

Hackney SACRE



Annual report 2007 – 2008

Membership of Hackney SACRE: 2007-2008

Group A - Religious Traditions & Christian Churches (other than C of E)

Jo Robinson	Buddhism
Mary Ludlow	Free Churches (Methodist), Deputy Chair of SACRE
Revd. John Taylor	Free Churches (Baptist)
Revd Joe Mensah	Free Churches (Black-led/Pentecostal)
Naren Lathigra	Hinduism
Sheikh Yasar Zaman	Islam
Erdal Doganguzel	Islam
Ralph Bergman J.P.	Judaism
Rabbi Isaac Sufirin	Judaism
Dympna Brotherton	Roman Catholic Church
Balwant Singh Grewal	Sikhism

Group B - Church of England

Jean Funnell	
John Fyson	
Jean Millham	
John Shannon	London Diocesan Board for Schools

Group C – Teachers' Associations

Joyce Berry	Association of Teachers & Lecturers (ATL)
Lynette St Cyr-Caesar	Hackney Teachers' Association (NUT)
Sandra Hall	Hackney Teachers' Association (NUT)
Anna Hassan	London Association of Headteachers (NAHT)
Brenda Humphreys	NASUWT
Ron Keating	Association of School & College Leaders (ASCL)
Delyse Leslie	Hackney Teachers' Association (NUT)
Sheena Merchant	Hackney Teachers' Association (NUT)

Group D – Local Authority

Councillor Luke Akehurst	
Councillor Matthew Coggins	
Karl D'Cruz	RE Consultant & SACRE Adviser
Councillor Katie Hanson	
Councillor Faizullah Khan	
Councillor Linda Kelly	
Councillor Harvey Odze	
David Pollock	British Humanist Association
Councillor Saleem Siddiqui	Chair of Hackney SACRE

Hackney SACRE

- Religious communities · Teachers · The Learning Trust -
a partnership for good religious education & community cohesion
promoting knowledge, understanding, encounter, reflection & response

Introduction

The body of the report below details the achievements of Hackney SACRE – **Religious communities · Teachers · The Learning Trust** – a partnership for good religious education and community cohesion, promoting knowledge, understanding, encounter, reflection and response.

The academic year 2007-2008 has been a hugely successful year for Hackney SACRE in promoting community cohesion through Religious Education and Collective Worship.

In relation to the 'new secondary curriculum', and indeed in primary schools as well, SACRE reminds schools that RE remains a statutory subject in the curriculum and schools continue to be required to teach it according to the local agreed syllabus (or, in voluntary aided schools with a religious character, in accordance with their trust deed). Schools should note that all material emanating from the DCFS and QCA regarding RE is advisory only. On the other hand the Agreed Syllabus is the legally binding curriculum for our non-denominational schools.

During the year we have delivered on our development plan commitments to develop and disseminate through CPD a range of materials to improve RE and to support the delivery of the Agreed Syllabus. The detailed teaching units on the 'big questions' related to Shabbat and Guru Nanak have exemplified our open, objective and educational approach to RE. They have also brought to life, during their development, and in the RE classroom the living commitment of Hackney SACRE to community cohesion.

The Jewish Way of Life Exhibition, its launch and allied CPD furthered our twin aims of promoting good Religious Education and community cohesion. During a month long period, hundreds of Hackney young people, parents, helpers and teachers, availed themselves of the interactive exhibition and the hospitality of the Brenthouse Road Synagogue community. The community good will generated during the period is incalculable.

The second edition of the Hackney SACRE 'Recommended Approach to Collective Worship in non-denominational schools' was launched during the year. The document promotes pupils' spiritual development and community cohesion within an inclusive, educational approach to collective worship.

Our cycle of self-evaluation indicates that in all areas reviewed during the year, Hackney SACRE is performing in the 'advanced' category of the OFSTED toolkit criteria. We are not complacent and are committed to further work to improve our performance and to deliver our development plan for the year 2008-09.

The Learning Trust, our Local Authority, is an active partner in our work and ambitions. SACRE thanks TLT for its support which enables us to function so effectively.

I am also indebted to the preparatory work done by members of the Chairs Group – Mary Ludlow, Jean Funnell and Sandra Hall – they make SACRE function efficiently and effectively. Grateful thanks also go to members of the primary curriculum development group and to Karl D'Cruz, our RE Adviser who enables it all to happen.

Councillor Saleem Siddiqui, SACRE Chair

1. Standards and quality of RE provision

SACRE has been mindful of two facts regarding standards and quality of provision. The first is that Ofsted inspection reports no longer provide SACRE with adequate information for monitoring standards and quality and provision of RE. The second is that in the new arrangements, schools have been moved toward self-evaluation of their performance. With this in mind, SACRE commissioned a day conference for primary RE co-ordinators on the 14th November 2007 on implementing the new agreed syllabus. Key objectives for the day relating to standards and quality included:

- provide a clear understanding of the requirements and expectations of the new Agreed Syllabus
- disseminate and explore approaches to teaching, learning and assessment which will contribute to raising standards in RE
- help develop the leadership capacity of the RE co-ordinator and build skills of evaluation
- develop familiarity with the SACRE RE SEF and with the accompanying guidance / criteria for judging the effectiveness of RE

The SACRE RE SEF and accompanying materials, (based on the AREIAC/Culham Toolkit) were provided on CD ROM and training on their use formed the backbone of the day's training. Co-ordinators welcomed the materials and commented in feedback that they felt genuinely professionalised by the process of trying them out during the day. They were also heartened to know that SACRE would be allowing them a year to familiarise themselves with the process of analysing their school's performance and completing the RE SEF before asking for any submission of data.

The development of these materials and the CPD familiarising and training co-ordinators in the use of the SEF delivered significant parts of Dimension 1 of the SACRE development plan 2007-2010.

SACRE material to support teachers in improving primary RE standards

Also launched at the CPD on 14th November was a primary teaching unit which fulfilled aspects of our development plan objectives and commitments. The unit was written by a joint Hackney & Enfield SACRE curriculum development group.

The unit was presented at the November SACRE meeting by Karl D'Cruz and Rachel Bowerman (Enfield RE Adviser). Members noted that the unit addressed the 'big question' - "*What does Shabbat teach about responsibilities and relationships?*" Note not just 'what does Shabbat teach Jews about responsibilities and relationships?' The planning ensures that *all* can learn *from* this unit of RE. Also included in the detailed planning are how the unit addresses Agreed Syllabus requirements, especially its learning objectives; the KS2 Judaism programme of study; learning outcomes (especially differentiated outcomes for levels of attainment 3, 4 and 5). Accompanying the unit were teachers' notes and a specially prepared DVD.

At SACRE the two advisers highlighted opportunities in the unit to develop thinking related to the two attainment targets (learning *about* and learning *from* religion). SACRE members noted that community cohesion principles underpinned the teaching and learning.

Members said that they were impressed with the unit and its presentation. Harvey Odze, a Jewish Councillor representative on SACRE, welcomed the unit of work as being among the best he had seen specifically written for non-Jewish children. John Shannon, Church of England Adviser, told members that he had attended and enjoyed the recent training day and complemented Karl D'Cruz and SACRE on the quality of the experience.

The Chair thanked and complemented all who were involved in putting together the Shabbat unit and DVD: especially, Joyce Berry, Karl D'Cruz, Jean Funnell, Sandra Hall, Amanda Naidoo, and Lynette St Cyr-Caesar. Rachel Bowerman and the Enfield teachers were also thanked. Members noted that special thanks was due to our LA, The Learning Trust, for enabling the work to be done. The Shabbat unit was developed with the active assistance, reassurance and advice of Rabbi Isaac Sufrin, one of the Jewish representatives on SACRE, and is an active example of SACRE's ongoing commitment to promoting community cohesion in Hackney.

THE NEW SECONDARY CURRICULUM

At the June meeting, the 'new secondary curriculum' was revisited. Members were reminded that the new curriculum will be rolled out over the next three years starting in September 2008.

QCA has 'adapted' the **non-statutory** national framework (NSNF), to show how RE might fit into with the new curriculum structure. To this end QCA has identified six 'Concept Categories' (areas of learning) based on the NSNF:

- A. Beliefs, teachings and sources
- B. Practices and ways of life
- C. Expressing meaning
- D. Identity, diversity and belonging
- E. Meaning, purpose and truth
- F. Values and commitments

To support implementation of the new curriculum, part-time regional subject advisers (RSAs) have been appointed for NC subjects and RE. The National Association of Teachers of RE (NATRE) & RE Today has been awarded a contract, financed by the DCSF, to lead in the providing advice and support on RE in the new secondary Curriculum. SACRE members were referred to the NATRE paper which outlined the current position and suggested ways in which SACRE might respond.

The NATRE document makes it clear that "RE remains a statutory subject in the curriculum [and] schools continue to be required to teach RE according to their local agreed syllabus or, in voluntary aided schools with a religious character, in accordance with their trust deed." The question then posed is "what SACREs ... advise schools how to fulfil this requirement while ensuring RE does not miss out on the opportunities presented in the new curriculum. For example, how will RE subject-leaders be involved in planning for increased flexibility for cross-curricular projects/studies and ... 'compelling learning experiences'".

Revd John Taylor said that this reminded him of the approach adopted by his school in East London when he began teaching in the 1960's. The approach was called 'Inter-Disciplinary Enquiry' (IDE) and it proved to be a disaster for RE. Karl D'Cruz explained how his own teaching experience of IDE and of other forms of curriculum integration, eg 'Humanities' courses, had led him to entirely support Revd. John Taylor's conclusion.

SACRE members were told of increasing pressure on primary schools to teach by 'Topics' rather than by discrete subject. There was an ongoing review of the Primary curriculum, but schools had already begun to integrate the non-core subjects before it had reported. This had led to the non-core subjects increasingly not being taught discretely or systematically. Topics often led to RE being marginalised or being left out entirely.

It was observed by several SACRE members that in a similar way, RE in secondary schools, was vulnerable to 'integration - out of existence', often based on the hostility of influential school managers to 'religion'. Members entirely backed the principle of 'compelling' RE, but not of forms of integration where the subject lost its discrete status and was not taught systematically, within an RE framework.

Mary Ludlow, speaking as a former Hackney headteacher and teacher of RE, drew the attention of SACRE members to the fact that RE was part of the 'Basic' and not 'National' curriculum. It has a status in law which did not allow government or QCA to stipulate what was to be taught – that was within the purview of the local agreed syllabus. She wondered if the new secondary curriculum material was deliberately designed to pass RE off as part of the 'foundation subjects' of the 'National Curriculum'.

She said that it was important for secondary RE teachers to remember that the statutory curriculum for KS3 & KS4 is, and will continue to be, the Hackney Agreed Syllabus programmes of study. This fact strengthened the position of RE departments under threat of 'integration' for two reasons: firstly, the humanities subjects at KS4 were optional while RE was not; and secondly, if RE was being forced to work with other subjects the department should insist that the agreed syllabus programmes of study needed to be delivered. If they did this, SACRE would do its utmost to support them.

Secondary Teacher Network Project

During the 2007-2008 year, NATRE working alongside AREIAC and 'Advisers in Education' won a tender from the TDA to pilot the delivery of CPD through secondary teacher network groups. This project involved the 9 North and East London Local Authorities, 6 advisers and 18 teachers. The project aimed to develop teachers' understanding and skills in assessment with a focus on 'Education Outside the Classroom'.

On SACRE's behalf, its adviser canvassed RE departments on their willingness to participate. Two schools agreed to do so with both agreeing with SACRE's commitment to promote community cohesion. Delyse Leslie, from Stoke Newington School, developed work related to the school's local Anglican Church community based at St Mary's. Paul Christian from Cardinal Pole developed teaching/planning material, also promoting community cohesion within the school's RE aims, with a Hackney Muslim community. Karl D'Cruz, Hackney RE / SACRE adviser, and Deborah Weston, who co-ordinated the project for 'Advisers in Education', advised and supported the Delyse and Paul. The material developed by them and others in the project has been placed on the NATRE website.

TLT RE Advice on the Secondary Curriculum

SACRE was concerned that conflicting advice might be being provided by TLT non-RE advisers, regarding RE - its nature and structure, scheme of work construction, teaching/learning strategies, and assessment for learning. With a view to this matter being expeditiously resolved, SACRE asked its adviser to raise the matter with the head of Learning and Standards – see page 14.

Short Course Religious Studies GCSE examination results 2008

National

			Total Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G	
All entries			293756	17038	33782	50526	56401	43476	36132	27026	17919	157747	282300	
% all				5.8	11.5	17.2	19.2	14.8	12.3	9.2	6.1	53.7	96.1	
% boys				3.8	8.9	15.4	18.9	15.5	13.8	10.9	7.6	47.0	94.8	
% girls				7.8	14.0	19.0	19.6	14.0	10.8	7.6	4.6	60.4	97.4	

Hackney (2007 figures in brackets)

School	Boys	Girls	Total Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G	Entries/ NOR
Clapton Girls	0	105 (72)	105 (72)		14.3 (9.7)	28.6 (27.8)	22. (18.1)	14.3 (8.3)	5.7 (8.3)	10.5 (11.1)	3.8 (4.2)	65.7 (62.5)	100.0	61.05 (44.7)
Hackney Free CE M			0 (2)										(100.0)	(1.7)
Haggerston Girls	0	135 (156)	135 (156)	5.2 (1.9)	12.6 (8.3)	26.7 (26.9)	19.3 (31.4)	11.8 (12.8)	12.6 (9.0)	4.4 (3.8)	5.9 (4.5)	63.7 (68.6)	98.5	77.14 (89.1)
Our Lady's RC Girls	0	11 (10)	11 (10)				18.2 (20.0)	36.4 (30.0)	36.4 (10.0)	9.1		18.2 (50.0)	100.0	1.61 (8.8)
Skinner's Girls	0	2 (4)	2 (4)							50.0 (25.0)	50.0 (25.0)		100.0	1.61 (3.1)
Stoke Newington M	5	2	7 (7)		14.3				42.9 (14.3)	14.3 (14.3)	14.3 (14.3)	14.3 (42.9)	85.7	2.78 (3.2)
Totals	5	255	260 (251)	2.7 (3.2)	12.7 (8.0)	25.4 (25.9)	20.0 (27.5)	13.5 (12.0)	11.5 (9.2)	7.7 (5.6)	5.4 (5.2)	60.8 (64.5)	98.8	31.06 (19.47)

Full Course Religious Studies GCSE examination results 2008

National

			Total Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G	
All Entries			179139	23646	34394	39052	32424	21138	13435	8599	4657	129875	174482	
% all				13.2	19.4	21.8	18.1	11.7	7.3	4.5	2.5	68.1	94.1	
% boys				9.4	16.4	21.3	19.6	13.4	8.8	5.7	3.3	66.7	97.9	
% girls				16.2	21.9	22.2	16.8	10.4	6.1	3.6	1.8	77.1	99.0	

Hackney (2007 figures in brackets)

School	Boys	Girls	Total Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G	Entries/ NOR
Cardinal Pole RC M	81	69	150 (141)	13.3 (1.4)	12.0 (8.5)	7.3 (22.0)	18.7 (24.8)	17.3 (17.7)	12.7 (11.3)	12.7 (7.1)	4.0 (5.0)	51.3 (56.7)	98.0	90.36 (83.9)
Clapton Girls	0	55 (81)	55 (81)	7.3 (11.1)	20.0 (26.9)	38.2 (35.8)	21.8 (12.3)	7.3 (6.2)	1.8 (2.5)	3.6	(1.2)	87.3 (88.9)	100.0	31.98 (50.3)
Hackney Free CE M	72	53	125 (115)	1.6	0.8 (5.2)	16.8 (23.5)	27.2 (17.4)	22.4 (13.0)	10.4 (16.5)	11.2 (5.2)	5.6 (9.6)	46.4 (46.1)	96.0	93.28 (98.3)
Homerton Boys	(152)		0 (152)	(1.3)	(6.6)	(13.8)	(11.8)	(18.4)	(10.5)	(8.6)	(6.6)	(33.6)		(92.1)
Our Lady's RC Girls	0	100 (98)	100 (98)	16.0 (21.4)	28.0 (22.4)	29.0 (23.5)	17.0 (25.5)	8.0 (2.0)	2.0 (4.1)	(1.0)		90.0 (92.1)		87.72 (86.0)
Skinner's Girls	0	111 (116)	111 (116)	4.5 (1.7)	9.9 (3.4)	15.3 (8.6)	19.8 (20.7)	23.4 (21.7)	12.6 (13.0)	9.0 (4.3)	2.7 (13.0)	49.5 (47.8)	97.3	84.52 (10.6)
Stoke Newington M	5	13	18 (23)	5.6 (4.3)	5.6 (8.7)	27.8 (17.4)	22.2 (17.4)	5.6 (21.7)	33.3 (13.0)		(4.4)	61.1 (47.8)	100.0	7.14 (10.6)
Totals	158	401	559 (726)	8.6 (5.1)	12.5 (11.0)	18.6 (20.0)	20.9 (18.7)	16.6 (14.5)	9.8 (11.0)	8.1 (6.5)	2.9 (6.2)	60.6 (54.8)	98.0	58.11 (56.3)

Each year SACRE invites a member of TLT, or one of its own members, to analyse the GCSE results. Last year Martin Burford (TLT Assistant Director, Learning & Standards) provided the analysis. This year Ronald Keating (Cardinal Pole Deputy Head and former Haggerston Head of RE), led the analysis and provided the following report:

“The statistics examined for this report are the latest available, i.e. for the examination season summer 2008 and are compared to those for the previous year (shown in brackets).

We are pleased to note that there is an increase in entries for both the Short and Full Course in Hackney. As a percentage, this shows greater commitment to making GCSE accreditation possible according to the guidance of the Agreed Syllabus at this Key Stage within the LA. It is also becoming clear that schools who might have tried to by-pass their statutory obligation in providing religious education at this level have reconsidered their curriculum offer. However, we must not be complacent about the considerable demands placed on schools to deliver a broader curriculum and the need for SACRE to monitor and intervene to assist statutory compliance.

The local authority average result for the short course was 60.8% A*-C in 2008 which represents a slight fall in standards from last year but is well above the national average for the same course. However, the full course results for A*-C was 60.1% showing a significant and welcome improvement. We would wish to congratulate all departments, pupils and their teachers for this commendable result. Particularly notable in this success is Our Lady’s RC Girls who have scored considerably higher than girls nationally and even higher than the national average for all pupils.

We note the significant achievement at the C/D borderline, which indicates that pupils are being helped to gain a GCSE in which they might otherwise have a lower grade. However, at the top end, we note that A*s are not so evident across the piece and teaching to the most able needs attention. It is likely that SACRE will have to address this strategically.”

The following observations were made by SACRE members:

- 433 pupils in Hackney non-denominational community schools were entered for a RS GCSE in 2008 compared with 530 last year. The dip in numbers is explained by the closure of Homerton Boys School;
- Of the 4 non-denominational schools, 3 submit the majority of their Y11 cohort for a RS GCSE: Clapton Girls, Haggerston Girls, Skinners Girls;
- Those schools entering the majority of their Y11 cohort for a short course in 2008, attained percentages of A* - C grades which were above the national average. Specifically, Clapton Girls 65.7% and Haggerston Girls 63.7% compared with national average for all pupils of 53.7% and compared with the national average for girls of 60.4%;
- Clapton Girls and Haggerston Girls schools gain percentages of B grades in the short course that are above the national percentage for girls;
- Results well above average, 87.3%, were gained by Clapton Girls, which entered 32% of its cohort for the full course.
- One school which enters the majority of its Y11 cohort for the full course RS GCSE attained percentages of A* - C which were significantly below the national average (Skinners – 49.5% A* - C compared with national average of 72.5% all pupils and 77% girls).

- SACRE is mindful that these national examination figures include faith school entries, where RS traditionally secures a greater timetable allocation and higher status than in community non-denominational schools.
- Nationally RE now has over 470,000 entries for GCSE and is the biggest non-compulsory GCSE subject.

2. Managing the SACRE and partnership with the LA and other key stakeholders

SACRE meetings

SACRE met three times in the academic year 2007 - 2008: on 7 November 2007; 12 March 2008, and 4 June 2008.

The November and March meetings were held at The Learning Trust, 1 Reading Lane, E8. The June meeting was held in the Assembly Rooms, Hackney Town Hall, E8.

Meetings are always quorate and attendance is generally very good although there are two or three members who find it difficult to attend regularly.

In addition to the full SACRE meetings, eight meetings of the SACRE Chair's Group, led by the SACRE Adviser, have been held during the year. This is where much drafting and planning work is carried out prior to and after full SACRE meetings. SACRE is most grateful to Jean Funnell (CE), Sandra Hall (Teachers), Mary Ludlow (Religions other than CE), Cllr Saleem Siddiqui (SACRE Chair), and Karl D'Cruz (RE & SACRE Adviser) for their dedicated work as members of the Chairs Group.

In line with commitments entered into with teachers and other stakeholders at the time of agreeing the new agreed syllabus, SACRE has also commissioned a primary RE curriculum development group to work with the RE Consultant / SACRE Adviser in developing curriculum teaching/learning materials. Some of their efforts are listed on page 15. SACRE is most grateful to members of the curriculum development group: Joyce Berry, Jean Funnell, Amanda Naidoo, Lynette St Cyr-Caesar and Karl D'Cruz, for their commitment to the development and delivery of quality RE curriculum materials.

Membership and training

Other than for the Councillor representatives on the LA group who change more frequently, Hackney SACRE is blessed with a stable and committed membership. Thus, from the other groups, the only membership change during the year occurred at the November meeting when members welcomed John Shannon. John is an LDBS adviser and replaces Graham Marriner on the Church of England group of Hackney SACRE.

SACRE was very pleased to hear that Mr Shannon had attended the CPD day conference for RE co-ordinators on November 14th. The SACRE Adviser was delighted to report that John appeared to be thoroughly involved in the day's activities. John Shannon agreed and added that he had enjoyed working with the teachers and especially enjoyed the new Y6 unit - "What does Shabbat teach about responsibilities and relationships?"

SACRE development

SACRE Members are regularly up-dated on national developments and initiatives by the SACRE Adviser. Karl D'Cruz has been nominated by SACRE and elected to the NASACRE executive committee. He also Chairs the London & South East Group of RE Advisers, Inspectors and Consultants. He regularly attends AREIAC, NASACRE and QCA conferences and briefings on SACRE's behalf. He is thus able to keep SACRE members abreast of the latest RE developments.

SACRE Development Plan

SACRE has adopted a development plan for 2007-2010 which was a carefully constructed as a result of a critical self-evaluation process using the OFSTED Self-evaluation Guide. SACRE is indebted to the Chairs Group for undertaking the analysis and constructing the draft development plan which SACRE was delighted to adopt. The Chairs Group keeps the development plan under review and commissions supporting work from the SACRE Adviser and the primary RE curriculum development group.

Financial support

Our Local Authority, The Learning Trust (TLT), is a supportive partner, keen to promote good RE, religious understanding, racial and community cohesion.

TLT has responded positively to advice from SACRE and made the following resources, available:

- RE subject-specialist advice to SACRE and schools is provided by Karl D'Cruz, TLT RE Consultant & SACRE Adviser (0.5 term time);
- an assurance that sufficient funds will be available to support the delivery of the SACRE development plan;
- support for the SACRE curriculum development group designing new teaching/learning units and resources to help implement the Agreed Syllabus which was published last year;
- funds to support the organisation and delivery of three one day conferences to disseminate new materials teaching, learning, assessment and self-evaluation materials to primary RE co-ordinators;
- sufficient funds and support for SACRE to organise an exhibition promoting RE and community cohesion - the Jewish Way of Life Exhibition - see page 17.

The RE Consultant / SACRE Adviser, and the budget which SACRE uses to deliver its Development Plan, are located in the School Standards & Effectiveness Directorate of The Learning Trust. Carol Moore, (TLT Governors Support), has been the SACRE administrator during 2007-8. Her responsibilities have included minute taking of meetings, printing and distribution of SACRE agenda and other papers, booking of rooms and arranging refreshments and equipment. SACRE is grateful for her efficient work. Meeting rooms and refreshments for SACRE have been provided by TLT.

The SACRE website.

At the November meeting, Sandra Hall reported that The Learning Trust website had been given a facelift which had resulted in a move of the link to the SACRE website to a less favourable location. The SACRE Chairs Group took exception to this and Sandra was commissioned to email the head of ICT regarding a more appropriate place for the link. This intervention was successful and the SACRE link had been relocated to a more suitable position. The request made by Cllr Akehurst that the wording 'Religious Education' be inserted in the title on the website had been auctioned as 'Religious Ed'.

Further, the request from SACRE that the agreed syllabus launch PowerPoint presentation and readings be placed on the website had taken place and a live demonstration provided to the SACRE meeting.

We have evidence that our website is accessed and has been found to be useful to parents, pupils, teachers and other stakeholders. It has also been a 'featured' website by 'REonline' the premier RE website in the country.

Information and advice

At the June meeting, Mary Ludlow, (Deputy Chair/Chair of the Chairs Group), drew attention to the existence of some confusion regarding responsibility for provision of RE advice to Hackney schools. There had also been attempts to place material on the RE / SACRE website without regard to established protocols. In the light of the fact that RE is not part of the foundation subjects of the national curriculum, and of established protocols regarding the website, the TLT was asked to clarify the situation by reiterating that Karl D'Cruz is solely responsible for providing RE advice to all our schools, and for the RE / SACRE website.

Draft SACRE Minutes

Mary Ludlow, Chair of the Chairs Group, proposed that in future, in order to expedite the work of the SACRE Chairs Group, the SACRE Administrator send the draft minutes to the SACRE Adviser for revision no later than four working weeks after a meeting. Carol Moore assented to the proposal. It was so resolved with the agreement of the SACRE Administrator.

3. The effectiveness of the local agreed syllabus

The new Hackney Agreed Syllabus was launched in May 2007. There has been termly central and school-based training to support its implementation in primary schools in the academic year 2007 - 2008. Discussion with RE co-ordinators indicates that the new syllabus has had an impact upon:

- the identification of staff training needs and the allocation of staff meeting time for RE;
- an up-dating of priorities for RE and for leaders of RE, reflecting new syllabus requirements, such as curriculum development and assessment and the use of level descriptions;
- raising the profile of RE and of its potentially strong contribution to pupils' personal development and well-being and to community cohesion.

Information about & an evaluation of the extent to which the guidance in the Non-Statutory National Framework for Religious Education was taken into account by the Enfield Agreed Syllabus Conference; and the effectiveness of the review and consultation process was provided in the 2006 - 2007 SACRE Annual Report.

SACRE self-evaluation – Ofsted dimension 3

At its June meeting, SACRE agreed an overall judgement of 'advanced', against all the dimension 3 criteria of the Ofsted SACRE self-evaluation toolkit.

4. Collective worship

SACRE reviews its performance on a rolling cycle and evaluated Ofsted dimension 4 at our June meeting. Members noted SACRE activity in this field included:

- an application procedure and form for schools to apply for determinations has been agreed and made available to community schools;
- a 'Recommended Approach to Collective Worship in non-denominational schools' was unanimously agreed by SACRE and published with CPD in 2003 - 2004;
- the 'Recommended Approach' is educational, inclusive and promotes spiritual development and community cohesion;
- worked models of this approach developed in collaboration with schools and then published and launched annually;
- a SACRE visit to a primary school to observe Collective Worship being delivered according to the Recommended Approach and subsequent dissemination of the features of the good practice seen;
- some school-based training for headteachers and senior leaders in response to need;
- a new consolidated edition of the Recommended Approach was published and launched at a school based Collective Worship training session during 2008;
- Collective Worship is a SACRE development plan priority in the academic year 2008 – 2009.

Determinations: There have been no applications for determination during 2007-2008.

SACRE self-evaluation – Ofsted dimension 4

At its June meeting, SACRE agreed an overall judgement of 'advanced', ('established' in 4b), against the dimension 4 criteria of the Ofsted SACRE self-evaluation toolkit.

5. Contribution of the SACRE to the community cohesion agenda

A key feature – Dimension 5 of the Hackney SACRE development plan – is the contribution of SACRE to community cohesion. We are committed to modelling an RE pedagogy, which promotes religious and racial harmony and is also in keeping with the Race Relations [Amendment] Act 2000, and which meets Agreed Syllabus requirements to:

- challenge prejudice and negative stereotyping
- protect the integrity of pupils by ensuring that the teaching is not designed to convert or urge a particular religion or religious belief
- present the religious beliefs and practices studied as they are perceived by faith communities
- contribute to the spiritual, moral, social and cultural development of pupils whether or not they come from a religious tradition
- and regarding Collective Worship is consonant with the Hackney SACRE Recommended Approach

During the year these objectives have been incorporated in materials and CPD commissioned by SACRE and delivered by the TLT RE consultant:

- revision of the following KS 1 and KS 2 units in the SACRE scheme of work –
 - Y2: 'Growing up in the Christian family'
 - Y2: 'What do Buddhists remember at Wesak?'
 - Y4: 'How does the life of Guru Nanak teach about respect & equality?'
 - Y6: 'What does Shabbat teach about responsibilities and relationships?'

- the publication of a new edition of the 'Hackney SACRE recommended approach to collective worship in community schools' - modelling educational, inclusive and spiritually developing acts of collective worship
- organising 'The Jewish Way of Life Exhibition' to promote RE and community cohesion - see page 17.

Representative nature of the SACRE

Hackney SACRE seeks to ensure that our membership meets statutory requirements and reflects the rich diversity of religious communities and also the profile of our school workforce. This is indicated by:

- the wide representation of those Christian Churches which are active in Hackney, and a representative of our black-majority churches – this representative and those of the 'Free Churches' are nominated by the Free Churches Group (CTIE);
- representative from the Asian and Turkish majority mosques so as to reflect the diversity of the local Muslim ummah;
- the British Humanist Association is represented by a voting member on the LA Group 4 – a decision taken on the advice of the SACRE Adviser when C1/94 barred Group A membership;
- representatives of the Teachers' associations who reflect the membership profile of the associations as well as the ethnic and faith diversity of our teachers.

Knowledge and understanding of the local religious, cultural and ethnic minorities

Hackney is a compact borough with a richly diverse population. The faith community, LA representatives, Councillors, and teacher members are close to the population and are readily able to reflect the community.

In addition SACRE has on more than one occasion studied the local and London census data and is fully aware of the religious and ethnic constitution of the population.

SACRE and the Agreed Syllabus Conference were closest to the local communities in the year prior to this report when systematic consultations took place on the structure and content of the new syllabus.

At the March meeting Rabbi Isaac Sufirin, one of the Jewish representatives on SACRE, approvingly pointed to an article in the NASACRE newsletter by the Chair of Waltham Forest SACRE in which he made clear his opposition to a 'National RE Syllabus' and his preference for a local syllabus because it puts "ownership" in the hands of local faith and educational communities. This met with a resounding chorus of approval from members who had recently experienced the process of developing and 'owning' their own syllabus.

Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Planning for the 'Jewish Way of Life Exhibition' began in the Chairs Group during the previous academic year.

At the November SACRE meeting Sandra Hall informed members that the Chairs Group was in the final stages of arranging for the Jewish Way of Life Exhibition to be exhibited in Hackney in the second half of the Spring Term. The Chairs group proposed that the exhibition be sited at the Hackney & East London Synagogue in Brenthouse Road, off Mare Street.

The exhibition caters for KS 2 and 3 but the organisers will be asked if this can be extended to include the other key stages. It was hoped that the exhibition will run from.

SACRE was delighted with the proposal and endorsed it fully. SACRE and The Learning Trust were committed to the exhibition as an educational collaboration with the Jewish community both locally and nationally, and as a venture which promotes both RE and community cohesion.

The Chairs Group planned the following three parts to the exhibition –

1. CPD for teachers, especially those taking children to it, on the afternoon of 27 February 2008
2. The launch of the exhibition to which local Council and TLT dignitaries, representatives of the Jewish Community, SACRE members and teachers were invited
3. The Exhibition which would run from 26 February to 19 March 2008 with two visits per day except Friday when only the morning would be available because of Shabbat preparations

At the March meeting, Sandra Hall reported as follows

- The CPD was attended by in excess of thirty teachers and by ten members of the Board of Deputies and the Synagogue
- The CPD was led by Sandra Teacher, Education Officer of the Board of Deputies of British Jews
- The CPD was welcomed by teachers as a valuable contribution to their own understanding of Judaism and the local Jewish community
- Most of the teachers present at the CPD had committed themselves to taking groups of children to the exhibition
- The launch was a happy occasion, well attended by teachers from our schools, members of SACRE, the Jewish and wider community, and the Learning Trust.
- A choir from Simon Marks Jewish Primary School sang songs which were very moving.
- Speakers included a representative from the Board of Deputies and Karl D'Cruz on behalf of SACRE and TLT.
- Alan Wood, Director of Children Services and Chief Executive of the Learning Trust was scheduled to attend with a school group during the second week of the exhibition

Cllr Siddiqui led members in thanking

- the Chairs group for their collaborative effort in arranging for the JWOL exhibition to come Hackney
- the Board of Deputies of British Jews for bringing the exhibition to Hackney
- the committee of the Hackney & East London Synagogue, Brenthouse Road, for

- hosting the exhibition
- the Learning Trust for the financial grant towards the cost of the exhibition
- Sandra Hall and Mary Ludlow for organising school trips to the exhibition

Richard Hardie, Chair of the Learning Trust attended the launch and was most impressed. It was pleasing to see the wide community representation at the launch and that Cllr Faizullah Khan attended in his capacity as Speaker of Hackney Council. It was generally felt that the launch helped to create positive relationships with the local community.

Hundreds of Hackney school pupils accompanied by teachers, parents and helpers had attended the exhibition. Lynette St Cyr-Caesar reported that she had taken a group of year 6 pupils who thoroughly enjoyed the exhibition and the guided tour of the synagogue. The Jewish community volunteers willingly happily and humorously answered questions put to them by the visiting pupils who were most grateful for their assistance. Delyse Leslie informed SACRE that the group of secondary students that she took had found the exhibition so interesting that their only regret was that they ran out of time. Jean Funnell said that the visit to the synagogue and exhibition was particularly poignant for her as she saw listed among the synagogue members the mother of one of her closest school friends.

All agreed that the twin aims of promoting RE learning and community cohesion had been amply served by the exhibition and allied functions. It was also observed that knowledge of the work of SACRE and of its standing in TLT and wider community had been enhanced.

The Chairs Group were asked to reflect on the successes of the exhibition and report back to SACRE with future projects to further community cohesion.

Community cohesion as a component aim of RE

At the June meeting the RE Consultant / SACRE Adviser, updated members on the CPD day, commissioned by SACRE and led by TLT/LA RE Consultant, for primary RE co-ordinators at Millfields School on the 7th May 2008. Two new primary RE units were launched that day:

- a Year 2 unit – ‘How do children learn about belonging to the Christian family’, and
- a Year 4 Sikhism unit – ‘How does the life of Guru Nanak teach about respect and equality?’

At the request of the Chairs Group, the Sikhism unit was used as the focus for updating SACRE members on how the unit incorporated:

- key contemporary issues such as community cohesion;
- a specially edited DVD resource to accompany the detailed lesson planning and tasks;
- the raising RE standards agenda, including inter alia, AS/NSFRE levelled tasks, ‘I can’ statements for peer review, and key vocabulary;
- the expertise and collaboration of faith community representatives to guarantee authenticity;
- the expertise of experienced RE co-ordinators and RE advisers
- collaborative cross-local authority working with the SACRE and teachers of a neighbouring borough – Enfield.

The co-ordinators were delighted that the Chair of SACRE, Cllr Siddiqui and the Sikh representative on SACRE, Balwant Singh Grewal were at the CPD day participating in

the tasks and acting as 'expert witnesses' – both having emanated from the same part of the Punjab. The big question – 'How does the life of Guru Nanak teach about respect and equality?' - had been carefully chosen by the curriculum development group after much consideration. The intention was to move beyond merely learning *about* Sikhism to enabling pupils to engage more widely and personally with the issue of 'respect'. The unit specifically contributed to 'community cohesion' while helping each child to engage personally within the learning *from* religion agenda.

At the SACRE presentation Revd. John Taylor remarked that the video extracts selected to exemplify the unit were beautifully made and felt sure that pupils would find the material engaging. Sheena Merchant said that she, and other co-ordinators, valued the planning for its clarity, the carefully chosen video extracts, and the very helpful points to note column. Cllr Siddiqui wanted SACRE to know that he and Balwant Singh Grewal, were delighted with the quality of the unit, its approach, and both vouched for its accuracy and authenticity. He also commented that the CPD day had been very well received by the primary co-ordinators and commended Karl D'Cruz and all who had contributed to the success of the day. Karl thanked members of the curriculum development group from Hackney – Joyce Berry, Lynette St Cyr-Caesar, Sandra Hall, and Amanda Naidoo – and Rachel Bowerman and her group members from Enfield.

It was noted that the revision of the scheme of work and the provision of CPD was directly linked with and delivered key aspects of the SACRE development plan. It was resolved the revised units of the scheme of work be copyrighted to Hackney SACRE.

SACRE self-evaluation – Ofsted dimension 5

At its June meeting, SACRE agreed an overall judgement of 'advanced', against the dimension 5 criteria of the Ofsted SACRE self-evaluation toolkit.

And finally ...SACRE celebrating together

At our November meeting, Mr Naren Lathigra informed SACRE members that the following Friday was the Hindu New Year and Divali and invited all to join him in the celebration by sharing a box of sweets he had brought to the meeting. Mr Balwant Singh Grewal welcomed the opportunity to wish all who celebrated it, including Sikhs, a happy Divali. Cllr Siddiqui joined in the festive mood by announcing that Hackney Council would be switching on its festive illuminations in time to take in Divali.