⁂ HARINGEY COUNCIL ⁂

Standing Advisory Committee for Religious Education

THURSDAY, 22ND MARCH, 2007 at 19:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

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

Mr Peter Ward	RC Diocese of Westminster
Mr M. Ibrahim	Muslim Educational Trust
Mr Alli	North London Islamic Cultural Society
Ms Sarah Joy Leviten	Board of Deputies of British Jews
Mr Barnabus Mishi	Greek Orthodox
Ms B Parsons	Spiritual Assembly of the Bahai's
Ms Karuna Gita	North London Buddhist Centre
Mr K Ranganathan	Hindu (Shiva) Temple Trust
Ms Jenny Stonhold	United Reformed Church (Chair)
Rev Rob Allaway	Baptist Churches
Ms M Huntley	Methodist Churches
Mr Andie Frost	Pentecostal Churches
Mr N Kielczewski	Quaker
Vacancy	Salvation Army
Vacancy	Seventh Day Adventists

Group B: Church of England:
Mr Eddie Griffith, Mrs J Jamieson, Mr G Marriner, Mr A Ryder, Revd Dr Jonathan Trigg.

Group C: Professional Associations:
Ms Naina Parmar (NUT), Mr Glenford Johnson (NUT), Ms Aurelie Bivigou (NUT), Mr Horatio Ward (NUT), Vacancy (NUT), Mr Andrew Yarrow (ASCL) (Vice-Chair), Ms Susan Kambalu (NAS/UWT)

Group D: Local Education Authority Group:
Cllr Emma Jones
Cllr Liz Santry
Cllr Sheila Rainger
Ms Barbara Breed
Mr Livinius Emmanuel Onyearugbulem

Co-opted Non-Voting Members:

Mr N Bacrac	British Humanist Association
Mr T Hall	Jehovah's Witness

AGENDA

1.   APOLOGIES FOR ABSENCE

2.   MINUTES & MATTERS ARISING (PAGES 1 - 4)

      (i)   To approve the minutes of the meeting held on 14 December 2006.

      (ii)   Matters Arising

            Analysis of Exam Results

3.   MEMBERSHIP UPDATE

4.   PURCHASE OF AGREED SYLLABUS FROM WALTHAM FOREST

    To receive a progress report.

5.   SACRE SPRING TERM NEWS LETTER (PAGES 5 - 8)

    SACRE is asked to consider and comment/input and agree the newsletter for distribution to schools

6.   QCA KEY STAGE 3 & 4 (PAGES 9 - 10)

    To receive a presentation by Denise Chaplin.

7.   REPORT ON THE PILOT PROJECT FOCUSED ON THE USE OF THE RE SUBJECT SELF-EVALUATION FRAMEWORK (PAGES 11 - 60)

8.   NASACRE AGM / NEWSLETTER (PAGES 61 - 68)

    To receive details of the AGM meeting. Newsletter to be tabled.

9.   DATES OF NEXT MEETINGS

    Provisional dates for the next municipal year 2007-08 pending approval at the Council AGM on 21 May 2007:

    12 June 2007
    13 September 2007
    8 January 2008
    4 March 2008

Yuniea Semambo   Anne Thomas

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River Park House
225 High Road
Wood Green
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15 March 2007

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Agenda Item 2

MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION THURSDAY, 14 DECEMBER 2006

Group A: Christian Denominations and other Faiths represented in Haringey:
Mr Peter Ward, (Diocese of Westminster (RC), Mr M. Ibrahim (Muslim Educational Trust), Mr Alli (North London Islamic Cultural Society), Ms Sarah Joy Leviten (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 (United Reformed Church), *Rev R Allaway (Baptist Churches), Ms M Huntley (Methodist), Peter Adeniyi (Pentecostal Churches).

Vacancies:
Salvation Army FCFC
Quaker
Seventh Day Adventists

Group B: Church of England:
Mr E Griffith, Mrs J Jamieson, Mr G Mariner, *Mr A Ryder, Revd Dr Jonathan Trigg.

Group C: Professional Associations:
Ms N Parmar (NUT), *Mr G Johnson (NUT), Aurelie Bivigou (NUT), Mr H Ward(NUT), *Mr A Yarrow (ASCL),

Vacancies:
NUT
NASUWT

Group D: Local Education Authority Group:
*Cllr E. Jones, *Cllr L Santry, *Cllr S. Rainger, Barbara Breed, Livinius Emmanuel Onyearugbulem.

Co-opted Non-Voting Members:
*Mr N Bacrac (British Humanist Association), Mr T Hall (Jehovah's Witness).

**MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION
THURSDAY, 14 DECEMBER 2006**

MINUTE NO.	SUBJECT/DECISION	ACTION BY
SACRE01.	**ELECTION OF CHAIR AND VICE-CHAIR FOR SACRE FOR THE ACADEMIC YEAR 2006/7** It was resolved that: 1. Jenny Stonhold be elected as Chair for the remainder of the academic year 2006/7. 2. Andy Yarrow be elected as Vice-Chair for the remainder of the academic year 2006/7.	
SACRE02.	**APOLOGIES** Apologies were received from Ms Naina Parmar, Mr Ali and Mr G Mariner. The Chair welcomed a new member, Glenford Johnson (NUT rep) deputy head of RE at Hornsey School	
SACRE03.	**MINUTES OF SACRE MEETING ON 11 SEPTEMBER 2006** The minutes of the 11th September meeting were approved.	
SACRE04.	**SACRE ANNUAL REPORT** The Annual Report was presented to the meeting. There was concern about the meaning of headings in table of A-level results and it was proposed that this be deleted, pending the provision of further data from Children's Services. Textual amendments were also made, including the replacement of the phrase 'Headquarters' with 'centre' to refer to the Salvation Army Centre in Wood Green. Rev. Allaway pointed out that the Baptist and Pentecostal movements were not referred to as 'churches' due to the different structure of those groups from the Church of England and the Roman Catholic Church. There was discussion about attendance at meetings. There was concern that a number of representatives on SACRE had not attended any meetings in the last academic year. It was agreed that the Clerk should write to them to ask if they still wished to be members of SACRE and, if they did not, to ask them if there was anybody else from their denomination who wished to serve as a member of SACRE. **RESOLVED:**	Clerk to send letters after consulting JS & DC. Clerk amend report &

MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION THURSDAY, 14 DECEMBER 2006

	That the annual report, as amended, be submitted to the QCA	distribute.
SACRE05.	**MONITORING STANDARDS - EXAM RESULTS** The exam results from Haringey Schools, as supplied by the Children's Service and included in the Annual Report, were discussed by members. The gap between performance in Haringey schools and the national averages was greater in RE than in other subjects (49% Grade A* - C locally, 70.6% nationally). Also, there seemed to be a decline in performance from 2005 to 2006. The number doing full-course RE had fallen but the number doing short-course RE had risen. Members were concerned about the fall in performance. Members expressed concern at the fact there was no way of measuring the learning of pupils who were not entered for an RE GCSE. There appeared to be no assessment in RE of their progress and what they had learned. **RESOLVED:** To ask Children's Services for explanation of A level headings and analysis of RE GCSE grades compared to grades in other subjects taken by Haringey pupils.	D. Chaplin to request more detailed analysis for next meeting.
SACRE06.	**REPORT FROM "STRONG SACRES, GOOD R.E." CONFERENCE** The Chair of Haringey SACRE (Ms Stonhold) reported back to the Committee on her attendance at the "Strong SACREs, Good RE" conference". It was 1 of 3 national events being held on this topic. She reported that the meeting was addressed by the QCA subject officer who spoke about the RE subject self-evaluation framework. SACRE reps at the conference stressed that strong SACREs had the support of their LEA and an RE adviser. SACREs were invited to take part in a a pilot of a new SACRE annual report to QCA. Concern was expressed that the pilot report used a very "statistics-heavy" framework.	
SACRE07.	**R.E. COUNCIL FUNDED PROJECT USING R.E. SUBJECT SELF-EVALUTATION** The Committee were informed that 13 schools in Haringey had been contacted, with a view to asking them to participate in the RE Council funded project regarding self-evaluation framework. Schools had until the end of term to respond.	
SACRE08.	**HOLOCAUST MEMORIAL PROGRAMME - JANUARY 2007**	

**MINUTES OF THE STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION
THURSDAY, 14 DECEMBER 2006**

|		
	The Holocaust Memorial Day Programme for 2007 was circulated to members of the Committee.	
SACRE09.	**DELIVERING CHALLENGING R.E. THROUGH CREATIVE I.C.T.** Ms Chaplin reported back about this programme. There had been a disappointing lack of interest from Haringey schools in this project. There was a suggestion from Mr Yarrow that the project could be offered to Middlesex University for their teacher trainees.	
SACRE 10.	Agreed Agenda for next meeting on 22nd March To be chaired by Andy Yarrow as Jenny Stonhold away. Councillor Jones suggested getting some young people from Youth Forum to talk about their experiences of RE. Agreed to invite to beginning of next meeting. Report on progress with purchase of Agreed Syllabus from Waltham Forest Analysis of Exam Results SACRE Self Assessment deferred from this meeting. Complete sections 1 & 2 (3 & 4 at the following meeting in June)	

Jenny Stonhold
Chair

Haringey SACRE Newsletter

Education is the passport of the future, for tomorrow belongs to those who prepare for it today.
MALCOLM X

Haringey Standing Advisory Council for religious education.

Contact Anne Thomas
anne.thomas@haringey.gov.uk
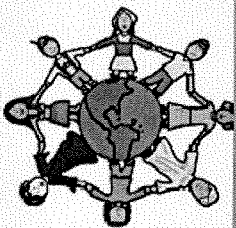
Chair to the SACRE

Jenny Stonhold

Time for Change

The Haringey SACRE are in the midst of changing the local Agreed Syllabus. The local Agreed Syllabus was Agreed in Haringey more than 6 years ago so over the past few months the SACRE have been negotiating to purchase and adapt more current material for use in Haringey schools. More information will be made available over the next months but it expected that the new syllabus will be launched in September giving schools one year to make the change to new syllabus requirements in their schemes of work.

The new Agreed Syllabus will reflect the recommendations of the non-statutory National Framework for RE.

What is a SACRE?

The law states that every local education authority (now LA) must set up a Standing Advisory Council on Religious Education (SACRE) with responsibility to advise the LA on matters concerned with the provision of religious education and collective worship. Therefore the broad role of a SACRE is to support effective provision for RE and Collective worship in its Local Authority. It also is responsible for making decisions when schools apply for a 'Determination' to provide alternative collective worship for all or some of its pupils and is challenged to make a positive contribution to social and community cohesion.

In order to bring a wide range of interests and talents to this work, a SACRE is made up of four groups.

These groups are:

Group A   *Christian denominations (other than the Church of England) and other religions and religious denominations represented in the LA:*
Group B   *The Church of England*
Group C   *Teachers' professional associations*
Group D   *The Local Authority (including elected members)*

There are also additional co-opted places on Haringey SACRE: Baha'i, Humanist and Jehovah's Witness.

If you wish to contact SACRE or to see if you could become a members, please contact the Chair, Jenny Stonhold via SACRE's Clerk, Anne Thomas (contact details in the bar on the left).

ISLAM EXPO
13-16 July 2007 - Olympia
more information coming to schools after Easter

SACRED Exhibition

British Library Sacred Exhibition and Workshops
Dates: 7 May - 14 September 2007
Times: 10:30am or 1:30pm
Age groups: suitable for all learning groups

This summer the British Library will be showcasing its magnificent collection of Jewish, Christian and Islamic texts in an exhibition entitled 'Sacred'. Visitors to the exhibition will be led through a thematic journey to find out about the religions, the significance of fixing the word, and the power of the image in religious art. The exhibition will also highlight that these are living religions, coexisting in the world today and will challenge visitors to think about their relationship to the texts.

To accompany this exhibition, the Learning Team is running a wide range of events for young people and teachers. Their creative educators will help learning groups engage with exhibition themes through free, onsite workshop. Participants will focus on similarities between the texts as well as engaging with differences and contradictions. Groups will be asking questions about belief, identity and values and discussing how their personal beliefs relate to religious ideas.

Primary age groups will be considering the importance of sacred texts and exploring the ways in which people express their faith through symbols and art. Secondary and older groups will be looking at the living context of sacred texts and asking what impact they have on people's lives today.

These **free** workshops are available Tuesdays, Wednesdays and Thursdays from 7 May until 14 September - they are already booking up fast! To find out more or to make a booking, please contact Ria Barlett on   ria.bartlett@bl.uk or call 020 7412 7797.

REEP Garden Awards 2007

Details from: http://www.reep.org/index.php

This year REEP are focusing on three areas:

➢ **Faith Gardens**: Creating an Islamic garden

➢ **Gardens and the arts**: The use of sacred text in garden design

➢ **Curriculum development**: using an existing garden in the curriculum

Each are supported by extensive resource materials on their website. All entries must be submitted on CD/DVD or a website.

9 Awards of £1,000 and one top Award of £1,500 will be awarded by a panel of 5 expert judges. In principle, three Awards will be made in each category, but in exceptional circumstances the Judges may present more of the Awards to one category rather than another.

Closing date May 31st 2007

SPIRITED ARTS

The 2007 'Art in Heaven' Competition: Themes & details

My Spiritual Life

In this theme, pupils might think of the meaning of spiritual life for them. Is it about prayer, or doing justice? Worship, or helping others? What is the spiritual life of their local faith communities? Or of the non-religious? And how do they see their own spirit, their own spirituality? A spiritual image, and a written reflection on what makes it spiritual will be a winning combination.

A Just World

This theme is about how religions seek justice. Pupils might show a faith based charity in action, Muslim Aid, Christian Aid or one of many others. Or they might give an artistic reflection on their own hopes for 'making poverty history' or 'seeing justice for all of the world's people'. Good work will express clearly a link between faith and action, between the teaching of sacred texts and a modern problem, or between prayer for peace and action for peace.

Telling it my way: Stories of faith

In this theme, any faith story being studied in RE can be explored or analysed by pupils, young and old, who express their own ideas and insights into the story. They might ask 'where does a turning point occur in the story?' or 'What makes this story popular?' or 'What impact does this story have today?' Some will respond to Moses, the Prophet Muhammad (PBUH), the Gurus, the stories of Jesus or the Buddha. Others will make spiritual links to the Prodigal Son, the Lion, the Witch and the Wardrobe or the life of Gandhi A profound image, with a clear explanation will go far!

Celebration!

In this theme, pupils are invited to express their responses to special days, festivals or celebrations. Work might refer to Eid, Wesak, Christmas, Divali or Yom Kippur. Or any of a host more festivals and feasts. Recalling the story, or catching the thrill of celebration, the magic of the feast, are the guiding ideas. Spirited art which shows links between pupils and festivals of faith is especially welcome. Tell us what your image means as well.

Where is God?

In this theme, pupils are invited to think about the question 'Where is God?' Some stories from the faith communities answer this question. Many pupils will have their own answers. Agnostics and atheists may say 'we don't know' or 'nowhere'. Winning work in this area will mix elements such as talking about God ~ or to God ~ doubt, theology, seeking, sensing or listening to God creatively. Pupils' own views, and the answers of one or more religions, both have a place. This is our most popular theme.

3

Send your entries to:

Art in Heaven,
PCFRE / NATRE
1020 Bristol Road,
Selly Oak
Birmingham B29 6LB.

Thanks to our sponsors, the Westhill Trust and Christian Aid for their generous support.

We are pleased to receive entries via email - digital photography of 3D entries has been popular in previous competitions. Send to: retoday@retoday.org.uk

The Web gallery for the 2003 / 4 / 5 / 6 competitions is at:
http://www.pcfre.org.uk/spirit edarts

Making your entries:

- The competition is **open to all** pupils aged 5-19.
- **Pupils should write** briefly about their art work. Some suggested prompts for this follow below, but free writing is encouraged.
- Entries should not be larger than A3 in size. Good digital photos of 3-D entries are welcome.
- Schools may send **no more than 8 entries** to the national competition. School based or local judging can take place before these are sent.
- No entries will be awarded prizes unless they arrive at PCFRE on or before **31st July 2007.**
- All entries must have the **pupils' name, age, school address** and (where possible) email address clearly marked on them (on the back is fine)
- Entries via **ICT** and other multimedia approaches, and group entries, are encouraged.
- Judges have often awarded commendations and prizes to pupils from **SEN settings**.
- Entries become the property of PCFRE, the National Association for Teachers of RE. They may be used in web and other **publishing**.
- Winning and commended entries will be added to **the Art in Heaven web gallery**.

Prompts for pupils' writing
(adapt freely for different age groups and in any way suitable):
My picture is based on the theme of...
The title I've chosen is...
This picture is all about...
I've tried to show my thoughts / ideas / feelings by...
To make the image, I used...
I'm proud of my work because...
The main point of the image is...
I've thought a lot about theme, and would like to say...

QCA Qualifications and Curriculum Authority

The secondary curriculum review

- Home
- Curriculum lenses
- Organising the curriculum
- Subjects
- Curriculum dimensions

Welcome to
The secondary curriculum review

Reviewing the curriculum

Flexibility and opportunity are at the heart of QCA's secondary curriculum review - flexibility in teaching subjects, and opportunities for young people to gain the knowledge and skills to succeed in learning and life.

On this website, you can find out about and comment on the proposals for the new curriculum at key stages 3 and 4. We have also included supporting materials to help schools to implement the proposals and refresh their curriculum planning. You can take a quick tour of the website here.

A modern curriculum needs to focus on what young people learn and on how they learn and experience their subjects. It needs to show how subjects link together and to a clear set of aims for the curriculum. You can explore ways to refresh and renew the curriculum in the section curriculum lenses.

Schools can already tailor the curriculum to meet the needs of their young people. Some are doing this, others have asked for further advice on personalising the curriculum and approaches to assessment. You can find this in the section organising the curriculum.

To look at the revised programmes of study, visit the subjects section. Here you will find additional material on the range and scope of each subject.

Curriculum lensesOrganising the curriculumSubjects

Tell us your views

The consultation on this review runs until 30 April 2007. We want to hear about the areas that inspire you and will take the curriculum forward and those aspects that might be improved. To find out more about the review and comment on the proposals and supporting materials visit the section tell us your views.

Terms of use | Accessibility

Report on the Pilot project focused on the use of the RE Subject Self-evaluation Framework

Background

How do RE subject leaders and teachers know that they are doing a good job in providing religious education in their schools and how do local and national monitoring agencies (e.g. SACREs, LAs and QCA) find out where good practice is happening or where there is need for support?

A self-evaluation toolkit for RE subject leaders produced by the Association of RE Inspectors, Advisers and Consultants (AREIAC) aimed at helping to provide the answers to these issues. In partnership with the Culham Institute this is available on the REOnline website. The Toolkit was developed to help RE subject leaders to make a realistic assessment of the state of RE in their schools and illustrate with evidence to demonstrate success to others. It also aimed to helped them to find out what was needed to do next to improve the contribution of RE to learners' overall educational experience.

However use of the Toolkit will only provide a subject leader with a method of producing internal assessment and collating a range of evidence bases on which their judgements are based. The Toolkit alone does not enable subject leaders to compare the provision or standards in their school with that of others. When the Toolkit was developed it was proposed that it be established as an online facility that would collate responses from schools in a range of ways that would enable schools, SACREs and other interested groups to access reports filtered to be local or national and related to schools of different types e.g. different phases or types of school.

SACREs were asked two years ago if they could together subsidise the development of this online facility and pay annually for the production of a range of useful reports. However with no evidence that the reports would prove useful and with little funding provided to individual SACREs from which they could draw funds to contribute, the project remained dormant. There was also concern that as changes were made to the Ofsted inspection criteria or the online school self evaluation process the Toolkit would become out of date.

NASACRE were interested in testing the use of the Toolkit because of concerns raised by individual SACREs around the country that they do not have evidence of standards in RE in their schools because the latest Ofsted Framework does not inspect or report on this any more. These concerns have been raised with NASACRE at national conferences and by individual correspondence from a range of SACREs.

On behalf of the REC and NASACRE this project piloted use of the existing RE Self Evaluation Framework with a group of 10 schools in each of 2 London Local Authorities (Haringey and Hounslow).

Purpose of Project

The project aimed to:

- ➢ evaluate the process of using the existing tool
- ➢ produce a report of outcomes for each LA
- ➢ produce a composite report of outcomes as a small scale model of a national report
- ➢ consider how this process, used nationally might benefit schools, LAs and SACREs as well as providing a national picture of use to the QCA, the DfES and the RE Community as a whole.
- ➢ Evaluate the existing tool and indicate areas that need to be revised
- ➢ Provide evidence to LAs and their SACREs as to the potential benefits of using this model.

Process
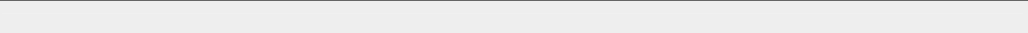
Ten schools were invited to participate in each LA. These included infant, junior, primary, secondary and special schools. They were chosen as they were likely to be inspected within the next year or more and it was proposed that involvement in the project will help them to make a positive contribution to their school SEF.

In each LA the subject leaders of the 10 schools were invited to an afternoon meeting. Funding from the REC enabled each LA to pay a half day release for supply cover to each school and to hire a meeting room and some basic refreshments for each group. In each LA it also paid for someone to manage the meeting – in Hounslow the RE Adviser and in Haringey the Chair of SACRE, the latter being supported by an AST. Prior to each meeting teachers were encouraged to engage in a review of the subject in their schools using the Toolkit as a guide. The meetings enabled professional dialogue both in phase specific groups and cross phase and with RE professionals and a guidance session on how to use the online facility.

Outcomes

In each LA only 9 of those involved in the pilot completed the online form. However the high response rate of 90% has given some useful results.

For example in one LA the following responses raise questions for the SACRE about why their local assessment guidance, incorporating the QCA 8-level scale is only being used in 33% of school:

8. How are achievement and standards measured in your school?		Response Percent	Response Total
in relation to an agreed syllabus eight level scale		**37.5%**	**3**
in relation to another agreed syllabus scale		0%	0
in relation to school's own system of standards		12.5%	1
in relation to department or co-ordinator's own system		12.5%	1
not measured		12.5%	1
Other (please specify)		25%	2
Total Respondents			8
(filtered out)			7
(skipped this question)			3

These results can be compared with the overall pilot figures where over 50% are using an Agreed Syllabus 8-level scale as a method of assessment:

8. How are achievement and standards measured in your school?			
		Response Percent	**Response Total**
in relation to an agreed syllabus eight level scale		**53.3%**	**8**
in relation to another agreed syllabus scale		0%	0
in relation to school's own system of standards		13.3%	2
in relation to department or co-ordinator's own system		13.3%	2
not measured		6.7%	1
Other (please specify)		13.3%	2
Total Respondents			**15**
(skipped this question)			3

A SACRE might be asking serious questions of the LA regarding responses to the following question in one LA, including what impact this might be having on examination results and pupils' life chances.

14. Please indicate the average time per week allocated for religious education lessons:									
Average time per week									
	nil	**30 minutes per week or less**	**between 31 and 40 minutes**	**between 41 and 50 minutes**	**between 51 and 60 minutes**	**between 61 and 70 minutes**	**between 71 and 80 minutes**	**more than 80 minutes per week**	**Response Total**
Reception (FS2)	0% (0)	0% (0)	**67% (2)**	33% (1)	0% (0)	0% (0)	0% (0)	0% (0)	**3**
Key Stage 1	0% (0)	0% (0)	0% (0)	33% (1)	**67% (2)**	0% (0)	0% (0)	0% (0)	**3**
Key Stage 2	0% (0)	0% (0)	0% (0)	0% (0)	**100% (3)**	0% (0)	0% (0)	0% (0)	**3**
Key Stage 3	0% (0)	0% (0)	**50% (2)**	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)	**4**

Key Stage 4 (core RE for all pupils)	0% (0)	**33% (1)**	0% (0)	**33% (1)**	0% (0)	0% (0)	**33% (1)**	0% (0)	**3**
Post 16 (for all students)	**100% (1)**	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	**1**

And particularly when the response from both LAs was:

14. Please indicate the average time per week allocated for religious education lessons:									
Average time per week									
	nil	**30 minutes per week or less**	**between 31 and 40 minutes**	**between 41 and 50 minutes**	**between 51 and 60 minutes**	**between 61 and 70 minutes**	**between 71 and 80 minutes**	**more than 80 minutes per week**	**Response Total**
Reception (FS2)	0% (0)	25% (2)	**50% (4)**	12% (1)	12% (1)	0% (0)	0% (0)	0% (0)	**8**
Key Stage 1	0% (0)	0% (0)	12% (1)	25% (2)	**62% (5)**	0% (0)	0% (0)	0% (0)	**8**
Key Stage 2	0% (0)	0% (0)	0% (0)	22% (2)	**78% (7)**	0% (0)	0% (0)	0% (0)	**9**
Key Stage 3	0% (0)	0% (0)	29% (2)	**43% (3)**	29% (2)	0% (0)	0% (0)	0% (0)	**7**
Key Stage 4 (core RE for all pupils)	**17% (1)**	**17% (1)**	0% (0)	**17% (1)**	**17% (1)**	**17% (1)**	**17% (1)**	0% (0)	**6**
Post 16 (for all students)	**67% (2)**	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	**3**
Total Respondents									**16**

5

Findings:

Teachers reported (further comments from the form at Appendix A):

- the collegiate meeting approach is supportive, although without supply cover offered release from school would not happen;
- the opportunity to engage in professional dialogue with colleagues of the same phase and of other phases was very valuable;
- the process is helpful and manageable;
- provides an opportunity to ask for support;
- local and a national reports will give something against which to measure your own school's position and standards.

SACRE / LA professional response:

- The LA level report provides useful information on schools that point the LA to investigate trends further and to provide targeted support;
- The 'national' level report enables you to measure your LA against others and raises expectations and sets challenges;
- This provides SACREs with feedback on Agreed Syllabus issues, compliance and standards and gives them data to inform professional conversations with their LAs;
- Filters for schools in particular groups will provide useful evidence for Dioceses
- Fills the gap created with the change of the Ofsted framework.

Recommendations

- Establishment of an online facility that can be used by individual schools nationally;
- SACREs ensured adequate funding from their LAs and professional support to enable them to replicate the process above with a proportion of schools annually;
- Minor adjustments to the 'Toolkit' to make it easier for schools and completely aligned to the online school SEF;
- SACREs furnished with local and national reports from the online toolkit annually to enable them to fulfil their monitoring function and inform advice to their LAs.

	Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of your SACRE in the space below:
1.	We are fortunate in our school to have four specialist teachers and curriculum time. We have had considerable support from senior management. Every student does a full course GCSE RS and this has helped to raise the profile of the subject. Also we now have a large A Level group, about fifty students study AS and 15 study A2. It has helped that we are one of the subjects involved in Specialist Schools; this has given us greater funding and a focus that has helped us develop as a department. The multi-faith nature of the school is a great bonus also because it means that RS is relevant and immediate to most students.
2.	The reduction of curriculum time is having a large impact upon delivering our short course in RE in Key Stage 4. This has been a valuable and worthwhile experience for students and a motivating factor for students continuing their studies in RE. From next September with only 1 hour every two weeks it is going to be too difficult to deliver the short course.
3.	With constant domination from Numeracy and literacy, i feel that this approach has threatened the quality of teaching RE at primary level. A thematic approach allows teachers to spend perhaps more time on RE. What is worrying is also some teachers seem to be reluctant to teach RE and some are assigning RE to TA's who cover PPA time. Our SMT/ leadership have also pressure to raise standards in Literacy and Numeracy so many staff meeting slots are taken quickly. It would be lovely to have SMT who see in this current climate recognise the value of RE and how it can positively impact social and religious cohesion to see the subject pivotal to meeting the ECM Outcomes.
4.	Need to share good practice between SACREs, especially in relation to locally agreed syllabii. Enforcement of the law - if your school is not meeting the legal requirements for RE, what can be done to ensure that Leadership Group take this seriously when allocating curriculum time and staffing?
5.	re being taught by various supply teachers when class teachers are on ppa time, also re being side lined by other curriculum areas that are deemed more important
6.	I think RE should be given full recognition as a core and foundation subject at Pupil Referral Units and Special Schools, or be taught within the whole school curriculum frame work. At the moment it is only taught as part of ASDAN.
7.	This survey has enabled me to have an overview of the subject and where I need to move on.
8.	We work with FS and KS1 pupils who learn best when engaged in an active curriculum. Humanities and RE are included (where possible) in topic work, Literacy and Numeracy. Some aspects have to be taught in isolated blocks of time in order to meet the requirements of the curriculum.
9.	A comprehensive survey with good multiple choices. The length of the survey was manageable to complete.
10.	1. RE teachers are under more pressure and workload than other teachers. We teach in most school between 300 - 400 students per year. 2. Therefore we have more reports to write and marking to do. 3. No more time is given to RE teachers to complete these tasks. 4. The only reason why RE results are as good as they are in our schools is the dedication of the RE teacher to her/his job. 5. The shortage of RE teachers is not recognised by the authority and government, otherwise there would be money set aside for RE teachers to recruit and for retention like there is for other subjects in the same boat. 6. Too many non-specialist or teachers with little interest in the subject teaching RE. This then under values the work we are doing and students and parents then loose their respect for the subject. Sometimes in Sept a colleague is asked to take one RE lesson to fill up their timetable rather than cover. 7. When a teacher has little or no interest they do not prepare for the lesson well and the outcome is disaffected students.

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1. Please provide your name, school and role within the school:

		Response Percent	Response Total
Your name:		100%	18
Your school:		100%	18
Your role / Job title:		100%	18
	Total Respondents		18
	(skipped this question)		0

2. Please indicate your school's local authority (LA):

	Response Percent	Response Total
London Borough of Haringey	50%	9
London Borough of Hounslow	50%	9
Other (please specify)	0%	0
Total Respondents		18
(skipped this question)		0

3. What is the age range designation of your school?

	Response Percent	Response Total
Infant	0%	0
Junior	16.7%	3
Primary	**38.9%**	**7**
Middle (designated Primary)	0%	0
Middle (designated Secondary)	0%	0
Secondary without Post 16 students	5.6%	1
Secondary with Post 16 students	22.2%	4
Upper without Post 16 students	5.6%	1
Upper with Post 16 students	0%	0
Sixth Form College	0%	0
Special including Primary age only	0%	0
Special including Secondary age only	0%	0

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		Response Percent	Response Total
Special including Primary and Secondary age pupils	▪	5.6%	1
Other (please specify designation and age range)	▪	5.6%	1
	Total Respondents		**18**
	(skipped this question)		**0**

4. Type of School (Choose one):

		Response Percent	Response Total
Community (including Primary, Secondary, Comprehensive, Specialist)	▬▬▬▬▬	**88.9%**	**16**
Grammar (boys / girls / mixed)		0%	0
Secondary Modern (boys / girls / mixed)		0%	0
Community Special		0%	0
City Academy with a religious character	▪	5.6%	1
City Academy without a religious character		0%	0
Foundation with a religious character		0%	0
Foundation without a religious character		0%	0
Foundation Special with a religious character		0%	0
Foundation Special without a religious character		0%	0
Pupil Referral Unit	▪	5.6%	1
Independent with religious foundation		0%	0
Independent without religious foundation		0%	0
Sixth Form College		0%	0
Voluntary Controlled – Church of England		0%	0
Voluntary Controlled – Other		0%	0
Voluntary Aided – Church of England		0%	0
Voluntary Aided – CofE & Methodist		0%	0

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Voluntary Aided – Roman Catholic	0%	0
Voluntary Aided – RC & CofE / Methodist	0%	0
Voluntary Aided – Methodist	0%	0
Voluntary Aided – Hindu	0%	0
Voluntary Aided – Jewish	0%	0
Voluntary Aided – Muslim	0%	0
Voluntary Aided – Sikh	0%	0
Voluntary Aided – Other (Please specify below):	0%	0
Other (please specify)	0%	0
Total Respondents		**18**
(skipped this question)		0

5. What is the approximate number of pupils on roll?

	Response Percent	Response Total
Fewer than 50	0%	0
51-100	5.6%	1
101-200	5.6%	1
201-300	**22.2%**	**4**
301-400	16.7%	3
401-500	16.7%	3
501-750	0%	0
751-1,000	5.6%	1
1,001-1,250	11.1%	2
1,251-1,500	11.1%	2
1,501-2,000	5.6%	1
2,001-2,250	0%	0
2,251-2,500	0%	0
More than 2,500	0%	0
Total Respondents		**18**
(skipped this question)		0

6. Please tick here to show that your Headteacher has seen and approved of your self-evaluation:

	Response Percent	Response Total
Yes	**77.8%**	**14**

No			22.2%	4
			Total Respondents	**18**
			(skipped this question)	0

7. (3) HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION? What are learners' achievement and standards in their work? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	47% (7)	**53% (8)**	0% (0)	15
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
				Total Respondents	**15**
				(skipped this question)	3

8. How are achievement and standards measured in your school?

		Response Percent	Response Total
in relation to an agreed syllabus eight level scale		53.3%	8
in relation to another agreed syllabus scale		0%	0
in relation to school's own system of standards		13.3%	2
in relation to department or co-ordinator's own system		13.3%	2
not measured		6.7%	1
Other (please specify)		13.3%	2
		Total Respondents	**15**
		(skipped this question)	3

9. (4) PERSONAL DEVELOPMENT AND WELL BEING How good is Religious Education's contribution to the personal development and well-being of the learners, including their spiritual, moral, social and cultural development? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**62% (10)**	38% (6)	0% (0)	16
Foundation Stage (if appropriate)	0% (0)	**56% (5)**	44% (4)	0% (0)	9
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
				Total Respondents	**16**
				(skipped this question)	2

10. Please indicate below if you judge the contribution of RE to pupils' spiritual, moral, social and cultural development to be a particular strength:

	Response Percent	Response Total
spiritual development	53.3%	8
moral development	73.3%	11
social development	73.3%	11
cultural development	**86.7%**	**13**
Total Respondents		15
(skipped this question)		3

11. (5) QUALITY OF PROVISION (a) How good is the quality of teaching and learning in religious education? Please indicate your judgement on the quality of teaching and learning in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	44% (7)	**56% (9)**	0% (0)	16
Foundation Stage (if appropriate)	0% (0)	22% (2)	**78% (7)**	0% (0)	9
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
			Total Respondents		16
			(skipped this question)		2

12. (5) QUALITY OF PROVISION (b) How well does the curriculum in religious education meet the needs of learners and course requirements? Please indicate your judgement on the quality of the curriculum in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	7% (1)	33% (5)	**60% (9)**	0% (0)	15
Foundation Stage (if appropriate)	0% (0)	12% (1)	**88% (7)**	0% (0)	8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
			Total Respondents		15
			(skipped this question)		3

13. (5) QUALITY OF PROVISION (c) How well are learners guided and supported? Please indicate your judgement on the quality of care, guidance and support in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**62% (10)**	38% (6)	0% (0)	16

Foundation Stage (if

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appropriate)	0% (0)	**50% (4)**	**50% (4)**	0% (0)	8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2

Total Respondents   16

(skipped this question)   2

14. Please indicate the average time per week allocated for religious education lessons:

Average time per week

	nil	30 minutes per week or less	between 31 and 40 minutes	between 41 and 50 minutes	between 51 and 60 minutes	between 61 and 70 minutes	between 71 and 80 minutes	t n
Reception (FS2)	0% (0)	25% (2)	**50% (4)**	12% (1)	12% (1)	0% (0)	0% (0)	(
Key Stage 1	0% (0)	0% (0)	12% (1)	25% (2)	**62% (5)**	0% (0)	0% (0)	(
Key Stage 2	0% (0)	0% (0)	0% (0)	22% (2)	**78% (7)**	0% (0)	0% (0)	(
Key Stage 3	0% (0)	0% (0)	29% (2)	**43% (3)**	29% (2)	0% (0)	0% (0)	(
Key Stage 4 (core RE for all pupils)	**17% (1)**	**17% (1)**	0% (0)	**17% (1)**	**17% (1)**	**17% (1)**	**17% (1)**	(
Post 16 (for all students)	**67% (2)**	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3

Total Respon

(skipped this que

15. Please indicate below the average level of funding for RE (not including CPD) over recent years, per pupil in the school (i.e. annual budget divided by no. of pupils on roll):

	Response Percent	Response Total
Less than 50p	25%	4
Between 50p - £1	**37.5%**	**6**
Between £1.01 - £2	18.8%	3
Between £2.01 - £3	18.8%	3
More than £3	0%	0

Total Respondents   16

(skipped this question)   2

16. For PRIMARY (including First, Infant and Junior) and SPECIAL schools with Primary age pupils, please indicate below the number of teachers in your school who are teaching some RE and have an RE specialism as part of their degree or teacher training:

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	Response Percent	Response Total
0	33.3%	4
1	**41.7%**	**5**
2	8.3%	1
3	8.3%	1
4	0%	0
5	0%	0
5+	8.3%	1
Total Respondents		**12**
(skipped this question)		6

17. For SECONDARY, MIDDLE and SPECIAL schools with secondary age pupils, please indicate the approximate FULL-TIME EQUIVALENT commitment to teaching RE of trained RE specialists currently teaching RE in your school:

	Response Percent	Response Total
0	**33.3%**	**2**
0.5	16.7%	1
1	16.7%	1
1.5	0%	0
2	16.7%	1
2.5	0%	0
3	0%	0
3.5	0%	0
4	16.7%	1
4.5	0%	0
5	0%	0
5+	0%	0
Total Respondents		**6**
(skipped this question)		12

18. (6) LEADERSHIP AND MANAGEMENT Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision. What is the overall effectiveness and efficiency of leadership and management? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	27% (4)	**67% (10)**	7% (1)	**15**
Foundation Stage (if appropriate)	0% (0)	0% (0)	**100% (8)**	0% (0)	**8**

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Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
			Total Respondents		15
			(skipped this question)		3

19. How many pupils are currently withdrawn from all or part of RE?

		Response Percent	Response Total
0		81.2%	13
1		0%	0
2		6.2%	1
3		12.5%	2
4		0%	0
5		0%	0
6-10		0%	0
11-15		0%	0
16-20		0%	0
20+		0%	0
	Total Respondents		16
	(skipped this question)		2

20. Please tick where you (the subject leader) have qualifications in RE/RS. (Tick as many as appropriate):

		Response Percent	Response Total
None		37.5%	6
GCSE/'O' level/CSE		37.5%	6
A level or A/S		18.8%	3
Degree or Part of Degree		31.2%	5
Higher Degree		0%	0
Specialism in teacher training		12.5%	2
Anglican or Catholic Certificate		6.2%	1
Other (please specify)		6.2%	1
	Total Respondents		16
	(skipped this question)		2

21. Please indicate below any training in RE you have undertaken in the last three years and priorities for your own professional development. (Tick as many as appropriate)

	Past 3 years	Future priorities	Respondent Total

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leadership and management of RE	**67% (6)**	44% (4)	**9**
knowledge and understanding of religions	**67% (4)**	33% (2)	**6**
learning FROM religion	0% (0)	**100% (2)**	**2**
developing/rewriting schemes of work for RE	**73% (8)**	36% (4)	**11**
promoting RE	**60% (3)**	**60% (3)**	**5**
RE for pupils with special needs	**100% (2)**	0% (0)	**2**
RE for gifted/talented pupils	33% (1)	**67% (2)**	**3**
RE and thinking skills	**67% (4)**	50% (3)	**6**
RE for learning support/teaching assistants	33% (1)	**67% (2)**	**3**
differentiating work in RE	50% (3)	**67% (4)**	**6**
making RE interesting/engaging/fun/creative	**60% (3)**	40% (2)	**5**
using ICT in RE	**67% (6)**	44% (4)	**9**
spiritual, moral, social and cultural development	**67% (2)**	33% (1)	**3**
RE, diversity & community cohesion/anti-racist education	25% (1)	**75% (3)**	**4**
sharing lesson ideas with colleagues	**62% (5)**	38% (3)	**8**
teacher assessment and recording strategies	**78% (7)**	33% (3)	**9**
pupil self- and peer-assessment strategies	50% (3)	**67% (4)**	**6**
monitoring and evaluating	43% (3)	**71% (5)**	**7**
active / questioning / discussion techniques	**100% (5)**	0% (0)	**5**
handling controversial issues in RE	17% (1)	**83% (5)**	**6**
leading visits / using faith visitors	**100% (4)**	0% (0)	**4**
using artefacts	**80% (4)**	20% (1)	**5**
reflection and stilling techniques	**50% (2)**	**50% (2)**	**4**
linking RE with other curriculum subjects	**71% (5)**	29% (2)	**7**
supporting students' examination success	33% (1)	**67% (2)**	**3**
preparing for inspection / self-	**88% (7)**	12% (1)	**8**

evaluation of RE philosophy and ethics	20% (1)	**80% (4)**	**5**
none	0% (0)	0% (0)	**0**
		Total Respondents	**15**
		(skipped this question)	3

22. Is there any other training in RE you have completed or see as a priority for your own professional development? (Please specify)

		Response Percent	Response Total
Past 3 years:		42.9%	3
Future priority:		**85.7%**	**6**
	Total Respondents		**7**
	(skipped this question)		11

23. Please indicate below if you have accessed training from any of the following providers of professional development during the past 3 years: (Tick as many as appropriate)

		Response Percent	Response Total
local authority / SACRE		92.9%	13
diocese / faith community		7.1%	1
examination board		14.3%	2
higher education institution		0%	0
RE Today Services		7.1%	1
other independent training organisation (Please specify below)		0%	0
Other (Please specify)		28.6%	4
	Total Respondents		14
	(skipped this question)		4

24. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses? Please indicate your judgement on the overall effectiveness of RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	38% (6)	**62% (10)**	0% (0)	**16**
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	**8**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**
				Total Respondents	**16**

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(skipped this question)　　2

25. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation? Please indicate your judgement on improvements to RE since the last inspection below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**53% (8)**	40% (6)	7% (1)	**15**
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	**8**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**

Total Respondents　　15

(skipped this question)　　3

26. What is the capacity to make further improvements in Religious Education? Please indicate your judgement on the capacity to make further improvement to RE in the school below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**81% (13)**	19% (3)	0% (0)	**16**
Foundation Stage (if appropriate)	0% (0)	**78% (7)**	22% (2)	0% (0)	**9**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**

Total Respondents　　16

(skipped this question)　　2

27. On the basis of your own knowledge and experience, please indicate below the priority areas YOU consider most important for improving Religious Education in your school. (Tick as many as appropriate)

	Response Percent	Response Total
revising the RE policy and/or schemes of work	62.5%	10
implementing the RE syllabus	25%	4
CPD on teachers' knowledge and understanding of religions	43.8%	7
CPD on teachers' teaching and learning skills / strategies in RE	43.8%	7
CPD for Headteachers / senior managers on RE	25%	4
CPD for learning support/teaching assistants	31.2%	5

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		Response Percent	Response Total
CPD on planning more engaging and relevant lessons		50%	8
CPD on teachers' assessment, recording and reporting strategies		56.2%	9
CPD on pupil self- & peer-assessment strategies		43.8%	7
CPD on the contribution of RE to spiritual, moral, social and cultural development		25%	4
CPD on RE, diversity & anti-racist education		31.2%	5
more curriculum time		18.8%	3
better learning environment		6.2%	1
additional resources		43.8%	7
easier access to ICT facilities		37.5%	6
more visits to places of religious significance		62.5%	10
more visitors from faith communities		**81.2%**	**13**
Other (Please specify)		6.2%	1
	Total Respondents		**16**
	(skipped this question)		**2**

28. What would be the most effective forms of CPD for your school in the next 2 years?
(Choose as many as you think appropriate)

		Response Percent	Response Total
10/20 day courses: day release from school over two/three terms, face-to-face with course tutor(s)		**68.8%**	**11**
Short, non-award bearing courses with specific focus, eg weekend visits to places of worship		43.8%	7
On-line materials		**68.8%**	**11**
Hybrid, part face to face part distance learning or on-line		25%	4
Distance learning award bearing courses		12.5%	2
Teacher centred portfolio of evidence of work and development in RE		31.2%	5

Other. Please specify below	▪	6.2%	1
Reason for favoured form(s) of CPD (and example of where this has worked well if possible):	▬▬▬▬▬	37.5%	6

Total Respondents **16**

(skipped this question) 2

29. Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of your SACRE in the space below:

Total Respondents **10**

(skipped this question) 8

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1. Please provide your name, school and role within the school:

		Response Percent	Response Total
Your name:	�▬▬▬▬▬	100%	9
Your school:	▬▬▬▬▬▬	100%	9
Your role / Job title:	▬▬▬▬▬▬	100%	9
	Total Respondents		9
	(filtered out)		9
	(skipped this question)		0

2. Please indicate your school's local authority (LA):

		Response Percent	Response Total
London Borough of Haringey	▬▬▬▬▬▬	100%	9
London Borough of Hounslow		0%	0
Other (please specify)		0%	0
	Total Respondents		9
	(filtered out)		9
	(skipped this question)		0

3. What is the age range designation of your school?

		Response Percent	Response Total
Infant		0%	0
Junior	▬▬▬	22.2%	2
Primary	▬▬▬▬	**33.3%**	**3**
Middle (designated Primary)		0%	0
Middle (designated Secondary)		0%	0
Secondary without Post 16 students	▬▬	11.1%	1
Secondary with Post 16 students	▬▬▬	22.2%	2
Upper without Post 16 students		0%	0
Upper with Post 16 students		0%	0
Sixth Form College		0%	0
Special including Primary		0%	0

		Response Percent	Response Total
age only			
Special including Secondary age only		0%	0
Special including Primary and Secondary age pupils		0%	0
Other (please specify designation and age range)	▬	11.1%	1
	Total Respondents		**9**
	(filtered out)		9
	(skipped this question)		0

4. Type of School (Choose one):

		Response Percent	Response Total
Community (including Primary, Secondary, Comprehensive, Specialist)	▬▬▬▬▬▬▬▬	**88.9%**	**8**
Grammar (boys / girls / mixed)		0%	0
Secondary Modern (boys / girls / mixed)		0%	0
Community Special		0%	0
City Academy with a religious character		0%	0
City Academy without a religious character		0%	0
Foundation with a religious character		0%	0
Foundation without a religious character		0%	0
Foundation Special with a religious character		0%	0
Foundation Special without a religious character		0%	0
Pupil Referral Unit	▬	11.1%	1
Independent with religious foundation		0%	0
Independent without religious foundation		0%	0
Sixth Form College		0%	0
Voluntary Controlled – Church of England		0%	0
Voluntary Controlled – Other		0%	0

	Response Percent	Response Total
Voluntary Aided – Church of England	0%	0
Voluntary Aided – CofE & Methodist	0%	0
Voluntary Aided – Roman Catholic	0%	0
Voluntary Aided – RC & CofE / Methodist	0%	0
Voluntary Aided – Methodist	0%	0
Voluntary Aided – Hindu	0%	0
Voluntary Aided – Jewish	0%	0
Voluntary Aided – Muslim	0%	0
Voluntary Aided – Sikh	0%	0
Voluntary Aided – Other (Please specify below):	0%	0
Other (please specify)	0%	0
Total Respondents		**9**
(filtered out)		9
(skipped this question)		0

5. What is the approximate number of pupils on roll?

	Response Percent	Response Total
Fewer than 50	0%	0
51-100	11.1%	1
101-200	0%	0
201-300	**33.3%**	**3**
301-400	11.1%	1
401-500	11.1%	1
501-750	0%	0
751-1,000	0%	0
1,001-1,250	22.2%	2
1,251-1,500	0%	0
1,501-2,000	11.1%	1
2,001-2,250	0%	0
2,251-2,500	0%	0
More than 2,500	0%	0
Total Respondents		**9**
(filtered out)		9
(skipped this question)		0

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6. Please tick here to show that your Headteacher has seen and approved of your self-evaluation:

		Response Percent	Response Total
Yes	███████████████	77.8%	7
No	████	22.2%	2
	Total Respondents		9
	(filtered out)		9
	(skipped this question)		0

7. (3) HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION? What are learners' achievement and standards in their work? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	25% (2)	**75% (6)**	0% (0)	8
Foundation Stage (if appropriate)	0% (0)	25% (1)	**75% (3)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
			Total Respondents		8
			(filtered out)		7
			(skipped this question)		3

8. How are achievement and standards measured in your school?

		Response Percent	Response Total
in relation to an agreed syllabus eight level scale	██████████	37.5%	3
in relation to another agreed syllabus scale		0%	0
in relation to school's own system of standards	██	12.5%	1
in relation to department or co-ordinator's own system	██	12.5%	1
not measured	███	12.5%	1
Other (please specify)	██████	25%	2
	Total Respondents		8
	(filtered out)		7
	(skipped this question)		3

9. (4) PERSONAL DEVELOPMENT AND WELL BEING How good is Religious

Education's contribution to the personal development and well-being of the learners, including their spiritual, moral, social and cultural development? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**50% (4)**	**50% (4)**	0% (0)	8
Foundation Stage (if appropriate)	0% (0)	**50% (2)**	**50% (2)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
				Total Respondents	8
				(filtered out)	8
				(skipped this question)	2

10. Please indicate below if you judge the contribution of RE to pupils' spiritual, moral, social and cultural development to be a particular strength:

	Response Percent	Response Total
spiritual development	71.4%	5
moral development	57.1%	4
social development	71.4%	5
cultural development	71.4%	5
Total Respondents		7
(filtered out)		8
(skipped this question)		3

11. (5) QUALITY OF PROVISION (a) How good is the quality of teaching and learning in religious education? Please indicate your judgement on the quality of teaching and learning in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	25% (2)	**75% (6)**	0% (0)	8
Foundation Stage (if appropriate)	0% (0)	0% (0)	**100% (4)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
				Total Respondents	8
				(filtered out)	8
				(skipped this question)	2

12. (5) QUALITY OF PROVISION (b) How well does the curriculum in religious education meet the needs of learners and course requirements? Please indicate your judgement on the quality of the curriculum in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total

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Overall	0% (0)	14% (1)	**86% (6)**	0% (0)	7
Foundation Stage (if appropriate)	0% (0)	0% (0)	**100% (3)**	0% (0)	3
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
				Total Respondents	7
				(filtered out)	8
				(skipped this question)	3

13. (5) QUALITY OF PROVISION (c) How well are learners guided and supported? Please indicate your judgement on the quality of care, guidance and support in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**50% (4)**	**50% (4)**	0% (0)	8
Foundation Stage (if appropriate)	0% (0)	**50% (2)**	**50% (2)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
				Total Respondents	8
				(filtered out)	8
				(skipped this question)	2

14. Please indicate the average time per week allocated for religious education lessons:

Average time per week

	nil	30 minutes per week or less	between 31 and 40 minutes	between 41 and 50 minutes	between 51 and 60 minutes	between 61 and 70 minutes	between 71 and 80 minutes
Reception (FS2)	0% (0)	0% (0)	**67% (2)**	33% (1)	0% (0)	0% (0)	0% (0)
Key Stage 1	0% (0)	0% (0)	0% (0)	33% (1)	**67% (2)**	0% (0)	0% (0)
Key Stage 2	0% (0)	0% (0)	0% (0)	0% (0)	**100% (3)**	0% (0)	0% (0)
Key Stage 3	0% (0)	0% (0)	**50% (2)**	25% (1)	25% (1)	0% (0)	0% (0)
Key Stage 4 (core RE for all pupils)	0% (0)	**33% (1)**	0% (0)	**33% (1)**	0% (0)	0% (0)	**33% (1)**
Post 16 (for all students)	**100% (1)**	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

Total Respo

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15. Please indicate below the average level of funding for RE (not including CPD) over recent years, per pupil in the school (i.e. annual budget divided by no. of pupils on roll):

	Response Percent	Response Total
Less than 50p	25%	2
Between 50p - £1	25%	2
Between £1.01 - £2	25%	2
Between £2.01 - £3	25%	2
More than £3	0%	0
Total Respondents		8
(filtered out)		8
(skipped this question)		2

16. For PRIMARY (including First, Infant and Junior) and SPECIAL schools with Primary age pupils, please indicate below the number of teachers in your school who are teaching some RE and have an RE specialism as part of their degree or teacher training:

	Response Percent	Response Total
0	40%	2
1	60%	3
2	0%	0
3	0%	0
4	0%	0
5	0%	0
5+	0%	0
Total Respondents		5
(filtered out)		7
(skipped this question)		6

17. For SECONDARY, MIDDLE and SPECIAL schools with secondary age pupils, please indicate the approximate FULL-TIME EQUIVALENT commitment to teaching RE of trained RE specialists currently teaching RE in your school:

	Response Percent	Response Total
0	33.3%	1
0.5	33.3%	1
1	33.3%	1
1.5	0%	0
2	0%	0
2.5	0%	0

		Response Percent	Response Total
3		0%	0
3.5		0%	0
4		0%	0
4.5		0%	0
5		0%	0
5+		0%	0
	Total Respondents		3
	(filtered out)		3
	(skipped this question)		12

18. (6) LEADERSHIP AND MANAGEMENT Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision. What is the overall effectiveness and efficiency of leadership and management? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	14% (1)	**71% (5)**	14% (1)	7
Foundation Stage (if appropriate)	0% (0)	0% (0)	**100% (4)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
			Total Respondents		7
			(filtered out)		8
			(skipped this question)		3

19. How many pupils are currently withdrawn from all or part of RE?

		Response Percent	Response Total
0	▬▬▬▬▬▬▬	75%	6
1		0%	0
2		0%	0
3	▬▬	25%	2
4		0%	0
5		0%	0
6-10		0%	0
11-15		0%	0
16-20		0%	0
20+		0%	0
	Total Respondents		8
	(filtered out)		8
	(skipped this question)		2

20. Please tick where you (the subject leader) have qualifications in RE/RS. (Tick as many as appropriate):

		Response Percent	Response Total
None		25%	2
GCSE/'O' level/CSE		25%	2
A level or A/S		12.5%	1
Degree or Part of Degree		**50%**	**4**
Higher Degree		0%	0
Specialism in teacher training		12.5%	1
Anglican or Catholic Certificate		0%	0
Other (please specify)		0%	0
	Total Respondents		8
	(filtered out)		8
	(skipped this question)		2

21. Please indicate below any training in RE you have undertaken in the last three years and priorities for your own professional development. (Tick as many as appropriate)

	Past 3 years	Future priorities	Respondent Total
leadership and management of RE	**50% (2)**	**50% (2)**	**4**
knowledge and understanding of religions	**50% (1)**	**50% (1)**	**2**
learning FROM religion	0% (0)	**100% (1)**	**1**
developing/rewriting schemes of work for RE	**60% (3)**	40% (2)	**5**
promoting RE	**100% (2)**	0% (0)	**2**
RE for pupils with special needs	**100% (1)**	0% (0)	**1**
RE for gifted/talented pupils	0% (0)	**100% (1)**	**1**
RE and thinking skills	**50% (1)**	**50% (1)**	**2**
RE for learning support/teaching assistants	**100% (1)**	0% (0)	**1**
differentiating work in RE	33% (1)	**67% (2)**	**3**
making RE interesting/engaging/fun/creative	**50% (1)**	**50% (1)**	**2**
using ICT in RE	**60% (3)**	40% (2)	**5**
spiritual, moral, social and cultural development	**100% (1)**	0% (0)	**1**

RE, diversity & community cohesion/anti-racist education	**50% (1)**	**50% (1)**	**2**
sharing lesson ideas with colleagues	**75% (3)**	25% (1)	**4**
teacher assessment and recording strategies	**80% (4)**	20% (1)	**5**
pupil self- and peer-assessment strategies	**67% (2)**	33% (1)	**3**
monitoring and evaluating	**50% (2)**	**50% (2)**	**4**
active / questioning / discussion techniques	**100% (4)**	0% (0)	**4**
handling controversial issues in RE	33% (1)	**67% (2)**	**3**
leading visits / using faith visitors	**100% (2)**	0% (0)	**2**
using artefacts	**100% (2)**	0% (0)	**2**
reflection and stilling techniques	0% (0)	**100% (1)**	**1**
linking RE with other curriculum subjects	**67% (2)**	33% (1)	**3**
supporting students' examination success	33% (1)	**67% (2)**	**3**
preparing for inspection / self-evaluation of RE	**75% (3)**	25% (1)	**4**
philosophy and ethics	0% (0)	**100% (1)**	**1**
none	0% (0)	0% (0)	**0**
		Total Respondents	**7**
		(filtered out)	**8**
		(skipped this question)	**3**

22. Is there any other training in RE you have completed or see as a priority for your own professional development? (Please specify)

		Response Percent	Response Total
Past 3 years:	▓▓▓▓▓▓▓	50%	2
Future priority:	▓▓▓▓▓▓▓▓▓▓▓	100%	4
		Total Respondents	**4**
		(filtered out)	**3**
		(skipped this question)	**11**

23. Please indicate below if you have accessed training from any of the following providers of professional development during the past 3 years: (Tick as many as appropriate)

	Response Percent	Response Total
local authority / SACRE	100%	6
diocese / faith community	0%	0
examination board	16.7%	1
higher education institution	0%	0
RE Today Services	16.7%	1
other independent training organisation (Please specify below)	0%	0
Other (Please specify)	33.3%	2
	Total Respondents	6
	(filtered out)	8
	(skipped this question)	4

24. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses? Please indicate your judgement on the overall effectiveness of RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	25% (2)	**75% (6)**	0% (0)	8
Foundation Stage (if appropriate)	0% (0)	0% (0)	**100% (3)**	0% (0)	3
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
			Total Respondents		8
			(filtered out)		8
			(skipped this question)		2

25. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation? Please indicate your judgement on improvements to RE since the last inspection below:

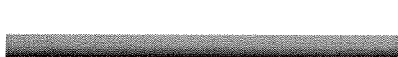|	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**50% (4)**	38% (3)	12% (1)	8
Foundation Stage (if appropriate)	0% (0)	**50% (2)**	**50% (2)**	0% (0)	4
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	1
			Total Respondents		8
			(filtered out)		7
			(skipped this question)		3

26. What is the capacity to make further improvements in Religious Education? Please

indicate your judgement on the capacity to make further improvement to RE in the school below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**88% (7)**	12% (1)	0% (0)	**8**
Foundation Stage (if appropriate)	0% (0)	**75% (3)**	25% (1)	0% (0)	**4**
Sixth Form (if appropriate)	0% (0)	0% (0)	0% (0)	**100% (1)**	**1**
				Total Respondents	**8**
				(filtered out)	**8**
				(skipped this question)	**2**

27. On the basis of your own knowledge and experience, please indicate below the priority areas YOU consider most important for improving Religious Education in your school. (Tick as many as appropriate)

		Response Percent	Response Total
revising the RE policy and/or schemes of work		62.5%	5
implementing the RE syllabus		25%	2
CPD on teachers' knowledge and understanding of religions		37.5%	3
CPD on teachers' teaching and learning skills / strategies in RE		50%	4
CPD for Headteachers / senior managers on RE		25%	2
CPD for learning support/teaching assistants		50%	4
CPD on planning more engaging and relevant lessons		62.5%	5
CPD on teachers' assessment, recording and reporting strategies		62.5%	5
CPD on pupil self- & peer-assessment strategies		**75%**	**6**
CPD on the contribution of RE to spiritual, moral, social and cultural development		37.5%	3
CPD on RE, diversity & anti-racist education		37.5%	3
more curriculum time		25%	2
better learning environment		12.5%	1

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additional resources		50%	4
easier access to ICT facilities		37.5%	3
more visits to places of religious significance		62.5%	5
more visitors from faith communities		**75%**	**6**
Other (Please specify)		12.5%	1
	Total Respondents		8
	(filtered out)		8
	(skipped this question)		2

28. What would be the most effective forms of CPD for your school in the next 2 years? (Choose as many as you think appropriate)

	Response Percent	Response Total
10/20 day courses: day release from school over two/three terms, face-to-face with course tutor(s)	75%	6
Short, non-award bearing courses with specific focus, eg weekend visits to places of worship	12.5%	1
On-line materials	50%	4
Hybrid, part face to face part distance learning or on-line	25%	2
Distance learning award bearing courses	12.5%	1
Teacher centred portfolio of evidence of work and development in RE	50%	4
Other. Please specify below	12.5%	1
Reason for favoured form(s) of CPD (and example of where this has worked well if possible):	37.5%	3
Total Respondents		8
(filtered out)		8
(skipped this question)		2

29. Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of your SACRE in the space below:

	Total Respondents	7

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(filtered out)	3
(skipped this question)	8

1. Please provide your name, school and role within the school:

		Response Percent	Response Total
Your name:		100%	18
Your school:		100%	18
Your role / Job title:		100%	18
	Total Respondents		18
	(skipped this question)		0

2. Please indicate your school's local authority (LA):

		Response Percent	Response Total
London Borough of Haringey		50%	9
London Borough of Hounslow		50%	9
Other (please specify)		0%	0
	Total Respondents		18
	(skipped this question)		0

3. What is the age range designation of your school?

		Response Percent	Response Total
Infant		0%	0
Junior		16.7%	3
Primary		38.9%	7
Middle (designated Primary)		0%	0
Middle (designated Secondary)		0%	0
Secondary without Post 16 students		5.6%	1
Secondary with Post 16 students		22.2%	4
Upper without Post 16 students		5.6%	1
Upper with Post 16 students		0%	0
Sixth Form College		0%	0
Special including Primary age only		0%	0
Special including Secondary age only		0%	0

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		Response Percent	Response Total
Special including Primary and Secondary age pupils		5.6%	1
Other (please specify designation and age range)		5.6%	1
	Total Respondents		**18**
	(skipped this question)		0

4. Type of School (Choose one):

		Response Percent	Response Total
Community (including Primary, Secondary, Comprehensive, Specialist)		88.9%	16
Grammar (boys / girls / mixed)		0%	0
Secondary Modern (boys / girls / mixed)		0%	0
Community Special		0%	0
City Academy with a religious character		5.6%	1
City Academy without a religious character		0%	0
Foundation with a religious character		0%	0
Foundation without a religious character		0%	0
Foundation Special with a religious character		0%	0
Foundation Special without a religious character		0%	0
Pupil Referral Unit		5.6%	1
Independent with religious foundation		0%	0
Independent without religious foundation		0%	0
Sixth Form College		0%	0
Voluntary Controlled – Church of England		0%	0
Voluntary Controlled – Other		0%	0
Voluntary Aided – Church of England		0%	0
Voluntary Aided – CofE & Methodist		0%	0

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	Response Percent	Response Total
Voluntary Aided – Roman Catholic	0%	0
Voluntary Aided – RC & CofE / Methodist	0%	0
Voluntary Aided – Methodist	0%	0
Voluntary Aided – Hindu	0%	0
Voluntary Aided – Jewish	0%	0
Voluntary Aided – Muslim	0%	0
Voluntary Aided – Sikh	0%	0
Voluntary Aided – Other (Please specify below):	0%	0
Other (please specify)	0%	0
Total Respondents		**18**
(skipped this question)		**0**

5. What is the approximate number of pupils on roll?

	Response Percent	Response Total
Fewer than 50	0%	0
51-100	5.6%	1
101-200	5.6%	1
201-300	**22.2%**	**4**
301-400	16.7%	3
401-500	16.7%	3
501-750	0%	0
751-1,000	5.6%	1
1,001-1,250	11.1%	2
1,251-1,500	11.1%	2
1,501-2,000	5.6%	1
2,001-2,250	0%	0
2,251-2,500	0%	0
More than 2,500	0%	0
Total Respondents		**18**
(skipped this question)		**0**

6. Please tick here to show that your Headteacher has seen and approved of your self-evaluation:

	Response Percent	Response Total
Yes	77.8%	14

No   22.2%   4
                                                    Total Respondents   18
                                                    (skipped this question)   0

7. (3) HOW WELL DO LEARNERS ACHIEVE IN RELIGIOUS EDUCATION? What are learners' achievement and standards in their work? Please indicate your judgement below:

	Outstanding	**Good**	**Satisfactory**	**Inadequate**	**Response Total**
Overall	0% (0)	47% (7)	**53% (8)**	0% (0)	15
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2

                                                    Total Respondents   15
                                                    (skipped this question)   3

8. How are achievement and standards measured in your school?

	Response Percent	**Response Total**
in relation to an agreed syllabus eight level scale	53.3%	8
in relation to another agreed syllabus scale	0%	0
in relation to school's own system of standards	13.3%	2
in relation to department or co-ordinator's own system	13.3%	2
not measured	6.7%	1
Other (please specify)	13.3%	2

                                                    Total Respondents   15
                                                    (skipped this question)   3

9. (4) PERSONAL DEVELOPMENT AND WELL BEING How good is Religious Education's contribution to the personal development and well-being of the learners, including their spiritual, moral, social and cultural development? Please indicate your judgement below:

	Outstanding	**Good**	**Satisfactory**	**Inadequate**	**Response Total**
Overall	0% (0)	**62% (10)**	38% (6)	0% (0)	16
Foundation Stage (if appropriate)	0% (0)	**56% (5)**	44% (4)	0% (0)	9
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2

                                                    Total Respondents   16
                                                    (skipped this question)   2

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10. Please indicate below if you judge the contribution of RE to pupils' spiritual, moral, social and cultural development to be a particular strength:

	Response Percent	Response Total
spiritual development	53.3%	8
moral development	73.3%	11
social development	73.3%	11
cultural development	86.7%	13
Total Respondents		15
(skipped this question)		3

11. (5) QUALITY OF PROVISION (a) How good is the quality of teaching and learning in religious education? Please indicate your judgement on the quality of teaching and learning in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	44% (7)	**56% (9)**	0% (0)	16
Foundation Stage (if appropriate)	0% (0)	22% (2)	**78% (7)**	0% (0)	9
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
Total Respondents					16
(skipped this question)					2

12. (5) QUALITY OF PROVISION (b) How well does the curriculum in religious education meet the needs of learners and course requirements? Please indicate your judgement on the quality of the curriculum in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	7% (1)	33% (5)	**60% (9)**	0% (0)	15
Foundation Stage (if appropriate)	0% (0)	12% (1)	**88% (7)**	0% (0)	8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2
Total Respondents					15
(skipped this question)					3

13. (5) QUALITY OF PROVISION (c) How well are learners guided and supported? Please indicate your judgement on the quality of care, guidance and support in RE below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**62% (10)**	38% (6)	0% (0)	16

Foundation Stage (if

appropriate)	0% (0)	**50% (4)**	**50% (4)**	0% (0)		8
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**		2

Total Respondents 16

(skipped this question) 2

14. Please indicate the average time per week allocated for religious education lessons:

Average time per week

	nil	30 minutes per week or less	between 31 and 40 minutes	between 41 and 50 minutes	between 51 and 60 minutes	between 61 and 70 minutes	between 71 and 80 minutes	t n
Reception (FS2)	0% (0)	25% (2)	**50% (4)**	12% (1)	12% (1)	0% (0)	0% (0)	(
Key Stage 1	0% (0)	0% (0)	12% (1)	25% (2)	**62% (5)**	0% (0)	0% (0)	(
Key Stage 2	0% (0)	0% (0)	0% (0)	22% (2)	**78% (7)**	0% (0)	0% (0)	(
Key Stage 3	0% (0)	0% (0)	29% (2)	**43% (3)**	29% (2)	0% (0)	0% (0)	(
Key Stage 4 (core RE for all pupils)	**17% (1)**	**17% (1)**	0% (0)	**17% (1)**	**17% (1)**	**17% (1)**	**17% (1)**	(
Post 16 (for all students)	**67% (2)**	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	3

Total Respon

(skipped this que

15. Please indicate below the average level of funding for RE (not including CPD) over recent years, per pupil in the school (i.e. annual budget divided by no. of pupils on roll):

	Response Percent	Response Total
Less than 50p	25%	4
Between 50p - £1	**37.5%**	**6**
Between £1.01 - £2	18.8%	3
Between £2.01 - £3	18.8%	3
More than £3	0%	0

Total Respondents 16

(skipped this question) 2

16. For PRIMARY (including First, Infant and Junior) and SPECIAL schools with Primary age pupils, please indicate below the number of teachers in your school who are teaching some RE and have an RE specialism as part of their degree or teacher training:

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	Response Percent	Response Total
0	33.3%	4
1	**41.7%**	**5**
2	8.3%	1
3	8.3%	1
4	0%	0
5	0%	0
5+	8.3%	1
Total Respondents		**12**
(skipped this question)		**6**

17. For SECONDARY, MIDDLE and SPECIAL schools with secondary age pupils, please indicate the approximate FULL-TIME EQUIVALENT commitment to teaching RE of trained RE specialists currently teaching RE in your school:

	Response Percent	Response Total
0	**33.3%**	**2**
0.5	16.7%	1
1	16.7%	1
1.5	0%	0
2	16.7%	1
2.5	0%	0
3	0%	0
3.5	0%	0
4	16.7%	1
4.5	0%	0
5	0%	0
5+	0%	0
Total Respondents		**6**
(skipped this question)		**12**

18. (6) LEADERSHIP AND MANAGEMENT Your evaluation of leadership and management should take account of their impact in terms of the outcomes for learners and the quality of provision. What is the overall effectiveness and efficiency of leadership and management? Please indicate your judgement below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	27% (4)	**67% (10)**	7% (1)	15
Foundation Stage (if appropriate)	0% (0)	0% (0)	100% (8)	0% (0)	8

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Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	2

	Total Respondents	15
	(skipped this question)	3

19. How many pupils are currently withdrawn from all or part of RE?

		Response Percent	Response Total
0	▇▇▇▇▇▇▇▇▇	81.2%	13
1		0%	0
2	▇	6.2%	1
3	▇▇	12.5%	2
4		0%	0
5		0%	0
6-10		0%	0
11-15		0%	0
16-20		0%	0
20+		0%	0

	Total Respondents	16
	(skipped this question)	2

20. Please tick where you (the subject leader) have qualifications in RE/RS. (Tick as many as appropriate):

		Response Percent	Response Total
None	▇▇▇▇	37.5%	6
GCSE/'O' level/CSE	▇▇▇▇	37.5%	6
A level or A/S	▇▇	18.8%	3
Degree or Part of Degree	▇▇▇	31.2%	5
Higher Degree		0%	0
Specialism in teacher training	▇▇	12.5%	2
Anglican or Catholic Certificate	▇	6.2%	1
Other (please specify)	▇	6.2%	1

	Total Respondents	16
	(skipped this question)	2

21. Please indicate below any training in RE you have undertaken in the last three years and priorities for your own professional development. (Tick as many as appropriate)

	Past 3 years	Future priorities	Respondent Total

leadership and management of RE	**67% (6)**	44% (4)	**9**
knowledge and understanding of religions	**67% (4)**	33% (2)	**6**
learning FROM religion	0% (0)	**100% (2)**	**2**
developing/rewriting schemes of work for RE	**73% (8)**	36% (4)	**11**
promoting RE	**60% (3)**	**60% (3)**	**5**
RE for pupils with special needs	**100% (2)**	0% (0)	**2**
RE for gifted/talented pupils	33% (1)	**67% (2)**	**3**
RE and thinking skills	**67% (4)**	50% (3)	**6**
RE for learning support/teaching assistants	33% (1)	**67% (2)**	**3**
differentiating work in RE	50% (3)	**67% (4)**	**6**
making RE interesting/engaging/fun/creative	**60% (3)**	40% (2)	**5**
using ICT in RE	**67% (6)**	44% (4)	**9**
spiritual, moral, social and cultural development	**67% (2)**	33% (1)	**3**
RE, diversity & community cohesion/anti-racist education	25% (1)	**75% (3)**	**4**
sharing lesson ideas with colleagues	**62% (5)**	38% (3)	**8**
teacher assessment and recording strategies	**78% (7)**	33% (3)	**9**
pupil self- and peer-assessment strategies	50% (3)	**67% (4)**	**6**
monitoring and evaluating	43% (3)	**71% (5)**	**7**
active / questioning / discussion techniques	**100% (5)**	0% (0)	**5**
handling controversial issues in RE	17% (1)	**83% (5)**	**6**
leading visits / using faith visitors	**100% (4)**	0% (0)	**4**
using artefacts	**80% (4)**	20% (1)	**5**
reflection and stilling techniques	**50% (2)**	**50% (2)**	**4**
linking RE with other curriculum subjects	**71% (5)**	29% (2)	**7**
supporting students' examination success	33% (1)	**67% (2)**	**3**
preparing for inspection / self-	**88% (7)**	12% (1)	**8**

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evaluation of RE philosophy and ethics	20% (1)	**80% (4)**	**5**
none	0% (0)	0% (0)	**0**
		Total Respondents	**15**
		(skipped this question)	3

22. Is there any other training in RE you have completed or see as a priority for your own professional development? (Please specify)

		Response Percent	**Response Total**
Past 3 years:		42.9%	3
Future priority:		**85.7%**	**6**
		Total Respondents	**7**
		(skipped this question)	11

23. Please indicate below if you have accessed training from any of the following providers of professional development during the past 3 years: (Tick as many as appropriate)

		Response Percent	**Response Total**
local authority / SACRE		**92.9%**	**13**
diocese / faith community		7.1%	1
examination board		14.3%	2
higher education institution		0%	0
RE Today Services		7.1%	1
other independent training organisation (Please specify below)		0%	0
Other (Please specify)		28.6%	4
		Total Respondents	**14**
		(skipped this question)	4

24. What is the overall effectiveness of the provision for Religious Education and its main strengths and weaknesses? Please indicate your judgement on the overall effectiveness of RE below:

	Outstanding	**Good**	**Satisfactory**	**Inadequate**	**Response Total**
Overall	0% (0)	38% (6)	**62% (10)**	0% (0)	**16**
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	**8**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**
				Total Respondents	**16**

(skipped this question)   2

25. What is the effectiveness of any steps taken to promote improvement since the last inspection, and as a result of your self-evaluation? Please indicate your judgement on improvements to RE since the last inspection below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**53% (8)**	40% (6)	7% (1)	**15**
Foundation Stage (if appropriate)	0% (0)	25% (2)	**75% (6)**	0% (0)	**8**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**
				Total Respondents	**15**
				(skipped this question)	**3**

26. What is the capacity to make further improvements in Religious Education? Please indicate your judgement on the capacity to make further improvement to RE in the school below:

	Outstanding	Good	Satisfactory	Inadequate	Response Total
Overall	0% (0)	**81% (13)**	19% (3)	0% (0)	**16**
Foundation Stage (if appropriate)	0% (0)	**78% (7)**	22% (2)	0% (0)	**9**
Sixth Form (if appropriate)	0% (0)	**50% (1)**	0% (0)	**50% (1)**	**2**
				Total Respondents	**16**
				(skipped this question)	**2**

27. On the basis of your own knowledge and experience, please indicate below the priority areas YOU consider most important for improving Religious Education in your school. (Tick as many as appropriate)

	Response Percent	Response Total
revising the RE policy and/or schemes of work	62.5%	10
implementing the RE syllabus	25%	4
CPD on teachers' knowledge and understanding of religions	43.8%	7
CPD on teachers' teaching and learning skills / strategies in RE	43.8%	7
CPD for Headteachers / senior managers on RE	25%	4
CPD for learning support/teaching assistants	31.2%	5

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CPD on planning more engaging and relevant lessons	50%	8
CPD on teachers' assessment, recording and reporting strategies	56.2%	9
CPD on pupil self- & peer- assessment strategies	43.8%	7
CPD on the contribution of RE to spiritual, moral, social and cultural development	25%	4
CPD on RE, diversity & anti- racist education	31.2%	5
more curriculum time	18.8%	3
better learning environment	6.2%	1
additional resources	43.8%	7
easier access to ICT facilities	37.5%	6
more visits to places of religious significance	62.5%	10
more visitors from faith communities	**81.2%**	**13**
Other (Please specify)	6.2%	1
Total Respondents		**16**
(skipped this question)		2

28. What would be the most effective forms of CPD for your school in the next 2 years?
(Choose as many as you think appropriate)

	Response Percent	Response Total
10/20 day courses: day release from school over two/three terms, face-to- face with course tutor(s)	**68.8%**	**11**
Short, non-award bearing courses with specific focus, eg weekend visits to places of worship	43.8%	7
On-line materials	**68.8%**	**11**
Hybrid, part face to face part distance learning or on-line	25%	4
Distance learning award bearing courses	12.5%	2
Teacher centred portfolio of evidence of work and development in RE	31.2%	5

Other. Please specify below ▪ 6.2% 1

Reason for favoured form(s) of CPD (and example of where this has worked well if possible): 37.5% 6

Total Respondents **16**

(skipped this question) 2

29. Please make any additional BRIEF (!) comments or concerns you have relating to this survey or the work of your SACRE in the space below:

Total Respondents **10**

(skipped this question) 8

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Agenda Item 8

NASACRE
ANNUAL GENERAL MEETING

on

Tuesday, 8th May 2007

10.00 am – 3.30 pm

at

Council House, Victoria Square, Birmingham B1 1BB

KEYNOTE SPEAKERS

Professor Brian Gates
(Chair of RE Council)
SACRE Bleu: the politics of difference

Rev Nims Obunge
(Freedoms Ark Church, and CEO of The Peace Alliance)
A United Approach to Difference

£70 per delegate
*Payable either by cheque, made out to NASACRE and accompanying the delegate form(s),
or by invoice after the AGM*

Please DETACH and send completed forms, by Friday 30th March 2007, to
Camilla O'Connor   Assistant to the Secretary of NASACRE
C/o Religious Education, School of Education, University of Birmingham
Weoley Park Road, Selly Oak, Birmingham B29 6LL

Tel 0121 415 8290; fax 0121 414 5619; e-mail c.b.oconnor@bham.ac.uk

BIOGRAPHY OF REV. NIMS OBUNGE

Rev Nims Obunge is the Pastor of Freedoms Ark Church and also serves as the CEO of The Peace Alliance. The Peace Alliance is a national crime reduction charity working on a local and national basis in partnership with faith, community, & statutory organisations, the police, and councils and statutory bodies.

He is a member of the Home Office Round Table on Gun Crime and a member of The Metropolitan Police Trident Independent Advisory Group. He is on the London Crimestoppers Advisory Board and was a member of the Metropolitan Police Association scrutiny y panel on Stop & Search. Rev Obunge also acts as chair of the London Criminal Justice Board's (LCJB) Independent Advisory Group and The Metropolitan Police Operation Blunt Independent Advisory Group. He is a member of the London board of the Commission for Racial Equality. He is often consulted on issues related to ethnicity, diversity, young people and crime.

In Haringey, Rev Obunge serves on the Executive Board of the Crime Reduction Partnership, the Local Strategic Partnership and chairs the multi-faith forum. Whilst also serving as an Ecumenical Dean, in his voluntary role as a police Chaplain, he provides support to police officers as the need arises. He is also a governor of the College of North East London.

He supports families and victims of gun and other violent crimes and works with young people at risk of offending.

Since September 2001 The Peace Alliance has organised annual Week of Peace events in Haringey engaging several thousand people from all ages, racial and cultural groups. Subsequently the first London Week of peace was celebrated in the capital in September 2004 and is continuously gaining momentum.

NASACRE AGM: Tuesday, 8th May 2007

ELECTIONS

The following elections will take place at the Annual General Meeting on Tuesday, 8th May 2007.

EXECUTIVE COMMITTEE

(for a period of three years)

2 members

Affiliated SACREs are invited to use the attached form to nominate candidates. You are asked to give a brief biographical note (about 50 words) including (where applicable) the SACRE committee on which the candidate serves (ie, A: Other Denominations and Faiths, B: Church of England, C: Teachers' Associations, D: the LEA, or E: Grant Maintained Schools). Candidates may also wish to say which faith and / or denomination they come from, but this is optional.

The CLOSING DATE for nominations is <u>Friday, 30th March 2007</u>. Nominations will NOT be accepted at the meeting UNLESS fewer than two nominations have been received for committee members.

Acknowledgement of booking and full details of the AGM (including annual reports) will be mailed nearer the time

NASACRE AGM: Tuesday, 8th May 2007

DELEGATE NOMINATION FORM

Please note that Executive committee members' attendance fee may be paid for by NASACRE and so SACREs can nominate an extra delegate

....SACRE wishes to nominate the following person(s) as delegate(s) to the AGM on Tuesday, 8th May 2007

(please print)

Name...

Address...

....

....

....

e-mail..Tel No.........................Fax No...........................

(please print)

Name ....

Address...

....

....

e-mail..Tel No.........................Fax No...........................

PLEASE INDICATE ANY SPECIAL DIETARY (OR OTHER) REQUIREMENTS

....

Please DETACH and return this form, by Friday, 30th March 2007, to

Camilla O'Connor   Assistant to the Secretary of NASACRE
C/o   Religious Education, School of Education, University of Birmingham
Weoley Park Road, Selly Oak, Birmingham B29 6LL.
Tel 0121 415 8290; fax 0121 414 5619; e-mail c.b.oconnor@bham.ac.uk

NASACRE AGM: Tuesday, 8th May 2007

NOMINATIONS FOR
EXECUTIVE COMMITTEE MEMBERS

Name of SACRE ....

Name and address of nominee ....
....
SACRE Committee (or role, eg Adviser, Clerk) ....
Faith or denomination (optional) ....

Biographical details:

Name and address of nominee..
....
SACRE Committee (or role, eg Adviser, Clerk) ....
Faith or denomination (optional) ....

Biographical details:

<u>PLEASE INDICATE ANY SPECIAL DIETARY (OR OTHER) REQUIREMENTS</u>

....

Please DETACH and return this form, by Friday, 30th March 2007, to

Camilla O'Connor   Assistant to the Secretary of NASACRE
C/o   Religious Education, School of Education, University of Birmingham
Weoley Park Road, Selly Oak, Birmingham B29 6LL
Tel 0121 415 8290; fax 0121 414 5619; e-mail c.b.oconnor@bham.ac.uk

NASACRE AGM: Tuesday, 8th May 2007

NOMINATIONS FOR OFFICERS

Name of SACRE ....

Nomination(s)

VICE CHAIR

Name and address ....

....

....

SACRE Committee (or role, eg Adviser, Clerk) ....

....

Faith or denomination (optional) ....
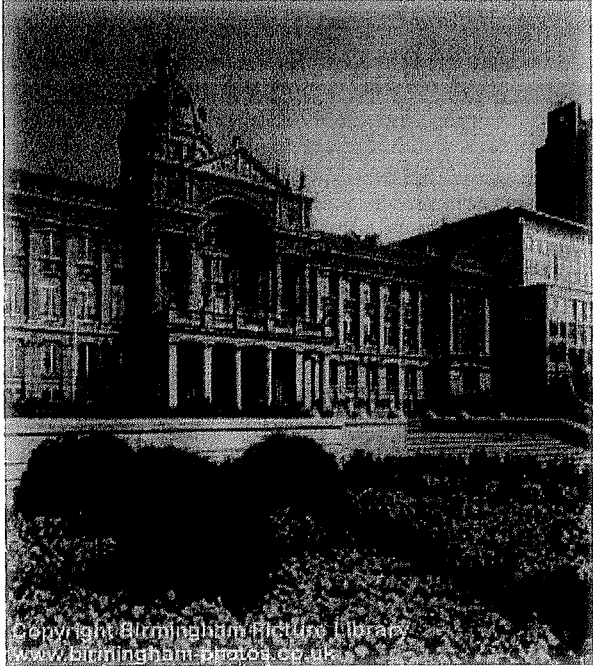
Biographical details:

NB: this nomination is for a period in office of 2 years, with an expectation of a further 2 years service as Chair

PLEASE INDICATE ANY SPECIAL DIETARY (OR OTHER) REQUIREMENTS

....

Please DETACH and return this form, by Friday, 30th March 2007, to

Camilla O'Connor   Assistant to the Secretary of NASACRE
C/o Religious Education, School of Education, University of Birmingham,
Weoley Park Road, Selly Oak, Birmingham B29 6LL
Tel 0121 415 8290; fax 0121 414 5619; e-mail c.b.oconnor@bham.ac.uk

Subject: Council House	Photographer: Jonathan Berg
Place: Victoria Square Birmingham	Code:

The Council House is located as the central building in Victoria Square in the heart of Birmingham. The building is closely linked with Joseph Chamberlain and he laid the foundation stone as Mayor of the Town on 14 June 1874. The building was designed by Yeoville Thomason who had previously designed buildings in Colmore Row.

The first edition of *Positively Birmingham* was launched at a Civic Reception in the Council House back in September 1994!

File Available: EPS High Res.

Photolibrary Details

Millennium Calendar Jan-June

Millennium Calendar July-Dec

Address **Victoria Square**
Birmingham