



EALING SACRE



ANNUAL REPORT



September 2003 - August 2004



SACRE ANNUAL REPORT - SEPTEMBER 2003 - AUGUST 2004

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1. Introduction

Ealing Council's SACRE met three times during the academic year 2003-2004. The major event of the past year was the inspection of Ealing SACRE by OfSTED. The Inspector commended many aspects of our work, and made some suggestions for future improvement, which SACRE is following up.

Members of SACRE have also begun to review the borough's Agreed Syllabus, taking into account the recently issued QCA National Framework for Religious Education, with the new syllabus to be agreed in 2004-05.

SACRE has also continued to monitor collective worship and religious education in schools, and was extremely pleased with the overall, high standard within the Borough. SACRE has also sought to promote good practice as seen in schools that have been praised by OfSTED.

The challenges of revising the borough's Agreed Syllabus illustrate the positive impact that SACRE can have on schools, in providing a syllabus that reflects the variety of religious backgrounds within the borough.

SACRE has also started a program of presentations from representatives of different religions, beginning with a talk from Rabbi Vogel of Ealing Synagogue. I am looking forward to the insights this series will give SACRE members, including myself, into the different faiths of the borough.

Councillor Chris Payne
Chair of Ealing SACRE

2. Religious Education

- 2.1 SACRE has continued to monitor the standards of RE teaching in the borough's schools by considering relevant extracts from OfSTED reports on schools in the borough. The LEA's independent RE adviser, David Shepherd, wrote to all schools on behalf of SACRE with regards to the results of their OfSTED Inspection and advising them of his availability for advice and consultation. (See Appendix 5 for a summary of findings from the inspection reports of Ealing primary schools.)

3. Collective Worship

- 3.1 SACRE considered extracts from OfSTED reports on collective worship. Most schools were generally meeting the statutory requirements in relation to collective worship. SACRE wrote to those schools that were deemed to be failing in the requirement to conduct a daily act of worship to offer its assistance and the availability of David Shepherd, the LEA's independent RE adviser.
- 3.2 Havelock Primary School applied for a renewal of their determination to opt out of the requirement for collective worship to be wholly or mainly of a broadly Christian character; SACRE considered their application and voted to renew the school's determination

4. Links with other bodies

- 4.1 SACRE continues its membership of the National Association of SACREs and receives copies of the NASACRE newsletter.
- 4.2 SACRE received a report by one of its members on the issues discussed at the National SACRE Conference.

5. Other issues

- 5.1 The LEA liaison to SACRE, Nora Leonard, has continued to develop the section of the Ealing Grid for Learning devoted to religious education, collective worship and SACRE. A spotlight section has been added, which contains a "Festival of the Month" feature, and in March of 2004 the Ealing site was highlighted on a national website devoted to religious education, www.theresite.org.uk.
- 5.2 As in previous years, a Festival of Faiths Calendar was produced by the LEA bearing dates and information about the festivals of many world religions for the use of teachers and others.
- 5.3 Following the announcement that OfSTED was seeking volunteers for a pilot programme of inspections of local SACREs, Ealing SACRE voted to participate, the consensus being that it would be an ideal opportunity to have an independent evaluation of its work. HMI Barbara Wintersgill attended the September meeting and subsequently interviewed a number of SACRE members, teachers and LEA officers. The inspection report made a number of positive comments and some recommendations for future improvement; the complete report of HMI's findings can be found in Appendix 6.

- 5.4 In accordance with statutory regulations, an Agreed Syllabus Conference was convened, under the guidance of the LEA's independent adviser for religious Education, David Shepherd. A progress report of the ASC can be found in Appendix 7.
- 5.5 SACRE received a report setting out the religious affiliations of pupils at schools within Ealing, an updated copy of which can be found in Appendix 8.

6. SACRE arrangements

- 6.1 Throughout the year, SACRE has received professional support from Nora Leonard, LEA liaison to SACRE and David Shepherd, independent RE adviser. Administrative and clerking support was provided by the Committee Section of Democratic Services (Business Support Directorate).
- 6.2 The LEA continues to pay for membership of NASACRE and a small amount for attendance at conferences.
- 6.3 SACRE received a report setting out its place within the modernised local authority committee structure and its lines of communication with other bodies.

Appendix 1
Examination results for the academic year 2003-2004

Full Course GCSE Religious Studies								
DfES No	Centre Name	Yr 11 NOR	Cohort Entered		%A*-C Grades		%A*-G Grades	
			No.	%	No.	%	No.	%
4020	Villiers High School	229	88	38.4%	57	64.8%	84	95.5%
4030	Dormers Wells High School	173	20	11.6%	9	45.0%	20	100.0%
4031	Featherstone High School	234	42	17.9%	38	90.5%	42	100.0%
4035	Acton High School	242	14	5.8%	3	21.4%	12	85.7%
4036	Elthorne Park High School	171	21	12.3%	4	19.0%	19	90.5%
4602	Twyford CofE High School	180	178	98.9%	142	79.8%	168	94.4%
4603	Cardinal Wiseman RC High School	255	253	99.2%	197	77.9%	243	96.0%
5400	Brentside High School	179	0	0.0%	N/A	N/A	N/A	N/A
5401	Greenford High School	208	24	11.5%	16	66.7%	24	100.0%
5402	The Ellen Wilkinson School for Girls	203	0	0.0%	N/A	N/A	N/A	N/A
5403	Drayton Manor High School	237	1	0.4%	1	100.0%	1	100.0%
5404	Northolt High School	210	0	0.0%	N/A	N/A	N/A	N/A
6905	West London Academy	171	11	6.4%	7	63.6%	10	90.9%
LEA	Ealing Average	2692	652	24.2%	474	72.7%	623	95.6%

Short Course GCSE Religious Studies								
DfES No	Centre Name	Yr 11 NOR	Cohort Entered		%A*-C Grades		%A*-G Grades	
			No.	%	No.	%	No.	%
4020	Villiers High School	229	2	0.9%	2	100.0%	2	100.0%
4030	Dormers Wells High School	173	146	84.4%	83	56.8%	142	97.3%
4031	Featherstone High School	234	46	19.7%	11	23.9%	42	91.3%
4035	Acton High School	242	141	58.3%	43	30.5%	101	71.6%
4036	Elthorne Park High School	171	146	85.4%	88	60.3%	141	96.6%
4602	Twyford CofE High School	180	1	0.6%	1	100.0%	1	100.0%
4603	Cardinal Wiseman RC High School	255	2	0.8%	2	100.0%	2	100.0%
5400	Brentside High School	179	111	62.0%	46	41.4%	99	89.2%
5401	Greenford High School	208	1	0.5%	0	0.0%	1	100.0%
5402	The Ellen Wilkinson School for Girls	203	195	96.1%	130	66.7%	190	97.4%
5403	Drayton Manor High School	237	219	92.4%	139	63.5%	207	94.5%
5404	Northolt High School	210	203	96.7%	87	42.9%	188	92.6%
6905	West London Academy	171	14	8.2%	9	64.3%	12	85.7%
LEA	Ealing Average	2692	1227	45.6%	641	52.2%	1128	91.9%

A-level religious studies results

Exam Type	DfES No	Centre Name	Yr 13 NOR Pupils	Entries		Total A to C		Total A to E		Average UCAS Tariff
				No.	%	No.	%	No.	%	
				GCE A Level	4603	Cardinal Wiseman RC High School	107	12	11.2%	
	5403	Drayton Manor High School	130	1	0.8%	1	100.0%	1	100%	120.00
	4602	Twyford C of E High School	109	3	2.8%	3	100.0%	3	100%	106.67
GCE AS Level	4603	Cardinal Wiseman RC High School	107	8	7.5%	6	75.0%	7	87.5%	38.75
	4602	Twyford C of E High School	109	3	2.8%	2	66.7%	2	66.7%	26.67

Training in Religious Education, September 2003 – August 2004

During the spring and summer terms, two meetings were held for co-ordinators of religious education in primary schools and heads of department in secondary schools. At the spring term meeting, the new national framework for religious education was discussed. Nineteen co-ordinators and heads of department attended this meeting. The national framework was again discussed at the summer term meeting, during which ways of involving colleagues from schools in the development of the LEA's new agreed syllabus for religious education were formulated. Eighteen colleagues attended this meeting. Both meetings were organised and led by the borough's adviser for religious education.

During these meetings, curriculum leaders identified two areas for further training. It was agreed that the new agreed syllabus should include a scheme of work to guide schools in their teaching, and that training to implement the new syllabus should be provided for teachers.

No training has been organised in religious education or collective worship for governors during the year. SACRE is unaware of any training in religious education or collective worship organised internally by schools. SACRE invites schools to contact the borough's adviser for religious education for advice on collective worship and religious education following its review of the outcomes of the OfSTED inspection reports.

LEA Group:

Cllr Payne (Chair)
Cllr Aslam
Cllr Bagha
Cllr Bell (from May 2004)
Cllr Brooks (from May 2004)
Cllr Gavan (to May 2004)
Cllr Kang
Cllr Potts (to May 2004)
Cllr Thomson (to May 2004)
Cllr Nirwal (from May 2004)
Cllr Mrs Ware

Church of England Group:

Rev P Andrews
Mr G Edwards (Chair of Group)
Mrs J Hetherington
Rev N Richardson (Vice Chair of SACRE)
Mrs S Rivlin (to May 2003)
Mrs C Sawyer

Other Faiths' Group:

Local Afro-Caribbean Churches	-	Rev P.A Thomas
Baha'i	-	Mrs P Sabhzvari
Buddhist	-	Dr C Amarasinghe
Evangelical Alliance	-	Vacancy
Free Churchs Council	-	Vacancy
		Ms J Barrow(Chair of Group)
Hindu	-	Mr Sundhoo
		Mr Pathak
Jewish	-	Mrs I. Kosky
Islam - Sunni	-	Vacancy
		Mr S Minhas
Islam - Shia	-	Mr A A Hussain
Roman Catholic	-	Ms C Harrison
		1 vacancy
Valmiki	-	vacancy
Sikh Missionary Society	-	Mr M S Grewal
Ramgarhia Sabha	-	Mrs B Lall,
		Mrs P Pank

Sri Guru Ravi Dass Sabha - Mr S. K. Dhanda

Teachers' Association Group:

NUT - Mr S Allen
Mr G Burchell
Vacancy

NAS/UWT - Ms H O'Neill (Chair of Group)
Ms M Peters
Mr Y Rodda

NAHT - Mrs M. Ulloa
Ms V Bedi
2 vacancies

ATL - 2 vacancies

SHA - vacancy

PAT - Ms A Fremantle

Co-opted Members

Foundation Schools: - Vacancy

Humanist representative: - Mr W Robson

Appendix 4
Members Attendance – September 2003 to August 2004

Key: # = attended x = absent S - substitute

LEA GROUP	REPRESENTING AND/OR ROLE	DATE OF MEETINGS		
		23 Sep 03	02 Feb 04	02 Jun 04
Cllr Payne	Chair of SACRE & Local Authority Group	#	#	#
Cllr Aslam		x	#	#
Cllr Bagha		x	x	#
Cllr Brooks (from May 2004)				X
Cllr Kang		#	X	#
Cllr Bell (from May 2004)				X
Cllr Nirwal (from May 2004)				X
Cllr Mrs Ware				#
Previous Members				
Cllr Potts (to May 2004)		#	#	
Cllr Thomson (to May 2004)		x	X	
Cllr Popham (One meeting only)				#
CHURCH OF ENGLAND GROUP				
Rev P Andrews		x	X	x
Mr G Edwards	Chair of Church of England Group	x	#	#
Mrs J Hetherington		#	X	#
Mrs C Sawyer		#	#	#
Rev Prebendary N Richardson (Vice Chair of SACRE)		#	#	x
Deputy - Rev Hereward				
Previous Members				
Mrs S Rivlin		#	#	
OTHER FAITHS				
Rev P Thomas	Afro Caribbean Churches	x	x	x
Ms P Sabhzvari	Baha'i		#	#
Ms J Sweeney				#
Dr C Amarasinghe	Buddhist	#	#	x
Deputy - Mr Kuttipitya	Buddhist			
Vacancy	Evangelical Alliance			
Vacancy	Evangelical Alliance			
Dr J Barrow	Free Churchs Council & Chair of Other Faiths Group	#	#	x
Vacancy	Free Churchs Council			
Deputy - Mr D Barnes	Free Churchs Council			
Mr Sundhoo	Hindu	X	x	x
Mr Pathak	Hindu	#	x	#
Mrs I. Kosky	Jewish	#	#	#
Mr G A Syed	Islam - Sunni	x	x	x
Mr S Minhas	Islam - Sunni	#	x	#
Ms C Harrison	Roman Catholic	#	x	#
Vacancy	Roman Catholic			
Mr M S Grewel	Sikh Missionary Society	#	x	#

LEA GROUP	REPRESENTING AND/OR ROLE	DATE OF MEETINGS		
		23 Sep 03	02 Feb 04	02 Jun 04
Mrs B K Chahal	Sikh Missionary Society	#	x	x
Mr A Hussain	Islam - Shia	X	x	x
Mrs Lall	Sikh - Ramgarhia Sabha	x	x	#
Mrs Pank	Sikh - Ramgarhia Sabha	X	#	#
Mr S K Dhanda	Sri Guru Ravi Dass Sadha	X	x	#
Vacancy	Valmiki			
Previous Members				
Miss K Wood	Free Churchs Council	#	#	
TEACHERS' ASSOCIATIONS GROUPS				
Vacancy	ATL			
Vacancy	ATL			
Mrs M. Ulloa	NAHT	#	x	x
Vacancy				
Vacancy	NAHT			
Ms H O'Neill	NAS/UWT & Chair of Teachers' Association Groups	#	#	#
Ms M Peters	NAS/UWT	X	#	#
Mr Yorke Rodda	NAS/UWT			#
Mr S Allen	NUT	X	x	x
Mr G Burchell	NUT	X	x	#
Vacancy	NUT			
Ms A Fremantle	PAT	#	#	x
Vacancy	SHA			
Previous Members				
CO-OPTED MEMBERS				
Mr W Robson	Humanist	x	x	x

Introduction

These comments are based upon the findings from OfSTED during 2003-04 of thirteen primary schools. Two other schools were inspected during this period, but, as they received short inspections, religious education was not inspected as a discrete subject.

Attainment

- Standards are at least at the levels expected in the Agreed Syllabus, and, in three schools, they are above those levels.
- Strengths include:
 - Pupils have a good grasp of their own faith and respect the faiths of others.
 - The knowledge and understanding aspects—including key characters, holy books, religious buildings and festivals—of the major world faiths, such as Christianity, Hinduism, Islam and Sikhism is strong.
 - Higher-attaining pupils study and understand the influence of religion on peoples' lives.
- Weaknesses:
 - Pupils of different religions have insufficient opportunities to share aspects of their faith with others.

Teaching

- Teaching is satisfactory overall with good features.
- Strengths include:
 - Good use is made of religious artefacts and visits to places of worship.
 - Advantage is taken of parents and staff from different faiths to help pupils understand different religions.
 - Good use is made of pupils belonging to different religions to explain customs, practices and beliefs in different religions.
 - Good use is made of questioning to identify what pupils know and to extend their understanding further.
 - Pupils' achievements are assessed regularly and systematic records are kept of their progress.
 - Planning is based securely on the Agreed Syllabus.
- Weaknesses include:
 - Some teachers do not have enough subject expertise to teach different religions with confidence.
 - The same topic is repeated in different year groups.
 - Too much time is spent on tasks that do not help pupils' learning.
 - Work is not well matched to pupils' prior attainment or experiences.
 - Some thematic work does not promote a clear understanding in pupils about the differences between religions.

- Not enough opportunities are given to pupils to use their initiative by carrying out their own research work, e.g. using resources such as the Internet.

Provision

- Provision is satisfactory overall.

Strengths include:

- Good use is made of the Agreed Syllabus along with the QCA guidance for schemes of work.
- In the best practices, religious education is well resourced and useful visits are made to places of worship.
- Good teacher and other adult expertise is a feature of good provision.
- Respect for the different beliefs of others and sensitivity towards the feelings of others are features of good provision.

Weaknesses include:

- The teaching in some lessons is too superficial and includes activities, such as cutting and colouring, that do not promote religious understanding.
- In some cases religious education is not allocated enough curriculum time

Leadership and management

- Satisfactory overall, but good where standards are high.
- In the best examples, subject co-ordinators provide clear leadership in the subject and monitor it systematically. However, overall, religious education is not well monitored.
- Some schools do not plan their curriculum well and leave long gaps between the teaching of different topics in religious education.

Overall, provision in religious education has improved since the last Annual Report. This could be because the schools selected this year for inspection were better schools overall than those from the previous year. However, I suspect that there is more to it than this. The comments made by inspectors in the teaching and leadership and management sections of the reports are stronger than they were a year ago. It appears from this that the place of religious education in the priority of schools is higher than it used to be. As a result, standards appear to be improving. This is encouraging.

David Shepherd
Consultant RE Adviser
September 2004

Appendix 6 OfSTED's report of the inspection of Ealing SACRE, 7-8 October 2003

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OFFICE FOR STANDARDS
IN EDUCATION

24 October 2003

Dr Caroline Whalley
Executive Director of Learning and Ambition
Perceval House, P5: NE
14-16 Uxbridge Road
London W5 2NL

Cc: Joy Morning - Director of Achievement & Schools
Cllr Chris Payne - Chair of SACRE

Dear Dr Whalley

EVALUATION OF THE EFFECTIVENESS OF SACRES

First of all, I would like to repeat my thanks to you, your LEA officers, teachers and members of SACRE for working with me during my visit. As you know, the purpose of the visit was to evaluate the effectiveness of SACRE. Following the feedback at the end of the visit, I promised to confirm our findings in writing.

Main findings

1. Ealing LEA carries out its statutory duties in relation to SACRE.
2. There is a strong sense of identity and commitment within SACRE. Members give generously of their time and resources in order to implement SACRE policies.
3. SACRE is supported effectively by a creative and hardworking liaison officer. The SACRE in partnership with the LEA carries out its statutory responsibilities by publishing an annual report and requiring the revision of the agreed syllabus. Procedures for considering determinations are exemplary.
4. The Ealing Agreed Syllabus provides a good basis for continuity in pupils' learning but is less secure on standards and assessment.
5. SACRE has a very effective monitoring role. It is very well informed about the quality of RE in Ealing schools due to the LEA's provision of a detailed analysis of examination results and the high quality analyses of RE sections in schools' OfSTED reports, carried out by the liaison officer.
6. The appointment of a part-time consultant should help to compensate for the present lack of an agreed syllabus handbook, schemes of work or other guidance for teachers on RE and collective worship. He has already revived primary RE teachers' evening meetings and this is

welcomed by schools.

7. There are a number of important factors which limit the effectiveness of the partnership between SACRE and the LEA. Members are generally unsure of how SACRE relates to the wider LEA structure or how and by whom SACRE's requests are communicated to the LEA. There are no formal procedures for communication.
8. The liaison officer contributes effectively to raising awareness of faith in the community. The membership of SACRE reflects the pattern of religious diversity within the Borough but SACRE as a body has limited opportunities to contribute to the authority's social cohesion agenda, although the LEA has referred to SACRE a community document about religious customs.

Commentary

The Ealing SACRE has, in recent years, developed some very effective practices; in particular its innovative procedures for considering applications for determinations. The policy of visiting applicants provides SACRE with important information, which extends members' understanding of schools in the borough and of how they implement the requirements for collective worship. The development of these procedures is characteristic of SACRE's resolve to fulfil its statutory responsibilities using the limited resources available to it. The wishes of SACRE have in this case been realized by the good will of a member who gives her time to make the visits. Each visit is reported clearly and succinctly and recommended action is well supported by evidence and argument. SACRE's awareness of school practice would be extended still further if non-teaching members requested to go on these visits. Determinations are taken very seriously by SACRE and reports on school visits are professionally presented and discussed with genuine interest.

The Ealing SACRE is unusually well informed about the quality of RE in local schools. The LEA provides statistical data on public examination results, which is included in each annual report. In addition, the liaison officer makes clear and helpful summaries of the strengths and weaknesses of the relevant sections of Ealing schools' OfSTED reports. Teachers interviewed believed that the quality of these summaries has become more accurate in recent years and that they now reflect the school situation well. The unusual initiative of inviting head teachers or their representatives to attend the SACRE meeting where their report is discussed is particularly effective in providing members with further insights into the realities of school life. There has been a good level of response to the Chair's letters to schools about their reports and the periodic attendance of senior teachers at SACRE meetings increases their awareness of SACRE's role.

There are number of strengths in the LEA's relationship with SACRE and these contribute positively to the effectiveness of the partnership. Ealing LEA carries out its statutory duties in relation to SACRE. The SACRE is properly constituted and the agreed syllabus has been reviewed in accordance with legal requirements. Termly SACRE meetings are well attended and are effectively supported by the LEA liaison officer. Meetings are chaired effectively, facilitating contributions from members across the four committees. The discussions at the meeting attended were good humoured and well focused on matters pertinent to SACRE's role.

SACRE membership reflects the wide religious diversity in the Borough, including to an extent the diversity within faith communities, and echoes the LEA commitment to social inclusion. Although Ealing no longer employs a full time RE adviser, SACRE benefits from the professional advice of teachers and others with extensive experience in RE. There is a strong sense of commitment within SACRE, with some members giving generously of their time and resources in order to implement SACRE policies. The recent appointment of an RE consultant is viewed by members as a positive move towards consolidating their work.

However, there are also some significant weaknesses in the partnership between SACRE and the LEA, which limit its overall impact and effectiveness.

SACRE is emerging from a period of change, during which it lost its Chair, clerk, RE adviser and several established members. At the same time, reorganisation of LEA structures led to the demise of the education committee, which had been the point of reference for SACRE matters through the adviser. The current working relationship between SACRE and the LEA operates through the professional networks of the Chair, the liaison officer and the consultant. They report to the Principal Adviser who may take matters of concern to the School Standards Committee. However, these procedures are not well known among the SACRE members interviewed, most of whom were uncertain about how and through whom SACRE relates to the new committee structure and were unsure about how to 'get things done'. Those interviewed were not aware of the role of the RE consultant. Neither were they aware of any advice given by SACRE to the LEA or of matters brought to SACRE by the LEA, with the exception of guidance on funerary rites, which SACRE was asked to comment on by the LEA. Several members interviewed identified this as a good example of collaborative working between SACRE and the LEA.

SACRE's existing development plan is due for renewal. The existing plan has many good qualities; notably its realism and focus on what can be achieved in terms of making SACRE more efficient. It is clear that many of its objectives have been achieved, although they have not been formally signed off; and there is some confusion among members as to who should monitor the development plan. The LEA could provide more direction by, for example, extending its priorities so that they are informed by the LEA's own plans for RE and other local and national initiatives, for example, the Key Stage 3 Strategy. It could also ensure that the plan and the time when objectives are achieved are dated.

The LEA does not provide a budget to support the work of SACRE but funds specific activities as and when requested, such as the publication of the agreed syllabus.

The Ealing Agreed Syllabus is broadly unchanged from that adopted in 1994. It meets statutory requirements with explicit reference to Christianity in most topics in every key stage. The syllabus is less prescriptive about other religions in the locality, providing flexibility for schools to meet the needs of their diverse populations.

An advantage of the present syllabus is its clarity and accessibility. The syllabus content is broadly appropriate for the age groups intended and there is good continuity between one key stage and the next, as pupils revisit themes studied in earlier phases. However, the unit on religious language sits oddly at Key Stage 2 and might better permeate all units at all key stages. Some teachers interviewed were concerned that the syllabus does not appear to make provision for the coherent study of a faith in its own right, apart from through the prescribed themes. This is a matter that the newly appointed Agreed Syllabus Conference might wish to discuss.

Those responsible for the present revision of the syllabus might also wish to give further attention to standards, progression and assessment to ensure its revision provides a more effective basis for planning, teaching and learning in RE. In the existing syllabus the 'action' words (e.g. know, be aware of) are generally the same at key stages 1 and 2; and often at Key Stage 3. This could contribute to the low expectations noted in the summaries of schools' OfSTED reports provided for SACRE. It would be helpful if the conference were to compare similar themes at different key stages to ensure an increase in challenge for pupils as they get older. The learning outcomes attached to each unit are not differentiated and it would be useful for the conference to know how these are currently used by schools. The majority of primary teachers interviewed admitted to not assessing RE at all and some believed that the introduction of an eight-level scale would facilitate assessment, aid planning and bring RE into line with other subjects.

As the conference begins its work, the LEA might consider what help it can provide for members on broader educational issues. In particular the conference might wish to bear in mind the extensive changes that have affected schools in the last decade as a context for the new agreed syllabus; in particular the introduction of the Literacy Strategy and the Key Stage 3 Strategy. Both are influencing teaching styles and the way teachers plan their lessons and both stress the importance of ongoing

assessment and teachers' use of assessment to pitch their expectations of pupils' learning appropriately. In addition the new OfSTED inspection framework stresses the importance of achievement and learning. This means that teaching will be judged to be unsatisfactory if pupils' learning and achievement is not what would be expected for their age and ability. Account could also be taken of the national developments in RE reflected in, for example, QCA guidance on the subject. The conference might also wish to bear in mind that three primary school senior teachers interviewed admitted that they did not use the agreed syllabus at all, but the QCA schemes of work instead. Their view was that the present syllabus does not fit in with their accustomed ways of planning. It is not possible to extrapolate from these instances to determine the extent of use of the present syllabus in the Borough. However, if the resources were available, it would be helpful for the conference to know more about the use of the existing syllabus and the changes that would be welcomed by teachers.

SACRE collects a significant quantity of important data on RE and collective worship. What is less clear is whether there is any analysis of the overall data, for example, to identify the most common weaknesses in OfSTED reports or the extent of non-compliance. The school standards panel independently analyses OfSTED reports for schools in the borough, identifying strengths and weaknesses. However, SACRE members are not generally aware of this; neither is there any comparison between the panel's analysis of OfSTED reports and those presented to SACRE. It would be helpful for SACRE members to know how their work relates to that of other committees and to receive relevant feedback on how their report analyses are used and what, if any, action has been taken or is planned as a result.

Other aspects of SACRE's activity have declined over the last three years and there is evidence to indicate that this has restricted the ability of SACRE, in partnership with the LEA, to raise standards in RE and the quality of RE teaching; notably, its ability to offer guidance on standards and the quality of teaching in RE. Unusually there is no guidebook to accompany the agreed syllabus, although teachers believe that it was promised in 1998; neither are there any schemes of work or guidance documents to support teachers' subject knowledge. Similarly the numerous training opportunities for teachers provided until 2000 have now almost ceased. This is partly a result of the loss of the full time RE adviser but the reduction is also in line with changes in the LEA's wider policy on supporting subjects. Some teachers interviewed understood this and one senior teacher was very positive about the new opportunities to seek support to meet her school's needs in RE and worship from a wider range of sources than those provided previously. Teachers value their connections on SACRE with members of faith communities and the opportunities this provides for developing their knowledge of faiths and discovering new resources. However, while welcoming the appointment of an RE consultant, most teachers interviewed currently experience difficulty in finding professional subject-specific support beyond the QCA website. The liaison officer's development of a web page for RE and SACRE is anticipated enthusiastically by teachers, who believe that this will provide a source of much-needed information.

SACREs do not have any formal responsibility for contributing to the social cohesion agenda by improving religious/racial harmony in the community or supporting inclusion in schools. However, as a statutory body with a multi-faith membership, SACRE has the potential to contribute positively to inter-faith and inter-cultural relations. Members of SACRE interviewed believe that their membership has enhanced their personal understanding and respect for people of all faiths and none. They also believe, as do the teachers interviewed, that RE plays a central role in promoting inter-faith understanding and respect in schools. In the past, members of SACRE contributed to significant exhibitions and events that presented local faiths to the public and particularly schools; but there are fewer opportunities for such activities now. The liaison officer has produced a helpful calendar of festivals, taking account of minority faiths in the Borough as well as those with larger membership. She has also produced a website "Glimpses of a Holy City" (based on the book of the same name by Brother Daniel Faivre), which is of value to schools, members of the community and those from further afield wishing to learn about the religious life of Southall. Most members and others interviewed believed that SACRE should have closer links with other organisations in the Borough concerned with faith and race. Senior teachers who were not members of SACRE praised LEA guidance on 9.11 and on war in Iraq, and assumed that these documents were sent to SACRE for comment. It is not clear

that they were and the LEA might wish to consider making more extensive use of this statutory body, which by law includes representatives of all the major faiths.

Key Recommendations

1. SACRE members would be better able to plan for the future if they had more information about the roles of the Chair, liaison officer and consultant and their channels of communication with the LEA. SACRE would also be more effective if matters arising from its meetings were communicated formally and in writing from the Chair on behalf of members.
2. The partnership between SACRE and the LEA would be strengthened by the closer integration of SACRE into the LEA committee structure. This would facilitate the exchange of information and expertise between groups with similar interests and concerns.
3. The newly convened Agreed Syllabus Conference might wish to take into consideration the national strategies, recent QCA guidance in relation to RE and the new OfSTED framework in order to produce a syllabus that will enable RE teachers to meet the current demands upon their practice. This would mean paying particular attention to standards, progression and assessment. As the conference begins its work, the LEA might consider what help it can provide for members to inform them about the broader educational context within which RE is now placed.
4. SACRE might consider how to meet further its responsibilities in legislation to advise the LEA on training, resources and teaching methods for RE. In order to raise standards in RE, the LEA could support SACRE in providing further guidance for teachers, particularly on assessment, subject knowledge, and on raising pupils' achievement. It may be helpful to make links with SACREs in LEAs with a similar ethnic and religious profile to see what is available there.

The LEA might wish to refer to SACRE matters relating to inter-faith and intercultural relations in education and the wider community that would benefit from members' perspective.

Your participation in this inspection survey has been much appreciated. The information gathered by HMI from this and similar visits to other LEAs will form the basis of a report which will be published by OfSTED next year.

Yours sincerely



(pp) Barbara Wintersgill
HM Inspector

Appendix 7

Progress report of Agreed Syllabus Conference

An Agreed Syllabus Conference (ASC), comprising two members of each of the four SACRE committees and the LEA's independent RE adviser, was established at the autumn 2003 SACRE meeting, following a report making recommendations regarding the statutory review of the syllabus. The ASC agreed that it was important to take into account the results of Ealing SACRE's inspection by OfSTED, as well as QCA's proposed national framework, which was due to be published the following year.

Members of the ASC met with RE co-ordinators and heads of department in March, to hear their views about the current syllabus, and also what they might look forward to seeing in the revised syllabus. Following the publication of QCA's draft framework in April, a further series of consultations with RE teachers were set for October and November. Each will focus on a different key stage, and the ASC will consider the results of these consultations at its next meeting in November. Following this, the ASC will make recommendations to SACRE about the revised agreed syllabus.

Appendix 8
Number of pupils of each religion by school, May 2004

School Name	Christian										Christian Total	Buddhist	Hindu	Jewish	Muslim	Sikh	Parsee/Zoroastrian	Rastafarian	Tamil	Other	No religion	Unclassified	All Pupils
	Christian (Unspecified)	Baptist	C of E	Church of God	Greek Orthodox	Jehovah's Witness	Methodist	Pentecostal	Roman Catholic	Salvation Army													
Allenby Primary School	32		2			1		12					47		25	68	47			4	14	1	206
Beaconsfield Primary School	12							4					16		37	114	57			5		6	235
Berrymede Infant School	29		7			3		43					82	2	7	133	5	1		7	10	24	271
Berrymede Junior School	71	1	1			3		25					101		7	136	5			7	18	3	277
Blair Peach Primary School	14							6					20		118	146	154			4		4	446
Brentside Primary School	40		29			3		56					128	4	16	100	8			2	30	5	293
Christ Church CE Junior School	313	1	4			3		3			1		325		4		3			5		4	341
Clifton Primary School								4				6	10		50	138	114			4	8		324
Coston Primary School	95	3	32			5		49					184		30	124	13			18	56	5	430
Dairy Meadow Primary School	56					2		16					74		82	133	170			7	5	14	485
Derwentwater Primary School	75	3	50			2		79					209		18	1	220	12		23	100	17	600
Dormers Wells Infant School	35	2			3		1	25		3			69		51	202	52		1		14		389
Dormers Wells Junior School	48	1			1			18					68	2	43	188	70			3	8	11	393
Downe Manor Primary School	157	2	5			2		28			1		195		3	56	12			15	72	1	354
Drayton Green Primary School	65		2		2		1	23	1				94	1	7	99	6			4	1	26	238
Durdan's Park Primary School	40		9			5		14					68		129	117	171			13	11	7	516
East Acton Primary School	61							19					80		8	118	5			2	30	14	257
Edward Betham CE Primary School	84	9	243			3		28					367		26	32	10	1			9		445
Featherstone Primary School	32							6					38		109	223	201			3	5	1	580
Fielding Primary School	285		32			4		42					363		22	6	46	25		25	127	44	658
Gifford Primary School	122		1			1		77					201		30	117	5			14	60	78	505

School Name	Christian											Christian Total	Buddhist	Hindu	Jewish	Muslim	Sikh	Parsee/Zoroastrian	Rastafarian	Tamil	Other	No religion	Unclassified	All Pupils
	Christian (Unspecified)	Baptist	C of E	Church of God	Greek Orthodox	Jehovah's Witness	Methodist	Pentecostal	Roman Catholic	Salvation Army	Seventh Day Adventist													
Grange Primary School	214												214		15	2	80	9			14	83	70	487
Greenwood Primary School	132	2	48			4		53					239	3	64	1	57	9	1		4	68	4	450
Hambrough Primary School	18					3		4					25		147		145	160			2		1	480
Hathaway Primary School	61	2	18			1		30					112		23		130	6			14	50	15	350
Havelock Primary School	42	1						10					53		58		199	148			4	8	1	471
Hobayne Primary School	179					1		29			1		210		19		80	13			7	135	1	465
Horsenden Primary School	171	1	19			2		38					231		196	2	219	29			17	42	37	773
John Perryn Primary School	90		1					91					182		9		141	6			8	22	19	387
Lady Margaret Primary School	51		2					12					65		150		151	205			11	3	4	589
Little Ealing Primary School	65		143		1	4		47					260	1	15	7	53	10			11	170	5	532
Mayfield Primary School	76	3	53			2		35					169		17		69	9			2	71		337
Montpelier Primary School	95		62		5	6		34					202	13	26	2	145	19			4	70	108	589
Mount Carmel RC Primary School	3							438					441											441
North Ealing Primary School	99		121			1		34			3		258	5	13	6	54	8			11	90	13	458
North Primary School	43					1		21					65		77		107	159				6	2	416
Northolt Primary School	135					1		32					168		9		49	6			22	89	5	348
Oaklands Primary School	194	1	1			7		34			1		238		19	3	88	14			28	58	7	455
Oldfield Primary School	96					1		28					125		39		78	12			8	30	5	297
O L Visitation RC Primary School	458												458								1		4	463
Perivale Primary School	51	1	4			1		25			1		83		164		170	17			13	10	2	459
Petts Hill Primary School	37		1			1		13					52	1	13		49	10			4	28	1	158
Ravenor Primary School	54		69		2	7	4	39		3			179	2	24		138	28				79		450
Selborne Primary School	145							2			1		148		38		109	11			11	23	1	341
Southfield Primary School		1	100			1		42			47		191	1	3	2	91	3	4		3	92	24	414
St. Anselm RC Primary School	19							161					180		11		2	7			1		2	203

School Name	Christian											Christian Total	Buddhist	Hindu	Jewish	Muslim	Sikh	Parsee/Zoroastrian	Rastafarian	Tamil	Other	No religion	Unclassified	All Pupils		
	Christian (Unspecified)	Baptist	C of E	Church of God	Greek Orthodox	Jehovah's Witness	Methodist	Pentecostal	Roman Catholic	Salvation Army	Seventh Day Adventist														United Reform Church	Other Christian
Elthorne Park High School			15			2		23				401	441		24	7	117	29			22	197	50	887		
Featherstone High School	78	1						5					84		152		406	428			30	6	41	1147		
Greenford High School	171	5	7			5		32			1		221		356		383	531			14	50	40	1595		
Northolt High School	529		62	2		3		76					672	5	80	4	138	13			16	187	205	1320		
The Ellen Wilkinson School for Girls	251	2	24	1		6	2	72					358	9	156	2	538	48			49	97	142	1399		
The West London Academy	285	5	15	3		7		89					404		24		135	24			20	141	12	760		
Twyford CE High School	325	81	443			42		30			9		930		79	3	118	25			34	18	16	1223		
Villiers High School								14				75	89		257	1	375	392			9	3	18	1144		
High Schools Total	3052	103	615	9	11	78	4	1529	3	11	476	5891	32	1473	23	3364	1756	3	272	1044	1757	15615				
Belvue School	45		12					9					66		7	1	24	20			1	2	2	123		
Castlebar School	10	1	6					9			1		27		7		26	8			2	14		84		
John Chilton School	18		10					5					33		7		18	9			2	6	4	79		
Mandeville School	18	1						4					23		6	1	26	8				1	9	74		
Springhallow School	14						1	17					32		4		6				1	2	12	57		
St Ann's School	13		2					5					20		3		17	8			6	3	3	60		
Special Schools Total	118	2	30				1	49			1	201		34	2	117	53			12	28	30	477			
All Schools Total	8526	143	2038	1	22	26	172	8	5801	1	10	22	568	17338	101	3974	58	9841	4290	5	5	1	745	3329	2783	42470