

Hackney SACRE

Standing Advisory Council for Religious Education

Promoting, supporting and encouraging good practice in the teaching of Religious Education in Hackney schools



Annual Report 2018 -2019

The annual report is produced in accordance with the Education Act 1996.

Members approved this report on 16.6.20



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Chairman's Introduction

Each year SACRE is required to produce a summary of its activities. The Education Act 2002 requires that religious education must be provided as part of the basic curriculum in addition to the National Curriculum. Amended guidance on the content and format of this report is based on the NASACRE (National Association for Standing Advisory Councils) guidance February 2015. The report outlines our work to promote RE and Collective Worship in the Borough, to develop the good teaching of Religious Education in our schools and to support community cohesion. This report covers the Academic year 2018-2019, and includes GCSE and Religious Studies results from this period and a brief overview of SACRE discussions.

Hackney SACRE with Hackney Learning Trust continues to promote RE, Collective Worship, Spiritual, Moral, Social and Cultural Development and Community Cohesion. The current Hackney Agreed Syllabus for Religious Education was published in 2013, and it is a legal requirement that SACREs review their Syllabus every 5 years. We have almost completed our review, which includes surveys by our teachers and pupils, as well as taking into account the recent publication of Final Report of the Commission on RE (CoRE) September 2018, the "A New Settlement Revised: Religion and Belief in Schools" July 2018 and 'State of The Nation' reports of 2017.

We will continue to support our schools' development of Spiritual, Moral, Social and Cultural Development and Community Cohesion with the production of the School RE Calendar, which, with the help of the Hackney Learning Trust, we send to all Children's Centres, Secondary schools and Primary schools in the borough, and will include pupils' artwork.

Our support for RE in schools continues through well attended and evaluated training sessions, the dissemination of updated schemes of work for key stages 1 and 2, and network meetings for Heads of Departments in Secondary schools.

Finally, I want to thank the Hackney Learning Trust in continuing to provide good specialist advisory support so that SACRE can continue to function effectively, by funding the services of our RE and SACRE Advisor, during 2018-2019.

SACRE Chair
Sandra Hall

1. Standards and quality of provision in RE

Key area 1a: Provision, compliance and time allocation for RE

The Hackney Agreed Syllabus 2013 recommends that 5% of curriculum time is dedicated to RE, and that this should equate to approximately: 36 hours per year for KS1; 45 hours for KS2; 45 hours for KS3 and 40-48 hours for KS4. This excludes time allocated for collective worship. Religious Education remains statutory for all students and Hackney expects schools to provide all students with their entitlement to study the subject, including at KS4 when they should preferably be entered for GCSE RS. While requirements for some Academies may differ, their funding arrangements ensure that they make provision for all pupils in RE.

Following the guidance for school governors regarding the inclusion of RE in schools, created and shared by Hackney SACRE in 2015, Hackney schools were also invited to take part in a survey, the results of which were included in our 2016-2017 Report. Further informal consultation with schools has been carried out by the RE Advisor throughout the academic year 2018-19, a summary of which is below.

Primary Schools

In general, the provision of RE remains constant, although 10% have increased the provision and now nearly a third of all Hackney primary schools follow the schemes of work provided by the RE Advisor.

In nearly all schools:

- The delivering teachers are Non-specialist i.e. hold no RE qualifications beyond GCSE in all schools
- No schools have received external training other than the borough (Hackney Learning Trust) termly training, which is provided by an RE specialist.
- Most schools deliver RE through schemes of work developed by the borough RE specialist. 23% of primary schools currently teach RE derived from an alternative curriculum.
- 70% of schools share information with parents' via newsletter/website.

Secondary Schools

In general, the provision of RE remains similar to that recorded last year (please see table, below). Most schools continue to share information about RE provision with parents via newsletters and/or the school website and also have space for displays of pupils' RE learning on walls. However, many are failing to provide the minimum time allocation requirement in KS4, with RE remaining optional for pupils in KS4.

Hackney 2017	Hackney 2018	(CoRE) September 2018
All pupils in KS3 and KS4 were taught by an RE specialist teacher	Similar	
All schools delivered KS3 RE through schemes of work derived from the Hackney Local Syllabus	Similar	Nearly 20% of all schools offer no RE @KS3
All KS4 pupils followed an examination board syllabus for Full Course RE	Several schools GCSE from 2018 optional only	1/3 of all schools provide no RE @KS4.
All pupils received at least the minimum time allocation requirement in KS3 and KS4, and in schools of a religious nature they received more time	No longer the case – see above	Drop of 43000 in Full Course GCSE in 3 years Drop of 229000 in Short Course over 8 years
All schools regularly share information about RE provision with parents via newsletter/website	Similar	
All schools also have space for displays of pupils' RE learning on walls	Similar	

Key area 1b: Public Examinations 2018-9

The following text and tables detail the received data, showing the number of entries and the results achieved by Hackney students for full course RE in relation to national figures. GCSEs are now graded from 9 (top) to 1 (lowest) instead of the grades A*-E, with 9-4 considered a standard pass or 9-5 a strong pass. No data for 2016-17 was made available for the completion of this report.

GCSE Full Course summary

Hackney	2015	2017	2018	2019	
Total pupils	1984	1976	2002	Not provided	
Entered for full RS GCSE	934	865	993	1151	
% 9-5 passes	77.6	93.9	63.3	58	
National	% 9-5 passes	72.0	71.3	71.8	61.1
	Difference	+5.6	+22.6	-8.5	-3.1

In 2018-19 the number of pupils being entered for the Full Course GCSE across our schools increased slightly to 1151 pupils. Hackney SACRE has still not been provided with the total number of pupils on roll at the end of Year 11, and therefore it is difficult to assess the proportion of pupils in the cohort being entered. However, this is a positive comparison with the national figure, where entries dropped a further 1% to 227, 913 pupils being entered.

The RE Advisor had to independently source figures for the national percentage of pupils achieving 9-5 passes. Sadly, this remains higher than Hackney attainment of 58% of pupils achieving 9- 5 passes at GCSE, although the gap between the national picture and that in Hackney has closed by over half what it was in the previous year.

Full Course GCSE detail by Hackney school

School	Entries					% A* - C/ 9-5 points				
	2014	2015	2017	2018	2019	2014	2015	2017	2018	2019
Bridge Academy			25/173	31 (19%)	26			88	83.8	81
Cardinal Pole	155	127	143/162	144 (92.9%)	167	85.8	77	69	59.7	53
City Academy	24	30	58/176	42 (24%)	37	100	86.6	95	73.8	62
Clapton Girls Academy	158	139	174/175	168 (97.7%)	168	82.3	81	87	74.4	86
Hackney New School				74 (83.1%)	81				59.5	40
Urswick Academy	125	60	135/136	0	126	64.8	65	70		49
Haggerston	65	93	166/179	96 (69.6%)	125	73.8	73	61	58.4	55
Our Lady's	104	88	121/121	122 (100%)	120	71.2	81	77	50.9	58
Skinner's		63	136/170	148 (88.6%)	135		98	79	70.9	65
Petchey Academy	81	85	153/169	168 (96%)	165	66.7	74	58	62.5	42
National										61

No data was provided for Stoke Newington School.

Most schools experienced a drop in attainment of the higher levels in the summer 2019 examinations.

Only two schools showed an increase in those achieving 9- 5 points: Clapton Girls' Academy with an impressive 10% increase, and Our Lady's with 8%, both with a large proportion of the cohort being entered. The Bridge Academy remained consistent, but still achieving way over the national average of 61%.

Only four out of the ten schools achieved on or over the National Average for 9-5 points. Cardinal Pole, Haggerston, Hackney New School and The Petchey Academy all achieved well below the national average of pupils achieving the highest 9- 5 points. Of these, Hackney New School only had 81 pupils entered, meaning 60% of all the pupils they entered achieved 4 points or less in the GCSE.

*N.B. Lubavitch Senior School for Girls now enter their pupils for the i-GCSE, which is not included in the GCSE data provided. No results were provided for Mossbourne City Academy or Yesodey HaTorah.

Religious Studies – A Level

Hackney	2015	2017	2018	2019
Total pupils				Not provided
Entered for RS AS level	76	67	41	Not provided
% A-B passes	47.3	57	46%	50%
National % A-B passes	54.5	54.6	52.7%	50.2%
Difference	-7.2	+2.4	-6.7	-0.2

No judgements about the number of pupils being entered for the A Level examinations can be made, as no data was provided at the time of writing this report. However, Hackney schools have managed to close the gap to match the percentage of pupils nationally achieving the higher grades in the A level examinations.

A Level detail by Hackney school

School	Entries				%A* - B			
	2015	2017	2018	2019	2015	2017	2018	2019
Cardinal Pole	6	6	4	Not provided	83.3	67	50	71
Clapton Girls Academy	16	9	4	Not provided	43.8	33	75	0
Haggerston	11	6	4	Not provided	54.5	17	75	75
Our Lady's	5	9		0	20	67		
Mossbourne	13	22	18	Not provided	69.2	64	77	83
Petchey Academy	2	12		Not provided	50	67		0
The City Academy		3	2	Not provided		67	0	22

As we have no data about the number of pupils being entered for the A Level examinations, it is difficult to comment on the attainment of pupils in Hackney schools. However, as a general observation, Cardinal Pole and Mossbourne Academy both appear to have increased the percentage of their pupils achieving the A*- B grades, with Haggerston’s percentage remaining consistent.

Meanwhile, though The City Academy have improved the percentage of pupils achieving A*- B in their examinations, the figure is well below the national percentage at 22%.

2. Management of the SACRE and partnership with the LA (Local Authority) and other key stakeholders

Hackney SACRE met three times during the academic year 2018-9.

All agendas and approved minutes of these meetings are saved regularly and will be made accessible via the Hackney Learning Trust Services for Schools' website.

Agenda items for these meetings included (in no particular order):

- Training of primary teachers
- Support for Secondary teachers
- Updating primary Schemes of Work
- Borough RE Calendar
- Accommodation for SACRE meetings
- Budget and Advisory support for SACRE
- Website access to SACRE information
- Attendance and membership to SACRE
- Agreed Syllabus Review
- Determinations and Collective Worship Guidance

The Hackney Learning Trust supports the work of Hackney SACRE by providing an RE Specialist who continues to advise SACRE, deliver teacher training and support, and lead the review of the Hackney Agreed Syllabus.

Membership of SACRE is reviewed in all meetings, and members are reminded that they should provide a representative in their absence, or introduce a replacement when they resign the SACRE committee. Concerted efforts have been made to acquire representatives from Hindu, Sikh and Church of England faiths, and following changes at the Local Authority buildings, meetings have been since at the Town Hall, with increased efforts to align Local Authority and Hackney Council working practices and systems.

Hackney Learning Trust support to SACRE provided during 2018- 2019

The Hackney Learning Trust receives the total SACRE funding provided by Hackney Council, and disseminates funding upon individual requests. This includes:

- CPD and support materials for staff for Hackney Schools on RE teaching and learning
- Administrative support for the SACRE from Governor Services
- Photocopying and distribution costs for SACRE and for papers or information for schools developed by SACRE to promote good RE and Collective Worship
- SACRE and Religious Education web site development and maintenance by Advisor
- Designing, publishing and dissemination costs for the Hackney Agreed RE Syllabus
- Design, production, publishing and distribution costs for the Hackney RE Calendar
- Training and networking opportunities for the Advisor and SACRE members

The Local Authority, Hackney Learning Trust, has consistently provided the support of a Religious Education Advisor to attend and prepare for SACRE meetings and working parties, to respond to queries and Freedom of Information requests (FOI), and, where possible, to represent Hackney at events regionally and nationally. They also provided a generous allowance of 36hrs a year to develop CPD to train and support our schools, led by the RE Advisor.

Hackney Learning Trust have honoured their commitment to supporting RE teaching and learning by continuing this allowance for teachers' CPD. However, Hackney SACRE has become aware of plans to reduce the availability of the RE Advisor from an allocation of one day a week to approximately 3 hours a week, with no additional time provided for the work on the syllabus. This may have an impact over the next academic year and beyond.

3. Collective Worship

Hackney SACRE support an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion. SACRE have previously provided resources for use in school assemblies, which were shared with schools at a primary training day along with the Recommended Approach for Collective Worship (2008 version).

This issue continues to be discussed in primary training, led by the RE Advisor, and is included in advisory work/support materials that have been delivered as part of Spiritual, Moral, Social and Cultural (SMSC) development training in schools, also provided by the RE Advisor.

It was agreed by Hackney SACRE to update the procedures for schools to apply for a determination. The review of the current procedures has started, and once complete, updated guidance will be provided to schools. However, due to a reduction in the support available from the RE Advisor by the Local Authority, the desired review and development of Collective Worship support and materials has been delayed.

Determinations: There have been no applications for determination during 2018-2019.

4. The Effectiveness of the Agreed Syllabus

Hackney SACRE published the revised Syllabus in June 2013, and all schools and children's centres were each sent two hard copies. This Syllabus was created to include guidance that provides greater support for the development of the skills in enquiry, critical analysis, reflection and comparison. These all promote AT2 (attainment Target) in lessons, and was in line with the Ofsted subject reports of 2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons.

This Syllabus includes knowledge and reference to religious and non-religious beliefs and worldviews, practices and ways of life, a central goal being to create knowledge and understanding of all members that make up our rich and diverse community. As part of the syllabus at each Key Stage, visits to local places of worship are encouraged, as are visits by members of SACRE and faith communities to local schools.

It is a legal requirement that SACREs review their Syllabus every 5 years. Our review continues to incorporate views and information gleaned from surveys by our teachers and pupils, as well as recent research papers and developments in pedagogical thinking, including reference to the latest Ofsted Education Inspection Framework, published in 2019. Lengthy consultations with primary and secondary schools have been led by the RE Advisor, with all the recommended changes being positively received.

As such, decisions have been made to incorporate specific reference to how our RE Syllabus contributes to pupils' understanding of 'British Values', as well as further exemplification of strong pedagogical practice in RE, and reference to the wider Hackney society, including, for example, the Alevi community. Further, the RE Advisor has held a consultation with Local Authority officers on inclusion of the PREVENT Agenda.

In addition, Hackney SACRE continues to support both the creation of new and the revision of previous aforementioned primary schemes of work by the RE Advisor that complement this syllabus, using contributions and feedback from the schools. These schemes have been structured in a way that pupils' critical thinking and analytical skills are developed further and they are increasingly engaged in philosophical and ethical discussion and are exposed to a wider range of content. The schemes continue to be developed to allow all pupils from all backgrounds to engage with the subject, and will be updated in line with the new Agreed Syllabus.

The revision of the Syllabus is now almost complete. However, due to constraints on the RE Advisor brought on by changes by the Hackney Learning Trust, it was not possible for the syllabus to be completed and uploaded onto the relevant Hackney Learning Trust website within the time allocation, but will be within the next academic year.

5. Contribution of the SACRE to Community Cohesion and wider diversity agendas

Much work through Hackney SACRE supports community cohesion. Our membership reflects the rich mix of faiths and communities found within the borough, including attendance to SACRE meetings representatives from the Alevi and Humanist communities, and much work is directed at supporting wider diversity agendas.

Hackney SACRE supports RE that meets the needs of all students with or without beliefs, and promotes inclusion and religious, non-religious and racial harmony. We believe that RE promotes understanding and respect for all communities and it is even more vital now that we continue to do this, with the rise of fundamentalism and extremism in the UK and worldwide. Through the teaching of RE, negative stereotypes and prejudices can be tackled and we can generate understanding, overcome barriers, and promote community cohesion.

The Hackney Agreed Syllabus 2013 contains information about how RE should support the development of SMSC, and PREVENT training was also previously provided to primary and secondary teachers. In the current revision of this syllabus, efforts have been made to increase references to a wider range of religious and non-religious beliefs that are represented in our community. This includes specific mention and expectation in the syllabus for schools to teach about our Alevi and Haredi Jewish communities in Hackney, and will require the future development of teaching and learning materials by our RE Advisor.

In addition, we are working to better support the development of the understanding of both religious and non-religious responses to ultimate questions and ethical issues within these schemes and within the guidance included in the Syllabus as well as through the training that has been provided at borough level. These elements will remain central to the work of the SACRE.

In addition, Hackney SACRE has again, thanks to the support of Hackney Learning Trust, been able to produce a full-colour wall calendar showing religious and non-religious festivals and other significant dates. This was illustrated with artwork selected in a competition open to all Hackney primary school pupils. The calendar was sent to all Hackney schools and Children's Centres, thus supporting and promoting the Spiritual, Moral, Social and Cultural (SMSC) development of pupils.

Other opportunities and projects were explored by the RE Advisor to further support community cohesion, interfaith dialogue and the promotion of networking between Hackney schools, including devising a unit/scheme of work for KS3 pupils to investigate beliefs through art and/or music. This was created collaboratively with secondary schools across the Borough.

6. Summary

Hackney SACRE continues to work with teachers in improving the quality of teaching and learning of RE in both primary and secondary schools by providing training, and publishing updated schemes of work and materials and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.

It has become increasingly challenging to ensure curriculum provision and quality of RE in our schools. There have been changes in accountability measures of schools for example RE excluded from the EBacc, and Ofsted no longer systematically monitors statutory compliance in schools. Further, the GCSE reform has had a negative effect on the numbers of students being entered for GCSE, school provision of RE and attainment. However, with the increased focus on foundation subjects in the 2019 Ofsted Education Framework, we are hoping to find an increased focus on the improvement of RE teaching and learning in our schools.

Hackney SACRE strives to continue to support the teaching and learning of RE in Hackney schools, and are exploring other opportunities – beyond the continued training -to engage our schools in pedagogically sound activities/workshops/initiatives, and those which align with the new Ofsted Framework. For example, recent national reports and publications have been reflected in the Syllabus revision, there has been continued production of all school resources and materials, created in conjunction with Hackney SACRE, in order to support the continued development and improvement in the teaching and learning of RE in the borough.

Members of SACRE 2018-19
As of December 2019

Committee	Name
1. Religious Faith Groups	Ruhi Altun, Alevi
	Dulmini Wimalasekera, Buddhism
	Priya Shah, Jain/Hinduism
	Sheikh Yasar Zaman, Islam
	Omer Dogan
	Naftali Loewenthal, Judaism
	Raj Dharma, Sikhism
	Justin Madubuko, Catholic
2. Church of England	Lynn Hargreaves
	Rev J Westcott
	Prebendary Rosemia Brown
3. Teachers	Sandra Hall, Chair
	Sheena Merchant
	Michelle Byrne
	Natalie Petzel
	Nasima Ephraim
	Brenda Humphreys
	Jon Pedlar
4. Local Authority	Harvey Odze (Cllr)
	Katie Hanson (Cllr)
	Kam Adams (Cllr)
	Jessica Webb (Cllr)
	Sade Etti (Cllr)
	David Pollock, Humanist
	Stacey Burman, Advisor