Barking & Dagenham

London Borough of Barking and Dagenham

ANNUAL REPORT 2022-23

STANDING ADVISORY COUNCIL on RELIGIOUS EDUCATION (SACRE)

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Section 1 Introduction

I am thrilled to present this comprehensive report on Barking and Dagenham Standing Advisory Council on Religious Education (SACRE). SACRE has successfully transitioned to hybrid meetings, allowing for flexibility and better engagement from our diverse members from around the community. Each meeting has been quorate enabling many projects to move forward. The diversity of membership reflects the range of religious and world views within the community.

The Barking and Dagenham Agreed Syllabus continues to make an impact on the curriculum, seeing a rise in GCSE results, a testament to the work undertaken by SACRE, the SACRE consultant and the continued support from the Local Authority, as well as all teaching staff.

SACRE have made a determined effort to elevate collective worship in schools, a plan has been put into place to monitor and improve Collective Worship in compliance with statutory obligations by all schools. Additionally, the success of the Places of Worship competition continues, highlighting our borough's commitment to celebrating and embracing cultural and religious diversity.

I extend my sincere appreciation to all the individuals who have contributed to the success of these initiatives within RE, whether attending or presenting an RE masterclass, enabling pupil voice to change and shape RE or by speaking in schools, in person or virtually. With these small steps we continue to grow.

Randip Kaur Sahota – Barking and Dagenham SACRE Chair

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

B&D SACRE, which begun its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2022-2023 are included in this report, namely its support to schools and its involvement with our strategic vision of SACRE advising the LA around Religious Education (RE) and Collective worship (CW). Both sides of this work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. B&D LA makes this report available publically through their website and that of BDSIP.

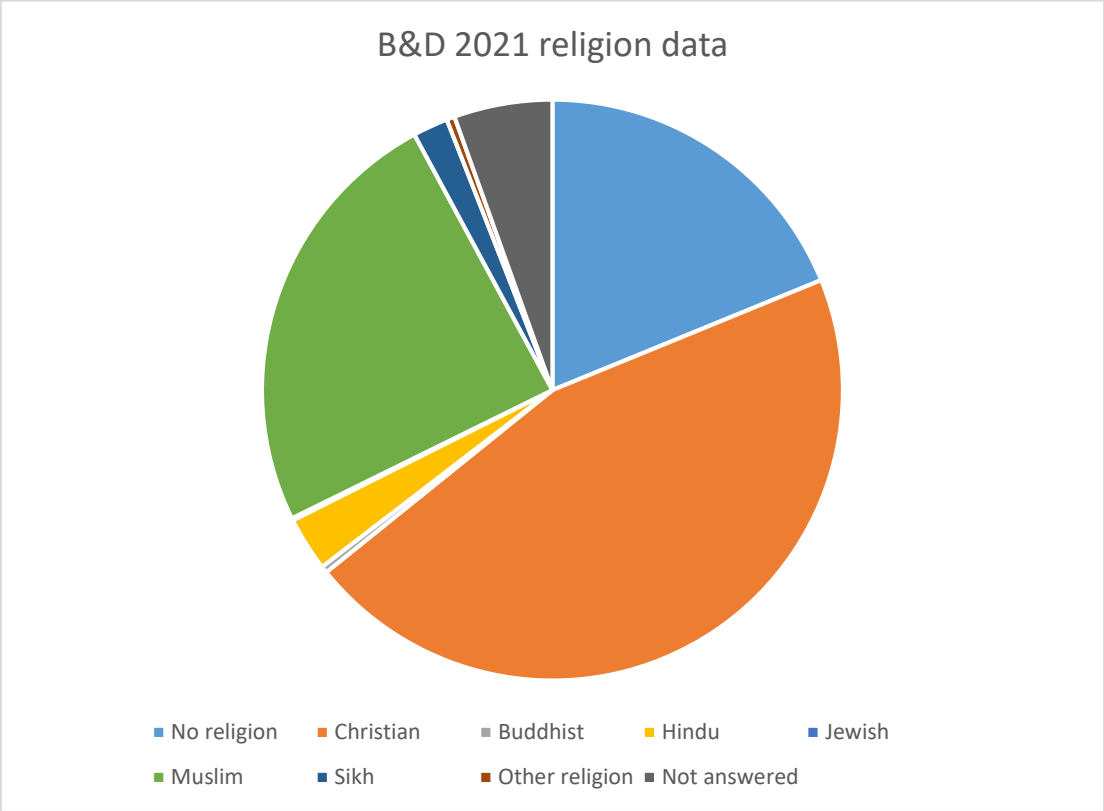
SACRE met three times across the academic year 2022-23. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

November 2022	Hybrid meeting
February 2023	Hybrid meeting
May 2023	Hybrid meeting

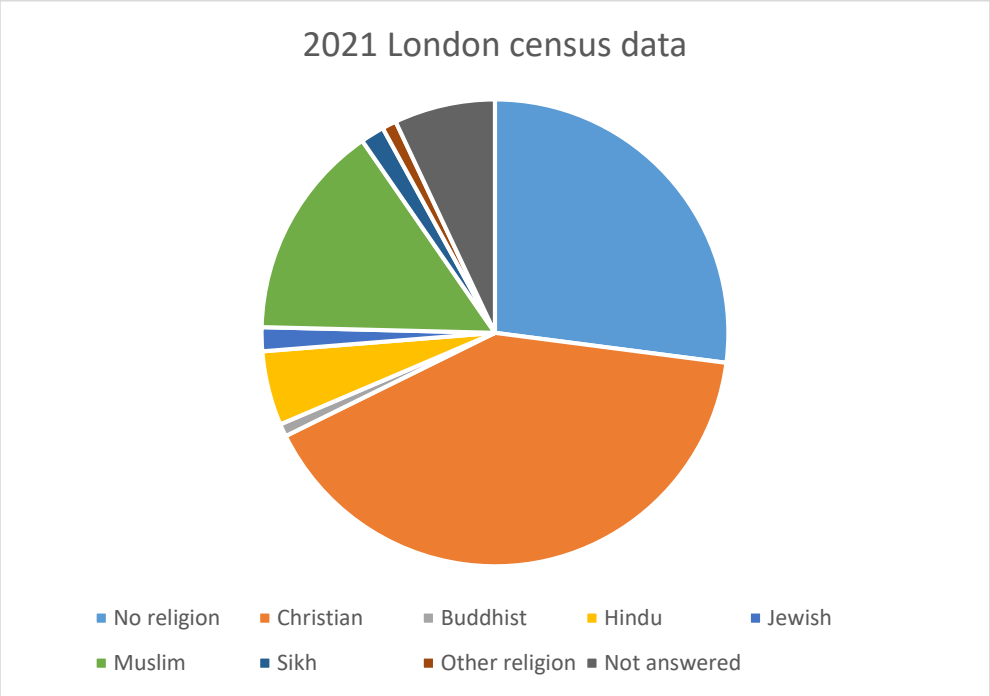
Background to the Borough

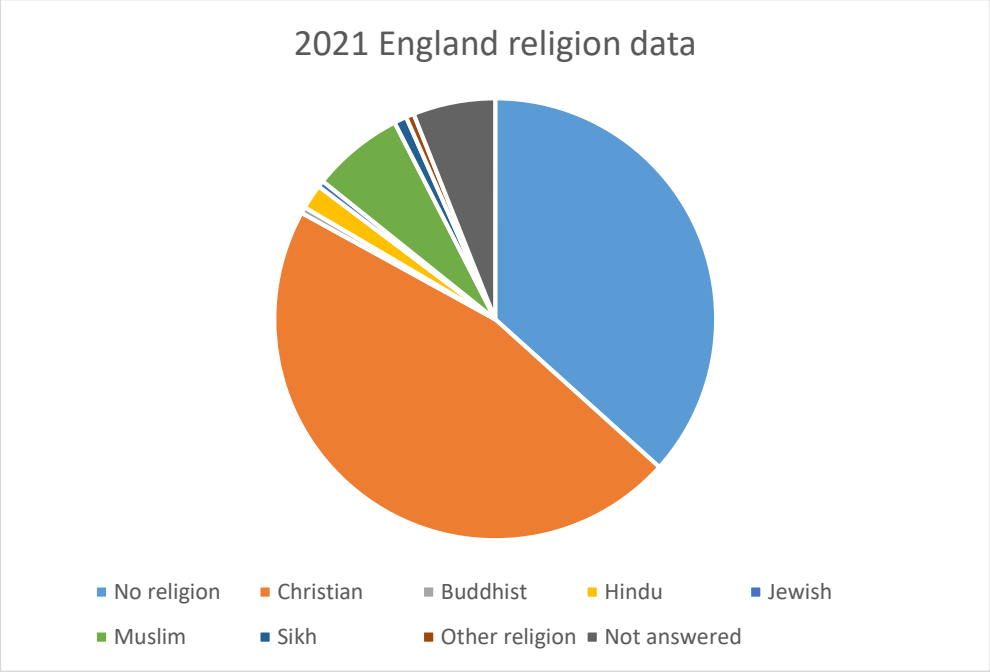
In the 2021 Census, figures clearly indicate that Barking and Dagenham is a multi-faith Borough; after Christian people (45.4%) the largest religious group in the Borough is made up of Muslim people (24.4%), then Hindu people at 6596 (3%), Sikh people at 4284 (2%), Jewish people at 272 (0.1%), Buddhist people 821 (0.4%) and other religions at 981 (0.4%). More recent data indicates that there will continue to be demand for religious meeting places in particular for Churches, Mosques, Mandirs and Gurdwaras. 18% of Borough state they have no religion, a similar figure to ten years ago.

2021 Barking & Dagenham religion data		
No religion	41191	18.80%
Christian	99342	45.40%
Buddhist	821	0.40%
Hindu	6596	3%
Jewish	272	0.10%
Muslim	53389	24.40%
Sikh	4284	2%
Other religion	981	0.40%
Not answered	11991	5.50%



When comparing B&D with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews.





According to the 2022 school census there were 45,468, (Source: School Census, January 2022). This includes pupils attending school-based nurseries and 6th forms in Barking and Dagenham. Children aged between 0 and 19, equating to circa 26% of the population, the highest proportion of all local authorities in England and Wales.

There were 152 different languages spoken in Barking and Dagenham according to the 2022 census. The ten most spoken languages in schools were English, Bengali, Urdu, Romanian, Lithuanian, Yoruba, Albanian, Portuguese, Punjabi and Polish. Understanding and appreciating difference and diversity is an important value to support in schools.

Language	**Number**
English	23,854
Bengali	3357
Urdu	2493
Romanian	2417
Lithuanian	1167

Yoruba	1100
Albanian/Shqip	949
Portuguese	718
Punjabi	677
Polish	551

This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

Section 2 Standards and quality of provision of Religious Education (RE)

2.1 Within Barking and Dagenham, advice is available to schools around RE through four forms:

- The B&D Agreed Syllabus https://bdsip.co.uk/resources-download/re-agreed-syllabus-for-barking-and-dagenham/ and support schemes of work held on a shared google drive
- the SACRE RE consultant
- regular CPD opportunities for RE & CW, and
- SACRE documents being sent electronically into every school.

2.2 The RE consultant to SACRE has given advice to the local authority on a number of occasions in 2022/2023. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion. The meetings often have to unpack cultural rather than religious objections, offering a great learning experience for parents as well as school leaders around religion and worldviews in the 21st century. Members of SACRE play a vital role here as a bridge between the community and schools – often helping parents and carers to understand what a school can or cannot do in terms of religious provision for their child/children.

A larger piece of work for SACRE and the RE consultant was organising and rolling out second place of worship competition. This was done to complement the new agreed syllabus – which emphasises the opportunities provided for schools to take pupils out of school in a range of places, and from visiting speakers coming into schools. SACRE for the second time produced a place of worship and school speaker database for B&D schools, which schools have greatly valued. The RE consultant led training to faith leaders, representatives and school speakers on receiving visits from schools and being a high quality speaker. The LA has updated the schemes of work for secondary schools available through the Agreed Syllabus – training for this was given.

The RE advisor visited a number of head teacher gatherings to understand more of their needs around RE and CW.

The chair and RE consultant contributed to the NASACRE webinar programme in 22-23.

2.3 Monitoring of RE in schools

From the LA's monitoring of schools, we know that 10 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 45,468 pupils. This means that 99.98% of pupils are in B&D RE lessons. We are grateful for the hard work of schools to explain the purpose of RE and the importance for all pupils to receive education about different beliefs and practices. SACRE is also grateful to work on issues collaboratively with schools, BDSIP and the LA, and to our many local faith leaders being prepared to go into schools and talk about this issue directly with families from their own religion to support understanding around the purpose of RE in our area and keep everyone, as far as possible, receiving RE.

Primary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	2	30	9	0
Percentage	5%	73%	22%	0%

Secondary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	3	3	6	0
Percentage	25%	25%	50%	0%

From this data it can be seen that schools judge 64% of RE to be good or outstanding.

Figures are lower than in previous years, but this year we have responses from all school in the Borough – a three-year gradual process in monitoring RE, which will lead SACRE to work with schools where they have identified they need further support around their RE curriculum in 2023-24.

2.4 Complaints about RE

There have been no formal complaints received about RE from any B&D schools during 2022-23.

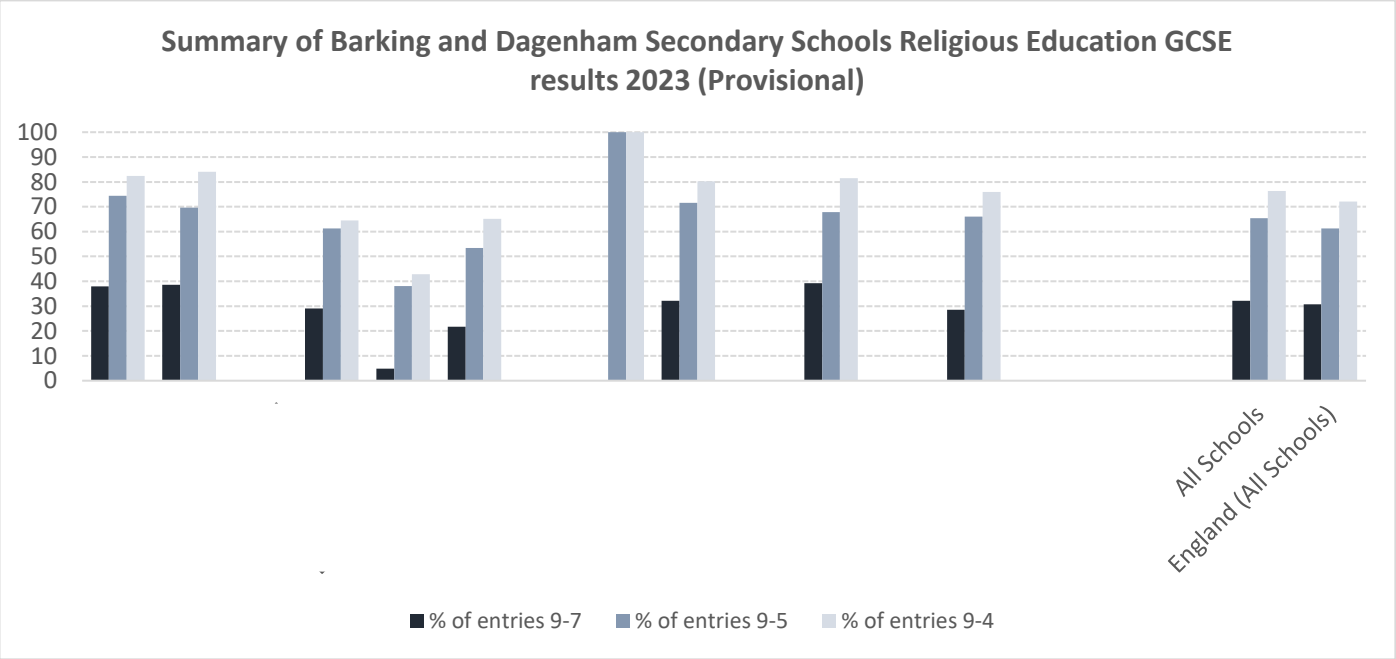
2.5 Public examinations

Summer 2023 GCSE provisional results - all pupils

		Entries		No. at each grade									
School	**NOR**	**No.**	**%**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**U / X**
1	231	227	98.3	24	34	28	55	28	18	25	9	5	1
2	354	132	37.3	12	16	23	17	24	19	18	2	1	0
3	10	0	0.0	0	0	0	0	0	0	0	0	0	0
4	259	31	12.0	0	4	5	7	3	1	7	3	1	0
5	192	21	10.9	0	1	0	4	3	1	3	4	3	2
6	299	281	94.0	12	22	27	39	50	33	58	23	13	4
7	101	0	0.0	0	0	0	0	0	0	0	0	0	0
8	149	1	0.7	0	0	0	0	1	0	0	0	0	0
9	284	81	28.5	5	9	12	19	13	7	11	3	2	0
10	227	0	0.0	0	0	0	0	0	0	0	0	0	0
11	338	324	95.9	43	45	39	44	49	44	23	22	12	3
12	338	0	0.0	0	0	0	0	0	0	0	0	0	0
13	209	200	95.7	13	17	27	36	39	20	19	16	10	3
14	7	0	0.0	0	0	0	0	0	0	0	0	0	0
15	20	0	0.0	0	0	0	0	0	0	0	0	0	0
16	24	0	0.0	0	0	0	0	0	0	0	0	0	0
All Schools	3042	1298	42.7	109	148	161	221	210	143	164	82	47	13
England (All Schools)		224461											

School	NOR	Entries		% of entries				% of cohort			
		No.	**%**	**9-7**	**9-5**	**9-4**	**9-1**	**9-7**	**9-5**	**9-4**	**9-1**
1	231	227	98.3	37.9	74.4	82.4	99.6	37.2	73.2	81.0	97.8
2	354	132	37.3	38.6	69.7	84.1	100.0	14.4	26.0	31.4	37.3
3	10	0	0.0								

4	259	31	12.0	29.0	61.3	64.5	100.0	3.5	7.3	7.7	12.0
5	192	21	10.9	4.8	38.1	42.9	90.5	0.5	4.2	4.7	9.9
6	299	281	94.0	21.7	53.4	65.1	98.6	20.4	50.2	61.2	92.6
7	101	0	0.0								
8	149	1	0.7	0.0	100.0	100.0	100.0	0.0	0.7	0.7	0.7
9	284	81	28.5	32.1	71.6	80.2	100.0	9.2	20.4	22.9	28.5
10	227	0	0.0								
11	338	324	95.9	39.2	67.9	81.5	99.1	37.6	65.1	78.1	95.0
12	338	0	0.0								
13	209	200	95.7	28.5	66.0	76.0	98.5	27.3	63.2	72.7	94.3
14	7	0	0.0								
15	20	0	0.0								
16	24	0	0.0								
All Schools	3042	1298	42.7	32.2	65.4	76.4	99.0	13.7	27.9	32.6	42.2
England (All Schools)		224461		30.8	61.3	72.1	97.7				



GCSE provisional entries - boys

School	NOR	Entries		No. at each grade									
		No.	%	9	8	7	6	5	4	3	2	1	U / X
1	120	117	97.5	8	13	16	29	16	8	19	4	4	0
2	195	60	30.8	4	1	13	11	11	5	13	2	0	0
3	7	0	0.0	0	0	0	0	0	0	0	0	0	0
4	141	12	8.5	0	1	3	0	0	1	4	2	1	0
5	108	12	11.1	0	1	0	1	1	1	1	3	3	1
6	149	132	88.6	4	7	8	14	25	19	29	16	8	2
7	50	0	0.0	0	0	0	0	0	0	0	0	0	0
8	88	0	0.0	0	0	0	0	0	0	0	0	0	0
9	148	30	20.3	2	1	4	5	4	4	8	1	1	0
10	114	0	0.0	0	0	0	0	0	0	0	0	0	0
11	173	167	96.5	15	18	20	22	27	27	17	14	6	1

12	168	0	0.0	0	0	0	0	0	0	0	0	0	0
13	114	107	93.9	5	5	15	18	20	11	16	6	9	2
14	6	0	0.0	0	0	0	0	0	0	0	0	0	0
15	17	0	0.0	0	0	0	0	0	0	0	0	0	0
16	19	0	0.0	0	0	0	0	0	0	0	0	0	0
All Schools	1617	637	39.4	38	47	79	100	104	76	107	48	32	6
England (All Schools)		103496											

School	NOR	Entries		% of entries				% of cohort			
		No.	%	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
1	120	117	97.5	31.6	70.1	76.9	100.0	30.8	68.3	75.0	97.5
2	195	60	30.8	30.0	66.7	75.0	100.0	9.2	20.5	23.1	30.8
3	7	0	0.0								
4	141	12	8.5	33.3	33.3	41.7	100.0	2.8	2.8	3.5	8.5
5	108	12	11.1	8.3	25.0	33.3	91.7	0.9	2.8	3.7	10.2
6	149	132	88.6	14.4	43.9	58.3	98.5	12.8	38.9	51.7	87.2
7	50	0	0.0								
8	88	0	0.0								
9	148	30	20.3	23.3	53.3	66.7	100.0	4.7	10.8	13.5	20.3
10	114	0	0.0								
11	173	167	96.5	31.7	61.1	77.2	99.4	30.6	59.0	74.6	96.0
12	168	0	0.0								
13	114	107	93.9	23.4	58.9	69.2	98.1	21.9	55.3	64.9	92.1
14	6	0	0.0								
15	17	0	0.0								
16	19	0	0.0								
All Schools	1617	637	39.4	25.7	57.8	69.7	99.1	10.1	22.8	27.5	39.0
England (All Schools)		103496		23.8	54.0	66.0	97.0				

GCSE provisional entries - Girls

School	NOR	Entries		No. at each grade									
		No.	%	9	8	7	6	5	4	3	2	1	U / X
1	111	110	99.1	16	21	12	26	12	10	6	5	1	1
2	159	72	45.3	8	15	10	6	13	14	5	0	1	0
3	3	0	0.0	0	0	0	0	0	0	0	0	0	0
4	118	19	16.1	0	3	2	7	3	0	3	1	0	0
5	84	9	10.7	0	0	0	3	2	0	2	1	0	1
6	150	149	99.3	8	15	19	25	25	14	29	7	5	2
7	51	0	0.0	0	0	0	0	0	0	0	0	0	0
8	61	1	1.6	0	0	0	0	1	0	0	0	0	0
9	136	51	37.5	3	8	8	14	9	3	3	2	1	0
10	113	0	0.0	0	0	0	0	0	0	0	0	0	0
11	165	157	95.2	28	27	19	22	22	17	6	8	6	2
12	170	0	0.0	0	0	0	0	0	0	0	0	0	0
13	95	93	97.9	8	12	12	18	19	9	3	10	1	1
14	1	0	0.0	0	0	0	0	0	0	0	0	0	0
15	3	0	0.0	0	0	0	0	0	0	0	0	0	0
16	5	0	0.0	0	0	0	0	0	0	0	0	0	0
All Schools	1425	661	46.4	71	101	82	121	106	67	57	34	15	7
England (All Schools)		120965											

School	NOR	Entries		% of entries				% of cohort		
		No.	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
1	111	110	44.5	79.1	88.2	99.1	44.1	78.4	87.4	98.2
2	159	72	45.8	72.2	91.7	100.0	20.8	32.7	41.5	45.3
3	3	0								
4	118	19	26.3	78.9	78.9	100.0	4.2	12.7	12.7	16.1
5	84	9	0.0	55.6	55.6	88.9	0.0	6.0	6.0	9.5
6	150	149	28.2	61.7	71.1	98.7	28.0	61.3	70.7	98.0
7	51	0								
8	61	1	0.0	100.0	100.0	100.0	0.0	1.6	1.6	1.6
9	136	51	37.3	82.4	88.2	100.0	14.0	30.9	33.1	37.5
10	113	0								
11	165	157	47.1	75.2	86.0	98.7	44.8	71.5	81.8	93.9
12	170	0								
13	95	93	34.4	74.2	83.9	98.9	33.7	72.6	82.1	96.8
14	1	0								
15	3	0								
16	5	0								
All Schools	1425	661	38.4	72.8	82.9	98.9	17.8	33.8	38.5	45.9
England (All Schools)		120965	36.8	67.5	77.3	98.3				

Looking to national standards, our B&D results sit just above the national average at GCSE as a borough. This is something SACRE recognised two years ago and through our action plan, working with the LA and BDSIP we have been offering targeted interventions for schools. To see us for the first time being above the national average will encourage us that we are going in the right direction. In 23-24 the LA through the SACRE consultant is offering more support to our schools. SACRE recognizes improvements in the subject thanks to the many hard working teachers who along with their pupils have worked hard to see our results improve from previous years.

Summer 2023 A'Level Religious Studies results

All pupils

School	Entries	No. at each grade							% of entries			
	No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
1	11	0	0	3	4	4	0	0	0.0	27.3	63.6	100.0
2	35	0	0	11	13	6	2	3	0.0	31.4	68.6	91.4
3	6	0	1	2	1	1	1	0	16.7	50.0	66.7	100.0
4	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0
5	17	1	2	5	9	0	0	0	17.6	47.1	100.0	100.0
6	12	0	2	6	4	0	0	0	16.7	66.7	100.0	100.0
7	1	0	1	0	0	0	0	0	100.0	100.0	100.0	100.0
8	6	0	1	1	1	1	2	0	16.7	33.3	50.0	100.0
All Schools	90	1	7	29	33	12	5	3	8.9	41.1	77.8	96.7
England (All)	14683	885	2867	4353	3453	1923	841	286	25.6	55.2	78.7	97.5

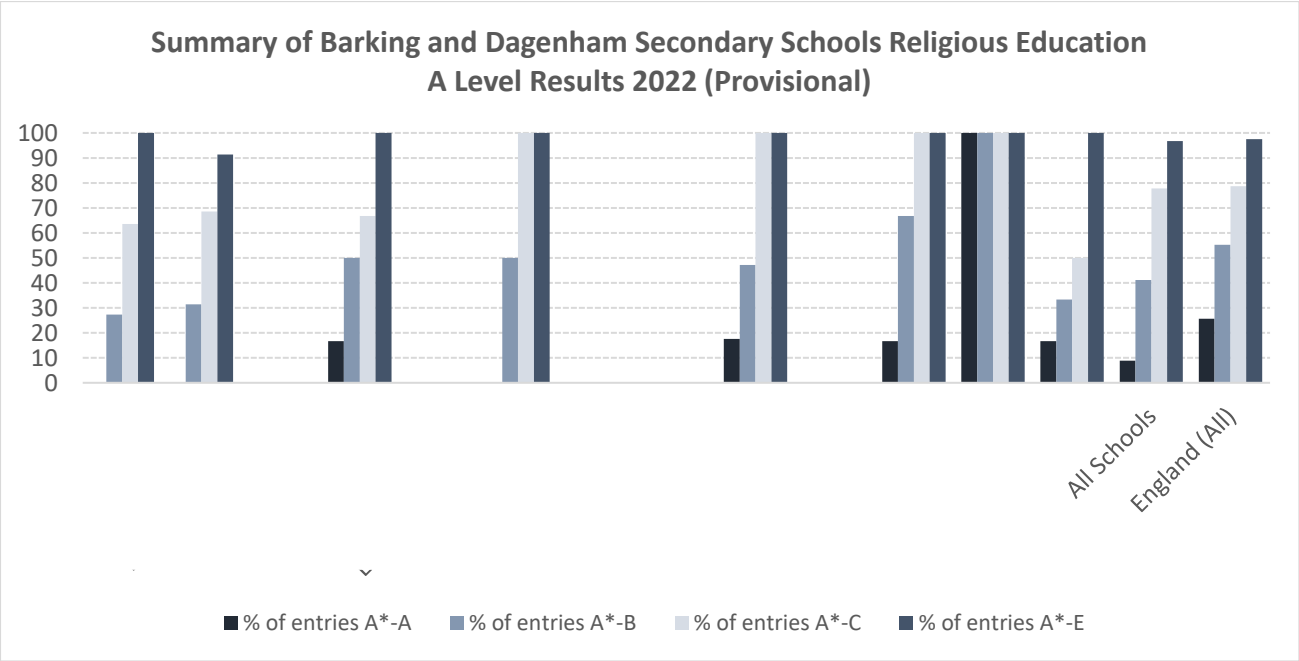
A'Level entries - boys

School	Entries	No. at each grade							% of entries			
	No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
1	6	0	0	1	3	2	0	0	0.0	16.7	66.7	100.0
2	11	0	0	1	6	3	0	1	0.0	9.1	63.6	90.9
3	3	0	1	1	0	0	1	0	33.3	66.7	66.7	100.0

4	7	0	1	2	4	0	0	0	14.3	42.9	100.0	100.0
5	4	0	2	2	0	0	0	0	50.0	100.0	100.0	100.0
6	1	0	0	0	0	0	1	0	0.0	0.0	0.0	100.0
All Schools	32	0	4	7	13	5	2	1	12.5	34.4	75.0	96.9
England (All)	4446	269	851	1231	1057	611	309	97	25.2	52.9	76.7	97.3

A'Level entries - girls

	Entries	No. at each grade							% of entries			
School	No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
1	5	0	0	2	1	2	0	0	0.0	40.0	60.0	100.0
2	24	0	0	10	7	3	2	2	0.0	41.7	70.8	91.7
3	3	0	0	1	1	1	0	0	0.0	33.3	66.7	100.0
4	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0
5	10	1	1	3	5	0	0	0	20.0	50.0	100.0	100.0
6	8	0	0	4	4	0	0	0	0.0	50.0	100.0	100.0
7	1	0	1	0	0	0	0	0	100.0	100.0	100.0	100.0
8	5	0	1	1	1	1	1	0	20.0	40.0	60.0	100.0
All Schools	58	1	3	22	20	7	3	2	6.9	44.8	79.3	96.6
England (All)	10237	616	2016	3122	2396	1312	532	189	25.7	56.2	79.6	97.6



Looking to national standards, our B&D results sit just below the national average at 'A' Level as a borough. SACRE has offered advice to the LA and BDSIP about the need to put on and run an 'A' Level conference to share best practice amongst schools within the borough and see even better results in future years. This is planned for work now within our costed budget for 24-25.

2.6 Barking and Dagenham Agreed Syllabus

The B&D Agreed Syllabus was published in June 2020 and so this report marks its third year where schools are using it fully. Schools continue to be very positive about the new curriculum and implementing it successfully. From monitoring RE in schools in 21-22 we saw that secondary schools were asking for further supports. This led to SACRE recommending to the LA further funding in order to be able to create further support schemes of work. Funding was given in 22-23 and the RE consultant along with a SACRE working party set about creating more up to date resources and supports. Secondary schools were given training on these in summer 23' and the following impact was given by teachers:

"The training today has provided our school with high quality resources and inspiration. We return to school to review our Key Stage 3 curriculum with clear purpose and energy."

"The new scheme of work we were given today on 'Faith in B&D' will be something we definitely start using in September at the start of our Key Stage curriculum."

"It has been helpful to see examples of standards of work from primary schools in B&D, so we can see what to build upon in Key Stage 3. We can see we need to add more challenge into our curriculum"

BDSIP along with the LA have provided through the SACRE RE consultant termly network meetings. During the academic year 22-23 these have covered the following topics and professional development opportunities:

Primary
Local and national updates; Judaism masterclass; Sikhi masterclass; Thinking skills in RE; leading an RE lesson observation as a middle leader

Secondary
Local and national updates; using pupil voice as a mechanism for reviewing and action development in your RE department; Buddhism masterclass; Dealing with sensitive issues in the RE classroom

Teachers have stated that this training has impacted their development in the following ways:

"The SACRE consultant is amazing so everything she delivers is of high standard. Everything was great."
"The visitor was very engaging and it was worth going just for that session, even though everything else was great too. I learned so much from going today, which will help me to lead the subject with greater confidence back in school."
"The representatives from different religions and worldviews and presenters were good over this year and the opportunity to hear how others are gathering evidence and where more CPD can be found was good too."
"Subject knowledge for middle leaders is so important when it comes to teaching about religion and worldviews. Our networks deliver this for me what I need to lead my department well."
"The RE network meetings are always informative and provide lots of materials to take away and use immediately back in our own schools."

2.7 SACRE asked the LA to find out more details about RE within secondary schools in 22-23. In turn the LA provided time for the SACRE consultant to meet with each head of RE in our secondary schools to look at the previous years GCSE results, as well as the DfEs school census data. The RE consultant then reported back to the LA and SACRE about these meetings and allowed for further conversations with senior school leaders about time given to RE, the statutory nature of the subject at KS3 to KS5 in our schools. These facts have then led to SACRE's development plan of actions to work with the LA, BDSIP and schools in 23-24.

2.8 Attainment in RE

Schools continue to make use of the Agreed Syllabus steps in assessing pupil's attainment in RE. The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2022-23.

Ofsted reports have mentioned in 22-23 the following around RE and CW, and SACRE have been pleased to have reports from schools in our SACRE meetings:

Southwood Primary July 23: Pupils are taught about relationships and respecting differences. Leaders have provided opportunities for pupils to develop their understanding of their place in the community.

Roding Primary School June 23: Pupils celebrate diversity and inclusion by learning about how everyone should be valued. They mark different religious festivals as part of leaders' work to help them understand the views and beliefs of other faiths. Staff ensure that pupils are taught about what it is to be a good citizen. Pupils talk clearly about equality. They learn about respect and the importance of treating everyone fairly. Leaders make sure that these messages are delivered in a way that pupils can relate to and connect to their everyday experiences, both in and out of school.

Parsloes Primary January 23: Pupils have regular opportunities to learn about and celebrate events from different cultures. Examples include Diwali and Chinese New Year. These opportunities help pupils to understand and respect people with different beliefs and customs.

Barking Abbey December 22: Pupils across both sites are happy and safe at Barking Abbey School. Students new to the sixth form commented on how welcoming, inclusive and diverse the community is. All enjoy celebrating the variety of cultures and backgrounds. Pupils are supported to respect different cultures, including through celebrating Black History Month and 'cultures and differences day'.

St Peter's Catholic Primary School June 23: There is also a range of opportunities for pupils to develop their leadership skills and contribute to the school community. Pupils can join various committees, including the student chaplain, eco-club and student council.

Riverside School October 22: Leaders have very high expectations of behaviour. In lessons pupils settle to their work quickly and show high levels of respect to their teachers and to other pupils. Corridors, play spaces and social areas are calm and safe. Pupils know that discriminatory language or bullying is not tolerated in the school.

George Cary Primary School: Pupils are kind, polite and respectful. They value and celebrate differences in one another. School visitors and local trips are planned with the aim of deepening pupils' understanding of other places and cultures. Pupils learn about other faiths and visit different places of worship. They spoke confidently about what they had been taught about democracy, individual liberty and the rule of law.

Section 3 Standards and quality of provision for Collective worship (CW)

3.1 Within B&D advice is available to schools around CW through the SACRE RE consultant. It is recognised by SACRE that there is a need to develop advice and support for schools in this area. It is part of our development plan and we will start this work in 22-23.

3.2 The RE consultant to SACRE has given advice to schools on a number of occasions in 2021/2022. Some of these have fallen into assistance with parental objections to a part of collective worship. The meetings often have to unpack cultural and religious objections, offering a great learning experience for parents as well as school leaders.

3.3 Compliance with the statutory requirement

Collective Worship has been reviewed and monitored in B&D through the collection of relevant data from schools for the first time, which has shown where schools self-assess themselves through our criteria. This development has been part of SACREs three-year plan, working with the LA to build up mechanism of how to monitor schools in this area. We are grateful for the LA working well with SACRE to take on the advice that has been given and is now in place.

We have discovered there are 9 withdrawals from collective worship from across primary and secondary schools from a total of 45,468 pupils. This means that 99.98% of pupils are in B&D Collective Worship. We are grateful for the hard work of schools to explain the purpose of Collective Worship and the importance for all pupils to receive this daily time. SACRE is also grateful for working on issues collaboratively with schools, BDSIP and the LA, and to our many local faith leaders being prepared to go into schools and talk

about this issue directly with families from their own religion to support understanding the purpose of pupil development.

Primary CW

Outstanding	Good	Needs attention	Inadequate
4	23	10	4
10%	56%	24%	10%

Secondary CW

Outstanding	Good	Needs attention	Inadequate
2	2	5	3
16.5%	16.5%	42%	25%

From this data it can be seen that 50% of schools judged that their acts of collective worship were good or outstanding.

In the year 22-23 SACRE formed a working group to write advice for schools on collective worship in B&D. The working group was made of the LA, SACRE consultant, SACRE chair, Head teacher and teacher representative, faith reps and our governor representative. We took, with permission the 2016 Newham collective worship advice and used that as a starting place to write our own advice. We are very grateful to Newham LA and SACRE for supporting this piece of work in B&D.

The working group worked from September 2022-June 2023, when SACRE passed and adopted the advice. SACRE with the LA led training for schools, as well as a SLT briefing on collective worship ensuring that the advice was highlighted to schools. This advice is now available to all schools via the LA website and the BDSIP website.

"The SACRE RE consultant fully knows her subject and passes on worthwhile knowledge and information in a passionate professional way. It is always enjoyable attending training from the LA & SACRE."

3.4 Determinations: There were no requests for a determination from schools in 2022-2023, and there were no renewals. SACRE previously advised the LA that they needed to create a determination formal process that can be shared with schools going forward. The LA provided finances to SACRE in 22-23 for this document to be produced and published to schools.

3.5 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2022-23.

Section 4 SACRE links with other bodies

Nationally: B&D SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE conference in May 2023 in London and its monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in B&D.

We have had William Crossman (B&D Community Engagement coordinator), Claire Clinton (SACRE consultant) and Himanshu Jain (Faith Forum chair) all involved with B&D Faith Forum, ensuring there are positive links between the work of SACRE, the LA and the local faith community.

SACRE also shared with B&D's 'Race and social justice' programme for schools NATRE research results from a study looking at pupils having better outcomes across a range of GCSE subjects when they have Religious Studies as one of their GCSE from BAME groups.

Section 5 SACRE's contribution to support schools through events and training

Many SACRE members have hosted school visits to their places of worship throughout the year, or gone into schools as virtual speakers. SACRE members have also gone into schools to lead collective worship times.

SACRE ran for the third time our annual 'Visit a place of worship' competition – entries were judged by SACRE members and prizes awarded to winning schools at a school based celebration in July 2023. SACRE hopes to build upon this work in 23-24 and see even more engagement from B&D schools.

Section 6 SACRE's own arrangements

SACRE has been quorate for all of its meeting in the year September 2022-August 2023.

Chart of SACRE attendance 2022-2023

Name	Group representation	11.10.22	7.2.23	6.6.23
Alison Carter	EYFS advisor teacher	Apologies	Apologies	Apologies
Avril Carnelley	Local Authority Representative	Y	Y	Y
Ben Spinks	BDSIP CEO - LA	Apologies	Y	Apologies
Claire Clinton	SACRE consultant	Y	Apologies	Y
Clare D'Netto	HT rep primary	Y	Y	Y
Councillor Dorothy Akwaboah (Vice-chair)	LA	Y	Y	Apologies
Councillor Elizabeth Kangethe	LA	Y	Apologies	Apologies
Councillor Muhammed Saleem	LA	Y	Apologies	Y
Emma Anderton	C of E	Y	Y	Y
Fran Jeens	Other faiths - Jewish	Apologies	Apologies	Apologies
Himanshu Jain	Other faiths - Jain	Apologies	Apologies	Apologies
Jackie Day	SACRE clerk	Y	Y	Y
Louise Counsell	Other faiths - Humanist	Apologies	Apologies	Y
Margaret Haig	LA governor rep	Y	Y	Apologies
Nadia Nadeem	Primary teacher - SLE for RE	Y	Y	Y
Pastor A Adesina	Other faiths	Apologies	Y	Y
Paul Wallis	Teacher union rep	Y	Apologies	Apologies
Randip Sahota (Chair)	Other faiths - Sikhi	Y	Y	Y
Rani Maan	Primary Academy rep	Apologies	Y	Apologies
Rebecca Sackman	HT rep secondary	Y	Apologies	Y
Reverend Martin Court	C of E	Y	Y	Y
Reverend Katie Miller	C of E	Apologies	Y	Y
Reverend Ray Descombes	C of E	Apologies	Apologies	Apologies
Ruth Everett	C of E	Apologies	Y	Apologies
Shaheena Khan	Other faiths – Muslim rep	Y	Y	Y
Shelina Khatun	LA - prevent Ed officer	On Maternity leave	On Maternity leave	Y
Victoria Baldock	Primary teacher rep	Y	Y	Apologies
William Crossman	LA community team rep	Y	Y	Y

SACRE costs

During the year 2022-2023 three LA officers supported SACRE professionally and administratively:

- Claire Clinton as the Professional RE advisor;
- Ben Spinks from BDSIP, Avril Carnelley as the Local Authority link office, and
- Jackie Day as Clerk to SACRE.

Finance

The sum of **£24.515** was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments**.** (These figures break down as: £1550 for the clerk to SACRE; NASACRE membership £105; RE Advisor consultant £10,000; NASACRE conference attendance and travel £210; New collective worship advice, and training work £5000; Place of worship annual competition and prizes £500; Payment for the work of RE SLEs £2100; NASACRE webinar programme £50; BDSIP management £5000).

Appendix 1

Barking and Dagenham SACRE membership

SACRE support
Mrs A Carnelley, Local Authority Representative
Ms C Clinton, RE Consultant
Mr B Spinks (BDSIP rep)
William Crossman (LA community team)
Shelina Khatun, Prevent Team
Miss J Day, Minute Clerk

CofE group
Reverend Martin Court
Ms Ruth Everett
Ms Emma Anderton
Rev Ray Descommes
Reverend Katie Miller

LA group
Councillor Dorothy Akwaboah **(Vice-chair)**
Councillor Muhammad Saleem
Councillor Elizabeth Kangethe
Ms Margaret Haig (Governor rep)

Teacher group
Mrs Clare D'Netto (Primary headteacher rep)
Ms Rebecca Sackman (Secondary headteacher rep)
Mr Paul Wallis (NEU Representative)
Ms Nadia Nadeem (RE SLE primary)
Ms Alison Carter (EYFS B&D Advisor)
Ms Rani Maan (Academy schools rep)

Other faiths group
Ms Randip Sahota **(Chair)** (Sikh rep)
Ms Fran Jeens (Jewish rep)
Mr Himanshu Jain (Jain community)
Pastor Ade Adesina (Pentecostal Christian community)
Ms Shaheena Khan (Muslim rep)
Louise Counsell (Humanist UK rep)

Appendix 2 22-23 SACRE prioritises

Key: Task completed; Task to do; Task started

No	*Priority*	*Date*	*Process*	*Outcomes*	*Cost/resource implications*
1	Annual report produced	Oct onwards 2022 Oct /Nov 2022 December 2022 February 2023 February 2023	• RE Advisor to write draft Annual Report from October 2022, ready for review at SACRE Jan 2023 meeting • RE Advisor to liaise with LA data team to get 2022 GCSE, A/S exam analysis for RE 2022 • Send final Annual Report 2022 to DFE and NASACRE • Discuss 2021-2022 Annual report • Publish 2021-2022 report to schools & on LA website, write a summary for schools	• Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.22 • LA & SACRE will have an overview on the implementation of the Agreed Syllabus in schools & school needs around RE and CW	Total cost of this work to be met from RE Adviser's commissioned time budget, paid by LA
2	Compliance in RE	February 2023 May-July 2023 July 2023	• Pass new draft monitoring form for sending out to schools • RE Advisor to e-mail RE subject leaders new 2023 monitoring forms, BDSIP to send out to headteachers and ask for monitoring survey to be completed by July 2023 Make sure governors know about the report coming – clerk to ensure it is in the governors briefing papers • RE Advisor to collect returns from schools – have a system to chase schools for the document agreed by LA and BDSIP	• SACRE becomes clearer on what RE and CW is going on within its schools and then is able to advice and support schools with clarity	Cost of this work to be met from RE Adviser's time paid by LA
3	Membership of SACRE	On-going On-going On-going Sept 2022	• RE advisor and SACRE members to suggest new recruits: ongoing • Ensure each group is quorate • Work with council for new appointment of councillors • Recruit a Buddhist rep for SACRE	• a good breadth and diversity of faiths established on B&D SACRE • SACRE as far as is possible is representative of B&D population	No cost implication

No	*Priority*	*Date*	*Process*	*Outcomes*	*Cost/resource implications*
4	Supporting good RE in schools	onwards Ongoing Ongoing Ongoing	• BDSIP along with SACRE provide a primary and a secondary termly network meeting to support the teaching of RE in its schools • Consider new ways in which SACRE can support excellent RE in B&D schools – using modern ways of support • SACRE members help with SACRE POW competition • Circulate best practice examples in RE via Ofsted, RE Today, REC to schools regularly	• Members develop a vision and ownership for how SACRE can support good RE in schools	Total cost of network mting work to be met from RE Adviser's time paid by LA
5	Links to best practice in RE and CW	Sept 2022 Sept 2022 Sept 2022 onwards Spring term 2023	• SACRE set up a CW working party to write advice for schools • SACRE to provide determination document for schools – needed legally • RE consultant and SACRE develop advice to B&D schools to ensure this aspect of the school day is understood by schools and SACRE has discharged its legal duty to support and monitor this aspect of a school's work • Set dates for delivery, CPD and launch of advice as a SACRE	• Fulfil legal requirement to have a SACRE running correctly • Reflect on best practice from other authorities and use in B&D	Cost of this work to be met via EXTRA funding from the LA now secured
6	SACRE CPD	Sept 2022 onwards	• Provide finances for consultant and SACRE member to attend National SACRE AGM May 2023 • Provide finances for being a member of NASACRE • Provide finances for NASACRE on-line training to all members of SACRE • Clerk to share NASACRE log in and password for all members to be able to access support materials on national SACRE website	• Enabling SACRE to keep up to date with national best practice • Enabling SACRE to reflect on its own practice and procedures	Funding provided by LA annually to SACRE budget

No	*Priority*	*Date*	*Process*	*Outcomes*	*Cost/resource implications*
7	Quality of teaching and leadership and management of RE	September 2022 onwards	• Look to train up and deploy a RE SLE (senior leaders in education), so that we have a work force to support high quality RE at primary and secondary. Nadia Nadeem employed for 7 days' work in 22-23 • Continue to highlight to schools REQM as a way to reflect on their own practice at every opportunity	• SACRE is able to support schools that are weaker in their teaching of RE • SACRE and LA SLE's are able to understand what high standards look like in RE with confidence	RE SLE funding given by LA for 1 year – 7 days annually
8	SACRE budget	October 2022 onwards	• Create a new SACRE finance plan – using the working party set up for this (Avril, Randip, Dorothy, Nadia, Margaret) • Ask LA for extra funding in Spring term	• SACRE is about to bid for the funding to discharge it's legal duties in a timely function that works with LA budget decisions	LA rep on SACREs time paid for
9	Pupil voice	Sept 2022 onwards	• Look to develop a google form to be used with pupils in schools to find out about their experience of RE • RE Advisor to analyse this and bring information to SACRE meetings from this	• SACRE is able to hear from a variety of pupils of different ages to think about their experience of RE in their schools and from this reflect and inform our future prioritises	Funding provided by LA annually through RE advisor work

Appendix 4

BDSIP | HELPING STUDENTS SHINE

Barking & Dagenham

Collective worship: SACRE guidelines for schools in Barking & Dagenham 2023

SACRE

FUNDED BY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Promoting pupil development through collective worship

SACRE guidance on collective worship

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2. What is collective worship? p.4
3. Aims of collective worship p. 6
4. Wholly or mainly of a broadly Christian character? p. 7
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7. What makes a good act of collective worship? p. 10
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(For the full document please email B&D SACRE clerk)