

**HARINGEY COUNCIL**

# 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

## **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 2006-7 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 only 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.

Key issues in the national HMI subject reports were evaluated in relation to Haringey and areas for development locally identified and included in the borough development plan. It was noted that nationally standards are improving and SACRE members agreed that implementation of the agreed syllabus was already raising standards in most local primary schools. Members also noted that effectiveness of assessment and use of ICT to support learning continues 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 about the changes to the Ofsted inspection Framework, which will leave SACREs with little or no evidence on which to base the monitoring of standards in schools. Mechanism to address this will be addressed by the RE School Improvement Officer during the next academic year.

### **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.

The 2005 GCSE religious education results in Haringey are a disappointment, particularly following the exceptionally improved results in 2004. For both the full and short course, performance is significantly below last year's results and although the 2005 results are an improvement on the 2003 figures for the full course, short course attainment is lower than it was three years ago.

This year 212 Haringey students achieved A\* -C grades in the full course, compared with 232 in 2004. 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 Children's Services.

### **2.2.3 Value added analysis**

SACRE asked The Children's Service for data to compare RE results with statistical neighbours or similar schools and was informed by the Data Management Team that this was not available, as the DfES autumn performance package only provides benchmarking data for English, mathematics and science.

Based on prior attainment at Key Stage 3, the number of pupils expected to attain a grade C or higher (based on national value added data) in the full RE GCSE was 270. The actual number who achieved grade C or higher was 316. This showed overall very good progress across the borough.

For those young people entered for the short course in religious education at GCSE, the number expected to attain a grade C or higher, based on their prior attainment at Key Stage 3, was 188. The number of pupils who actually achieved grade C or higher was 256, indicating overall very good progress. A Level examination results are shown later in this report.

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

SACRE will continue to monitor standards through:

- reviewing the last few Ofsted Inspection reports and other national / regional thematic reports;
- KS4 results for religious education;
- school self-evaluation outcomes;
- questionnaire and buzz groups, which will include young people.

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 produced two newsletters that have enabled teachers to engage in national issues, provided advice on teaching materials and recommended methods of teaching. This information is now available on the SACRE web site.

### **2.3.2 Methods of teaching –review a 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 2005, meeting SACRE discussed a resource pack for schools on the teaching of Islam, produced by the Muslim Council of Britain. The resource pack contains books, video and artefacts and costs £250 for the complete set. SACRE were interested to hear that some Children's Services have organised funding to support the pack, whilst in other authorities, networks of local mosques have contributed to purchasing the pack. It was noted by Members that the cost for this resource might be too high for some schools' budgets and that some of the materials in the pack may already be in schools. The resource pack will be made available to Schools' Library Service and advertised on the web site.

### **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 pupils was developed by the working party and distributed to schools on CD Rom. The materials are also posted on the SACRE website. The development of these materials was undertaken to provide appropriate materials for Haringey schools so that teachers can develop appropriately focused and sensitively planned lessons for their pupils. Teachers report that they have found the materials to be effective in developing young people's understanding.

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 extracts from Charles Smith, who has also published "Not All Wagons and Lanes" which includes an account of his visit to Auschwitz.

The working party also included another local resident, Roman Halter, a Holocaust Survivor who allowed his photograph to be used and who wrote a personal statement about the materials.

This year's Bruce Castle event included further improvements to the Memorial Garden and the raising of a special flag. The Mayor, together with primary schools and faith leaders, attended



the event.

### **2.3.6 Continuing Professional Development of Teachers**

A short programme of training was produced this year. A half day course in the autumn term focussing on writing a religious education policy was very well attended

#### **Next Steps for SACRE are to:**

- develop links with schools where there are key issues in religious education as identified in OfSTED reports, thematic inspections or notes from school improvement officers;
- continue producing newsletters, providing subject leader meetings and publish guidance on the web site;
- provide representatives to work with the Holocaust Memorial Day planning group to develop materials for use in schools;
- monitor the use of self-review framework in schools and disseminate further materials on complying with statutory requirements for religious education;
- 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 SACRE advisor attended the launch of the Non-Statutory Framework on 28<sup>th</sup> October. Members have received copies of the framework and discussed the contents. The SACRE appreciate that this will be an important tool when reviewing the syllabus.

## **3. Collective Worship**

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

Schools have sought advice from the religious education consultant about collective worship and teaching at Christmas. Schools have also requested further clarity on the guidance and process for seeking a determination from SACRE for collective worship. SACRE anticipates two primary schools applying for a Determination during 2006.

### **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 Green Junior school, Devonshire Hill and Mulberry primary schools, South Harringay infants school and Gladesmore Community school.

Three of these schools were judged not to have met 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. Developing a more effective professional development programme will be addressed by the religious education consultant during the next academic year.

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

At their request, members of SACRE received training on issues related to delivery of collective worship in schools. The training outlined the main objectives related to collective worship and dispelled some of the myths. The legal requirements for collective worship were explained and issues about delivery and quality 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 religious education standards nationally.

In December, SACRE's adviser attended the QCA and the national religious education conference on their behalf. At the conference, there was a substantial item on the HMI's report on the inspection of SACREs and the quality of SACREs across the country. Attendees at the conference were also issued with the draft SACRE self evaluation tool. By using this tool, SACREs will be able to measure their effectiveness. Since receiving this guidance, Haringey's SACRE has engaged in an initial self-review assessment (see section 5.5).

#### **4.1.3 The Religious Education Council**

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

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

The Consultant Religious Education School Improvement Officer is a member of the Association of RE Inspectors, Advisers and Consultants (AREIAC). This link 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 has produced some guidance to support pupils and staff in Haringey schools on meeting the needs of Faith Communities. The Equalities Officer has consulted with SACRE members at two stages of the development of the materials and with SACRE's adviser developed materials for publication on the Haringey website. The Equalities Officer has advised SACRE members that the final version of this document will be included in the Council's web pages and on the London Grid for learning. SACRE members and the Haringey Executive member for Children and Young People were invited to participate in the launch of the guidance which took place in the autumn term 2005

## **5.2 The Peace Alliance**

SACRE received a presentation from 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 is 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 government are consulting on proposals to collect data to identify discrimination and under-performance in certain faiths and to comply with the requirements of the Race Relations Act 2000.

These proposals have been subject to recent debates in Parliament. Children's Services have been invited to send combined responses to the DfES. Members were advised that Haringey schools are 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.

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 Haringey's SACRE, where many of the major faiths are represented. However during the year SACRE have not filled the 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

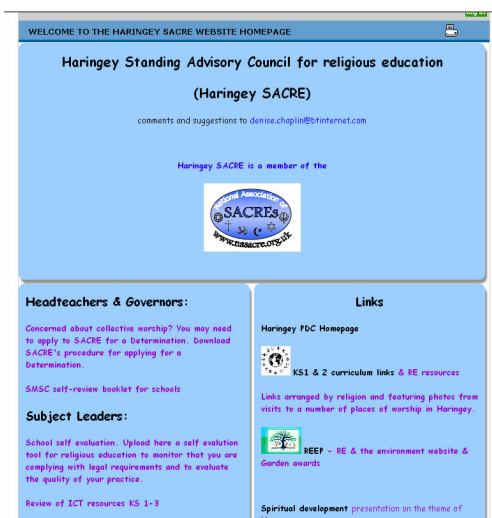
During the year, SACRE members discussed SACRE's Development Plan and were pleased to note that many of the longer-term objectives had been achieved.

A new Development Plan linked to The Children's Services Improvement Plan was finally agreed by SACRE in the Autumn term 2004 and was later revised following the SACRE's self evaluation process. This review was undertaken using the draft self- evaluation tool as soon as it was available. 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 religious education websites on the London Grid for Learning will be further developed during the next year so that they are more useful to SACRE members, schools and members of the public including faith community representatives. SACRE's web page address is:

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



During their December meeting, SACRE members received a presentation from the Primary ICT School Improvement Officer, whose role is to work with teachers to improve their use of ICT. The officer updated members of SACRE on progress in use of ICT in schools and gave a demonstration of the Haringey LgFL Religious Education pages.

The Espresso 'Faiths' modules were also explained and demonstrated 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. There are also several activities to go with the videos. Teachers have already fed-back that this is a useful resource to teach religious education 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 religious education resource materials will be posted
- links 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, developmental expertise, advice to schools and supports the Children's Service links with SACRE. The officer has been working with SACRE since 1999. A member of The Children's Services Leadership and Management Team also attends SACRE to ensure a strategic steer for SACRE's work within the Children's Service. SACRE is 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 Children's Service. The Children's Services 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:

- Religious Education 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;
- Children's Service officer time to support and to attend SACRE meetings;
- photocopying and distribution costs for SACRE papers;
- SACRE and religious education web site development.



## **Appendix 1 –**

### **SACRE MEMBERSHIP 2004-2005**

#### **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), Karuna Gita (North London Buddhist Centre), Mr K Ranganathan (Hindu (Shiva) Temple Trust), Jenny Stonhold - Chair (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 – Deputy Chair (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).



## 1. Standards and Quality of Provision of RE

*How effectively does SACRE, in partnership with the Children’s Service, 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/Children’s Service 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 Children's Service 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 Children's Service that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the Children's Service.</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 C Children's Services 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 Children's Service and other key stakeholders**  
***How far does SACRE's partnership with the Children's Service enable it to carry out its responsibilities effectively?***

<b>Key Area</b>	<b>Developing</b>	<b>Established</b>	<b>Advanced</b>	<b>HARINGEY SACRE EVIDENCE</b>
<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 Children's Service 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	SACRE does not have an action plan to focus its future work and there is little	SACRE has a basic action plan which is reviewed regularly and up-dated on an	<b>Advanced</b> SACRE has a well-defined action plan with clear objectives and success	SACRE's development plan needs to incorporate areas from this evaluation and then be

planning	overt link between the priorities of the Children's Service development/ improvement plan and the work of SACRE	annual basis. This provides an effective focus for SACRE's work. There is some attempt to link the plan to the wider Children's Service priorities	criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the Children's Service. SACRE is regularly represented at national events relevant to its work (e.g. NASACRE)	brought in line with refocusing the Children's Service EDP into the Single plan under Every Child Matters headings.
2d Professional and financial support	Representatives of the Children's Service 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 Children's Service is represented at meetings and can provide a means of communication with the wider Children's Service. 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 Children's Service and about national developments. SACRE is also attended by a lead officer from the Children's Service who can provide a strong link between the work of SACRE's work and the wider Children's Service. 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 Children's Service Officer also attends to ensure congruence between SACRE's work and that of the Children's Service

<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 Children's Services 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 Children's Services 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 Children's Service which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership with the Children's Service 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 Children's Service, 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 style="color: green;">Haringey SACRE is aware that standards in RE have risen since the implementation of the Agreed Syllabus in 2002.</p> <p style="color: green;">Revised Assessment Advice will be completed in 2005-6 in line with the QCA's revised 8-level scale.</p> <p style="color: green;">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 Children's Service, 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 Children's Service, 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. Children's Service /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 Children's Service/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 Children's Service/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 Children's Service/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 Children's Service/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>
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#### 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/Children's Service 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/Children's Service 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/Children's Service 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 Children's Service 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/Children's Service 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/Children's Service 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/Children's Service 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 Children's Service, 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 Children's Service 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 Children's Service & Clerk actively pursue membership issues. Vacancies are filled as speedily as possible. Two Muslim representatives on SACRE ensure representation from different local groups.
<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 used 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 Children's Service. RE and School Effectiveness Project

<p><b>5d</b> Links to Council initiatives promoting social and racial harmony</p>	<p><b>Developing</b> SACRE has limited information about, or contact with, wider Council initiatives linked to the promotion of social and racial harmony.</p>	<p><b>Established</b> SACRE is aware of the wider Council 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 Council 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>
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## HARINGEY SACRE Self – Evaluation

### What is distinctive about your SACRE?

Haringey SACRE is well supported by the Children's Service. 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 Children's Service  
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 Children's Service 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

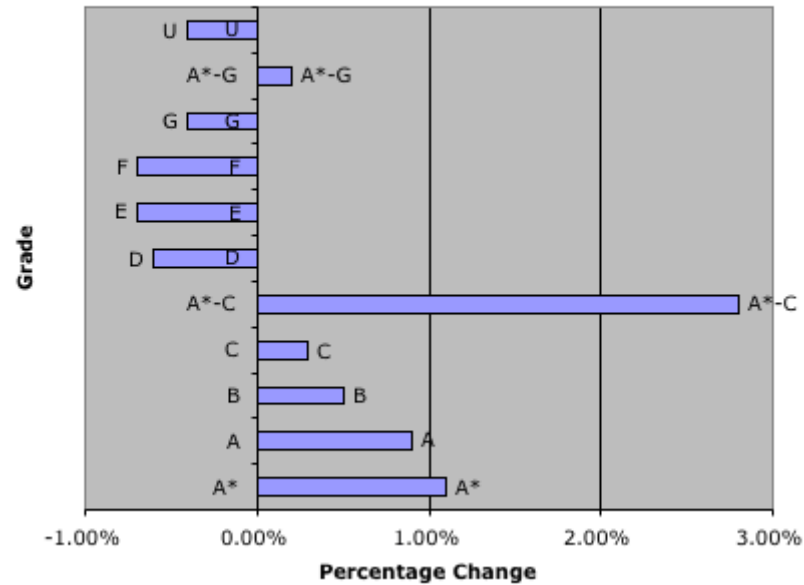
**National Change 2005-2004 (Full Course)**

	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**

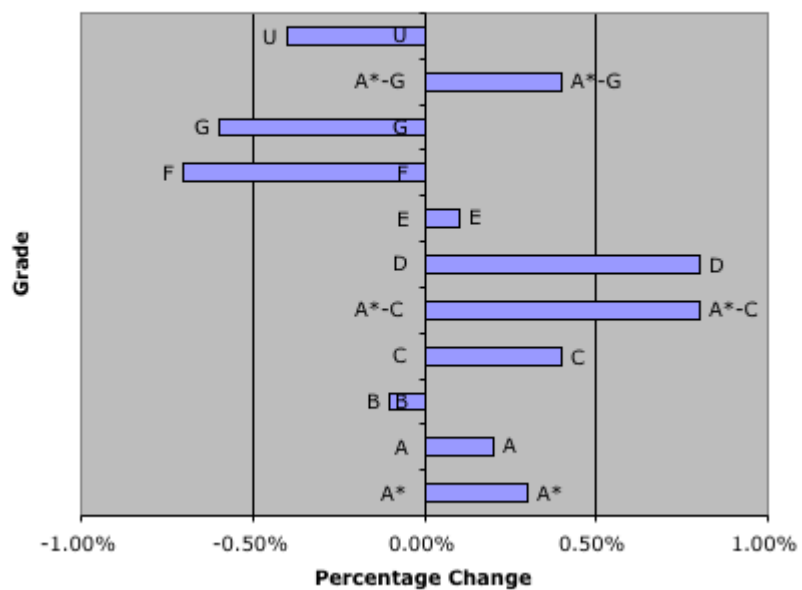
**GCSE Changes 05-04**

**(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**

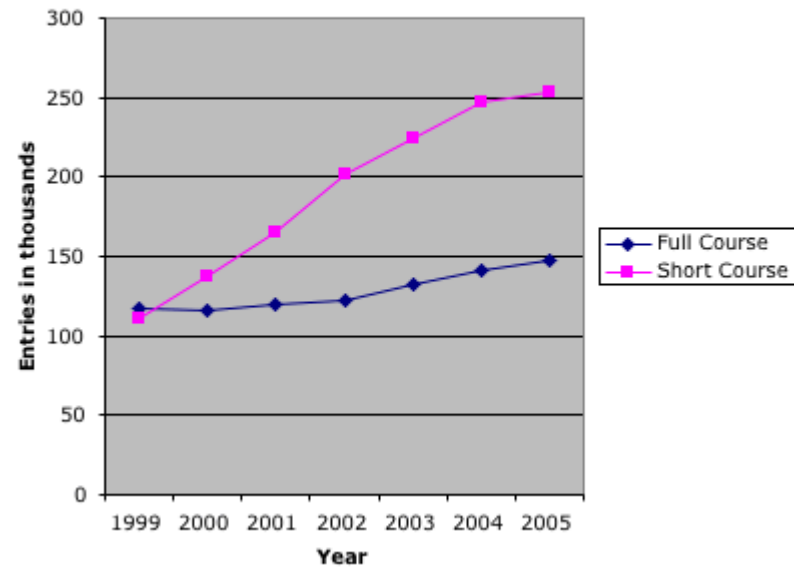


**RE relative to other subjects (ranked by % change) nationally**

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*-CEntries / 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*-CEntries / 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*-CEntries / 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	41.3392.35
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	41.3392.35

## 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	Sec. 96	GDE
															Mean	Mean	A*-C
																Entries	
																/ NOR	
																/ 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	Sec. 96	Entries	
										Mean	Mean		
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

## 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		Pend	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			3.0	95.45	37.27	5.57



## **Appendix 4**

### **SACRE Constitution**

#### **HARINGEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION CONSTITUTION AND VOTING ARRANGEMENTS**

##### **I Legal Basis**

The Standing Advisory Council on Religious Education is established in accordance with Sections 390 – 392 of the Education Act 1996.

##### **2. Purpose and Functions**

- 2.1. To advise the Local Education Authority upon such matters connected with religious worship in community schools and the religious education to be given in accordance with an Agreed Syllabus as the Local Education Authority may see fit to refer to the SACRE or as the SACRE may see fit, including initiating a review of the Local Education Authority's Agreed Syllabus.
- 2.2. In particular, to advise on methods of teaching, the choice of teaching materials and the provision of training for teachers.
- 2.3. To determine on receipt of an application from a headteacher of a community school after consultation with the governing body whether it is appropriate for the requirement for collective worship to be wholly or mainly of a broadly Christian character to apply in the case of that school, or in the case of any class or other description of groups of pupils at that school, and to review such determinations within a five year period. The SACRE shall arrive at its decision and communicate with the Headteacher in accordance with the provisions of Section 12 of the Education Reform Act 1988.
- 2.4. To publish an annual report which among other things:
  - (a) specifies any matters in respect of which the SACRE has given advice to the Local Education Authority;
  - (b) broadly describes the nature of the advice given; and
  - (c) where any such matter was not referred to the SACRE by the Local Education Authority, gives the SACRE's reason for offering advice on that matterensuring that copies of the Report are issued to the School Curriculum and Assessment Local Education Authority to schools and to local teacher training institutions, also making a copy available for public inspection.

##### **3. Membership**

3.1. The SACRE shall consist of-

- a) Representative members, being persons appointed by the Local Education Authority to represent respectively:
  - (i) such Christian denominations and other religions and religious denominations as in the opinion of the Local Education Authority will appropriately reflect the principal religious tradition; in the area (other than the Church of England);
  - (ii) the Church of England; up to 5 members nominated by the London Diocese.
  - (iii) Teachers Associations; 7 members following nomination by the Consultative Council of Teachers to include headteachers, and teachers of religious education, and to represent the interests of the recognised teachers' associations in the provision of primary, secondary and special education.
  - (iv) 5 representatives of the Local Education Authority
- b) co-opted members, being persons co-opted by members of the SACRE who have themselves not been so co-opted.

3.2. The term of office for members of the SACRE shall be for the Municipal Year for elected Members or until their resignation or notification by their Association etc of a change of representative for all other members and subject to the provisions of para 3.1, 3.3, 3.4 and 3.5

3.3. Before appointing a person to represent any denomination or association as a member of the SACRE, the Local Education Authority shall take all reasonable steps to assure themselves that the person is representative of the denomination in question.

3.4. A member of the SACRE appointed by the Local Education Authority may be removed from membership by the Local Education Authority if, in the opinion of the Local Education Authority, that member ceases to be representative of the denomination or associations which that member was appointed to represent or (as the case may be) of the Local Education Authority.

3.5. Any member of the SACRE required by section 3.1(b) above may at any time be removed from membership by the governing body (as the case may be) of the grant maintained school or schools concerned.

3.6. A co-opted member of the SACRE shall hold office on such terms as may be determined by the members of the SACRE deciding co-options.

- 3.7. Any member of the SACRE may at any time resign from the SACRE.
- 3.8. If a member of the SACRE is unable to attend, he or she may send a substitute who will be a suitably qualified representative of the nominating body, providing they have notified the Clerk two days in advance of the meeting.
- 3.9. The Clerk shall send a written warning to any member of the SACRE who is not present for two meetings of the SACRE and who has not sent a substitute.
- 3.10. Any member of the SACRE who misses three consecutive meetings of the SACRE and has not sent a substitute shall be deemed to have resigned from the SACRE, and the Clerk shall write to the member's nominating body requesting a new nomination.

#### **4. Chair, Vice Chair and Clerk of the SACRE**

- 4.1. The Chair and Vice Chair of the SACRE shall be elected by those members of the SACRE present and voting at the first meeting following its reconstitution in accordance with the Education Act 1993.
- 4.2. The term of office as Chair and Vice Chair shall cease immediately prior to the first meeting of the SACRE following the Annual Meeting of Haringey Council, on resignation, or on ceasing to be a member of the SACRE if earlier, such vacancies being filled by election at the next meeting of the SACRE.
- 4.3. The Clerk of SACRE shall be the Head of Local Democracy or a nominated representative.
- 4.4. SACRE will be professionally advised by the Director of Children's Services or a suitably qualified representative who will be available to provide advice to individual committees as well as the SACRE as, a whole.

#### **5. Voting**

- 5.1. In the election of the Chair and Vice Chair of the SACRE, all members of the SACRE within the representative groups (3. 1 (a) above) shall each have one vote to be cast by show of hands or by secret ballot (if requested) of those members present.
- 5.2. On any other question to be decided by the SACRE only the *representative groups* on the SACRE shall be entitled to vote, and each such group shall have a single vote. Members of the SACRE appointed by virtue of section 3. 1 (b) and (c) above shall have no vote.

- 5.3. If the matter to be decided is a proposal to initiate a review of the Agreed Syllabus adopted by the Local Education Authority then the group representing the Local Education Authority shall have no vote.
- 5.4. It may be, from time to time, that the SACRE will wish to ascertain the general feelings of its members on a particular issue and that the restriction to a single vote per group would be inappropriate in that case. The Chair of the SACRE after consultation with the servicing officer, may rule that an open vote by all members of the SACRE will be held on such an occasion.
- 5.5. Prior to votes on matters within the terms of reference of the SACRE, the four representative groups may meet separately to determine how their single collective vote is to be cast. Each representative group may elect a Chair (and, if thought desirable, a Vice Chair). Decisions within a group about how their vote is to be cast do not require unanimity.
6. Proceedings
  - 6.1 The validity of proceedings of the SACRE or members of the SACRE or any particular category shall not be affected:
    - a) by a vacancy in the office of any member of the SACRE required by section 3.2. above
    - b) on the grounds that a member of the SACRE appointed to represent any denomination, or association does not at the time of the proceedings represent the denomination or association in question.
  - 6.2. The Quorum for a SACRE meeting shall be a quarter of the representative members, with at least one member from each of the representative groups listed under 3.1 (a) i,ii,iii and iv.
  - 6.3 The costs of operating the SACRE and any committees it may establish shall be met by the Local Education Authority.
  - 6.4 There shall be at least three meetings of the SACRE in any academic year.

