Lewisham

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: MONDAY, 21 SEPTEMBER 2015 at 6.30 pm

**Committee Room 8
Civic Suite
Lewisham Town Hall
London SE6 4RU**

**Enquiries to: Denise.chaplin@lewisham.gov.uk
Telephone: 0208 3147636 (direct line)**

MEMBERS

Councillor Janet Daby	L
Councillor Jacq Paschoud	L

Members are summoned to attend this meeting

**Barry Quirk
Chief Executive
Lewisham Town Hall
Catford
London SE6 4RU
Date: September 13 2015**

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ORDER OF BUSINESS – PART 1 AGENDA

Item No		Page No.s
1.	**Welcome and Apologies for Absence** To introduce new members, note apologies for absence.	
2.	**Minutes of last meeting and matters arising not on the agenda** To confirm as a correct record the minutes of the last meeting held on Wednesday 3 June 2015 at Emmanuel Pentecostal Church. **Confirmation of order of business for the meeting** To confirm the order of business and notify of any urgent business. *Also notify the chair of any items to be raised in information exchange*	1 - 4
3.	**Agreed Syllabus Conference Update** Oral update on progress with the ASC and Election of a Vice Chair for the ASC	
4.	**Membership & LA Update** To be updated on membership issues and changes in the LA.	5
5.	**SACRE Annual Report** To approve the SACRE Annual Report for distribution.	6 - 48
6.	**Public Examination national headlines 2015** To received national information about this summer's results. Lewisham results will be available for SACRE after half term.	
7.	**Survey of SACRE members' views** This survey will explore the views of individual SACRE members in every SACRE regarding the purpose of RE. Initial results to be made available September 2015.	49 - 52
8.	**Lewisham Values** To receive information from John Goodey and Mohammed Barrie about a project they are collaborating on with their schools	
9.	**National Update** Information from the RE Council, the APPG and other National bodies.	
10.	Items circulated to schools	53 - 77

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The public are welcome to attend our committee meetings, however occasionally committees may have to consider some business in private. Copies of reports can be made available in additional formats on request.

	a) BHA Happiness competition b) Smsc self-evaluation tool c) Southwark Cathedral Education Centre request	
11.	Any Other Business and Information Exchange To allow the opportunity for SACRE members to exchange issues/information If you have any information to circulate please inform the Chair before the meeting SACRE Handbook 2016 Accord Inclusivity Award Holocaust Memorial Day 2016	
12.	To consider dates • the next Lewisham SACRE meeting (meetings take place from 6.30 p.m. to 8.30 p.m.) • an Agreed Syllabus Conference • Training for new SACRE members	

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LONDON BOROUGH OF LEWISHAM

Minutes of the Lewisham STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

which was open to the press and public and was held on

Wednesday 3rd June 2015 at 6.00PM at Emmanuel Pentecostal Church, 374 Lee High Road, London SE12 8RS

Present:

Group A: Sarwoar Ahmed, Gurbakhsh Garcha, Pastor Nick Hughes,

Gerald Rose, Rt. Rev Mon. Nicholas Rothon, Vallipuram Bala Subramaniam

Group B: Shaun Burns (Deputy Chair) & Gail Exon

Group C: Fay Allen

Group D: Dinah Griffiths (Chair), Cllr. Britton, Sara Williams

Also Present:

SACRE Adviser: Denise Chaplin, School Improvement Officer RE

Clerk : Valletta Bayley

1.   WELCOME

Dinah welcomed all present to the meeting and thanked Pastor Nick Hughes for the use of the premises for this meeting.

1.2   Apologies for absence

Were received from: Cllr Paschoud, Mohammed Barrie, Revd Tod Gobledale, Mohammed Barrie, Joan Goldberg (who had family visiting her from Australia and so had sent her apologies) and Saba Tahzib**.**

2 .   Minutes of the Last Meeting Held on the 16th April 2015

The minutes of the last meeting were Agreed as a correct record.

2.1   Matters arising from the previous minutes.

Item 2 Dinah Griffiths reported she is still trying to get an invoice from Childeric School for the last meeting.

Item 3 Dinah Griffiths has still been unable to contact Turnham School and will keep trying

item 4. Denise advised the committee that the Ramadan advice had been circulated to schools.

SACRE's New constitution - Denise had received an email from Troy Robinson, Lewisham Legal team, with an update on the long awaited approval of the SACRE's new constitution submitted in December 2014. Troy advised Denise that the constitution will be considered on the 10th June and will then be referred to the full council meeting, currently scheduled for 24th June 2015. Dinah will attend the full Council Meeting.

3.   Confirmation of order of business for the meeting.

Item 9 on the agenda was moved to item 4, as Gail Exon had to leave the meeting at 19.15

4.   Membership Update:

SACRE currently have the following vacancies: 2 in group A, 1 in group B, 3 in group C, 4 in group D.

New member - Saba Tahzib will replace Kishan Manocha as the representative of the Baha'i community. Whilst he was unable to attend this meeting at such short notice, he had contacted the clerk to say he looks forward to meeting SACRE at the next meeting in September 2015.

5.   Public Exams in Lewisham summer 2014

SACRE returned to this topic which had been discussed in the previous meeting to receive an update on actions agreed at that meeting.

The advice given by HMI to the LA had supported the information that had been given to a local secondary school. Concern was expressed that as the local Agreed Syllabus only contained the requirement that pupils be entered for an accredited course, SACRE had not provided alternative RE that could be delivered in a range of ways including 'drop down' days as being organised by the school in question. This has an implication for the Agreed Syllabus review.

Cllr Britton, a former teacher of the full RE GCSE course, stated that it was a particular matter for each school's governing body how they planned the curriculum. Sara Williams advised that there is an opportunity to work with schools highlight good practice. It will not work for SACRE to be dictating a particular model of delivery but advice on content is SACRE's role.

Cllr Britton stated that he was very concerned about the application of the Drop down day model. He suggested that the ASC should not be prescriptive but form a framework of subjects. Sarwoar, agreed with Cllr Britton and further stated that there should be an interaction between religions advised in the syllabus.

Shaun Burns stated that he felt it was important that SACRE listen to schools as SACRE have a responsibility to advise what a good quality RE lesson should be. It is important that SACRE stick to the principles of RE.

Dinah responded that the Agreed Syllabus Conference would be producing a framework that schools can work from which will reflect what SACRE expect. Denise suggested that members might want to discuss this topic further at the Agreed Syllabus Conference as it might enable the committee to have a more focused approach to the issue. She also said that the issue would not just a problem for Lewisham SACRE as Lewisham's current advice mirrors national guidance for RE and is in common with most other Agreed Syllabuses across the country.

Dinah agreed that the topic needed to be discussed at a National level, as she felt that the SACRE did not want to set Lewisham schools up to fail. There was concern that pupils might be offered an option that doesn't necessary contain RE without some advice from the ASC. Dinah suggested that Cllr Britton had to ensure that these concerns were integrated into the Agreed Syllabus review. Gurbakhsh Garcha suggested that SACRE ask schools how they ensured that RE is delivered with adequate time allocation. Dinah agreed. Monsignor Rothon reminded members that in the past a long bitter battle had been fought to ensure that RE would be part of the curriculum however it is now being eroded.

Cllr Britton suggested that a letter be written to the Secretary of State to see if she is aware of the impact that GCSE changes are having on the curriculum. He felt that It was really important that the Agreed Syllabus conference would have an impact on the curriculum to ensure that a relationship built between schools and the community. Denise agreed and reminded that the topic was due to be considered during the Agreed Syllabus review next year. Pastor Nick was concerned that despite there still being a statutory requirement for RE to be taught in schools, for some Head teachers it is the easiest thing to set aside to find time. SACRE can help Heads to deliver that programme as its role is to oversee the RE programme. All members were concerned about ensuring that what was statutory needed to be defined at a national level to guide ASCs and schools.

A question was raised regarding the RE in Academies. Denise responded that they were outside SACRE's jurisdiction.

Actions: to be discussed further at ASC meeting

6. **Multi – Faith centre feedback**

Dinah reported that she and Denise had met and had a positive meeting with Alison Senior who had promised to assist Dinah with drafting a Business Case by forwarding a particular template. However, Dinah reported that she was disappointed as she had yet to receive the template or a response to her many telephone enquires since the meeting.

Sara offered to make enquires as to Alison's whereabouts, as she stated that she was an in the regeneration team and she was aware there had been considerable changes to that team.

Pastor Nick had spoken to Hillsong Church on behalf of SACRE. He reported that the group is funding part of the work.

Gail *Exon left the meeting @ 19:15*

8. **Trojan Horse Aftermath Conference**

Shaun Burns had attended the national conference held in St Albans and reported back. An official investigation had been undertaken into the Trojan horse scandal involving seven schools which had revealed "serious concerns" over extremism.

The first speaker at the conference was Joyce Miller, Chair of the RE Council. She talked about the politicalisation of RE and how there were concerns that Community Cohesion could be taken over by the Prevent agenda. She expressed concern that the Prevent agenda could be viewed as more negative than Community Cohesion as the word itself "Prevent" suggested that it was stopping something, not bringing people together.

Shaun gave detailed feedback, which was discussed. Dinah thanked Shaun who further stated that the conference called for RE to be put back on to the National agenda.

9. **Section 48 statutory Inspection for Anglican and Methodist schools**

Monsignor Rothon reported on Christ the King's College's good/excellent OFSTED inspection.

Any other Business

(i)   Dinah and Gurbakhsh had taken part in the annual Faith Walk. Around 200 people had attended. In spite of the heavy rain this had proved very successful. The Mosque had provided refreshments which were much welcomed by the participants.

(ii)   Two schools in Greenwich are going to apply for the RE Quality Mark. A local teacher has qualified as an Assessor. Denise is going to invite Greenwich RE teachers to network with Lewisham RE teachers to hear from these schools and to encourage more to apply for a Quality Mark.

(iii)   Open event at the Mosque. An outline programme had been circulated. Some of the young people at the Mosque will be members of the Young Muslim Academy and some are older. Denise stated that her understanding was that all will talk about what it feels like to a young Muslim in Lewisham. Cllr Britton enquired as to whether they were mixed genders? Sarwoar responded that there would be a mix of boys and girls and that the content was as discussed.

Cllr Britton remarked that that the event was going to be held in the middle of Ramadan and he was very grateful for this opportunity. Sarwoar responded that provision had been made to take this into consideration. Cllr Britton enquired as to whether a member of the Lewisham Young People's Council been invited. He was informed that the Young Mayor was invited. The event is by invitation only.

11. **Date and times of future meetings**

Next SACRE meeting 21st September @ 6.30pm, venue to be confirmed

The meeting closed at 8.30pm.

SACRE MEMBERS

Baha'i	Saba Tahzib
Buddhism	David Hutchens *(Longchen Foundation on Network of Buddhist orgs)*
Free Church (Assemblies of God)	Pastor Nick Hughes
Free Church (Baptist)	Provisional member Revd Michele Mahon
Free Churches (URC)	Rev Tod Gobledale
Hinduism	Vallipuram Bala
Humanism	James Dobson
Independent Evangelical	Vacant
Islam	Mohammed Barrie
Islam	Sarwoar Ahmed
Judaism	Gerald Rose
Judaism	Joan Goldberg
Pentecostal	Vacant
Roman Catholic	Rt. Rev. Monsignor Nicholas Rothon
Sikhism	Gurbakhsh Singh Garcha
The Church of England	Shaun Burns(Deputy Chair) Diocesan RE Adviser (Primary)
The Church of England	Vacant
The Church of England	John Goodey
The Church of England	Gail Exon
The Church of England	Revd. Juliet Donnelly
NUT	Karen Hansen.
Academy Schools	Vacant
NUT	Claire Adams
NAS/UWT	Pamela Phillips
Lewisham Headteachers & Deputies	Vacant
LA members	Councillor Jacq Paschoud
	Councillor David Britton
Minority party	Vacant
School Governors Primary	Dinah Griffiths (Chair)
School Governors Secondary	Vacant
Executive Director of Education	Sara Williams
Co-optees Sec RE	Michelle McInnis
Rastafarian	Vacant
RE School Improvement Officer	Denise Chaplin
SACRE Clerk	Vacant

Lewisham SACRE
annual report
November 2013 - December 2014

Lewisham Standing Advisory Council on Religious Education

Contact names and addresses

Chair of the SACRE Dinah Griffiths **Deputy Chair of the SACRE** Shaun Burns **Chair of the Agreed Syllabus Conference** Fay Allen All may be contacted through the School Improvement Officer	**Clerk to the SACRE**
Head of Standards & Achievement 2014 Sue Tipler Children & Young People, Lewisham. 3rd Floor, Laurence House. 1, Catford Road, CATFORD, London. SE6 4RU	**School Improvement Officer for RE and Community Cohesion** Denise Chaplin Children & Young People, Lewisham. 3rd Floor, Laurence House. 1, Catford Road, Catford, London. SE6 4RU Email: denise.chaplin@lewisham.gov.uk

Lewisham SACRE is a member of the National Association of SACREs

http://www.nasacre.org.uk/

The Lewisham Agreed Syllabus for religious education may be found on:

http://webfronter.com/lewisham/religiouseducationcommunity/

Information about RE and the SACRE can be located on:

http://www.lewisham.gov.uk/myservices/education/schools/curriculum/Pages/Religious-education.aspx

CONTENTS

1   Overview

SACRE Meetings 2013 - 2014

27th November 2013	Catford and Bromley Synagogue
6th February 2014	Breakspears Building, LeSoCo
25th June 2014	St Mary's C of E Primary School
22nd September 2014	London Sivan Kovil
4th December 2014	Lewisham Islamic Centre

This year Dinah Griffiths was again elected unanimously by SACRE members to be Chair of Lewisham SACRE and Shaun Burns was elected Vice Chair, whilst Fay Allen continued as Chair of the Agreed Syllabus Conference (ASC).

Despite this being a time of change and a time of austerity both nationally and locally, SACRE members continued to engage in many activities to support their work throughout the year. Lewisham SACRE members have continued to support the work of the South London Multifaith and Multicultural Resources Centre whilst it is in an interim stage of existence.

As well as attending the full SACRE meetings this year, members were involved in working group and individual meetings planning and supporting local events for Holocaust Memorial Day. Members attended each other's faith and belief events and participated in interesting dialogue and debate.

Meetings were held in various educational and religious venues to enable members of SACRE to act as hosts and to support SACRE's budget limitations. Visits to local schools have provided the opportunity to discuss the varied provision offered around the Borough and to talk about RE in each school. When SACRE meetings are held in schools or faith venues, it is customary for the hosts to share something about their work and community. This helps SACRE members to understand more about local schools or

faith communities and how these can connect with each other to enhance delivery of quality RE. In the November 2013 meeting, held at the Synagogue, Gerald Rose explained that it was the first day of Hanukkah. He told members the history of why Hanukkah was celebrated, explained about the use and significance of candles in the festival and described the food traditionally eaten at this time. (Members were able to sample some of this food.) Gerald conducted the ceremony of lighting the candles with accompanied chanting and singing, so members were able to experience what happens at this traditional festival.

1.1   Foreword by the Chair of SACRE

Every Local Authority (L.A.) in England and Wales is required by law to establish and maintain a Local Standing Advisory Council for Education (SACRE). It is the duty of the SACRE in every L.A. to set up an Agreed Syllabus Conference which over a period of time must deliver the locally agreed syllabus for Religious Education. R.E. is the only subject which is locally determined.

The past academic year has been particularly difficult for SACREs across the U.K and for R.E as a subject. R.E's exclusion from the EBacc had already, in spite of denials by ministers, caused a serious diminution in the take up of the subject. In addition, the demands of the secondary curriculum and the weight given to specific curriculum areas have meant that there is often very little room for R.E as an examination topic on a par with other academic disciplines. This is as true for Lewisham SACRE as it is in other Local Authorities across the England and Wales.

At the same time, we are living in a time of terrible uncertainty and religious intolerance. Our children are growing up against a backdrop of fear and violence and religion and religious beliefs are twisted and warped to support one or other world view. And yet, in our schools, very young children from every faith background learn to sit beside each other, to play together and to make friends across the divide. Properly delivered Religious Education is, I believe, fundamental to helping to maintain those friendships as the children begin to grow up. Through R.E. they can gain an understanding of the faiths and belief systems of their friends and companions, enabling them to maintain relationships which are based in understanding of and respect for the viewpoint of others.

All SACREs are comprised of 4 committees. These are:

- Members of Christian Denominations and of 'Other Faiths'. In Lewisham this is the largest group.
- The Church of England
- Teachers representing their colleagues in professional bodies
- Local Authority Representatives. (Councillors and school governors)

These are the people who work together to produce an R.E Syllabus which is fit for purpose and which will continue and develop the work which is already happening in many schools to build a future for children of different faiths, backgrounds and belief systems.

It is however becoming increasingly difficult to recruit representatives from the different constituencies to serve on SACRE. While I understand the immense pressures under which people are working I would ask all of you who are eligible to consider putting yourself forward for one of the committees. I've been a teacher and I do know what it's like to stagger home with a pile of marking and to remember with horror that you're committed to a meeting on a wet night in February which you have to attend. And I understand the other pressures – Councillors who get called at the last minute to another Council meeting; Parents whose babysitter isn't available; members of faith communities who have pastoral duties which can't just be dropped. In spite of all this I do believe that now, rather than at any other period in our recent history, we need to work together so that our children will grow up understanding each other's faith or belief and will be able to join together in friendship and tolerance of each other's view point.

And you should look at Lewisham's SACRE as an example of what can be achieved:

- The local Synagogue and the Mosque work closely together. SACRE has two Muslim representatives and two Jewish representatives.

- Christian denominations join each other in supporting the work of SACRE and offering their places of worship as venues for meetings.

- Our Humanist representative tells us proudly of his daughters' high scores in 'A' level R.E. and contributes valuable information as a father of two young people who have taken R.E as a subject.

- Other faith communities such as the Tamil Hindus reach out to all local groups, offering opportunities for children to understand their beliefs and culture.

- Recently we have been pleased to welcome representatives from the Baha'i faith, who will help us all to understand their issues as a persecuted minority.

- Teachers look at innovative ways of working together across schools (although this has diminished under the pressures I referred to in the first paragraph).

- Local Councillors have prioritised meetings in order to contribute to SACRE and to support its work.

My thanks go to all the people and organisations to whom I refer above for their unstinting support and their commitment to multi faith collaboration and for their constant backing of SACRE's work.

Dinah Griffiths
Chair Lewisham SACRE

2.   Religious Education

2.1   Locally Agreed Syllabus "Learning together through faiths"

The Lewisham Agreed Syllabus was launched on 30th June 2009.

During the year it has not been possible to arrange an Agreed Syllabus Conference to review the sections SACRE wishes to reconsider; this is a priority for next year.

2.1.2 Monitoring

The SACRE remains concerned about how to monitor both the quality of RE in Lewisham schools and the implementation of the Agreed Syllabus. SACRE members continue to investigate ways of monitoring RE that will be useful to teachers and to SACRE.

2.2   Standards in Religious Education

2.2.1 Locally devised measures of pupils' attainment: Assessment Guidance

Lewisham Agreed Syllabus Conference promotes the use of its Assessment guidance that utilises the 9-level scale of attainment from the non-statutory National Framework for Religious education. It also incorporates a modification of the 'P' scales for use with children achieving below level 1 mainly in special schools and also incorporates a set of 'pupil – speak' levels developed by the National Association of Teachers of RE (NATRE).

Revision of the Assessment Advice is likely in the next year as by the end of 2014 it is clear that levels are being phased out across

the curriculum.

2.2.2 Examination results   *Results grids can be found in the Appendices to this report*

1.   Standards 2013

Nationally GCSE Religious Studies exam entries in summer 2013 fell overall, probably as a result of the introduction of the English Baccalaureate, according to analysis by the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE).

Whilst RS subject entry numbers have been reported as rising, with those electing to take a full GCSE increasing by 10.6% nationally, the growth has been eradicated by a drop of 28.7% in entries for the short course, or half GCSE. This is equivalent to an overall net drop of 9% in students taking GCSE RS nationally this year, reversing an upward trend since 1995. Religious Studies results at both GCSE and A Level remain strong, bucking the national trend of falling grades in England. This reinforces research that has shown RE to be a popular, relevant and challenging course that many teenagers want to study.

Following the short course GCSE is the minimum entitlement set out in the non-statutory National Framework for RE for the programme of study at Key Stage 4. Along with the majority of Agreed Syllabuses in England, Lewisham specify that students should be taught an examination course as their requirement for meeting the statutory provision for RE. Decisions about which students to enter for an examination are, of course, matters for individual schools. This can be a full course or a short course GCSE. In Lewisham entries in both the full (marginally) and the short course dropped in 2013, as seen in the following grid.

Total national entries compared with local entries 2010-2013

	2010		2011		2012		2013	
	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham
Full course	170,767	868	199,752	821	239,123	1219	263988	1217
Short course	254,698	874	233,998	652	235916	510	174364	387

Although entries held up to the previous year's results, SACRE members found it disappointing that the reduction in the full course entries were not matched by an increase in the short course entries. Whilst results dropped in some schools, six schools, Addey and Stanhope, Deptford Green, Forest Hill, Haberdashers' Aske's Knight's Academy, Prendergast Hilly Fields College and St Matthew's Academy achieved results above national expectations.

In the short course, results above national expectations were achieved at Addey and Stanhope and Sydenham schools, and by the one student entered at each of Prendergast Hilly Fields College and St. Matthew's.

National data by gender and grades – Full Course									
	A*	A	B	C	D	E	F	G	U
Male	7.1	15.8	21.9	20.5	13.9	8.8	5.8	3.7	2.5
Female	14.6	22.7	23.4	17.3	10.0	5.7	3.3	1.9	1.1
Both	11.6	19.4	22.8	18.7	11.9	7..1	4.4	2.8	1.7
National data by gender and grades – Short Course									
	A*	A	B	C	D	E	F	G	U
Male	4.2	8.9	15.0	17.6	16.1	13.6	10.2	7.4	7.0
Female	8.9	14.7	19.7	18.1	13.7	10.3	7.0	4.4	3.2
Both	6.5	11.8	17.3	17.9	14.9	12.0	8.6	5.9	5.1

Boys

The Lewisham average for A* - C grades was above the national average for boys of 65.7% with Deptford Green, Haberdashers' Aske's Knights Academy and Forest Hill boys all achieving above the national average. Whilst the Lewisham average for A* - C grades for boys in the short course is below the national average of 45.7 %, boys at Addey and Stanhope school achieved well above the national average.

Girls

The girls' average for A* - C grades in the full course, 88.4%, was above the national average of 78.0% with Addey and Stanhope, Deptford Green, Bonus Pastor and Trinity, all achieving above the national average. The Lewisham average for A* - C grades for girls in the short course was, at 73.7%, above the national average of 61.4 %, with girls at Addey and Stanhope and Sydenham schools achieving well above the national average.

A Level

Religious Studies A level results, unlike some other subjects indicated a maintenance of top grades. 25.5% of students achieved A or A* and 80.3% A* - C - exactly the same figure as last year.

Compared with the national figures, individual girls in Crossways, Forest Hill and the Haberdashers' Aske's Colleges achieved very well, in centres that entered substantial cohorts, the girls' results were all above the national averages. Individual boys at Haberdashers' Aske's, Prendergast and Sydenham all achieved above national averages.

Standards 2014

The key outcomes of the 2014 GCSE results in England and Wales for Religious Education were as follows:

387,915 RS GCSE entries (combined short and full course) were recorded; a decrease of 8% from 2013 (420,151 entries);

Full course entries increased by 7% from 251,063 in 2013 to 269,494 in 2014;

Short course entries fell dramatically by 30% from 169,088 in 2013 to 118,421 in 2014;

When RS GCSE entries in England over the past three years are compared to those in Wales (where the EBacc and the average point score at GCSE have not been adopted as school performance measures), the following patterns emerge:

England

Take up of the GCSE RS short course fell from 211,269 in 2012 to 99,601 in 2014 (-53%);

GCSE RS full course entries in England increased from 216,182 in 2012 to 258,067 in 2014 (19%);

Wales

Short course GCSE RS entries remained stable over the past three years (19,182 in 2012 compared with 18,820 in 2014);

RS GCSE full course entries increased from 10,409 in 2012 to 11,427 in 2014 (10%);

Overall this means that nationally, compared with 2012, nearly 70,000 fewer 16 year olds in England will complete key stage 4 in 2014 having not gaining a qualification in Religious Studies (a drop of 15%). This echoes research by the National Association of Teachers of RE (published in November 2013) which found that a third of community schools and over a third of academies without a religious character are still failing to meet their legal or contractual agreements to provide Religious Education for this key age group.

Following the short course GCSE is the minimum entitlement set out in the non-statutory National Framework for RE for the programme of study at Key Stage 4. Along with the majority of Agreed Syllabuses in England, Lewisham specify that students should be taught an examination course as their requirement for meeting the statutory provision for RE. Decisions about which students to enter for the examination are, of course, matters for individual schools. This can be a full course or a short course GCSE.

There was a significant increase in full course Religious Studies GCSE entries locally and nationally in 2014. The main reason may be that some schools who previously taught short course Religious Studies qualifications have moved to teaching full course qualifications. From 2013/14 short course qualifications were no longer recognised by the DfE in the Key Stage 4 headline measures of a school's performance. National data was not forthcoming and that delayed the preparation of this report and the ability to compare local results effectively with national results.

In Lewisham entries in the full course rose, in line with national trends, whilst the short course figures have dropped for the fourth year in a row. We do not have all the national data for comparison at short course. Obtaining short course results nationally was an issue; this led to difficulties at a local level for Lewisham and many other SACREs.

Comparison of total national and local entries 2010-2014

	2010		2011		2012		2013		2014	
	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham	National	Lewisham
Full course	170,767	868	199,752	821	239,123	1219	263988	1217	258,067	1363
Short course	254,698	874	233,998	652	235916	510	174364	387	99661	317

Full Course

This year two schools, Addey and Stanhope School and Prendergast Hilly Fields College achieved results above national expectations in the full course. However to be fair to all schools, comparisons between school outcomes are not useful as in some schools whole mixed ability year groups have been entered whilst in others there are option groups or sets made up of higher ability pupils. Time allocations for exam courses vary from school to school and conversations with departments indicate that staffing problems in some schools resulted in disappointing results.

 SACRE were pleased to note that Sydenham had entered their first full course group and in Sedgehill RS results were higher than all other Humanities subjects.

Full Course *Lewisham GCSE Examination Results 2014 compared with 2013 and 2012*

School	No entered FULL 2012	2012 % A*-C (Nat Av 73.7)	No entered FULL 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013	No entered FULL 2014	2014% A*-C (Nat Av 70.0)	No A*-C 2014
Addey and Stanhope	0		30	98.5	29	28	**100**	28
Bonus Pastor Catholic College	128	81%	142	66.2	94	148	64.9	96
Conisborough College	6	100%	73	40.6	13	81	39.5	32
Deptford Green	190	70%	176	78.9	75	57	63.2	36
Forest Hill	142	56%	99	87.9	87	230	36.5	84
Haberdashers' Aske's Hatcham College	8	63%	26	61.5	16	10	50	5
Haberdashers' Aske's Knights Academy	34	38%	27	74.1	20	47	63.8	30
Prendergast - Hilly Fields College	106	83%	110	84.5	93	100	**82**	82
Prendergast - Ladywell Fields College	114	58%	127	47.7	31	181	65.7	119
Sedgehill	256	65%	261		107	226	63.5	139

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Sydenham	0	n/a	0	n/a	n/a	28	50	14
St Matthew Academy	131	60%	77	100	77	141	44	62
Trinity Church of England School,	33	85%	69	68.1	47	85	51.8	44

Short Course

In the short course the results at Sydenham School were above national expectations.

Short Course *Lewisham GCSE Examination Results 2014 compared with 2012 and 2013*

School	No entered 2012	A*-C (Nat Av 53.8%)	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013	No entered 2014	2013 % A*-C (Nat Av 56.7%)	No A*-C 2014
Addey and Stanhope School	107	56%	68	**72.1%**	49	85	48.0	38
Bonus Pastor Catholic College	1	0%	0	0%	0	0	0	0
Conisborough College	133	3%	61	14.8%	9	51	9.8	5
Deptford Green School	0		6	0%	0	0	0	0
Forest Hill School	0		0	**0%**	0	0	0	0
Haberdashers' Aske's Hatcham College	0		0	0%	0	0	0	0
Haberdashers' Aske's Knights Academy	0		0	0%	0	0	0	0
Prendergast - Hilly Fields College	0		1	**100%**	1	0	0	0
Prendergast - Ladywell Fields College	0	0%	1	0%	0	0	0	0
Sedgehill School	0		0	0	0	0	0	0
Sydenham School	222	77%	228	**80.3**	183	180	**72.8**	131
St Matthew Academy	1	38%	1	**100%**	1	0	0	0
Trinity Church of England School,	46	49%	21	`19%	4	3	0	0

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The proposed Short Course options from 2016 onwards will expect a degree of difficulty comparable to the new Full Course options and this may further depress the overall numbers of candidates for GCSE Religious Studies. Hence, schools need to think carefully about how they are going to fulfil the requirement of the Agreed Syllabus with regard to the expectation that all pupils will follow an accredited course at Key Stage 4. At present, whilst nationally the short course is not recognised as contributing towards school performance tables, SACRE still regard the short course as being a viable qualification and satisfying statutory requirements.

SACRE and school Governors will need to satisfy themselves that:

- The statutory requirement for provision of RE are being met at Key Stage 4;

- The achievements of pupils at KS 4 RE at A* - A and A* - C are sufficiently high compared with other subjects in the school.

A Level

The key outcomes of the 2014 A level results in England for Religious Education are as follows:

• 20,196 RS A level entries were recorded;
• RS A level entries increased more than any arts, humanity or social science subject this year (up 5.3% on 2012/13);
• RS A level entries have increased more than any arts, humanity or social science subject over the past 10 years (the nearest is Economics with an increase of 57%);
• In line with other subjects the results are generally lower, but the percentage of students achieving A* at RS A level has increased from 5.4% to 6.8%.

Nationally, the number of A Level entries has risen steadily between 2012 and 2014 and results are broadly consistent year on year.

Entries in Lewisham this year are notably higher.

Lewisham entries and A* - E 2013-2014 compared to national

	No of candidates Lewisham	No of candidates National	Lewisham A* - E	National A* - E
2013	107	19,171	99%	99%
2014	145	19,841	100%	99%

Religious Studies A level results in Lewisham, show an increase of top grades with 84% of girls (83.1% in 2013) and 61.5% (47.2% in 2013) of boys achieving A*-C. grades.

Some schools have entered students for A level Philosophy and Ethics which incorporates an RE element and which would again count towards meeting statutory requirements.

2.2.3 'Religious education: realising the potential' HMI Report

At their meeting in November 2013 SACRE were introduced to the Report. Ofsted endorsed that Religious Education makes an important contribution to pupils' development, both personal and academic. It does so by promoting respect and empathy, which are increasingly important in an ever more globalised and multicultural 21st century. While inspectors identified examples of good practice, they found that six out of ten schools examined in this report failed to realise the subject's full potential.

The report reported low standards, weak teaching, a confused sense of purpose of what Religious Education is about, training gaps

and weaknesses in the way Religious Education is examined.

To turn this around, Ofsted recommended:

- the government should consider whether the current arrangements for supporting the subject are proving effective, and that provision for Religious Education in schools should be monitored more closely;
- schools should make sure that the provision for Religious Education deepens pupils' understanding of the nature, diversity and impact of religion and belief in the world today;
- councils and local Standing Advisory Councils on Religious Education should work more closely with schools and academies to build networks and share good practice;
- GCSE examinations for Religious Education should be improved to ensure they focus more strongly on developing pupils' understanding of religions and beliefs;
- improvements should be made to the supply and training of Religious Education teachers;
- schools should make sure that the overall curriculum for Religious Education is challenging, and has greater coherence and continuity.

SACRE felt that the key findings made depressing reading – pinpointing the weaknesses in training for the teachers of RE; the subject was often taught by teachers without the appropriate qualifications.

2.3 Teaching

2.3.1 Methods of teaching - training

Since the closure of the Lewisham Professional Development Centre the training offered has focussed on visits to local places of worship.

2.3.2　Methods of teaching - The choice of teaching materials

During the year schools were sent information about national courses and resources.

2.3.1　The Multifaith and Multicultural Resources Centre

During this year resources housed together as the Multifaith and Multicultural Resources Centre have continued in the temporary homes in a variety of schools and faith communities across Lewisham, Greenwich and Southwark. They await a move to the Multifaith Centre at the Surrey Canal Sporting Village once that is completed, part of the Renewal regeneration scheme.

In February 2014 funding was allocated from the LA to move some of the resources where hosts needed their space. A small working group helped to pack up resources. These are now with the Renewal group. During the year SACRE were asked to produce a design brief for the new MultiFaith Resources Centre, Monsignor Rothon gave generously of his expertise.

2.4　Other Information

2.4.1　Complaints about RE

No formal complaints about RE in Lewisham schools have been presented to the SACRE this year.

2.4.2　Membership

This year SACRE has seen some more membership changes and has been concerned to ensure regular attendance. SACRE is fortunate to have several established members who support new members when they join. The review of the SACRE Constitution has provided an opportunity to tighten up how absences are managed.

3. Collective Worship

3.1 Advice
The SACRE's Advice on Collective Worship was updated this year.

3.2 Determinations
No schools applied for a Determination this year

3.3 Monitoring Collective Worship & Spiritual Development
Part of SACRE's role is to monitor the quality of Collective Worship in Lewisham schools. During the year, the SACRE have remained concerned that the Ofsted inspection reports in respect of collective worship and Spiritual, Moral, Social and Cultural development do not give them information for monitoring standards.

The SACRE have also taken an interest in the British Values agenda and its link with SMSC, however they have expressed concern regarding the impact of the focus of the Prevent agenda on the Muslim community.

3.4 Other information

3.4.1 Complaints
There have been no complaints about collective worship in Lewisham schools this year.

4.   Links with other agencies

4.1   National

Information from a number of contacts and bodies enables the SACRE to keep abreast of national initiatives and to be involved in developments.

4.1.1 The Association of RE Inspectors, Advisers and Consultants (**AREIAC**)

The School Improvement Officer supporting the SACRE is a member of AREIAC; information from this body informs SACRE's work.

4.1.2   The National Association of SACREs (NASACRE)

Lewisham SACRE is also a member of the National Association of SACREs and its Adviser is on the Executive of that body.

Dinah Griffiths, Gurbakhsh Garcha and Mrs Chaplin attended the NASACRE Annual General Meeting, held at Methodist Central Hall, Westminster on Thursday 22nd May 2014 and reported back to SACRE.

The Keynote Address was given by Stephen Lloyd, MP, Chair of the All Party Parliamentary Group (APPG) on RE. He discussed his history of involvement in RE, the work of the APPG (such as their reports on teacher training and now on community cohesion), the importance of RE (the most important things for him being to take on misinformation about religions and beliefs and improve community relations) and the lobbying going on around the subject in the run-up to the election.
'If we do not teach our children about all the world's religions by trained teachers we are going to hell in a handcart'.

He encouraged SACREs to ask their local MPs to join the APPG, even if they have already done this, if MPs have not done so. In the Question and answer session the Chair of Lewisham SACRE, raised issues of SACRE resourcing. Stephen Lloyd suggested SACRE should contact the local MP and ask her to get a briefing from him so that she can request the local authority to better support its SACRE and therefore fulfil its statutory responsibility. Other questions included whether there is a strategy to deal with negative media, having sufficiently qualified teachers, the importance of the child, and issues brought on by Academisation.

In the NASACRE business meeting, Chair Lesley Prior talked about local authorities not supporting SACREs, and explained she had written to the Government about it only to not get any support from them either. She encouraged SACREs to get MPs to talk locally about the importance of RE. She also discussed the RE Council's RE Subject Review and the issues around the supply of teachers.

There were 10 SACRE seminars showcasing effective practice. Information from these can be found on the NASACRE website.

John Keast, Chair of the RE Council of England and Wales was unable to attend due to ill health and so could not give his reflections personally. His address therefore was given by Helen Harrison, Vice Chair of the RE Council. She spoke about her experience in this role and on Lancashire SACRE. She talked about the REC's aims, vision and five year strategic plan. She discussed the Subject Review and Curriculum Framework. Helen explained that the DfE, through the REC, has now convened an expert advisory group, much as it has with national curriculum subjects. She also discussed how the REC is leading on the GCSE and A Level subject criteria review, a task given to it by the DfE and working with Ofqual and the awarding organisations. She talked more generally about the REC's work with the DfE and the regional hubs and the issues caused by Academisation.

Westhill/NASACRE Awards: Report and announcement of 2014/15 awards: Seven SACREs applied for awards and five got them:

Cheshire West, Luton, Nottinghamshire, Sheffield and Suffolk.

How we make a difference: At the end of the conference Lesley Prior, the Chair of NASACRE, outlined 20 suggestions for SACREs that she had gathered over the course of the meeting. These included contacting MPs to get them to join the APPG on RE; encouraging schools to apply for the RE Quality Mark; engaging with Academies and Free Schools; getting the council's Lead Member / scrutiny committee to consider and respond to the SACRE's annual report; hold SACRE meetings in schools, possibly with teacher training attached; approach governors / the LA and / or ultimately the Secretary of State if schools are not providing RE or are being unhelpful; develop a working relationship with the local Interfaith group; link to post 16 and / or Teacher Training establishments and find out if there are any RE Specialist Leaders of Education (SLEs) locally through the National College for Teaching and Leadership, as they could be good SACRE recruits (whether in maintained schools or Academies).

SACRE members responded to the issues from the conference with interest. Dinah informed the SACRE that, following the NASACRE AGM, she was in contact with Heidi Alexander MP.

4.1.3 The RE Council of England and Wales (REC)

The work of the REC has been disseminated throughout the year to inform SACRE, faith communities and local schools.

4.2 Local

SACRE members have links with local schools and faith communities. SACRE is represented on the local Holocaust Memorial Day planning group.

5. SACRE Arrangements

5.1 Support

The SACRE is supported by a part time School Improvement Officer. This year much time and energy has been spent on engaging, for the first time, an external Clerk. The London Borough of Lewisham meets salaries and administrative costs for these posts and a budget for the revision of the Agreed Syllabus.

The SACRE has a limited budget to cover printing, stationery and minor administrative costs as well as spending on initiatives to support RE and collective worship. There have been budget and work planning meetings between the executive and the LA during the year.

5.2 Induction arrangements for new members

SACRE members are concerned to ensure that new members can understand SACRE's work and participate actively as soon as possible.

5.3 Training for SACRE members

Members of SACRE who have attended conferences or national events have been asked to feed back to SACRE as part of the development of the whole SACRE membership.

SACRE members were invited to attend training on the evenings of 15th September at Catford and Bromley Synagogue and/or on 16th September at Jamyang Buddhist Centre. Several members attended these events. Further training was provided on 22nd January at the Lewisham Civic Suite. Members reported that they had found these events very helpful.

Further training will be offered in the next reporting year.

6.   Other areas of work

6.1   Responding to Crises

After the murder of Drummer Lee Rigby in neighbouring Woolwich, SACRE provided advice to schools. During the year this was revised as more general advice for schools.

6.2 National Holocaust Memorial Day

SACRE reflected once again on the very successful events organised in Lewisham. The theme of the National Holocaust Memorial Day for 2014 was "Journeys"

The Holocaust Trust theme paper for 2014, explored ways in which we can learn how journeys themselves became part of genocide, and how the journeys undertaken were often experiences of persecution and terror for so many people who suffered in the Holocaust, under Nazi Persecution and in the subsequent genocides. They suggested that people should also learn about the life stories of journeys that brought survivors to the UK and how, in many instances, journeys of return have been part of the experience of rebuilding.

The theme was carried forward in a successful event at the Rivoli Ballroom, attended by several SACRE members.

6.3 The All Party Parliamentary Group (APPG) for Religious Education

An All Party Parliamentary Group is a grouping in Parliament composed of politicians from all political parties and can include members of both the House of Commons and the House of Lords who meet together to discuss and promote an area of work or a particular issue of concern. Some relate to a particular country or subject - the topics reflecting parliamentarians' concerns. APPGs usually have officers drawn from the major political parties and aim to avoid favouring one political party or another, providing strength in depth and the ability to pass their messages across Parliament. They discuss new developments and can invite government ministers to speak at their meetings.

During the year SACRE members were kept up to date with the progress of development of the All Party Parliamentary Group for RE.

The APPG Report 'The contribution of RE to good community relations' was published in March 2014. It drew on evidence from students, teachers, local authorities and organisations working on this issue at local, national and international levels. Ms. Chaplin attended the launch and presented a paper explaining the APPG Report. John Goodey also attended and had been asked to speak about how RE contributes to community cohesion in St John Baptist C of E School.

The document has a sub-heading: 'Cohesive schools - Cohesive communities - Cohesive society' (the titles that were given to the evidence sessions) and it is arranged under three headings:

- The Implementation of Law and Policy

- Learning in Religious Education

- Teaching Religious Education.

Each includes, in brief, the evidence that was received and the desired outcomes that can arise; it is not the purpose of this paper to explain the process or to reiterate either the evidence or the outcomes, but rather to offer a commentary and reflection on RE and its contributions to good community relations, with some further questions to complement those set out at the end of the summary report.

Section A 'The Implementation of Law and Policy' – evidence for how this might develop was expanded in the long report.

'Desired outcomes' refer to things that would make it better e.g. things that would increase the authority, credibility and efficacy of SACREs.

The section, 'Remaining Questions', led to a discussion about how faith groups might develop better understanding of RE curriculum content and how it supports community relations.

6.4   SACRE Constitution

Throughout the reporting year, work has been undertaken to revise the Lewisham SACRE Constitution.

Work was undertaken in and between meetings with the Baha'i representative, Dr Kishan Manocha, being very involved. At the

time of reporting it is due to be sent to the Legal Team for approval and submission to the council. The draft is attached as an Appendix.

6.5 Ramadan Advice to Schools

Advice for schools about issues around children fasting during Ramadan was approved for schools in 2014.

6.6 Radicalisation of Young People in Lewisham

The chair and Imam Shakeel Begg met regarding the 'Trojan Horse' situation in Birmingham.

Positive discussions led to proposals to have open sessions at the mosque to work together to support the Muslim community as they work with their young people. At the time of this report that work is being planned.

7. Appendices

Appendix A   **Exam Results**

Full Course results by school 2013	Number Entered	A* - A	A* - A %	A*-C	A*-C %	A*-G	A*-G %	A	B	C	D	E	F	G	X	U
Lewisham Average	**1217**	**288**	**23.7**	**934**	**76.7**	**1255**	**103.1**	**98**	**190**	**325**	**321**	**151**	**75**	**55**	**40**	**16**	**0**
Addey & Stanhope	30	13	43.0	29	97.8	30	0.0	2	11	11	5	1	0	0	0	0	0
Conisborough	73	1	1.4	42	57.5	72	98.6	0	1	15	26	11	7	8	4	1	0
Prendergast Ladywell Fields	127	25	19.7	71	55.9	123	96.9	14	11	17	29	23	9	13	7	4	0
Deptford Green	176	59	33.5	149	84.7	174	98.9	17	42	54	36	11	10	4	0	2	0
Bonus Pastor	142	20	14.1	94	66.2	141	99.3	7	13	28	46	25	6	7	9	1	0
Trinity	69	10	14.5	47	68.1	69	100.0	4	6	19	18	12	9	1	0	0	0
Haberdashers Aske's HC	26	1	3.8	16	61.5	26	100.0	0	1	9	6	3	2	2	3	0	0
Haberdashers Aske's KA	27	8	29.6	20	74.1	27	100.0	3	5	5	7	3	3	1	0	0	0
St Matthew Academy	77	19	24.7	77	100.0	129	167.5	3	16	33	25	23	13	7	9	2	0
Forest Hill	99	21	21.2	87	87.9	99	100.0	4	17	34	32	10	1	0	1	0	0
Sedgehill	261	65	0.0	209	0.0	255	0.0	25	40	80	64	20	11	10	5	6	0
Prendergast Hilly Fields	110	46	41.8	93	84.5	110	100.0	19	27	20	27	9	4	2	2	0	0

Full Course   Lewisham GCSE Examination Results 2013 compared with 2012

School	No in 2012 cohort	entries 2012	2012 % A*-C (Nat Av 73.7)	No in 2013 cohort	entries 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013
Addey and Stanhope School	114	0		118	30	**98.5%**	29
Bonus Pastor Catholic College	143	128	81%	152	142	66.2%	94
Conisborough College	142	6	100%	163	73	40.6%	13
Deptford Green School	223	190	70%	232	176	**78.9%**	75
Forest Hill School	229	142	56%	226	99	**87.9%**	87
Haberdashers' Aske's Hatcham College	203	8	63%	208	26	61.5%	16
Haberdashers' Aske's Knights Academy	199	34	38%	199	27	**74.1%**	20
Prendergast-Hilly Fields College	109	106	83%	115	110	**84.5%**	93
Prendergast - Ladywell Fields College	118	114	58%	140	127	47.7%	31
Sedgehill School	275	256	65%	283	261		107
Sydenham School	223	0	n/a	249	0	n/a	n/a
St Matthew Academy	132	131	60%	136	77	**100%**	77
Trinity Church of England School,	90	33	85%	98	69	68.1%	47

Short Course results by school 2013

	Number Entered	A* - A	A* - A %	A*-C	A*-C %	A*- G	A*-G %		A	B	C	D	E	F	G	X	U
Lewisham Average	**387**	**99**	**25.6**	**246**	**63.6**	**381**	**98.4**	**46**	**53**	**63**	**84**	**43**	**39**	**26**	**29**	**6**	**0**
Addey & Stanhope	68	9	13.2	49	72.1	68	100.0	3	6	16	24	7	6	4	2	0	0
Conisborough	61	0	0.0	9	14.8	57	93.4	0	0	1	8	6	15	13	14	4	0
Prendergast Ladywell Fields	1	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0	1	0
Deptford Green	6	0	0.0	0	0.0	6	0.0	0	0	0	0	4	1	1	0	0	0
Trinity	21	0	0.0	4	19.0	20	95.2	0	0	0	4	1	3	3	9	1	0
St Matthew Academy	1	0	0.0	0	0.0	1	100.0	0	0	0	0	0	1	2	0	0	0
Sydenham	228	90	39.5	183	80.3	228	100.0	43	47	45	48	25	13	3	4	0	0
Prendergast Hilly Fields	1	0	0.0	1	0.0	1	0.0	0	0	1	0	0	0	0	0	0	0

Short Course Lewisham GCSE Examination Results 2013 compared with 2012

School	No in 2012 cohort	No entered 2012	A*-C (Nat Av 53.8%)	No in 2013 cohort	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013
Addey and Stanhope School	114	107	56%	118	68	72.1%	49
Bonus Pastor Catholic College	143	1	0%	152	0	0%	0
Conisborough College	142	133	3%	163	61	14.8%	9
Deptford Green School	223	0		232	6	0%	0
Prendergast-Hilly Fields College	109	0		115	1	100%	1
Prendergast - Ladywell Fields College	118	0	0%	140	1	0%	0
Sydenham School	223	222	77%	249	228	80.3	183
St Matthew Academy	132	1	38%	136	1	100%	1
Trinity Church of England School,	90	46	49%	98	21	`19%	4

Full Course *Lewisham GCSE Examination Results 2014 compared with 2013 and 2012*

School	No entered FULL 2012	2012 % A*-C (Nat Av 73.7)	No entered FULL 2013	2013 % A*-C (Nat Av 72.1)	No A*-C 2013	No entered FULL 2014	2014% A*-C (Nat Av 70.0)	No A*-C 2014
Addey and Stanhope	0		30	98.5	29	28	100	28
Bonus Pastor Catholic College	128	81%	142	66.2	94	148	64.9	96
Conisborough College	6	100%	73	40.6	13	81	39.5	32
Deptford Green	190	70%	176	78.9	75	57	63.2	36
Forest Hill	142	56%	99	87.9	87	230	36.5	84
Haberdashers' Aske's Hatcham College	8	63%	26	61.5	16	10	50	5
Haberdashers' Aske's Knights Academy	34	38%	27	74.1	20	47	63.8	30
Prendergast-Hilly Fields College	106	83%	110	84.5	93	100	82	82
Prendergast - Ladywell Fields College	114	58%	127	47.7	31	181	65.7	119
Sedgehill	256	65%	261		107	226	63.5	139
Sydenham	0	n/a	0	n/a	n/a	28	50	14
St Matthew Academy	131	60%	77	100	77	141	44	62
Trinity Church of England School,	33	85%	69	68.1	47	85	51.8	44

Short Course *Lewisham GCSE Examination Results 2014 compared with 2012 and 2013*

School	No entered 2012	A*-C (Nat Av 53.8%)	No entered 2013	2013 % A*-C (Nat Av 53.5%)	No A*-C 2013	No entered 2014	2013 % A*-C (Nat Av 56.7%)	No A*-C 2014
Addey and Stanhope School	107	56%	68	72.1%	49	85	48.0	38
Bonus Pastor Catholic College	1	0%	0	0%	0	0	0	0
Conisborough College	133	3%	61	14.8%	9	51	9.8	5
Deptford Green School	0		6	0%	0	0	0	0
Forest Hill School	0		0	0%	0	0	0	0
Haberdashers' Aske's Hatcham College	0		0	0%	0	0	0	0
Haberdashers' Aske's Knights Academy	0		0	0%	0	0	0	0
Prendergast-Hilly Fields College	0		1	100%	1	0	0	0
Prendergast - Ladywell Fields College	0	0%	1	0%	0	0	0	0
Sedgehill School	0		0	0	0	0	0	0
Sydenham School	222	77%	228	80.3	183	180	72.8	131
St Matthew Academy	1	38%	1	100%	1	0	0	0
Trinity Church of England School,	46	49%	21	`19%	4	3	0	0

2013 A Level

Centre Name	Exam Board	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A- C Equiv	A - C %	Total A -E Equiv	A - E %	QCA Average Points
Crossways Academy	AQA	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Forest Hill	WJEC	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Haberdashers' Aske's Hatcham College (Academy)	EDEXCEL	Girls	2	0	0	1	1	0	0	0	0	0	2	100.0%	2	100.0%	225.0
Haberdashers' Aske's Knights Academy	EDEXCEL	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Lewisham Christ the King 6th	EDEXCEL	Girls	42	0	2	14	15	6	5	0	0	0		0.0%	42	100.0%	211.4
Prendergast Hilly Fields College	WJEC	Girls	8	0	0	4	4	0	0	0	0	0	8	100.0%	8	100.0%	225.0
Sydenham School	WJEC	Girls	16	0	4	5	6	1	0	0	0	0	15	93.8%	16	100.0%	232.5
	Totals	**Girls**	**71**	**0**	**6**	**27**	**26**	**7**	**5**	**0**	**0**	**0**	**59**	**83.1%**	**71**	**100.0%**	**219.3**
Forest Hill	WJEC	Boys	19	0	0	2	4	6	6	0	1	0	6	31.6%	18	94.7%	173.7
Haberdashers' Aske's Hatcham College (Academy)	EDEXCEL	Boys	2	0	0	0	1	1	0	0	0	0	1	50.0%	2	100.0%	195.0
Haberdashers' Aske's Knights Academy	EDEXCEL	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
Lewisham Christ the King 6th	EDEXCEL	Boys	12	0	0	2	5	5	0	0	0	0	7	58.3%	12	100.0%	202.5
Prendergast Hilly Fields College	WJEC	Boys	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	210.0
Sydenham School	WJEC	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	240.0
	Totals	**Boys**	**36**	**0**	**0**	**6**	**11**	**12**	**6**	**0**	**1**	**0**	**17**	**47.2%**	**35**	**97.2%**	**189.2**

2013 AS Level

Centre Name	Exam Board	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Crossways Academy	OCR	Girls	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	120.0
Haberdashers' Aske's Hatcham	EDEXCEL	Girls	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	105.0
Prendergast Hilly Fields College	WJEC	Girls	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	105.0
Lewisham Christ the King 6th	EDEXCEL	Girls	22	0	2	1	7	5	3	0	4	0	10	45.5%	18	81.8%	81.8
Sydenham School	WJEC	Girls	1	0	0	0	0	0	0	0	1	0	0	0.0%	0	0.0%	0.0
		Girls	**26**	**0**	**2**	**2**	**9**	**5**	**3**	**0**	**5**	**0**	**13**	**50.0%**	**21**	**80.8%**	**81.9**
Crossways Academy	AQA	Boys	1	0	0	0	0	0	0	0	1	0	0	0.0%	0	0.0%	0.0
Prendergast Hilly Fields College	AQA	Boys	1	0	0	1	0	0	0	0	0	0	1	100.0%	1	100.0%	120.0
Forest Hill	OCR	Boys	1	0	0	0	0	0	1	0	0	0	0	0.0%	1	100.0%	75.0
Lewisham Christ the King 6th		Boys	3	0	0	1	0	2	0	0	0	0	1	33.3%	3	100.0%	100.0
		Boys	**6**	**0**	**0**	**2**	**0**	**2**	**1**	**0**	**1**	**0**	**2**	**33.3%**	**5**	**83.3%**	**82.5**
AS Level		***Totals***	***32***	***0***	***2***	***4***	***9***	***7***	***4***	***0***	***6***	***0***	***15***	***46.9%***	***26***	***81.3%***	***82.0***

2014 A Level - Logic / Philosophy

Centre Name	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Lewisham Christ the King 6th	Girls	37	0	6	15	12	4	0	0	0	0	33	89.2%	37	100.0%	228.6
Prendergast Hilly Fields College	Girls	4	0	0	1	2	1	0	0	0	0	3	75.0%	4	100.0%	210.0
	Girls	**41**	**0**	**6**	**16**	**14**	**5**	**0**	**0**	**0**	**0**	**36**	**87.8%**	**41**	**100.0%**	**226.8**
Haberdashers' Aske's Hatcham College (Academy)	Boys	4	0	2	2	0	0	0	0	0	0	4	100.0%	4	100.0%	255.0
Lewisham Christ the King 6th	Boys	11	0	0	4	6	1	0	0	0	0	10	90.9%	11	100.0%	218.2
Prendergast Hilly Fields College	Boys	4	0	0	0	1	3	0	0	0	0	1	25.0%	4	100.0%	187.5
	Boys	**19**	**0**	**2**	**6**	**7**	**4**	**0**	**0**	**0**	**0**	**15**	**78.9%**	**19**	**100.0%**	**219.5**
A Levels	***Totals***	***60***	***0***	***8***	***22***	***21***	***9***	***0***	***0***	***0***	***0***	***51***	***85.0%***	***60***	***100.0%***	***224.5***

A Level 2014 - Religious Studies

Centre Name	Gender	Entries	A*	A	B	C	D	E	F	U	X	Total A - C Equiv	A - C %	Total A - E Equiv	A - E %	QCA Average Points
Forest Hill	Girls	6	0	1	1	3	1	0	0	0	0	5	83.3%	6	100.0%	220.0
Haberdashers' Aske's Hatcham College (Academy)	Girls	2	0	0	2	0	0	0	0	0	0	2	100.0%	2	100.0%	240.0
Haberdashers' Aske's Knights Academy	Girls	1	0	1	0	0	0	0	0	0	0	1	100.0%	1	100.0%	270.0
Lewisham Christ the King 6th	Girls	76	1	13	21	28	11	2	0	0	0	63	82.9%	76	100.0%	223.8
Prendergast Hilly Fields College	Girls	9	0	2	3	3	1	0	0	0	0	8	88.9%	9	100.0%	230.0
Sydenham School	Girls	9	0	1	3	5	0	0	0	0	0	9	100.0%	9	100.0%	226.7
	Girls	**106**	**1**	**18**	**31**	**39**	**15**	**2**	**0**	**0**	**0**	**89**	**84.0%**	**106**	**100.0%**	**224.4**
Forest Hill	Boys	13	0	0	2	3	6	2	0	0	0	5	38.5%	13	100.0%	191.5
Haberdashers' Aske's Hatcham College (Academy)	Boys	1	0	0	0	0	0	1	0	0	0	0	0.0%	1	100.0%	150.0
Lewisham Christ the King 6th	Boys	21	0	1	10	4	4	2	0	0	0	15	71.4%	21	100.0%	215.7
Prendergast Hilly Fields College	Boys	3	0	0	3	0	0	0	0	0	0	3	100.0%	3	100.0%	240.0
Sydenham School	Boys	1	0	0	0	1	0	0	0	0	0	1	100.0%	1	100.0%	210.0
	Boys	**39**	**0**	**1**	**15**	**8**	**10**	**5**	**0**	**0**	**0**	**24**	**61.5%**	**39**	**100.0%**	**207.7**
A Levels	*Totals*	*145*	*1*	*19*	*46*	*47*	*25*	*7*	*0*	*0*	*0*	*113*	*77.9%*	*145*	*100.0%*	*219.9*

LEWISHAM STANDING ADVISORY COUNCIL
on
RELIGIOUS EDUCATION

(LEWISHAM SACRE)

CONSTITUTION
(DRAFT)

Dated:

LEWISHAM STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

The Council shall be called the Lewisham SACRE (Standing Advisory Council on Religious Education). It is established under Section 3.90 – 3.97 of the Education Act 1996 as amended.

Interpretation

In this Constitution:
'Local Authority' means Lewisham Council acting either independently or through the Education Lead Member and Children and Young People's Directorate.
'The council' means Lewisham's SACRE.
'Member' means a member of SACRE and includes a substitute or co-opted member.
'Elected member' means an elected member of the Lewisham Council sitting on Committee D as a SACRE member

All questions of Interpretation are governed by the "Interpretation Act" 1978 as may be subsequently amended.

Role and functions

(i)   To advise the Local Authority (Lewisham Council) on the religious education to be given in its schools in accordance with an Agreed Syllabus. In particular, the SACRE can offer advice on methods of teachings, the choice of materials and the provision of training for teachers.
(ii)   To advise the Local Authority on matters pertaining to school worship in its schools.

With regard to (i) and (ii), the Local Authority may refer matters to the SACRE, which the latter must then consider and advise on. The SACRE may also take the initiative and make recommendations to the Local Authority on these matters.

(iii)   To receive, determine and review applications from Head Teachers as to whether the requirement for collective worship that is wholly or mainly of a Christian character may not apply. This application to vary the legal requirement for collective may be for the whole school or for groups of pupils.

(iv)   To require the LA to set up a Statutory Agreed Syllabus Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary.

 (v)   To produce an annual report on its work which will, inter alia:

a)   describe the work that SACRE has undertaken
b)   specify matters in respect of which the SACRE has given advice to the Local Authority;
c)   broadly describe the nature of the advice given and the response given by the LA;
d)   where any such matters were not referred to the SACRE by the Local Authority, provide the SACRE's reasons for offering advice on the matter.

Copies of the report will be made available to schools and the public on the SACRE and/or other appropriate website.

At the discretion of the Local Authority, the SACRE may:

(a)   monitor the provision of Religious Education in order to inform its advice and reporting;

(b)   monitor the provision of collective worship in order to inform its advice and reporting;

(c)   be involved in Complaints Procedures.

Officers

The SACRE will have an elected Chair and an elected Vice Chair.

In the absence of the Chair or Vice-Chair at any meeting the Council can elect one of its member to act as the Chair for that meeting.

Membership

A list of those members deemed appropriate for the Lewisham SACRE under the legal framework is in the Appendix.

All members shall be delegates who are interested in education in general and Religious Education in particular.

Delegates as members shall remain until such time as they will have resigned or have been removed from under the rules dictated by their sponsorship group, Governing Body of that class of Members or for any reason stated therein.

Terms of Office of Members

Termination of SACRE membership by reason of non-attendance:

If a SACRE member is absent for 2 or more consecutive meetings without apology or for any reason not acceptable to the council, the clerk will write to the member concerned to check whether their membership has lapsed and whether they would like to nominate a substitute or to refer their membership back to their sponsoring body.

Should they be absent from the next meeting without apologies or for any reason not acceptable to the Council there shall be deemed to be a vacated place to be filled by the sponsorship group / governing body for that class of members. The SACRE clerk will write to the lapsed member informing them of the decision and then write to the sponsoring body requesting a new member be nominated.

Vacancies

The Clerk, working on behalf of the LA and the Officers will approach sponsoring bodies for new delegates as soon as a vacancy arises.

Deputies / Substitute members

There can be a substitute member nominated by the absent member and notice of this substitution should be notified to the clerk of SACRE at least 6 hours in advance of the meeting.

Procedure for electing Chair and Vice Chair

The Chair and Vice-Chair of the Council shall be chosen from Members of the SACRE and shall be elected at the first meeting in each education (academic) year.

Nominees for these positions should have served on the SACRE for at least twelve months so that members would have developed a relationship with that person and have confidence to nominate them to such an important position.

Co-options
Co-option – SACRE has the power to co-opt members as agreed by the majority of its members.

Quorum
A meeting will only be quorate if the following numbers of representative/s of the respective groups are present: -

Group A - minimum of 2 representatives (1 Christian and 1 non-Christian)
Group B - minimum of 1 representative
Group C - minimum of 1 representative
Group D - minimum of 1 representative

Meetings

Frequency of meetings
There will be a minimum of 5 SACRE meetings per year. These will be normally 2 in the Autumn and Summer terms and one in the Spring term

An Extraordinary meeting may be called or convened to deal with urgent matters of national or local importance.

Notice of meetings
The dates of the main meetings will be decided at the first meeting in the education (academic) year and circulated by the clerk to all members

Sub-Committees
Occasional sub committees or working parties will be convened for specific pieces of work. These will report back to the full SACRE meeting for the duration of their work.

Agendas
Matters or items for the Agenda of any meeting shall be sent to the Clerk at least 21 days in advance of the meeting. The Agenda shall be distributed to reach members at least 7 working days in advance of the next listed meeting.

Voting
All members are entitled to speak and vote on any issue as invited by the Chair but substitute or Co-opted members may speak but not vote at any meeting. SACRE will always seek to reach decisions on a consensus basis but when voting is to be exercised as only one vote is allowed from each group A, B, C or D as mentioned above.

In the event of an equality of votes on any issue the Chair may exercise a casting vote.

Minutes

Minutes will be taken by the clerk and cleared by the Officers. The draft minutes of meetings shall be circulated to members within one month of the meeting taking place where possible or at the latest with the next set of meeting papers

Availability of papers to the public
Papers for each meeting will be made available on the Lewisham Council website

.... (Chair) on behalf of Lewisham SACRE

Dated: ....

APPENDIX C – MEMBERSHIP OF LEWISHAM SACRE.

Committee A Other Christian denominations and other faiths and beliefs represented in the Local Authority

African-Caribbean Churches / Pentecostal churches	1 representative
Baha'i	1 representative
Buddhism	1 representative
Free Churches	3 representatives
Hinduism	1 representative
Humanism	1 representative
Islam	2 representatives
Judaism	1 representative
Roman Catholicism	1 representative
Sikhism	1 representative

Committee B The Church of England

The Diocese of Southwark	5 representatives

Committee C Teachers' Professional Associations

NUT	2 representatives
ATL	1 representative
NASUWT	1 representative
Lewisham Heads and Deputies	1 representative
Turnham school	1 representative

Committee D The Local Authority

Elected Members	3 representatives
Representative of the Executive Director Children & Young People	1 representative
Secondary school Governors	1 representative
Primary school Governors	1 representative

Also

RE Adviser to SACRE	(non-voting)
Clerk to the SACRE	(non-voting)
Co-optees	(non-voting)

Distribution of this report

The report is made available electronically to:

The Department for Education

The National Association of SACREs (NASACRE)

Lewisham SACRE members

Lewisham Council, Elected Members

Executive Director of Children and Young People

Teaching Unions in Lewisham

SACRE Nominating Bodies

Southwark Diocesan Board of Education

The main Faith Groups in Lewisham,
including Catford & Bromley Synagogue,
and Lewisham Islamic Centre

Ecumenical Borough Deans

All schools in Lewisham

LeSoCo

Goldsmiths' College (University of London)

Lewisham Libraries

London Boroughs of Greenwich, Southwark, Lambeth and Waltham Forest (Clerks to
the SACRE)

Lewisham LA Website

Produced by:
Directorate of Children and Young People,
Lewisham.
3rd floor, Laurence House. 1, Catford Road, CATFORD, London. SE6 4RU

WHAT IS RE FOR?

This questionnaire assumes a place for RE in the curriculum. It doesn't consider the content of the subject, but explores what you think should be the goals or intentions for RE. In other words it asks, ***What do you –as an individual SACRE member- think should be the AIMS & PURPOSES of Religious Education teaching in schools?***

The study was developed by a university researcher, in collaboration with NASACRE (National Association of SACREs). It tries to discover what SACRE members think RE is for.

You are asked to complete each question as accurately as you can. This is likely to take about 10 minutes. Your answers will be kept in strict confidence and no individual responses will be identifiable in any report on the results. A summary of the final results will be circulated to all SACREs through NASACRE.

PERSONAL DETAILS: *(Please circle or underline as appropriate)*

Thank you for agreeing to participate in this survey.
Please complete the following personal details:

Which SACRE do you presently serve on?

If you presently serve on more than one SACRE, please list the others:

Altogether, how long have you served on this and any other SACREs

    Less than 1yr   Between 1 and 5yrs   6 or more years

Which of the 4 SACRE voting groups do you represent?
    Group A: Christian denominations & other religions/denominations;
    Group B: Church of England ;
    Group C: Teachers representatives;
    Group D: The Local Authority;
    Observer only;
    Adviser/consultant;
    None of the above.
Further comments/clarification if needed:

BISHOP GROSSETESTE UNIVERSITY

nasacre
National Association of
Standing Advisory Councils
on Religious Education

Are you a qualified teacher?

    No, but I have taught in schools   Yes, but I'm not teaching at present   Yes, and I am presently teaching

    No, and I have never taught in a school   Other *(please explain)*

If yes on the above, are you a primary or secondary teacher?

       Primary   Secondary   Both primary and secondary

Further comment if needed:

_____

How would you rate each of the following intentions for RE?

- **Achievement** (RE for academic excellence & curriculum entitlement; at secondary level, to help pupils gain good GCSE & A level results...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Competency** (RE for religious literacy; philosophical/conceptual understanding of religion/religions; understanding for confident engagement in the modern world..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Faith Development** (To help pupils understand their own faith; nurturing of a personal/community faith perspective...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Revolutionary-Subversive** (RE which is critically challenging; to challenge pupil and community assumptions; making pupils think about life...)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Social-political** (RE for social cohesion; contribution to Citizenship education; nurturing of social tolerance and understanding..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Understanding** (RE for understanding of other people and cultures; historical-cultural-social understanding of the impact of religion; understanding of our social and cultural heritage..)

Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

- **Wisdom** (RE for self development; personal search for meaning; 'space' for reflection/asking questions/ understanding self...)
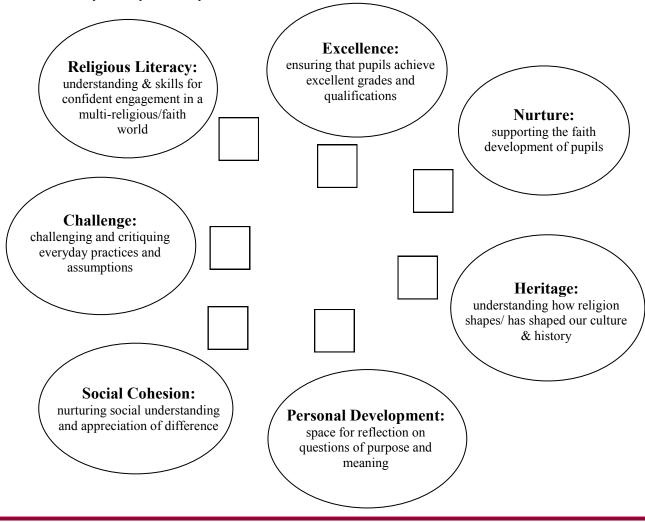
Absolutely essential / Essential / Quite important / Unnecessary / Totally unnecessary or inappropriate

In RE teaching, which of the following are most important?
(identify the 3 which you consider most important)

RE teaching should enable pupils ..:

1. …to be aware of a range of religious perspectives on ethical issues. ☐

2. …to experience the study of religion as an academic subject in its own right. ☐

3. …to understand the impact of religion on history and culture. ☐

4. …to develop skills and aptitudes for living harmoniously in a multi-faith society. ☐

5. …to appreciate religious responses to significant philosophical and existential questions. ☐

6. …to explore personal perspectives on issues raised by religions. ☐

7. …to understand how religion shapes the practical details of everyday life for believers. ☐

8. ..to understand a range of religious teachings on the deeper truths underlying our cosmos. ☐

9. …to consider the relevance of religious practices and teachings for their own lives. ☐

10. …to weigh up the truth claims of religions for themselves. ☐

11… Other *(please explain)*
_____

What is your response to each of the following quotations? *(Circle or underline as appropriate)*

"**Good RE is unsettling: it makes a pupil think and challenges their assumptions**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

"**You can't understand our contemporary world without understanding basic facts about religion**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

"**RE should offer space in a busy curriculum for reflection on life and critical self-reflection**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

"**In the end, what counts is good academic standards: this has to be an RE teacher's priority**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

"**In contemporary multi-cultural Britain, RE has never been more necessary for promoting good community relations**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

"**RE teaching should help pupils to understand what they believe and why**".

    STRONGLY AGREE   /   AGREE   /   NOT SURE   /   DISAGREE   /   STRONGLY DISAGREE:

Rank order the following from the most important (1st) to the least important (7th). This may take some careful thinking on your part, because the question forces you to prioritise. Don't think too much about trying to get it 'right' though. Just go with your general thoughts/feelings about the relative importance of each one. You can keep changing them around until you feel you're ready to move on.

Religious Literacy:
understanding & skills for confident engagement in a multi-religious/faith world

Excellence:
ensuring that pupils achieve excellent grades and qualifications

Nurture:
supporting the faith development of pupils

Challenge:
challenging and critiquing everyday practices and assumptions

Heritage:
understanding how religion shapes/ has shaped our culture & history

Social Cohesion:
nurturing social understanding and appreciation of difference

Personal Development:
space for reflection on questions of purpose and meaning

That is all of the main survey questions. Just a few more personal questions please: *(please circle or underline)*

Have you ever taught RE? (religious education) in schools   YES   NO

    If Yes, how long?   Less than 1yr   Between 1 and 5yrs   6yrs or more

Do you hold a high-level qualification in the study of religion? (only list your highest qualification, and only list qualifications in religion/ religious studies please)

    No formal RE qualifications   A level   BA/BEd in religion or a related subject   PGCE with RE specialism
        MA/MEd in RE /religion   MPhil/PhD   Other *(please specify)*

Which age group are you?   20 years or under   21-30 years   31-50 years   Over 50

Which of the following best describes you?   Atheist;   Bahai;   Buddhist;   Christian,
    Hindu;   Jewish;   Muslim;   Sikh;   Secular Humanist;
    Other: *(please specify)*

Do you have any further comments about the purpose of RE, or about this survey?

Please return completed copy to:
Mark Plater, Bishop Grosseteste University
Longdales Road, Lincoln.   LN1 3DY

That's all. Thank you very much for participating in the survey.

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Self-review audit tool for schools

Providing for pupils' spiritual, moral, social and cultural development

Including provision for social cohesion and British Values

Providing for pupils' spiritual, moral, social and cultural development (smsc)

The 1988 Education Reform Act began:

'The curriculum for a maintained school (must be) a balanced and broadly based curriculum which —
(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
(b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The Ofsted Framework 2014 reinforced the importance of the promotion of smsc. From September 2015 schools are inspected under the 'Common inspection framework: education, skills and early years' (CIF).

In line with the CIF, inspectors will make key judgements on the following areas:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
  - disabled pupils
  - pupils who have special educational needs.

The spiritual, moral, social and cultural elements of pupils' development are inter-related with much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society, and cultural understanding.
However, it is useful to track their delivery separately across the school's provision in order to ensure clarity of understanding and consistency of delivery. This booklet supports schools as they review their existing provision and plan for future developments.

The starting point is how well the school provides an environment in which pupils' spiritual, moral, social and cultural development can flourish. The climate and values of a school may be evident from the moment one enters it: whether it is welcoming, keen to help the visitor, and proud of the achievement of those who work and learn there.

Integral to good practice is the promotion of a drive for learning and respect for reflective responses. Other pointers include:

- the values projected by staff, governors and pupils;
- the relationships the school encourages between pupils and staff and between pupils;
- the way staff address each other and pupils;
- the way pupils address and care for each other;
- the way disputes and dissent are dealt with;
- the quality of the physical environment;
- the range of opportunities provided by the school outside the formal curriculum;
- the relationships developed by the school with the wider community; and
- the tone and content of material published by the school.

In addition, some activities will be consciously planned to contribute to pupils' SMSC development; for example, activities such as assemblies, acts of collective worship, extra-curricular programmes and lessons in PSHE, citizenship, careers education and guidance, SRE and drug education. There will also be important contributions from National Curriculum subjects.

On July 1st 2014 Ofsted released new guidance for September 2014 including this:

Achieving a broad and balanced curriculum

Inspectors see a range of curricula across maintained schools and academies (including free schools). It is right that schools develop their own curriculum to respond to the particular needs of their pupils and ensure they receive a broad and balanced education.

A school's curriculum must comply with the legislation to give pupils the opportunity to study a wide range of subjects. In addition, provision for pupils' spiritual, moral, social and cultural (SMSC) development should promote tolerance of and respect for people of other faiths, cultures and lifestyles. Good teaching in a broad and balanced curriculum, underpinned by an effective approach to the SMSC development of children and young people, will help to prepare them for life in modern Britain.

Therefore, from **1 September 2014**, inspectors paid even greater attention to the curriculum and commented in more detail on its effectiveness in the leadership and management section of the inspection report.

Provision for smsc development links closely to the duty on schools previously to promote community cohesion. *'By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'* from Guidance on the duty to promote cohesion. 2007. DCSF publication, ISBN No: 978-1-84775-014-3

The promotion of pupils' spiritual, moral, social and cultural development contributes to pupils' understanding of and engagement with their local community and the development of a positive attitude to living and participating in a pluralist society.

In November 2014 non-statutory advice was published for maintained schools on 'Promoting fundamental British values as part of SMSC ' by the Department for Education. Maintained schools, it reminded schools, have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This new guidance related specifically to the requirements to actively promote fundamental British values in schools and explained how this can be met through the general requirement in the 2002 Act. Through ensuring pupils' SMSC development, it said, schools can also demonstrate they are actively promoting fundamental British values. The guidance is online at: https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Fundamental British values
'Schools should promote the fundamental British values of **democracy**, the **rule of law**, **individual liberty**, and **mutual respect** and **tolerance of those with different faiths and beliefs**.

The Guidance continues:
'Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.'

Through their provision of SMSC, schools should:
 • enable students to develop their self-knowledge, self-esteem and self-confidence;
 • enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 • enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
 • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
 • encourage respect for other people;

• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.'

Inspectors and other evaluators will draw on all these sources and more, when reaching judgements about the quality of pupils' SMSC development and what the school does to promote it. This updated toolkit supports a whole-school approach to self review and evidence gathering.

A.   Spiritual Development

Spiritual development is the development of the non-material element of a human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's 'spirit'. Some people may call it the development of a pupil's 'soul'; others as the development of 'personality' or 'character'.

Please note:
Spirituality does not equate with religiosity. Pupils with religious beliefs are likely to contribute to their own community including by dialoguing with other pupils about the beliefs and values of their faith. Understanding their own beliefs and values and those of others enables pupils to develop a positive attitude to diversity and the ability to support each other despite the differences they recognise. For example it encourages them to refrain from bullying on the grounds of difference.

Spiritual development contributes to the development of being 'at peace' with oneself – a good basis for learning. A child who has a broad and balanced education catering for the mind, body and spirit, is likely to find their educational experience more enjoyable. Pupils who are encouraged to take spiritual development seriously are likely to develop a reflective approach to organising their lives including their study.

Spiritual development contributes to serving the needs and promotes the cohesiveness of the school's community, for example by promoting good relationships between learners from different backgrounds.

In **2015** Ofsted said that the spiritual development of pupils is shown by their:
- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Question	Secure	Developing	Requiring Improvement	Notes / references
Do pupils explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives?				
Does the school promote an appreciation of the intangible – e.g., beauty, truth, love, goodness, order, mystery, paradox and ambiguity?				
Are pupils helped to develop an ability to think in terms of the 'whole'- for example, concepts such as harmony, interdependence, scale, perspective?				
Are pupils encouraged to develop a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their behaviour?				
Where pupils already have religious beliefs, are they respected, supported and helped to develop these beliefs in ways which are personal and relevant to them?				
Are pupils able to express their values and beliefs openly and honestly, demonstrating respect for the values and beliefs of others?				
Does the school encourage pupils to explore and develop what animates them and others?				
Are pupils helped to develop an increasing ability to reflect, and learn from this reflection?				
Are pupils given the opportunity to understand human feelings and emotions, the way these impact on people and how an understanding of them can be helpful?				
Does the school have a climate or ethos within which all pupils can grow and flourish, respect themselves and others and be respected?				

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Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school accommodate difference and respect the integrity of individuals?				
Are teaching styles promoted which: a) value pupils' questions and give them space for their own thoughts, ideas and concerns?				
b) enable pupils to make connections between aspects of their learning?				
c) encourage pupils to relate their learning to a wider frame of reference – e.g. asking 'why', 'how' and 'where' as well as 'what'?				
Are pupils developing a sense of empathy with others, demonstrating concern and compassion?				
Are pupils encouraged to show courage and appropriate persistence in defence of their aims, values, principles and beliefs?				
Are pupils developing an understanding of feelings and emotions and their likely impact?				
Is there respect for insight as well as knowledge and reason;				
Are pupils encouraged to challenge all that would constrain the human spirit, e.g. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination?				

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Question	Secure	Developing	Requiring Improvement	Notes / references
Is the school meeting the statutory requirements for Religious education in all key stages and does the RE curriculum provide strong support for promotion of pupils' spiritual development?				

What do we do well??

How can we do better?

Evidence & comments:

B.   Moral Development

Moral development is about the building of a framework of moral values for pupils which regulate their personal behaviour. It is also about the development of pupils' understanding of society's shared and agreed values. It is about understanding that there are contentious issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

Please note:
Provision for pupils' moral development encourages the development of the ability to live in respectful disagreement with others, including developing safe practices towards others. The development of emotional intelligence promotes understanding of why people act as they do.

Provision that leads to the development of a personal moral code allows pupils to engage in ethical discussion and reflection. It encourages respect for the contribution of all in the school's community including adults.

Good behaviour is likely to be an outcome of effective moral development.

Pupils will learn to recognise that there is a choice element in contributing to their community and good moral development should foster that and the ability to make positive choices.

Provision for community cohesion includes developing consideration of the needs of others and how to behave morally and ethically with and towards them.

Promoting good relationships between learners from different backgrounds contributes to moral development

Promoting common identity and values contributes to the development of a moral society. The appreciation and valuing of diversity, the awareness of human rights, and the skills for participating in society all contribute to pupils' moral development

In 2015 Ofsted said that pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Question	Secure	Developing	Requiring Improvement	Notes / references
Is there a clear moral code in school which forms a basis for behaviour, is promoted consistently through all aspects of the school and understood by pupils and their families?				
Do we promote racial, religious and other forms of equality?				
Are opportunities provided consistently across the curriculum to explore and develop moral concepts and values – e.g. personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong?				
Are pupils helped to understand how citizens can influence decision-making through the democratic process?				
Is there an open, safe learning environment in which pupils can express their views and practise moral decision-making?				
Are expressions of moral insights and good behaviour?				
Are breaches of moral codes discussed where they arise - for example, in the press, on television and the internet as well as in school?				
Are pupils developing an ability to distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures?				
Are pupils encouraged to have the confidence to act consistently in accordance with their own principles?				
Are pupils developing the ability to think through the consequences of their actions and those of others?				

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Question	Secure	Developing	Requiring Improvement	Notes / references
Are pupils encouraged to appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety?				
Are pupils developing the ability to make responsible and reasoned judgements on moral and ethical dilemmas?				
Are pupils encouraged to be committed to personal values in areas which are considered right by some and wrong by others?				
Is a considerate and respectful style of life fostered?				
Are pupils developing respect for others' needs, interests and feelings, as well as their own?				
Do pupils explore their own and others' views, and are they encouraged to understand the need to review and re-assess their values, codes and principles in the light of experience?				

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What do we do well??

How can we do better?

Evidence & comments:

C. Social Development

Social development is about helping young people to work effectively with each other and to participate successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

Pupils experience community at different levels. These start with the families or other units in which they live, work and play and go on to embrace local, national and global societies which are accessible to them through their own mobility, or through the media and ICT. Schools have a vital role to play in developing pupils' contacts with society at these different levels. This is very well recognised in different guidance to schools. For example, in the non-statutory guidelines for PSHE published with the latest version of the National Curriculum, one of the three elements is headed 'Developing good relationships and respecting the differences between people'. It goes on to say that pupils should be taught a range of things linked to different levels of society including the family, work and friendship groups, and society as a whole.

Please note:

Pupils need to understand how communities function in order to make meaningful and positive contributions. They should learn to understand that belonging includes both rights and responsibilities. Eventually they can consider and evaluate the impact of their contribution to their community and that of others both positively and negatively.

Learners need to understand that economic well being is linked to how society functions.

Social development of pupils contributes directly to the school's promotion of social cohesion. To do this effectively schools need to have good knowledge of the communities they serve and to be preparing pupils for active and positive participation in the community locally, nationally and globally.

In 2015 Ofsted said the social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school identify and promote key values and principles on which school and community life is based?				
Is a sense of community fostered, incorporating common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, age and religion / belief can flourish?				
Do pupils work co-operatively?				
Are pupils helped to recognise and respect social differences and similarities?				
Do pupils understand that the freedom to choose and hold a faith or belief of their own is protected in law?				
Does the school ensure that pupils understand that others having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?				
Are positive collaborative experiences – e.g. through assemblies, team activities, residential experiences, school productions provided?				
Do pupils develop personal qualities which are valued in a civilized society, e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect?				
Are pupils supported to challenge, when necessary and in appropriate ways, the values of a group or wider community, e.g. their attitude to age, gender, race or disability?				
Does the school encourage an understanding of the importance of identifying and combating discrimination?				

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school help pupils to resolve tensions between their aspirations and those of the group or wider society?				
Are pupils encoucraged to develop a conceptual and linguistic framework within which to understand and debate social issues?				
Are there opportunities for hearing and responding to pupils' opinions and for them to engage in the democratic process by participating in community life, e.g. via school council, contributing to school policies and appointing staff?				
Can pupils: - adjust to a range of social contexts by appropriate and sensitive behaviour? - relate well to other people's social skills and personal qualities? - work successfully, as a member of a group or team?				
Do pupils: - exercise responsibility? - understand how societies function and are organised in structures such as the family, the school and local and wider communities?				
Do pupils: - participate in activities relevant to the community? - understand the notion of interdependence in an increasingly complex society?				
Are pupils given advice, from e.g. those in authority, external agencies or with counselling roles?				
Are pupils encouraged to appreciate the rights and responsibilities of individuals within the wider social setting?				

Question	Secure	Developing	Requiring Improvement	Notes / references
For both pupils and their families, does the school address ways in which to resolve conflicts and counter forces which militate against inclusion and unity?				
Are pupils encouraged to reflect on their own contribution to society and to the world of work?				
Do pupils show respect for people, living things, property and the environment?				
Are pupils encouraged to share their views and opinions with others, and work towards consensus?				

What do we do well??

How can we do better?

Evidence & comments:

Cultural Development

Cultural development is about pupils understanding their own culture, other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the Internet. It is about understanding that cultures are always changing and helping pupils understand and cope with change. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

What is culturally literate person?
Someone who is able to:

- Define their personal identity/identities and understand how these have developed and contributed to their uniqueness
- Understand other people's cultures (e.g. rooted in nationality, race, faith, class, gender etc)
- Read different social contexts and is able to articulate perceptions in order to participate/interact effectively
- Understand the interplay between different cultures within the wider culture
- Participate in other people's cultures and cultural events with confidence and sensitivity
- Challenge stereotyping

Please note:

An understanding of one's own and other cultures enables everyone to function positively in a pluralist society. And the development of knowledge and understanding of one's own culture and that of others in order that all can be valued and respected is significant.

In 2015 Ofsted said that the cultural development of pupils is shown by their:
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Question	Secure	Developing	Requiring Improvement	Notes / references
Does the school provide opportunities for pupils to explore their own cultural assumptions and values?				
Are pupils presented with authentic accounts of the attitudes, values and traditions of diverse cultures, addressing racism and promoting race equality?				
Are pupils' knowledge and use of cultural imagery and language across the curriculum being extended?				
Does the school recognise and nurture every pupil's particular gifts and talents?				
Are opportunities provided for pupils to participate in literature, drama, music, art, crafts and other cultural events from a range of different heritages and are they encouraged to reflect on their significance?				
Are partnerships with outside agencies and individuals used to extend pupils' cultural and multicultural awareness and involvement - for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges?				
Are the cultural values of the school's community reinforced via displays, posters, exhibitions, etc?				
Do pupils understand the influences which have shaped their cultural heritage and that of others in their community?				

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Question	Secure	Developing	Requiring Improvement	Notes / references
Are pupils developing the ability to experience and appreciate cultural diversity?				
Are pupils open to new ideas and willing to modify their cultural values in the light of experience?				
Does the school accord dignity and respect to everyone's values and beliefs, thereby challenging racism and valuing race equality?				
Does the school encourage understanding of how Britain's democratic parliamentary system has shaped the history and values of Britain and how it continues to do so?				
Are pupils encouraged to use language and understand images/icons, for example, in music, art, literature, religious education which have significance and meaning in a culture?				
Are pupils willing to participate in, and respond to, artistic and cultural enterprises?				
Does the school encourage a regard for the heights of human achievement in all cultures and societies; and an appreciation of the diversity and interdependence of cultures?				

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What do we do well??

How can we do better?

Evidence & comments:

Appendix **Related extracts from the Ofsted School Inspection Handbook**

Grade descriptors for overall effectiveness

<table>
<tr><td>

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

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Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

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Requires improvement (3)

- Other than in exceptional circumstances, it is likely that, where the school is judged to require improvement in any of the key judgements, the school's overall effectiveness will require improvement.
- There are weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding is effective.

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Inadequate (4)

- The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development.

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Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.

- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.

- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.

- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.

- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.

- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.

- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.

- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.

- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Requires improvement (3)

- Leadership and management are not yet good.

- Safeguarding is effective.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.

- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.

- Leaders are not aware of or are not taking effective action to stem the decline in the progress of disadvantaged pupils.

- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. Pupils are entered for public examinations inappropriately early. The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.

- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.

- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.

- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.

- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.

- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.

- Pupils show respect for others' ideas and views.

- Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.

- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.

- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

- Pupils conduct themselves well throughout the day, including at lunchtimes.

- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.

- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.

- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.

- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.

- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

- The school's open culture promotes all aspects of pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive

	<mark>relationships and how to prevent misuse of technology.</mark> ■ <mark>Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</mark>

Requires improvement (3)

■ Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.

■ Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies:

■ Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.

■ A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.

■ Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

■ Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.

■ A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.

■ Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. Pupils have little confidence in the school's ability to tackle bullying successfully.

■ Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.