guidance helped schools tackle race-related incidents effectively
  - headteachers' strong stance on the unacceptability of racism provided staff with the confidence to manage incidents well
  - pupils and staff considered that the firm approach of the senior management team to incidents and racism improved relationships between groups of pupils
  - schools in most LEAs were confident that the LEA would provide effective support where serious incidents occurred; this was borne out by records in several LEAs
  - there was some under-reporting of incidents because of the perceived lack of confidence in defining and reporting incidents, or lack of clear LEA guidance.
26. One of the recommendations of the Macpherson enquiry into the death of Stephen Lawrence was that schools should record all race-related incidents, and inform local education authorities. A further recommendation was that Ofsted should examine the implementation of such strategies. The Department for Education and Skills's guidance on behaviour indicates that schools have procedures to record such incidents. The Commission for Racial Equality's *Code of practice on the duty to promote race equality* signals that, in assessing schools' policies, regard should be paid to steps to prevent racist bullying. Finally, the Home Office's *Code of practice: reporting and recording racist*

*incidents* recommends that schools record all such incidents. In terms of school inspections under section 5 of the Education Act 2005, schools are asked by Ofsted to evaluate whether pupils feel safe from racist incidents. Pupils may also be questioned by inspectors on whether they feel free from any form of bullying or harassment within school. The outcomes of those aspects of inspection are taken into account in reaching judgements on, amongst other things, the overall effectiveness of the school. Under the terms of the Children Act 2004, joint area reviews of services supporting children and young people in a local authority's area will seek evidence of contributions made towards ensuring that pupils are free from bullying and discrimination.

27. The legislation, administrative guidance, and inspectors' expectations consequently signal to schools and LEAs the need to put in place systems for handling and recording race-related incidents. Beyond that, the number and range of types of incident reported to inspectors in the survey, and the adverse impact of racist abuse on victims' attainment and attitudes, show clearly the need to deal with such incidents effectively and proportionately.
28. In deciding what constitutes a racist incident a number of LEAs use the Macpherson definition, with one headteacher summing that up cogently in the phrase "if the child feels the incident is racist, it is". It is for LEAs with their schools to decide what constitutes a racist incident, and inspectors found good practice meant liaison with other partners, such as the police, to ensure that each agency in the local authority's area has a settled, common definition of what represents a race-related incident.
29. The nature of incidents handled and reported in schools in the twelve LEAs visited ranged from verbal abuse, (the largest proportion of incidents, spanning name calling in infant schools to adults verbally abusing pupils), to assaults. The survey found that two principal features provided schools with the confidence and knowledge to tackle incidents effectively. These were guidance provided by LEAs; and the strong leadership of headteachers.
30. Authoritative, well researched and supportive guidance makes clear to school staff the need and reasons why such behaviour should not be tolerated. Such guidance, coupled with training, equips schools with knowledge, confidence and firm ground on which to prevent and respond to incidents. The quality of guidance examined by inspectors was, in the main, strong, and school staff said that they had found it to be extremely useful in handling incidents. This section illustrates two examples of guidance provided by LEAs to schools which they found useful in supporting and shaping their approaches to incidents.

#### *Example One*

31. In one LEA, the racist incident procedures were developed with the local racial incident action group. The material refers to the relevant Macpherson recommendations, and Ofsted guidance. The LEA uses the Macpherson definition of an incident and makes plain early on in the guidance that all

incidents must be recorded. The guidance is put into practice by, for example, each school having a nominated monitoring officer, whose responsibilities include overseeing the handling of all incidents and, importantly, identifying particular trends. The officer's role extends beyond mere processing and tracking, and covers work on developing the curriculum to reflect racism and diversity, as well as training on incidents and the analysis that the RRAA requires.

32. This guidance also refers to behaviour that might be symptomatic of racist and other bullying, as well as providing advice for pupils. It suggests that the educational context and level of adverse personal impact should both be considered as part of the teacher's immediate intervention. It also examines "indirect racism" – in plain terms, stereotyping, such as when pupils with English as an additional language are incorrectly categorised as having special educational needs; Black boys are assessed as "difficult"; and parents in some minority ethnic groups are involved in school, but only in activities such as modelling traditional dress or cooking. The guidance states that, if an institution does not intervene authoritatively in incidents, there is real danger that the school itself may be viewed by the unsupported victim as colluding with the perpetrator. Inspectors found the guidance to be thoughtful, thorough and coherent. It rightly begins with national policy; sets out central principles; is practical and reasonably detailed; and, when complemented by effective training, was reported to be of great use to teachers and other staff.

#### *Example Two*

33. The second set of guidance begins by setting out principles, based on legislation (including the Crime and Disorder Act 1998) and on inspection's expectations. The guidance states that the Macpherson definition of an incident should be used and goes on to widen the context by referring to curriculum guidance on race equality and Ofsted's references to race equality. Importantly, the guidance draws the reader's attention to the LEA's school self-evaluation material and its references to race equality. The LEA suggests that schools adopt a preventative approach on incidents, through mentioning anti-racism in schools' prospectuses and formalising what some schools do informally at induction meetings with parents. The guidance also sets out a range of incident types, and offers suggestions on handling each one. They range from name calling, to comments made in lessons, to assaults. This approach is seen as welcome, and of material help, to staff. The guidance also advises that a collated report on incidents should be included in the Governors' report to parents. Inspectors found the guidance to be clearly written, offering practical suggestions to senior management teams on how to handle particular kinds of incidents.
34. In light of the good practice seen in the survey, the following areas should be covered in local authorities' revision of guidance to schools on handling and reporting incidents:

- relevant legislation and administrative guidance
  - inspection's expectations
  - the definition of what constitutes an incident
  - the adverse educational and emotional impacts of racism on pupils
  - the incorporation of race equality into school self-evaluation
  - advocacy of preventative approaches to racism, such as covering anti-racism in a school prospectus and at parents' induction evenings
  - the range of incident types
  - ways of handling incident types, exemplified by anonymised case studies
  - guidance on how to record race-related incident reports
  - advising that a digest of incidents should be made available to governing bodies, and mentioned in schools' annual report to parents
  - outlining the use made by local authority officers and elected members of data and collated digests of incident reports
  - helpline numbers for further guidance and advice
  - contact names and telephone numbers in case of a serious incident.
35. Finally, in most local authorities visited in the survey, local authority officers prepared collated reports for members' consideration. The best examples included: breakdowns by geographic area; by phase; by victim and perpetrator type, such as teaching staff as victims; and incident type. Such reports conclude with details of action taken by schools, including where there have been exclusions, or police involvement. Elected members would then consequently be able to take a strategic view on schools' and officers' responses to rises or decreases in incident rates.
36. Although effective guidance offers authoritative support to schools, the role of the headteacher and the leadership team is crucial to the success of such schools in handling incidents, and maintaining a racially harmonious atmosphere. Zero tolerance of racism depends on the headteacher's insistence that incidents are treated seriously and crucially through putting this policy into action. Effective practice was found when headteachers made their position clear at induction meetings with parents of new pupils. One headteacher used an emergency assembly, when a serious incident occurred, to reinforce the school's zero tolerance of racist attitudes. In one primary school, the headteacher confronted the negative attitudes of a small minority of parents, and made plain that she was not prepared to tolerate racist attitudes in and around her school.
37. Other effective leadership by senior management teams in this area involved, in one primary school, the new headteacher monitoring and reviewing the racist

incident log and identifying particular areas where staff required further training, and where possible under-reporting might occur. A programme was put into place in the school to train dinner supervisors, and involved pupils acting out three short scenarios:

- *'The Push'* - reinforcing how to resolve a dispute between pupils
- *'Grace's Story'* – to show the effects of persistent, intentional victimisation
- *'Jew Boy'* – dealing with a racist incident.

The work here generated knowledge and confidence amongst staff in managing subsequent incidents.

38. In one primary school, a log has been diligently kept and reported to the LEA since 1999. The management team saw to it that all staff, including lunchtime supervisors and part-time staff, received training on reporting and recording incidents to ensure consistency of approach and application. Dealing with incidents is a component of the equal opportunities policy, which is managed by the deputy headteacher, and is part of the wider school policy on behaviour. Most recorded incidents are linked with name calling. Action is taken immediately and for all incidents the school involves parents at appropriate stages. Sanctions follow a code of conduct, which is well understood by pupils, parents and staff. The same code is applied to clubs and other activities before and after school. The procedure for monitoring involves all staff and members of the governing body.
39. In one primary school, the headteacher held a meeting between victim and perpetrator a month or so after the initial incident and interview. That sent a strong message to the perpetrator and to others involved about how the headteacher viewed such matters. In another school, the headteacher sent letters to both the victim's and the perpetrator's parents, emphasising how seriously the matter was taken by the school. Once again, this approach sent out clear messages about the unacceptability of racism within the school.
40. Although the survey focused on schools and LEAs exhibiting effective work on race equality, inspectors encountered some weaker practice on handling and reporting incidents. This was characterised by a lack of confidence in defining and reporting such incidents; reported lack of clarity in LEA guidance on incidents; and under-reporting of incidents.
41. The impact of effective work is twofold. At school level, firm approaches to racism by the school's leadership affected both staff and pupils. Staff interviewed endorsed the approach and commented that addressing racist incidents was seen as a normal part of the school's behaviour strategy. In schools where staff are confident about handling incidents, action was swift, proportionate, discreet but influential and effective. Staff at such schools commented that they had a collective understanding about what represented

an incident and the types of incidents, as a consequence of effective LEA guidance, and staff training (including non-teaching staff).

42. Pupils also welcomed the firm approach to racism on the part of the school's leadership. In one school, a pupil commented 'there is racism outside the gates, but not here'. Pupils commented that in such schools, they felt confident in reporting incidents; that incidents would be dealt with quickly; and that the school took racism and bullying seriously. Pupils in such schools understood that boundaries were clearly drawn, and knew that the school did not take racist behaviour lightly. The strong line taken by headteachers contributed to a harmonious ethos at such schools. Finally, parents expressed confidence in the ability of such schools to deal with incidents effectively and confidently.
43. The second impact was the effect on the numbers of incidents reported. In some LEAs visited in this survey there was an increase in the number of incidents; and, in others, a drop between 2002/03 and 2003/04. Reasons for **increases** in numbers of incidents were said to be: the impact of external events, such as the Iraq war and its aftermath; and/or greater confidence on the part of staff in handling and reporting incidents. The reasons for **decreases** in incidents reported were said to be: pupils' growing realisation of the seriousness of incidents, and the sanctions available; and/or improved cohesiveness amongst groups of pupils.
44. It is impossible, given the number of schools and pupils in these LEAs, to assess how much of an effect the quality of handling and of reporting processes has had on the increase or decrease in incidents reported. Inspectors found, however, that the strong line taken by headteachers in schools visited has helped in developing a more harmonious ethos in those schools. Pupils from minority ethnic groups see and acknowledge that racist behaviour is tackled confidently and effectively in their schools and the racial harmony is testimony to the effective handling of racism by headteachers and staff.
45. The characteristics seen in the survey of good practice on handling and reporting incidents are as follows:
  - the senior management team ensure that pupils, parents and staff are aware of the school's approach to race-related incidents, through publishing the school's policy in the school's prospectus, and mentioning the policy at induction sessions with new pupils and parents
  - pastoral managers conduct regular staff audits to establish whether they have received training on incidents, and initiate in-house or LEA-led training events where necessary, reflecting both the school's policy, and the LEA's guidance and reporting procedures
  - pastoral managers ensure that incidents are properly recorded, and responses judged appropriately to reflect the seriousness of the incident.



- the adverse effect on the victim is emphasised, with the accent placed on an assertive approach to perpetrators (possibly through role play – such as putting the perpetrator in the shoes of the victim)
  - parents/carers of perpetrators are apprised of the incident, and the action taken by the school.
  - in the case of serious incidents (such as repeated verbal abuse, or physical intimidation) the views of the headteacher and the relevant LEA officer are sought, before determining sanctions
  - the number of incidents handled and recorded is reported on at least a termly basis to governors, and annually to all parents.
46. This section now focuses on examples of how partnership working between the LEA and a school has supported the handling and reporting of incidents. Although the majority of schools visited were submitting racist incident returns to their LEA, in one LEA staff said that not all incidents were logged and reported, but were dealt with informally, partly because it was considered by headteachers that 'first time offenders' should be dealt with informally. In addition, the LEA's guidance was said to lack clarity.
47. The role of an LEA extends beyond providing written guidance and training courses, to supporting a school when a serious incident occurs, and involving other local partners as appropriate. Most schools visited expressed confidence in the ability of the LEA to respond effectively in the event of a serious incident.
48. In one LEA, a headteacher noticed an incident between racial groups outside school, and after receiving what she considered to be an inadequate response from the local police, contacted a senior LEA officer. He, in turn, got in touch with the area commander and explained the background and concerns of the headteacher that the issue might escalate. Given the good relationships at that high level, the commander was able to ensure there were police officers at the school the next day to prevent possible escalation.
49. In another LEA, a secondary school reported tension between groups of girls from the Somalian and Turkish communities that had spilled out beyond the school gates. The school's senior management team, its governors and the LEA worked effectively with a counsellor to mediate with the two groups, and that intervention assisted in defusing a situation that could, otherwise, have escalated. Both incidents reflect the importance of seeking advice from experienced LEA officers.
50. Proactive and effective work by an LEA's link advisers on race-related incidents was also seen. For example, an analysis of incidents by LEA officers which compared schools with similar intakes indicated that some schools may be under-reporting incidents: potential under-reporting was then tackled in

subsequent link advisers' visits. In one case, a termly monitoring of schools signalled that inclusion was not being properly addressed in a secondary school. As a result, race equality was put on the agenda of the link adviser's visit. The ethnic minority achievement team was then invited in by the headteacher to discuss minority ethnic attainment and inclusion. There were subsequently no further reports of an apparent failure to address inclusion at that school.

51. What emerges clearly is that judicious support by the local authority, and clear leadership by the senior management team, is a forceful combination. Improved staff confidence in the light of the senior management team's lead contributes to pupils' perception that racism is not tolerated, and firm action will be taken with perpetrators, and that all groups of pupils are treated with respect. That, in turn, contributes to the pupils' sense that all groups are valued, and that greater harmony exists within the school. The harmonious atmosphere contributes to the improved well-being and education of pupils.

### **Improving links with local ethnic minority groups**

52. Work undertaken by a school (often with its LEA) to strengthen educational links with a local community can assist in reducing inequalities and gaps in performance between groups of pupils. It can increase a local community's knowledge of, and support for, local schools.
53. The main findings in this area are as follows:
  - work predominately involved parents, enabling them to support their children's progress, and improve parents' employment prospects
  - effective work with local minority ethnic groups contributed to improved attainment for pupils.
54. The survey found activity to be commonly driven by local needs that are accurately identified and led by a school's senior management team, often with the LEA's support. The work was wide ranging as the following examples illustrate.
55. In one London borough, individual schools developed specifically targeted curriculum initiatives to meet the needs of both pupils and parents from minority ethnic groups. For example, one school successfully promoted and developed an English for other languages course with a local college that provides specific language support for parents. Somali mothers who attended sessions showed increased confidence and ability to help their children in mathematics and literacy. The impact of that work goes beyond assisting the pupils' attainment. It leads to improved educational attainment amongst parents, enabling them to gain access to employment or training opportunities; increased confidence in the school and in education; and increased interest in their own children's educational progress.

56. In another London borough a booster class in one primary school, aimed at potential level 4 achievers, invited parents into the school, where they had arithmetical concepts explained so that they could help their children with homework. The outcome was that pupils whose parents had been able to attend the classes achieved level 4. Not only did that result in better attainment, but the work is having beneficial effects in terms of parental engagement and confidence in the education system, and demonstrates to parents how valued their children are within school.
57. In a further two LEAs visited, involvement with parents led to the development of more formal structures to support parents, through the creation of adult education units as part of the schools' sites.

### **Case Study**

*Community education funding has been shrewdly used to develop an adult learning centre in the school's grounds. The centre provides access to adults in the wider community to develop their skills and gain accreditation. More than 200 courses are available, and the benefits of this for the school include easy access for classroom and other support staff to gain relevant NVQ levels 2 and 3. Around 30 adults have benefited in this way over the last four years. Some of these are Muslim women, who provide very effective role models for the children within the school. This is a practical illustration of translating the school's commitment and drive to put its race equality policy into practice.*

### **Case Study**

*The project **Equal Access for All** is an excellent example of how a public body (the LEA with support from the school) can involve a "hard to reach" community in education. The project focuses on adult education for the local Pakistani heritage community, which traditionally has little contact with further education. The impact was as follows:*

- For pupils, sessions on basic skills for parents resulted in pupils' improved attendance and punctuality; and providing parents with reading skills had an impact on their children's attainment, with parents able to read with, and listen to, their children.*
- For parents, learning led to a spectrum of improvement. A parent who was illiterate was now reported to be an enthusiastic and regular attendee at classes; other parents were now taking Open University degrees, or Diplomas in Pre-School Practice.*
- In terms of outreach activity, this work was with a group not traditionally involved in adult education. There was now greater confidence in the school environment: children now went on school trips; attended homework clubs; and the school was seen as a safe haven for women's employment. The project also ensured that there was increased attendance at parents' evenings, as the community became more involved in pupils' academic progress.*

58. Effective work in schools extends to groups other than parents and contributes to the improved attainment and well-being of pupils, as well as enhancing links between local groups and the school. The following examples in one school illustrate some of these:
- the organisers of *Itifaq*, a local Muslim community group, work effectively with the school in order to raise standards for Pakistani heritage boys by organising an effective mentoring project. The enormous mutual goodwill contributes to very productive relationships between the local Muslim community and the school
  - excellent joint work between the school and local police officers makes a significant contribution to promoting community safety and cohesion. Daily visits to the school by the "beat bobby" are accepted as the norm by the students. The students are encouraged to suggest solutions to local problems. For example, the students proposed that personal alarms would serve the needs of local senior citizens, who were feeling unsafe and vulnerable. Personal contact and good relationships between the officers and young people makes the local area more harmonious, particularly during out of school hours.
59. In another secondary school, with 54% of its pupils from minority ethnic backgrounds – mainly Pakistani and Indian heritages - the local mosque has been involved in supporting pupils' education at the school. The school implements effective measures designed to help pupils get to know each other. From Year 7, teachers organise all classes so that boys, girls and those from different ethnic backgrounds sit together. These classroom arrangements to encourage mutual understanding between pupils are backed up by clear and firm action on bullying and racist abuse. The school makes great efforts to involve all parents; there was 97% turnout at the previous parents' evening. Attendance, exclusions and attainment are carefully monitored, and despite higher than average levels of Free School Meals entitlement and pupils with special educational needs, all pupils gain at least one qualification and the general level of attainment in GCSE shows a high level of value-added. The work in the school is supported and extended by the local mosque and Madressah. The mosque's trustees determinedly work closely with the school and also contribute to the local community. For example, the local *Sure Start* is housed in the centre attached to the mosque, and an ICT suite is open to all pupils to complete homework or improve ICT skills. In such circumstances, the positive approach of the school and its partner fosters racial harmony and contributes to attainment.
60. Two further examples illustrate effective work by one LEA and its partners to respond, through education, to particular needs in the local community. One identified need was tackling xenophobia through the **Understanding Islam** project, part-funded by the local authority and managed by the Lancashire council of mosques. A qualified Muslim teacher takes lessons in schools to help

pupils gain familiarity with Islam, dispel misconceptions, and answer any questions pupils choose to ask. Schools are given further resources to follow up with their classes later. Two high-quality sessions observed by inspectors were effective because of engaging teaching, interesting resources and a humorous approach. The teacher asked pupils questions which prompted them to think and reflect. Pupils were delighted to try on Muslim headwear and examine prayer beads. Pupils in both classes of a primary school with very few pupils from minority ethnic groups had sufficient acquaintance with the concepts of Islam to answer with good sense and ask serious questions. The experience for pupils was a very good one. The Lancashire council of mosques evaluates the project by questionnaires left with the schools and follows this up, when invited, with further visits. Inspectors judged this to be a valuable experience for pupils, although it is difficult to assess its long term effects.

61. Finally, the county's Gypsy and Traveller education service (TES) carries out a range of valuable work.<sup>6</sup> For pupils it principally involves improving attendance and literacy (mainly up to Key Stage 2); establishing mechanisms to track the progress of an often mobile population; as well as developing resource material and running projects to promote awareness of Gypsy and Traveller culture. The TES's impact can be seen in terms of improved literacy and attendance up to Key Stage 2, credibility with families, and also in a generational shift, from families at one time seeing education as being of little value, to seeing it now as an important instrument in supporting traditional Gypsy and Traveller employment. That is one major step on the road to full educational inclusion, and the TES must take credit for playing a key part in that progress.
62. What most of these activities have in common is the determination, by the school and often the LEA, to work to secure educational gains both for and beyond the pupils. The direct benefits are improved pupil attainment and involvement in education. And coupled with that is work with parents that may offer them better life chances, through access to wider employment opportunities. The school has embraced outreach work and sought to deliver better education for all.

---

<sup>6</sup> The TES is also supported by, and works in, the boroughs of Blackburn with Darwen and Blackpool.

## Notes

### Further information

This report is based on visits by Her Majesty's Inspectors (HMIs) and additional inspectors to 12 LEAs and 50 schools in England between summer term 2003 to spring term 2005. The methodology underpinning the survey is shown at Annex C. The survey's aim is to illustrate examples of good practice in race equality in schools and LEAs.

The survey was undertaken as a consequence of Ofsted's concerns about the unsatisfactory performance of some LEAs in respect of their work on combating racism, and promoting race equality. Her Majesty's Chief Inspector's annual report for 2003/04 noted that eight out of 30 LEAs inspected were graded unsatisfactory on the function of promoting race equality or combating racism; and that in 2004/2005, four out of 15 LEAs inspected were judged unsatisfactory or worse on their work of promoting race equality. Inspectors visited LEAs that had been judged to be highly satisfactory or better in their work on race equality to examine and report on good practice.

The survey also sought good practice in schools that were closing attainment gaps between groups of pupils, responding well to their duties under the RRAA, and integrating race equality concepts effectively into the curriculum. Inspectors identified examples of good practice that might be shared, through this report, with other schools and LEAs.

Wide variations in attainment by particular groups of pupils and the need to reflect in schools the cultures of minority ethnic groups in Britain are well documented. It is expected that the work illustrated here will assist further in enabling gaps in attainment between groups to be closed; and race equality concepts more effectively harnessed to enhance pupils' performance, and project firmly to pupils from all backgrounds the valuable contributions made by minority ethnic cultures to national life.

The survey also scrutinised the handling and reporting of race-related incidents. The continuing, and in some cases, increasing number of incidents reported in schools in LEAs visited, and the increasing number of racist incidents presented for prosecution, points to the need for LEAs, with their schools, to demonstrate forcefully the unacceptability of racist behaviour, and act accordingly.

The survey also examined the involvement of schools and LEAs with local minority ethnic groups, particularly work with parents from different groups to support their children's progress and signal that those pupils' education and well-being are properly valued by society.

Finally, the HMI and additional inspectors who conducted the survey would wish to express their thanks and gratitude to the officers, senior school managers and staff, pupils and stakeholders who contributed to this survey.

## **Annex A. Local educational authorities visited in this survey**

Birmingham

Enfield

Hertfordshire

Kirklees

Lancashire

Liverpool

Camden

Hammersmith & Fulham

Royal Borough of Windsor & Maidenhead

Suffolk

Telford & Wrekin

The Wirral

---

## **Annex B. Schools visited during this survey**

Apley Wood Primary School

Argyle Primary School

Birchfield Community School

Birkenhead Christ Church CofE Primary School

Brettenham Primary School

Cuckoo Hall Primary School

Edith Neville Primary School

Ellington Primary School

Fulham Primary School

Hanford Hall Primary School

Langford Primary School

Liscard Primary School

Prince of Wales Primary School

Sidegate Primary School

St Ignatius' Catholic Primary School

Trinity Catholic Primary School

Wilbury Primary School

Withnell Fold Primary School

Worsthorne Primary School

Archbishop Blanche Church of England Voluntary Aided High School, a  
Technology College

Broughton High School

Bushey Meads School

Childwall Comprehensive School

Copleston High School

Desborough School

Ercall Wood Technology College

Francis Bacon School

Fulham Cross Secondary School



Golden Hillock School and Specialist Sports College  
Henry Compton Secondary School  
Hamstead Hall School  
Honley High School  
Howden Clough Girls' School and Sixth Form Centre  
Moor End Technology College  
Moseley School, a Language College  
Parliament Hill School  
Pensby High School for Girls  
Rhyddings High School  
Sudbury Upper School and Arts College  
The Burton Borough School  
The Highfield School  
South Camden Community School  
South Wirral High School  
Westborough High School  
Westfield Community Technology College  
Windsor Girls' School

## **Annex C. The thematic survey's methodology**

A number of LEAs were approached to establish whether or not they would be prepared to host a visit from Ofsted inspectors for the purposes of the survey. Barring one, all had been judged to be good or better on their work on the function of combating racism, or subsequently promoting race equality (the latter function succeeded combating racism from January 2004).

Each of the 12 LEAs was asked to select schools for visits by inspectors that, in the view of the LEA, exhibited effective work on race equality in education. Fifty schools were visited, mainly primary and secondary.

Prior to the visits to the LEAs, inspectors examined a range of data and material, including PANDA and section 10 inspection reports on the schools; data on ethnicity and race-related incidents in the LEA's area; and documentation on initiatives introduced by schools or LEAs to promote race equality or to close gaps in attainment between groups of pupils.

During the visit to the LEA, inspectors conducted meetings with stakeholders and senior officers. In schools visited (typically four in each LEA) the inspectors held meetings with senior managers, teaching staff, pupils and stakeholders; and also observed lessons or events that were said to represent effective work on race equality. The evidence base also included material provided by schools and LEAs on site and prior to the visits.

At the end of each visit to an LEA, the inspection team fed back its views on the quality of the documentation and work observed, pointing out both strengths and areas for development. That verbal feedback was subsequently followed up by written feedback from the inspection team.

## Annex D. Further reading

Birmingham LEA *Together we can stop bullying* 2001

Blair M & Bourne J, *Making the difference: teaching and learning strategies in successful multi-ethnic schools – research report RR59*, DfEE 1998

Cork, L *Supporting Black pupils and parents* Routledge 2004

Commission for Racial Equality *Learning for all: standards for race equality in schools* 2000

Department for Education & Skills and Ofsted *Focusing on achievement: making the most of the Ethnic Minority Achievement Grant* 2004

London Borough of Enfield - *Stand up to racism: LEA recommendations for managing racial incidents* 2000

Fryer, P *Staying Power: the history of Black people in Britain* Pluto 2002

Gillborn and Mirza, *Educational inequality*, Ofsted, November 2000

Hertfordshire CC *Dealing with racial harassment – a guide for Hertfordshire schools* 2001

Hertfordshire CC *Curriculum guidelines for cultural diversity and race equality*

Klein G & Travers P *Equal measure: ethnic minority and bilingual pupils in secondary schools* Trentham Books, 2004

Lancashire County Council *Guidelines and procedures for dealing with and reporting racist incidents in schools*, 2004

Ofsted *Achievement of Black Caribbean pupils: good Practice in secondary schools* 2002

Ofsted *Achievement of Black Caribbean Pupils: three successful primary schools* 2002

The Runnymede Trust, *Complementing Teachers*, 2003

Royal Borough of Windsor and Maidenhead, *Equity and excellence: good practice in our schools*, 2001

This page is intentionally left blank