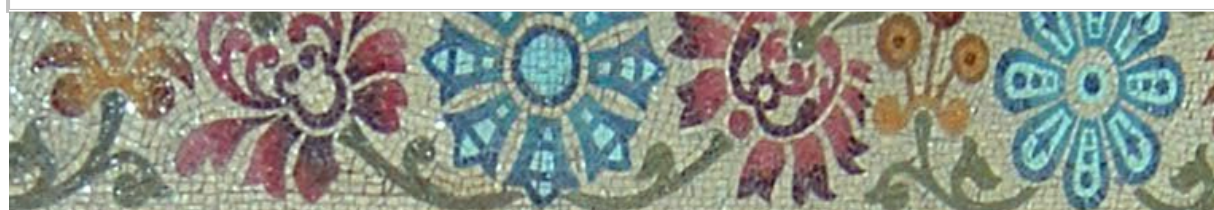




Ealing SACRE

www.egfl.org.uk/religion



Annual Report
September 2014 - August 2015

SACRE ANNUAL REPORT

September 2014 - August 2015

Table of contents

Introduction by the chair of SACRE	page 3
Religious education	page 4
Reflection	page 4
Community cohesion	page 4
Links with other bodies	page 4
Other issues	page 4
SACRE arrangements	page 5
Appendix 1 – Summary of monitoring results	page 6
Appendix 2 – Examination results 2015	page 12
Appendix 3 – SACRE membership – September 2014 to August 2015	page 19
Appendix 4 – SACRE members’ attendance during 2014-2015	page 21
Appendix 5 – Number of pupils of each religion by school, May 2015	page 23
Appendix 6 – Breakdown of ‘other’ data received, May 2015	page 29
Appendix 7 – Allenby Primary School: Rights Respecting	page 30

1. Introduction

It has been my pleasure to be the Chair of the Ealing SACRE committee for the past year. In May I was appointed to serve as chair for another municipal year and I continue to find the work rewarding. I was very pleased that this year Liz Day was elected our vice chair and I am confident she will continue to make a positive contribution.

A number of schools have renewed their determinations and Stanhope Primary has been granted a new determination. The committee has looked at several aspects of schools' work this year, for instance the participation of several Ealing schools in UNICEF's Rights Respecting programme. I was particularly pleased to be able to discuss the council's Prevent strategy and to hear about the positive work the council is doing to prevent radicalisation amongst young people. This is an important area which has received a great deal of media attention and in June SACRE members heard from the officers delivering the strategy. It is crucial that we keep this important area under review.



Cllr Anthony Kelly

In our borough religious education is vital in teaching children the importance of respect. The only basis for continued community cohesion is if we understand each other's different traditions and beliefs. It is very gratifying that Ealing schools are continuing to foster a culture of mutual understanding.

If you wish to know more about the work SACRE please get in contact.

Cllr. Anthony Kelly
Chair of Ealing SACRE

07771740912
KellyA@ealing.gov.uk

2. Religious education

- 2.1 Twenty-seven schools were sent self-assessment monitoring forms during 2014-15, and of these seventeen completed a return. A summary of the information collected can be found in appendix 1.
- 2.2 The 2014-2015 examination results, along with a comparison to the previous year's results, can be found in appendix 2.

3. Reflection

- 3.1 Stanhope Primary school applied to SACRE for a new determination, and was granted this determination at the June meeting.
- 3.2 SACRE also received applications from four schools requesting a renewal of an existing determination. Renewals were granted to:
 - Allenby Primary School (January 2015)
 - Hambrough Primary School (October 2014)
 - Featherstone Primary School (June 2015)
 - Dormers Wells Junior School (June 2015)

4. Community Cohesion

- 4.1 Following the introduction of the Counterterrorism and Security Act 2015, Paul Smith, EPAREX (Ealing Partnership Against Radicalisation and Extremism) and Prevent strategy manager, and Nazia Matin, Prevent co-ordinator, were invited to discuss their work at the June SACRE meeting. This presentation was well received, prompting several follow-up questions from members.

5. Links with other bodies

- 5.1 SACRE continues its membership of the National Association of SACREs (NASACRE).

6. Other issues

- 6.1 Sonita Pobi, health development officer, gave a presentation to the October 2014 meeting of SACRE regarding the role of the council's health improvement team, in particular the work being undertaken in local schools regarding relationship and sex education (RSE). She also discussed the practice of female genital mutilation (FGM). FGM is now illegal in Britain and Sonita told members about the various initiatives in Ealing that have been set up to safeguard women and girls against the abuses associated with this horrific practice.

- 6.2 Three of the schools that applied for renewals of their determination— Allenby, Hambrough, and Stanhope Primary Schools—are implementing UNICEF’s Rights Respecting Schools approach. Allenby became a level 1 Rights Respecting School in November 2013. And then in March 2015 it was announced that Allenby had achieved Level 2. Allenby’s head, Baljit Ahluwalia, spoke to SACRE at the January meeting. For more information about how the school puts the United Nations Convention on the Rights of the Child at the heart of all practice and philosophy, see Appendix 7.
- 6.2 The “Days of Observance” calendar was again produced for the use of schools and LA officers. This poster-sized calendar contains listings for many religious festivals and other dates of note. An on-line version, including informative articles about all of the observances mentioned, can be found on the Ealing Grid for Learning, www.egfl.org.uk/religion.
- 6.3 In June 2015, Cllr Tej Bagha returned to SACRE after his year as Ealing Mayor. Also at the June meeting Liz Day of the Teachers’ committee was elected Vice-Chair. In addition, SACRE welcomed several new members during the course of the year:
- Local authority committee: Cllrs Sanjai Kohli and Alex Stafford
 - Church of England committee: Reverend Laurence Hillel
 - Other committee: Samuel Lyle (replacing Ursula Patel as the alternate Ba’hai representative)
 - Teachers’ committee: Naheed Mir, RE co-ordinator at Berrymede Junior School.

7. SACRE arrangements

- 7.1 Throughout the year, SACRE received professional support from Nora Leonard, SACRE consultant. Laurie Lyle, committee team member and Cameron MacLean, democratic service officer, provided administrative and clerking support.
- 7.2 The LA continues to pay for membership of NASACRE and for limited attendance at conferences.

Appendix 1
Summary of monitoring results

Schools participating	High Schools	Primary Schools	
	Dormers Wells HS Ellen Wilkinson Featherstone HS Northolt HS Villiers HS	Blair Peach PS Dairy Meadow PS Dormers Wells Infant Durdan's Park PS East Acton PS Featherstone PS	Fielding PS Hobbayne PS Horsenden PS Stanhope PS Tudor PS
	Special Schools		
	Castlebar		
Strengths of RE provision			
Dormers Wells HS	<ul style="list-style-type: none"> ▪ A level teaching proven by results coverage for years 7-13 and a student going to Cambridge University. ▪ New, challenging schemes of work being developed. 		
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ Exam results ▪ Varied curriculum ▪ Well-resourced department 		
Featherstone HS	<ul style="list-style-type: none"> ▪ Links with local places of worship ▪ GCSE RE full course. ▪ Introduction of the SACRE ks3 curriculum ▪ Links with SACRE 		
Northolt HS	<ul style="list-style-type: none"> ▪ Engagement in learning from students ▪ Variety of exciting assessment opportunities at ks3 		
Villiers HS	<ul style="list-style-type: none"> ▪ Changes made to the current ks3 scheme of work. ▪ Changes made to standardising assessments at ks3. ▪ Updating/developing ks4 lessons that are more specific to differentiated learning objectives/outcomes. ▪ All students receive one hour a week of RE at ks3/4. (At ks4 all students are entered for the full/short course.) Lessons are taught by three teachers, two of whom are RE specialists. 		
Castlebar School	<ul style="list-style-type: none"> ▪ RE included in all classes medium term plans and opportunities to visit local place of worship are planned. ▪ Multifaith festivals celebrated and acknowledged through classwork, class led and teacher led assemblies, displays. ▪ Assemblies 3 times a week ending with a time for reflection. ▪ Moral attitudes such as caring, sharing etc reinforced through our PSD curriculum. 		
Blair Peach PS	<ul style="list-style-type: none"> ▪ Subject leadership ▪ Coverage of agreed syllabus ▪ Understanding of different faiths, teachers' subject knowledge ▪ Partnership work with places of worship, external links 		
Dairy Meadow PS	<ul style="list-style-type: none"> ▪ RE is taught in a variety of ways, e.g. through art and literacy (speaking, listening and reading). 		

Dormers Wells Infants	<ul style="list-style-type: none"> ▪ Visits to local places of worship. ▪ Whole school celebration of major religious festivals from various faiths.
Durdan's Park PS	<ul style="list-style-type: none"> ▪ RE timetabled slot each week. ▪ Regularly taught ▪ Evidence of wide range of activities ▪ Links to literacy and other subjects
East Acton PS	<ul style="list-style-type: none"> ▪ Ealing's agreed syllabus ("Sowing the seeds of the future") used throughout. ▪ Weekly RE timetabled. ▪ Work recorded in books shows progress.
Featherstone PS	<ul style="list-style-type: none"> ▪ The R.E. curriculum is balanced, which makes a good contribution to pupil's spiritual, moral, social and cultural development. E.g. all children participate in all faith celebration, involvement of local community and parents; which, helps to extend pupils interest in the subject. ▪ Pupils are encouraged to recognise the value of the subject and make links to their own lives. E.g. Festival of Light – Multi faith celebration carried out in December through a production, all festivals are celebrated throughout the year. ▪ In KS2, there is good contribution to the promotion of pupils' literacy skills, and there is greater emphasis on speaking and listening as well as drama throughout the whole school, encouraging children to develop the ability to discuss and respond issues related to the various religions. ▪ The teachers have a clear understanding of the value of the teaching of RE, which is reflected in planning, observations as well as weekly assemblies. ▪ The school is enriched with a variety of resources and teaching strategies to promote good learning throughout the school in R.E. ▪ Regular visits to the places of worship, parents are encouraged to participate
Fielding PS	<ul style="list-style-type: none"> ▪ External visits
Hobbayne PS	<ul style="list-style-type: none"> ▪ Enthusiasm of teachers willing and wanting to teach RE. ▪ Range of experience of teacher and staff. ▪ Diverse school community.
Horsenden PS	<ul style="list-style-type: none"> ▪ All year groups follow the excellent schemes that have been provided by Ealing, and are now aligning their programmes against the new schemes.
Stanhope PS	<ul style="list-style-type: none"> ▪ Daily reflection opportunities are embedded into the assembly plan. The children have the opportunity to reflect each day, sometimes in their classroom. When there is a significant event we incorporate additional reflection time into the curriculum (e.g. eclipse, natural disasters, anniversaries, remembrance etc.) ▪ Thought of the week is shared with each child and member of staff. It is also put onto the website (*see next page). This is an important dimension of our spiritual curriculum for the children. It empowers them to think in a way that life may not allow for—they have an opportunity to reflect and explore the 'thought of the week' as part of class discussion and assembly. ▪ SMSC has a high priority in the school: each year group has a spiritual visit from nursery to year 6. Places of worship visited include: local churches, mosques, gurdwaras, temples and a synagogue. We have developed links with the religious leaders of these places and have also invited them into school for assemblies and events.

Stanhope PS (cont.)	<ul style="list-style-type: none"> ▪ The children from the choir take part in community events that encourage them to be reflective and giving. ▪ We follow the Ealing agreed syllabus, and as a result teaching of RE is good/outstanding. Lessons in RE are monitored through learning walks, lesson observations and pupil voice. ▪ Books are monitored termly and all writing for RE is done in writing books. This is also monitored through writing moderation every 3-4 weeks. The children have the opportunity to write/reflect on pieces of work, e.g. diary writing, poetry, recounts, religious visit reports etc. ▪ RE is well-resourced. There are plenty of artefacts that are available to the children to gain a sense of awe and wonder and to fit in with our multi-sensory approach. ▪ There is a reflective display for RE in the shared corridor, which is updated regularly. ▪ The RE leader meets with SLT half-termly to plan priorities and agree actions. ▪ We have a committee for RE as part of the Rights Respecting Agenda. The team meet as part of school leadership meetings and as a steering group internally. We are currently awaiting recognition to reach Level 2 for the Rights Respecting School Status. ▪ Stanhope has achieved the International school award and is working with schools around the world. This helps children to see the importance of religious influence and religion in different societies.
Tudor PS	<ul style="list-style-type: none"> ▪ Clear curriculum guidelines ▪ Teaching through art, drama and stories ▪ Positive attitudes
Areas requiring development and how these are being addressed	
Dormers Wells HS	<ul style="list-style-type: none"> ▪ Looking at whole day RE provision to provide catch-up for GCSE full course. ▪ Allocation of time for GCSE course. ▪ <i>Addressed by:</i> timetabling, planning, line management, staff visiting other schools to see good practice.
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ New GCSE and A-level schemes of work ▪ Key stage 3 level update ▪ <i>Addressed by:</i> using gained time in summer to create new schemes of work; creating updated level system for ks3.
Featherstone HS	<ul style="list-style-type: none"> ▪ Pupils' response to feedback by teachers to aid progress. ▪ RE at KS5 (e.g. A/S and A2) ▪ <i>Addressed by:</i> appointment of specialist RE teacher; RE being evolved more into Philosophy and Ethics.
Northolt HS	<ul style="list-style-type: none"> ▪ Consistency of teaching and learning for non-specialists and new teachers. ▪ <i>Addressed by:</i> peer teaching; shared lessons; standardisation meetings.
Villiers HS	<ul style="list-style-type: none"> ▪ Cross-curricular links ▪ <i>Addressed by:</i> conversations with other HoDs about where links could be made.
Castlebar School	<ul style="list-style-type: none"> ▪ To continue to promote daily acts of reflection across the whole school. ▪ To source further suitable RE reading/picture books for the school library ▪ <i>Addressed by:</i> Hold an INSET to continue to promote daily acts of reflection across the whole school; have sourced and purchased a Christmas sensory story; resource and purchase suitable reading/picture RE books.
Blair Peach PS	<ul style="list-style-type: none"> ▪ Reflective questioning; creative thinking and planning. ▪ <i>Addressed by:</i> whole school RE explore days; staff and subject leader training.

Dairy Meadow PS	<ul style="list-style-type: none"> Trips to places of worship <i>Addressed by:</i> organising workshops and speakers from different religions to come into school. 	
Dormers Wells Infants	<ul style="list-style-type: none"> Resourcing and greater use of available resources. <i>Addressed by:</i> humanities post to be advertised internally. 	
Durdan's Park PS	<ul style="list-style-type: none"> Assessment. Links with outside speakers. <i>Addressed by:</i> Co-ordinator's year group has incorporated an assessment task into each unit with the intention of spreading this practice to the rest of the school; have invited speakers into the school with little success in that their material wasn't that suitable. Co-ordinator is continuing to research suitable links. 	
East Acton PS	<ul style="list-style-type: none"> Staff development: lots of HLTAs (higher level teaching assistants) teach RE. <i>Addressed by:</i> in-house training session. 	
Featherstone PS	<ul style="list-style-type: none"> Pupils to develop a wider range of investigating and evaluating skills. Assessment to measure progress. To build a bank of multi-faith leaders. <i>Addressed by:</i> Planning/monitoring; assessment; to make links to all subjects, e.g. history, science etc.; working with local community to develop a list of religious practitioners to visit school. 	
Fielding PS	<ul style="list-style-type: none"> Cross-curricular links, including further integration with school's values-based education ethos. <i>Addressed by:</i> on-going curriculum development and identification of opportunities by year group teams. 	
Hobbayne PS	<ul style="list-style-type: none"> Resources and alternative lesson ideas. Communicating importance of RE to new staff. <i>Addressed by:</i> RE INSET conducted about changes to RE curriculum; book looks; questions to staff and pupils about RE. 	
Horsenden PS	<ul style="list-style-type: none"> Implementation of the new agreed syllabus <i>Addressed by:</i> The new scheme has been set out on the school's curriculum plan; each year group has a person responsible for planning/providing/ensuring that each of the 3-4 classes in that group are doing what they are supposed to do. 	
Stanhope PS	<ul style="list-style-type: none"> Developing awe and wonder around an interactive whole school display <i>Addressed by:</i> Through a subject leader action plan; resources ordered; displays allocated 	
Tudor PS	<ul style="list-style-type: none"> More enrichment activities. <i>Addressed by:</i> Head is convening RE at the school while the co-ordinator is on maternity leave for a year. 	
Is RE provision in the school compliant with the Ealing agreed syllabus?		17 yes
Additional comments	<i>Castlebar:</i> yes, but adapted for the special school	
Is the school compliant as regards provision of the statutory daily act of reflection?		16 yes
Additional comments	<i>Dormers Wells HS:</i> Assembly and thought for the week. <i>Castlebar:</i> yes, as appropriate. <i>Hobbayne:</i> did not answer	

Examples of how the school promotes SMSC	
Dormers Wells HS	<ul style="list-style-type: none"> ▪ CPSHE/PE and whole curriculum ▪ Clubs/extra-curricular work, e.g. school play.
Ellen Wilkinson	<ul style="list-style-type: none"> ▪ Enrichment days often focused on cultural or moral issues. ▪ Assemblies
Featherstone HS	<ul style="list-style-type: none"> ▪ Assemblies based on a reflections calendar covering major religious festivals as well as other cultural, moral, social and spiritual events/themes. ▪ Daily reflection in registration that includes thought of the day, news, moral dilemmas and a period of reflection for students.
Northolt HS	<ul style="list-style-type: none"> ▪ Thought for the day reflection/discussion time with all students every morning and then linked to lessons throughout the day. ▪ Reflection/thinking room every Friday lunch time to reflect/discuss thought for the day/week further.
Villiers HS	<ul style="list-style-type: none"> ▪ During form time weekly enrichment activities which focus on a particular aspect of SMSC education. ▪ All students at ks3 receive one hour of RE a week. All students at ks4 study for GCSE course (either full or short course).
Castlebar School	<ul style="list-style-type: none"> ▪ After school clubs catering for different interests of the children, including cricket, walking, football, cooking, basketball, swimming, music. ▪ 'Good Work' assembly held across the whole school once a week. Good work is shown and celebrated and stickers/certificates are awarded.
Blair Peach PS	<ul style="list-style-type: none"> ▪ Working towards the UNICEF Rights Respecting Award ▪ School assemblies, ethos
Dairy Meadow PS	<ul style="list-style-type: none"> ▪ Through religious assemblies. ▪ Through displays of children's work in central areas around the school (both art and written work).
Dormers Wells Infants	<ul style="list-style-type: none"> ▪ Assemblies are celebratory and inclusive. ▪ Displays celebrate ethnic diversity. ▪ Cross-curricular links.
Durdan's Park PS	<ul style="list-style-type: none"> ▪ Children are taught to be respectful of others' beliefs during RE lessons, and this extends to showing respect to all other aspects of life. ▪ Faith assemblies bring together the whole community to celebrate.
East Acton PS	<ul style="list-style-type: none"> ▪ Themed assemblies include topics such as right and wrong. ▪ International evening attended by parents — food from around the world.
Featherstone PS	<ul style="list-style-type: none"> ▪ Bilingual vocabulary used around the school ▪ Whole school celebration of all faiths, involving the community ▪ RE is well planned and delivered ensuring all children are included and motivated to learn as well as progress. ▪ Lesson delivered and differentiated for all ability, equal opportunities for speaking and listening as well as drama. ▪ Well embedded links with literacy in KS2. (Evidence Provided) ▪ Visits to local places of worships ▪ Visits from religious practitioners
Fielding PS	<ul style="list-style-type: none"> ▪ <i>Moral, social:</i> Values-based education ethos, one explicit value per month. ▪ <i>Spiritual, social:</i> Mind Up — mindfulness, reflection and knowledge of neuroscience.

Hobayne PS	<ul style="list-style-type: none"> ▪ PSHE curriculum and citizenship programme implemented ▪ International evening ▪ After school clubs
Horsenden PS	<ul style="list-style-type: none"> ▪ Themes through the daily assembly times R-Y6, which cover each aspect of SMSC ▪ Links with the wider world through supporting, for example, 'Operation Christmas Child', 'Red Nose Day' and things like internet safety.
Stanhope PS	<ul style="list-style-type: none"> ▪ Thought of the week ▪ Working towards becoming a rights respecting school
Tudor PS	<ul style="list-style-type: none"> ▪ Reflection on a daily basis—thought for the day—which leads into whole school on Friday. ▪ Friendship corners.

	O	G	G-S*	S	I
Overall effectiveness of RE provided in the school	2	14		1	
Learners' achievement in RE	3	11	1	2	
Quality of teaching in RE	1	13	1	2	
Quality of the RE curriculum, including cross-curricular links	1	15		1	
Quality of leadership in, and management of, RE	1	13	1	2	

* This category does not appear on the form, but was entered by Dormers Wells High School.

Appendix 2

Examination results for the academic year 2014-15¹

GCSE Full Course* Religious Studies 2015								
School Name	Year 11 NOR	Cohort entered		A*-C grades		A*-G grades		Average Points †
		#	%	#	%	#	%	
Acton High School	215	19	9%	15	79%	19	100%	45.1
Alec Reed Academy	164	90	55%	74	82%	90	100%	44.9
Brentside High School	205	18	9%	17	94%	18	100%	47.7
Cardinal Wiseman Catholic HS	287	284	99%	229	81%	284	100%	43.8
Dormers Wells High School	183	0	0%	0	N/A	0	N/A	N/A
Drayton Manor Academy	234	117	50%	107	91%	116	99%	47.0
Elthorne Park High School	172	165	96%	134	81%	165	100%	44.3
Featherstone High School	237	234	99%	173	74%	232	99%	41.6
Greenford High School	234	155	66%	135	87%	155	100%	46.7
Northolt High School	212	21	10%	15	71%	21	100%	41.1
The Ellen Wilkinson School for Girls	208	158	76%	155	98%	158	100%	49.5
Twyford CE High School	190	188	99%	169	90%	188	100%	47.8
Villiers High School	231	185	80%	138	75%	184	99%	42.6
Ealing total / average (2015)	2830	1636	58%	1363	83%	1632	100%	45.0

* Last short course entry was in 2012/13, all pupils entered into full course from 2013/14 onwards.

† Each grade is accorded a certain number of points, which for the GCSE full course is: A* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

¹ All exam results are provisional, and will be updated in January with the results of any re-sits.

2013-2015 Comparison - GCSE Religious Studies

School Name	Year 11 NOR	Year 11 NOR	Year 11 NOR	Cohort entered			A*-C grades			A*-G grades			Average Points	Average Points	Average Points
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013 †	2014 †	2015 †
Acton High School	247	237	215	15%	11%	9%	94%	65%	79%	100%	100%	100%	50.3	41.2	45.1
Alec Reed Academy	189	160	164	90%	57%	55%	43%	87%	82%	92%	100%	100%	32.3	45.9	44.9
Brentside High School	N/A	225	205	N/A	8%	9%	N/A	100%	94%	N/A	100%	100%	N/A	49.0	47.7
Cardinal Wiseman Catholic HS	302	295	287	97%	99%	99%	80%	69%	81%	100%	99%	100%	43.5	41.4	43.8
Dormers Wells High School	193	178	183	2%	8%	0%	100%	50%	N/A	100%	100%	N/A	48.0	34.4	N/A
Drayton Manor Academy	235	235	234	47%	51%	50%	89%	93%	91%	100%	100%	99%	46.8	48.2	47.0
Elthorne Park High School	177	181	172	86%	78%	96%	76%	90%	81%	99%	100%	100%	42.0	48.1	44.3
Featherstone High School	237	237	237	93%	100%	99%	73%	59%	74%	100%	95%	99%	41.2	38.8	41.6
Greenford High School	243	240	234	11%	11%	66%	100%	89%	87%	100%	100%	100%	52.9	46.0	46.7
Northolt High School	236	231	212	27%	30%	10%	89%	69%	71%	98%	96%	100%	45.6	40.9	41.1
Ellen Wilkinson School for Girls	207	214	208	72%	79%	76%	97%	97%	98%	100%	100%	100%	47.5	48.9	49.5
Twyford CE High School	187	186	190	98%	98%	99%	90%	94%	90%	100%	99%	100%	47.2	50.3	47.8
Villiers High School	239	261	231	74%	75%	80%	77%	70%	75%	100%	100%	99%	44.8	41.5	42.6
Ealing total / average	2692	2880	2830	59%	55%	58%	79%	79%	83%	99%	99%	100%	43.4	44.3	45.0

Key
Increase since 2014
Decrease since 2014
No change since, or no data for, 2014

Notes

† Each grade is accorded a certain number of points, which for the GCSE full course is: A* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22 and G = 16. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

*No short course data was provided in the DfE provisional data October 2014.

Summary

The number of GCSE Religious Studies entries in 2015 rose by 3% from 2014.

There was a small increase in the average point score from 44.3 in 2014 to 45.0 in 2015.

Featherstone, Cardinal Wiseman and Twyford continue to be the schools that enter most all of their pupils for GCSE Full Course in Religious Studies.

In 2014 Brentside had 100% of entries achieving A*-C, but dropped in 2015 to 94%. Ellen Wilkinson now has the highest percentage of A*-C in GCSE Religious Studies with 98% achieving A*-C in 2015.

A-level and AS-level religious studies 2015

Exam Type	School Name	Year 13 NOR	Entries		Total A* to C		Total A* to E		Average Points †
			#	%	#	%	#	%	
GCE A Level	Acton High School	67	6	9%	5	83%	5	83%	200.0
	Brentside High School	106	7	7%	6	86%	7	100%	210.0
	Cardinal Wiseman Catholic High School	171	22	13%	18	82%	22	100%	225.0
	Dormers Wells High School	60	8	13%	5	63%	8	100%	221.3
	Drayton Manor Academy	154	11	7%	9	82%	11	100%	223.6
	Elthorne Park High School	61	6	10%	3	50%	6	100%	215.0
	The Ellen Wilkinson School for Girls	118	10	8%	9	90%	10	100%	222.0
	Twyford CE High School	229	32	14%	29	91%	32	100%	242.8
	Villiers High School	55	11	20%	4	36%	11	100%	185.5
Ealing average (2015)		1486	113	8%	88	78%	112	99%	222.7
GCE AS Level	Acton High School	67	4	6%	1	25%	4	100%	97.5
	Brentside High School	106	1	1%	0	0%	1	100%	90.0
	Cardinal Wiseman Catholic High School	171	13	8%	9	69%	12	92%	103.8
	Drayton Manor Academy	154	6	4%	2	33%	5	83%	80.0
	Elthorne Park High School	61	1	2%	1	100%	1	100%	105.0
	The Ellen Wilkinson School for Girls	118	1	1%	0	0%	1	100%	75.0
	Twyford CE High School	229	7	3%	5	71%	7	100%	109.3
	Villiers High School	55	3	5%	1	33%	3	100%	95.0
Ealing average (2015)		1486	36	2%	19	53%	34	94%	98.3

† Each grade is accorded a certain number of points, which for GCE A-level is: A* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

2013-2015 Comparison - A-level and AS-level religious studies

Exam Type	School Name	Year 13 NOR 2015	Entries			Total A* to C			Total A* to E			Average Points 2013 †	Average Points 2014 †	Average Points 2015 †
			2013	2014	2015	2013	2014	2015	2013	2014	2015			
GCE A Level	Acton High School	67	N/A	18%	9%	N/A	50%	83%	N/A	100%	83%	N/A	195.0	200.0
	Brentside High School	106	0%	12%	7%	100%	78%	86%	100%	100%	100%	240.0	223.3	210.0
	Cardinal Wiseman Catholic HS	171	13%	23%	13%	85%	89%	82%	100%	97%	100%	229.2	222.0	225.0
	Dormers Wells High School	60	N/A	5%	13%	N/A	100%	63%	N/A	100%	100%	N/A	250.0	221.3
	Drayton Manor Academy	154	6%	13%	7%	93%	71%	82%	100%	100%	100%	235.7	221.4	223.6
	Elthorne Park High School	61	N/A	12%	10%	N/A	80%	50%	N/A	100%	100%	N/A	216.0	215.0
	Ellen Wilkinson School for Girls	118	6%	10%	8%	83%	62%	90%	100%	100%	100%	220.0	235.4	222.0
	Twyford CE High School	229	14%	9%	14%	92%	96%	91%	96%	100%	100%	237.7	257.0	242.8
	Villiers High School	55	N/A	9%	20%	N/A	80%	36%	N/A	100%	100%	N/A	234.0	185.5
Ealing	1486	8%	9%	8%	88%	79%	78%	99%	98%	99%	231.5	226.8	222.7	
GCE AS Level	Acton High School	67	0%	7%	6%	N/A	50%	25%	N/A	75%	100%	N/A	78.8	97.5
	Brentside High School	106	1%	1%	1%	N/A	0%	0%	100%	100%	100%	82.5	90.0	90.0
	Cardinal Wiseman Catholic HS	171	6%	10%	8%	28%	33%	69%	78%	87%	92%	71.7	84.0	103.8
	Dormers Wells High School	60	0%	2%	0%	N/A	100%	N/A	N/A	100%	N/A	N/A	135.0	N/A
	Drayton Manor Academy	154	5%	3%	4%	73%	80%	33%	82%	100%	83%	98.2	120.0	80.0
	Elthorne Park High School	61	0%	0%	2%	N/A	N/A	100%	N/A	N/A	100%	N/A	N/A	105.0
	Ellen Wilkinson School for Girls	118	1%	1%	1%	N/A	100%	0%	100%	100%	100%	82.5	112.5	75.0
	Twyford CE High School	229	0%	5%	3%	N/A	91%	71%	N/A	100%	100%	N/A	118.6	109.3
	Villiers High School	55	0%	0%	5%	N/A	N/A	33%	N/A	N/A	100%	N/A	N/A	95.0
Ealing	1486	3%	3%	2%	39%	60%	53%	82%	90%	94%	81.8	98.3	98.3	

Key
Increase since 2014
Decrease since 2014
No change since, or no data for, 2014

NOTES

† Each grade is accorded a certain number of points, which for GCE A-level is: A* = 300, A = 270, B = 240, C = 210, D = 180 and E = 150, and for GCE AS-level is: A = 135, B = 120, C = 105, D = 90 and E = 75. These points are aggregated to provide a total points score for the school, which is then divided by the number of candidates to produce an average points score per pupil in the school.

Summary

Overall the percentage of A Level students entered for Religious Studies dropped 1% from 2014 to 2015 to 8%. The percentage of AS Religious Studies entries also dropped from 3% to 2%.

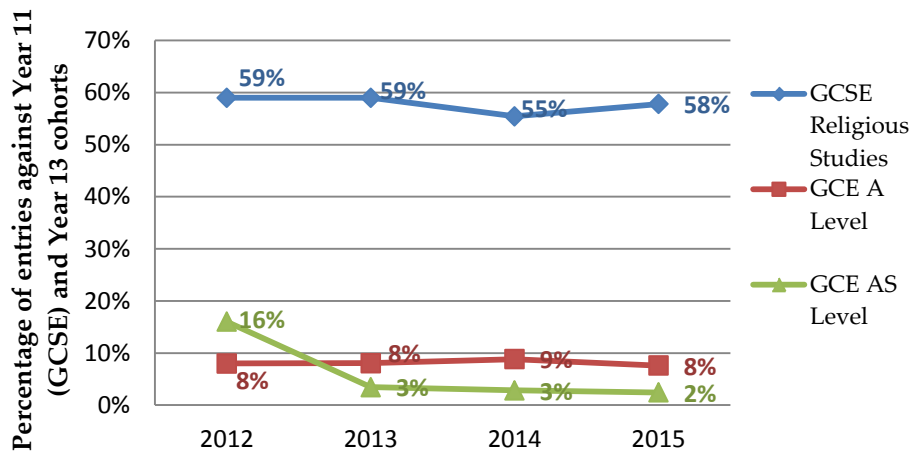
A*-C passes at A Level fell by 1% to 78%, and A*-E passes rose by 1% to 99%. The average point score dropped from 226.8 in 2014 to 222.7 in 2015.

A*-C passes at AS level dropped by 7% to 53%, and A*-E passes rose by 4%. The average point score remained the same at 98.3.

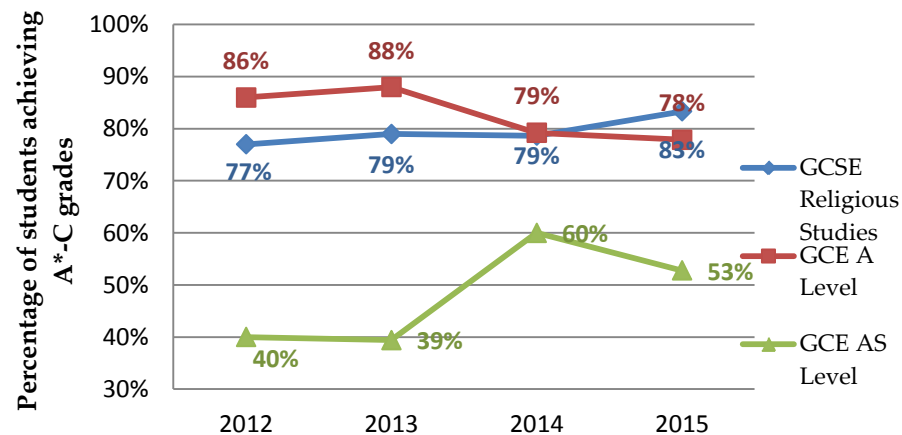
Villiers entered the highest number of pupils in A Level Religious Studies (20%), Cardinal Wiseman entered the highest percentage of pupils to the AS Level in Religious Studies (8%).

Twyford and Ellen Wilkinson achieved the highest percentage of A*-C at A Level (91% and 90% respectively). Twyford also had the highest percentage of A*-C at AS level (71%) closely followed by Cardinal Wiseman (69%).

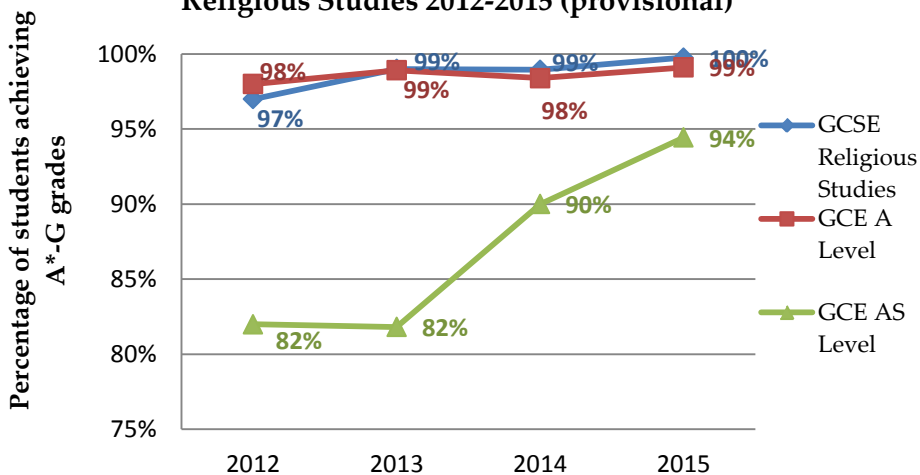
**Percentage of entries to Religious Studies courses
2012-2015 (provisional)**



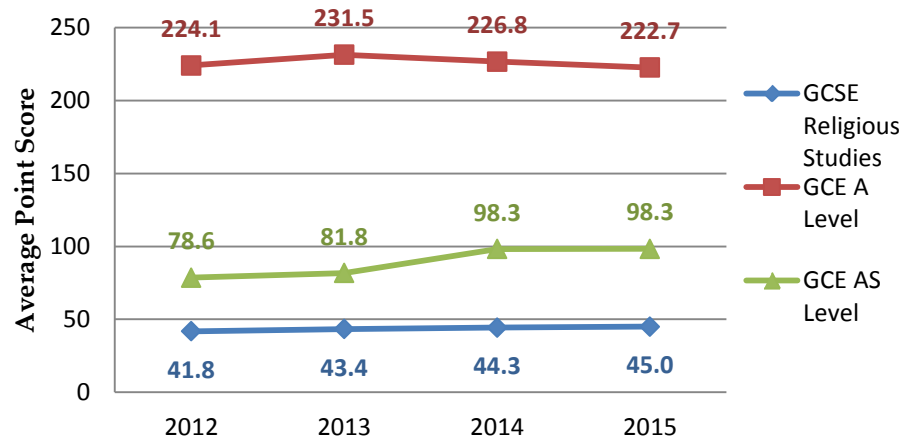
**Percentage of A*-C grades achieved in
Religious Studies 2012-2015 (provisional)**



**Percentage of A*-G grades achieved in
Religious Studies 2012-2015 (provisional)**



**Average Point Score in Religious Studies
2012-2015 (provisional)**



LA Group:

Cllr Anthony Kelly (Chair of SACRE and LA group)

Cllr Tej Ram Bagha (from May 15)

Cllr Swarn Singh Kang

Cllr Sanjai Kohli (from May 15)

Cllr Steve Hynes (until May 15)

Cllr Tariq Mahmood

Cllr David Millican

Cllr Theresa Mullins (until May 15)

Cllr Kamaljit Nagpal (until May 15)

Cllr Aysha Raza

Cllr Charan Sharma

Cllr Alex Stafford (from May 15)

Church of England Group:

Rev Laurence Hillel (from May 15)

Dr Peter Hounsell

Mr Graham Marriner

Ms Christine Sawyer

Rev Grenville Thomas

Other Faiths Group:

African Caribbean Church	-	Rev L Crossfield
Baha'i	-	Ms Nadine Sayer
		Ms Ursula Patel (to May 15)
		Mr Samuel Lyle (from May 15)
Buddhist	-	Dr C Amarasinghe
Free Church Federal Council	-	Mrs M McNeil
Hindu	-	Mr R Pathak
Humanist	-	Ms K Richardson (Chair of group)
West London Humanist & Secularist		Mr Oliver Murphy
Jewish	-	Dr M Izen
Islam - Sunni	-	Mr S Minhas
		Mr N Sheikh
Liberal Jewish	-	Rabbi Janette Burden
Ramgarhia Sabha	-	Mrs B Lall
		Mrs P Pank
Roman Catholic	-	Ms K Burke
Sikh Missionary Society	-	Vacancy
Sri Guru Ravi Dasia Sabha	-	Mr S K Dhanda

United Reform Church - Mr Donald Burling
Valmiki - 1 vacancy

Teachers Association Group:

NASUWT - Mr Glen Burchell
Ms Helen O'Neill (Chairman of Group)
NAHT - Katherine Crawford
- Liz Day (Vice-chair of SACRE)
PAT - Rani McKay
Kris Bolt
Naheed Mir

Co-opted Members

Foundation Schools - 1 vacancy

Appendix 4

Members attendance – September 2014 to August 2015

Key: ✓- Attended ✗- Absent S – Substitute		DATE OF MEETINGS		
GROUP	REPRESENTING	15 Oct 14	29 Jan 15	17 Jun 15
LA GROUP				
Cllr Anthony Kelly	Chairman of SACRE & LA Group	✓	✓	✓
Cllr Tej Ram Bagha	(from May 15)	-	-	✓
Cllr Swarn Singh Kang		✓	✗	✓
Cllr Sanjai Kohli	(from May 15)	-	-	✗
Cllr Steven Hynes	(to May 15)	✓	S	n/a
Cllr Tariq Mahmood		✗	✓	✓
Cllr David Millican	(to May 15)	S	✗	✓
Cllr Theresa Mullins	(to May 15)	✓	S	n/a
Cllr Kamaljit Nagpal	(to May 15)	S	✓	n/a
Cllr Aysha Raza		✗	✓	✓
Cllr Charan Sharma		✓	✓	✓
Cllr Alex Stanford	(from May 15)	-	-	✓
CHURCH OF ENGLAND GROUP				
Rev Laurence Hillel	(from May 15)	-	-	✓
Dr Hounsell		✓	✓	✓
Mr G Marriner		✗	✗	✓
Ms C Sawyer		✗	✓	✗
Rev G Thomas		✗	✗	✗
OTHER BELIEFS				
Rev L Crossfield	African Caribbean Church	✗	✗	✗
Ms Nadine Sayer	Baha'i	✗	✗	✓
Ms Ursula Patel	Baha'i (substitute) (to May 15)	✗	✗	✗
Mr Samuel Lyle	Baha'i (substitute) (from May 15)	-	-	✓
Dr C Amarasinghe	Buddhist	✗	S	✓
Mrs Marion McNeill	Free Church Federal Council	✗	✓	✓
Mr R Pathak	Hindu	✓	✓	✓
Ms Kathleen Richardson	Humanist (and chair of group)	✓	✓	✓
Mr Oliver Murphy	Humanist	✓	✓	✓
Mr S Minhas	Islam – Sunni	✗	✗	✗
Mr Naif Shaikh	Discover Islam	✗	✗	✗

Key: ✓ - Attended ✗ - Absent S - Substitute		DATE OF MEETINGS		
GROUP	REPRESENTING	15 Oct 14	29 Jan 15	17 Jun 15
Dr M Izen	Jewish	✗	✓	✓
Rabbi Janette Burden	Liberal Jewish	✗	✓	✗
Mrs B Lall	Ramgarhia Sabha	✗	✓	✓
Mrs P Pank	Ramgarhia Sabha	✗	✓	✗
Kim Burke	Roman Catholic	✓	✓	✓
Mr S K Dhanda	Sri Guru Ravi Dass Sadha	✗	✗	✗
Mr Donald Burling	United Reform Church	✓	✗	✓
TEACHERS' ASSOCIATIONS GROUPS				
Mr G Burchell	NASUWT	✗	✗	✓
Kris Bolt	PAT	✓	✗	✓
Ms K Crawford	NAHT	✗	✗	✗
Liz Day	NAHT	✓	✓	✗
Rani McKay	PAT	✓	✓	✓
Naheed Mir	PAT	✓	✗	✓
Ms H O'Neill	NASUWT (Chairman of Group)	✗	✗	✗

Appendix 5

Number of pupils of each religion by school, May 2015

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other*	No religion	Unclassified	Total
Acton High School	525	14	36		575	11	52	104	6	1323
Alec Reed Academy	330	6	78		247	26	39	153	25	904
Brentside High School	468	12	155	3	496	62	14	149	6	1365
Cardinal Wiseman Catholic HS	1815	2	16		12	5	5	8	18	1881
Dormers Wells High School	238	4	202		609	175	7	44	1	1280
Drayton Manor Academy	541	14	59		573	47	14	214	86	1548
Elthorne Park High School	394	6	26	2	178	15	16	390	26	1053
Featherstone High School	118	1	166	1	832	394	5	11	1	1529
Greenford High School	406	7	265		713	310	30	69	2	1802
Northolt High School	331	11	76		216	20	12	170	66	902
The Ellen Wilkinson School for Girls	251	16	137	1	762	12	8	104	112	1403
Twyford CE High School	1112	12	30	5	177	12	7	103	25	1483
Villiers High School	149	2	206		453	199	7	7	64	1087
William Perkins CE High School	146	5	69	1	82	6	3	16	53	381
High School Total	6824	112	1521	13	5925	1294	219	1542	491	17941

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
Alec Reed Academy	168	6	53		165	16	21	98	12	539
Allenby Primary School	38	4	28		148	32	1	16		267
Ark Priory	75				18		2	66	1	162
Beaconsfield Primary School	42	1	53		125	51		1		273
Berrymede Infant School	69	2	3		227	2	4	24	2	333
Berrymede Junior School	95		5		249	3	2	22	4	380
Blair Peach Primary School	30	1	176		214	95		2		518
Brentside Primary School	135	4	34		170	12	9	57	1	422
Christ the Saviour CE PS	690	2	10		18	3	5	3	52	783
Clifton Primary School	13		49		180	139	17	5		403
Coston Primary School	170	2	48		165	24	4	27	6	446
Dairy Meadow Primary School	61	4	86		198	130	4	9	1	493
Derwentwater Primary School	210	7	14		394	6	3	92	2	728
Dormers Wells Infant School	82	1	63		188	64		10	1	409
Dormers Wells Junior School	86	3	58		190	63	1	12	3	416
Downe Manor Primary School	137	5	29		188	17	10	87		473
Drayton Green Primary School	124		10		147	6	4	67		358
Durdan's Park Primary School	13	2	140		158	172	26	9	4	524
East Acton Primary School	70		6		198	2		22	33	331
Edward Betham CE PS	410	4	24		14	7	5	7	1	472
Featherstone Primary School	39	2	105		290	280	1	1	1	719
Fielding Primary School	380	15	28	7	124	11	9	316	3	893
Gifford Primary School	256	5	50		411	47	5	86	11	871
Grange Primary School	270	16	28	7	201	9	27	261	7	826
Greenwood Primary School	220	10	103		110	8	43	52	9	555

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
Hambrough Primary School	57	2	183		139	137		2		520
Hathaway Primary School	105		13	1	178	11	3	25	6	342
Havelock Primary School	46		57		209	154	16	4	1	487
Hobayne Primary School	259	2	24	3	164	9	10	170		641
Holy Family Catholic PS	196	2			25		1	24	2	250
Horsenden Primary School	243	16	197		264	12	8	126	2	868
John Perryn Primary School	139	2	5	1	242	4	28	35	3	459
Khalsa Primary School	2		7			395	5		2	411
Lady Margaret Primary School	64	7	166		268	157	1	5	2	670
Little Ealing Primary School	292	6	27	4	61	7	12	247	13	669
Mayfield Primary School	141	1	20		112	12	3	79	3	371
Montpelier Primary School	177	7	43	7	248	9	5	187		683
Mount Carmel Catholic PS	459									459
North Ealing Primary School	242	11	39	5	145	20	8	169	54	693
North Primary School	27	2	143		137	99	5	6	1	420
Oaklands Primary School	184	1	13		164	10	29	130	18	549
Oldfield Primary School	191	1	44	1	166	8	9	46	1	467
OLOV Catholic PS	470								1	471
Perivale Primary School	65	9	151		214	12	1	14	1	467
Petts Hill Primary School	68	6	42		87	12	8	31	1	255
Ravenor Primary School	188	6	62		231	33		76	15	611
Selborne Primary School	245	4	27		245	7	13	32		573
Southfield Primary School	197	1	6	1	164		11	103	39	522
St. Anselm's Catholic PS	240		8			1		1		250
St. Gregory's Catholic PS	615				1					616

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other *	No religion	Unclassified	Total
St. John Fisher Catholic PS	463		1			1				465
St. John's Primary School	149	4	18		244	3	9	41	3	471
St. Joseph's Catholic PS	554				1			1	1	557
St. Mark's Primary School	213	4	5	2	63	16	2	128		433
St. Raphael's Catholic PS	5					1			15	21
St. Vincent's Catholic PS	545				2		2		39	588
Stanhope Primary School	495								2	497
The Holy Family Catholic PS	211	8	96		205	42	4	20		586
Three Bridges Primary School	94		34		221	66	1	30	7	453
Tudor Primary School	40		72	1	234	107	5			459
Vicar's Green County PS	101	6	90	1	135	3	2	4	2	344
Viking Primary School	63	3	17		126	10	13	38	5	275
West Acton Primary School	109	23	11	1	290	3	8	126		571
West Twyford Primary School	130	3	14		143	2	1	39		332
Willow Tree Primary School	208	13	56		237	17	56	166	2	755
Wolf Fields Primary School	32	1	57		159	113	25	17	26	430
Wood End Academy (Junior)	154	3	87		132	2	1	40	1	420
Wood End Infant School	177	7	86		104	2	4	44	3	427
Primary School Total	12538	257	3124	42	10250	2696	512	3558	425	33402

School	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion*	No religion	Unclassified	Total
Belvue School	47	1	14		50	9	1	20	6	148
Castlebar School	32	1	15		60	14	4	11		137
John Chilton School	30		8	1	28	9		10	3	89
Mandeville School	38	1	12		41	9	1	6	4	112
Springhallow School	38	1	6		19	6	1	6	5	82
St Ann's School	26	1	8		42	3	2	5	1	88
Special School Total	211	5	63	1	240	50	9	58	19	656
Ealing Primary Centre	6				4	1		5		16
Study Centre	52		2		27	4	3	15	2	105
PRU Total	58		2		31	5	3	20	2	121
Greenfields Children's Centre	13	1	11		46	47		4	42	164
Grove House Children's Centre	6		46		24	53	2		6	137
Maples Children's Centre	45		2		38		2	37	9	133
South Acton Children's Centre	37	2	3	1	93		17	10	32	195
Nursery Total	101	3	62	1	201	100	21	51	89	629
All Schools Total	19732	377	4772	57	16647	4145	764	5230	1026	52750

* See appendix 6 for detail.

Comparison of school population with 2011 census results										
	Total	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	None	Not stated
Ealing schools, May 2015	52528	37.5%	0.7%	9.1%	0.1%	31.7%	7.9%	1.4%	10%	2%
Ealing schools, May 2014	49826	38%	0.68%	9.3%	0.11%	32%	7.9%	1.4%	9.2%	1.6%
England and Wales 2011 census	56,075,912	59.3%	0.4%	1.5%	0.5%	4.8%	0.8%	0.4%	25.1%	7.2%
Ealing, 2011 Census	338,449	43.7%	1.2%	8.5%	0.3%	15.7%	7.9%	0.6%	15%	6.9%

Appendix 6

Breakdown of detailed data received, May 2015

	Other (not stated)	Humanist	Jain	Pagan	Rastafarian	Ravidasian	Shinto	Zoroastrian/Parsee	TOTAL OTHER
High Schools Total	208	3	2		3		1	2	219
Primary Schools Total	485	2	11	1	6	3	4		512
Special Schools Total	9								9
PRU Total	2				1				3
Nursery Schools Total	21								21
All Schools	725	5	13	1	10	3	5	2	764

Appendix 7

Allenby Primary School as Level 2 Rights Respecting School²



Allenby Primary in Southall is a one-form entry school with 265 children on roll; currently there are a dozen children receiving specialist provision in the SLD unit. The school achieved UNICEF's Level 1 Rights Respecting School Award (RRSA) in November 2013, and was the first school in Ealing to be granted the Level 2 award (March 2015). In UNICEF's most recent assessment report, the head, Baljit Ahluwalia, is quoted as saying "There would be no Allenby without rights-respecting, it is in the blood." During my recent visit, I commented to the rights officer who was

one of my guides, "You guys know this stuff down to your bones." "No, Miss," she replied passionately, "we know it in our hearts!"

Regardless of what part of their anatomy retains this information, the school itself has displays dedicated to its commitment to the programme in every classroom, corridor and office. In fact, so intrigued was I by the creativity the different classes showed in these displays that I appointed two of my guides as note-takers so that I could concentrate fully on what I was seeing, hearing and feeling.

It is impossible to miss or minimise the importance that the staff, students and their parents give to Allenby's status as a Rights Respecting School. The whole community was involved in the negotiation and implementation of the school charter, which has been translated into many different languages by parents³. In addition, individual classes have their own rights-based agreements. Students interviewed by the UNICEF assessors said that they would not give up their charters to go back to 'rules': "We feel we are valued because we were consulted."⁴ These charters are at the centre of school life: individual classrooms have note boards where children can jot down how they have manifested one of the articles. As one

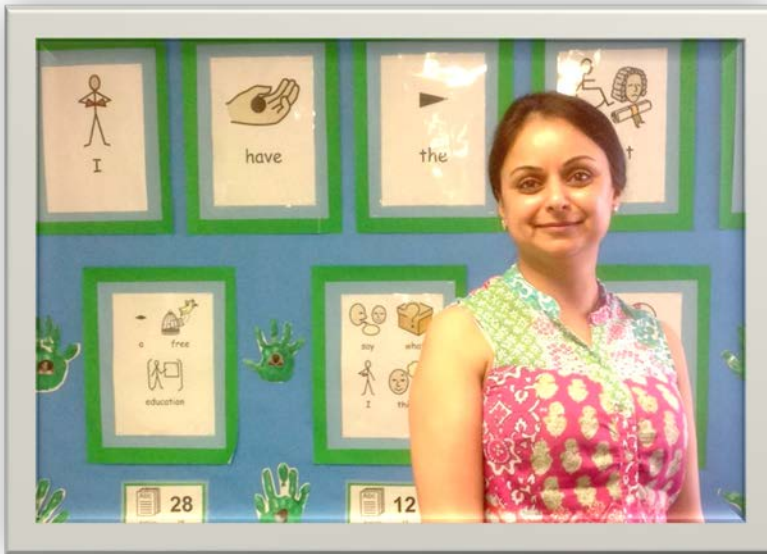


² Report of a visit made to Allenby Primary by Nora Leonard, SACRE consultant

³ There are 23 different ethnicities at Allenby, with 22 different home languages spoken.

⁴ UNICEF UK RRSA Level Two assessment report.

of my guides commented: “Everyone gets a chance to express themselves: Article 12: the right to a voice.”



Headteacher Baljit Ahluwalia in front of the SLD unit charter.

unit in regular activities ensures that pupils are being educated in how to support people with additional needs.

“The RRSA recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. For a school to receive accreditation, it must evidence that it has reached the four standards of a Rights Respecting School.”⁵ Standard A requires that rights-respecting values underpin leadership and management, and is considered by UNICEF UK to be a strength of Allenby. The RRSA programme aims to build the capacity of children as rights-holders to claim their rights. Adults are considered the ‘duty-bearers’ whose obligation is to ensure these rights, and performance management at Allenby requires that all staff and governors are committed to the task of fulfilling these obligations.

To achieve Standard B the whole school community must learn about the CRC. My guides repeatedly stressed the importance of the Allenby community, showing me window displays that were facing the outside of the school so that parents could see them, and learn about the various school projects and endeavours. The evidence that the school had fulfilled the requirement of Standard C—that it has a rights-respecting ethos—was impossible to miss. As the UNICEF officers assessing the school for Level 2 observed, the children in each class own their individual charters, and can “explain with enthusiasm” how these have been created and used.⁶

⁵ <http://www.unicef.org.uk/rights-respecting-schools/about-the-award/what-is-rrsa/the-rrsa-standards/>

⁶ UNICEF UK RRSA Level Two assessment report.

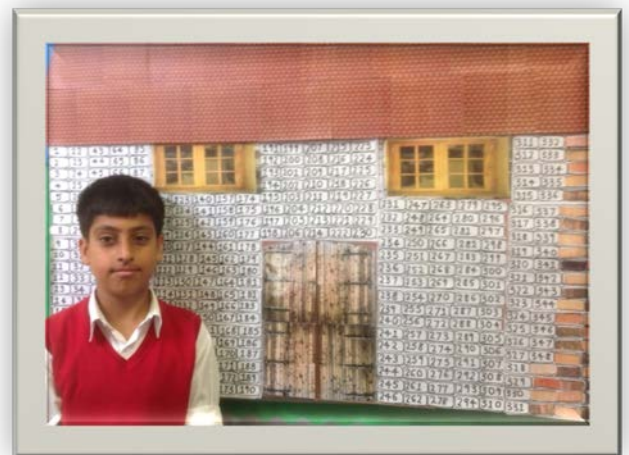


Library display

Standard D requires that the pupils are empowered to become active citizens and learners. Student council members are directly involved in developing the creative curriculum and special school events; the pupils themselves decided that they should be known as “rights officers” because they see everything through the lens of the RRS ethos.

There was a palpable confidence amongst my guides that their opinions mattered, and that children are capable of being agents of change. One of the highlights of the tour was a visit to the playground where I was told that each class had been given the opportunity to choose one feature for the new playground—as long, of course, as it fulfilled safety requirements.

Allenby’s pupils show concern about international issues, and the need to ensure that children across the globe are able to access their rights. The school is active in several charities such as Save the Children and Children in Need; having established a close working link with Free the Children,⁷ they are participating in a project to raise money to build a school in a less economically developed country. The prominent “brick by brick” display in the corridor helps them understand that it can take a long time to raise the required funds.



Brick by brick: a long way to go

Several of my guides acknowledged the fact that Allenby’s one-form entry was in large part responsible for the tightness of the community: as one expressed with pride, “I know the name of every student in the school.” They were also full of praise for headteacher Baljit Ahluwalia: for improving the playground and the school dinners, but most of all for introducing the UNICEF programme to the school.

I want to thank Baljit and my guides Daud, Raheema, Naima, Sumaya, Scarlett and Maya B for sharing their passion with me. It is clear that taking part in the RRS programme has infused them with confidence and self-esteem: to say that I left the school inspired would be an understatement.

~Nora Leonard, Ealing SACRE consultant, July 2015

⁷ <http://www.freethechildren.com/>



My guides

