

Barking & Dagenham

London Borough of Barking and Dagenham

ANNUAL REPORT 2023-24

**STANDING ADVISORY COUNCIL on
RELIGIOUS EDUCATION
(SACRE)**

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Section 1 Introduction

This report details the work of the Barking and Dagenham Standing Advisory Council on Religious Education (SACRE) during 2023-2024. SACRE plays an important role in advising the Local Authority on Religious Education (RE) and Collective Worship (CW), ensuring schools provide high quality and inclusive education which reflects the borough's vibrant multifaith community, as highlighted in the 2021 Census.

This year, SACRE has continued to support schools through termly RE network meeting and an updated schemes of work for our schools. SACRE has seen significant improvements, including a 20% rise in schools rating their provision as good or outstanding and a 12% improvement in the quality of Collective Worship (CW). SACRE as has also continued strengthening inclusivity through its annual Places of Worship competition.

The 2023-2024 report reflects SACRE's ongoing commitment to supporting schools, enhancing RE and CW provision and promoting professional development. This report showcases the achievements and outlines the commitment to fostering respect, understanding and meaningful RE across the borough.

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 2023-2024 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 2023-24. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

October 2023	Hybrid meeting
February 2024	Hybrid meeting
June 2024	Hybrid meeting

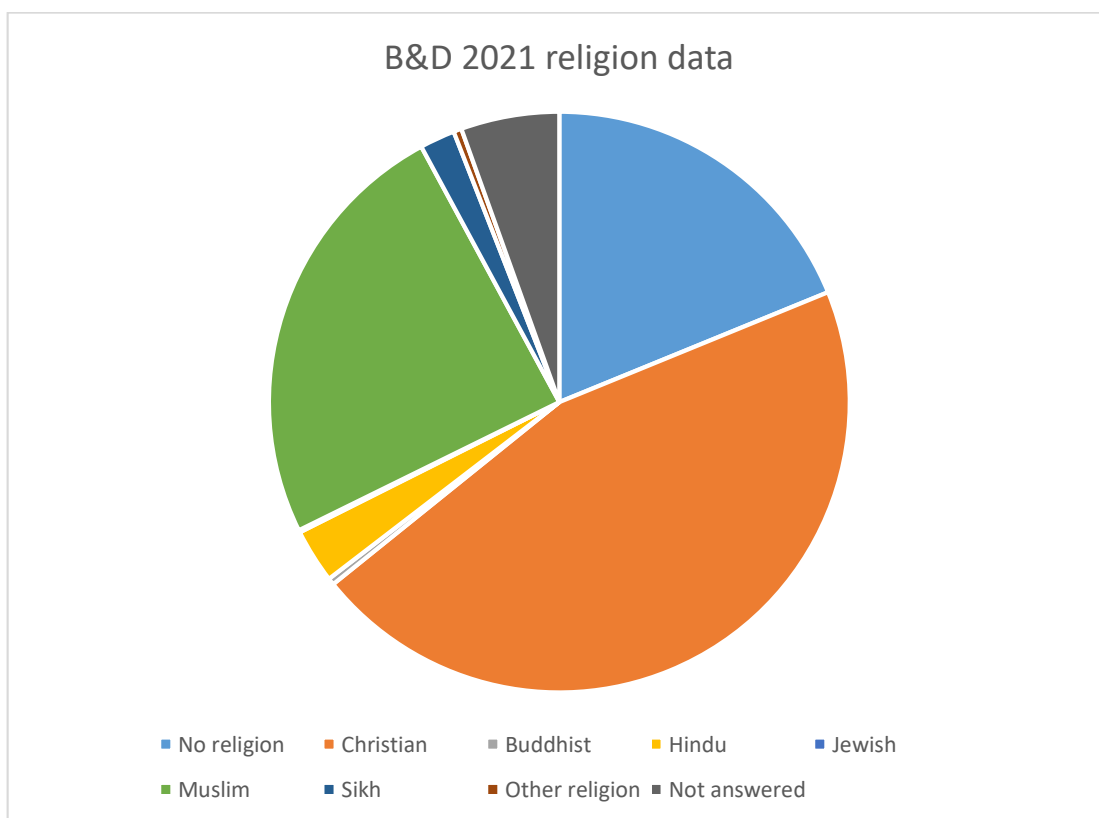
Background to the Borough

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 at 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 2023 school census there were 45,886 pupils in schools (Source: School Census, January 2023). 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 2023 census. 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 2023-2024. Some of these have fallen into assistance with parental objections to a part of the school curriculum on the basis of religion and this year quite a few about school uniform and the wearing of religious jewellery. 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 the third 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 third 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 primary schools available through the Agreed Syllabus – training for this was given for this which all primary schools attended.

The clerk and RE consultant contributed to the NASACRE webinar programme in 23-24.

2.3 Monitoring of RE in schools

From the LA’s monitoring of schools, we know that 17 pupils have been withdrawn from RE lessons across primary and secondary schools from a total of 45,886 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	3	34	6	0
Percentage	7%	79%	14%	0%

Secondary RE

	Outstanding	Good	Needs attention	Inadequate
No. of schools	4	7	1	1

Percentage	30%	54%	8%	8%
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From this data it can be seen that schools judge 85% of RE to be good or outstanding, over a 20% rise since our last annual report.

The RE advisor and RE SLE have been commissioned by the LA to work with all schools who have indicated their RE needs attention or feel their RE is inadequate.

2.4 Complaints about RE

There have been no formal complaints received about RE from any B&D schools during 2023-24.

2.5 Public examinations

Summer 2023 GCSE provisional results - all pupils

Summary of Barking and Dagenham Secondary Schools Religious Studies GCSE Results 2024 (Provisional)

School and LA results are taken from Analyse School Performance (ASP) data and are provisional
National results are taken from DfE published data and are provisional:

<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance>

Summary of Barking and Dagenham Secondary Schools Religious Studies GCSE Results 2024 (Provisional)

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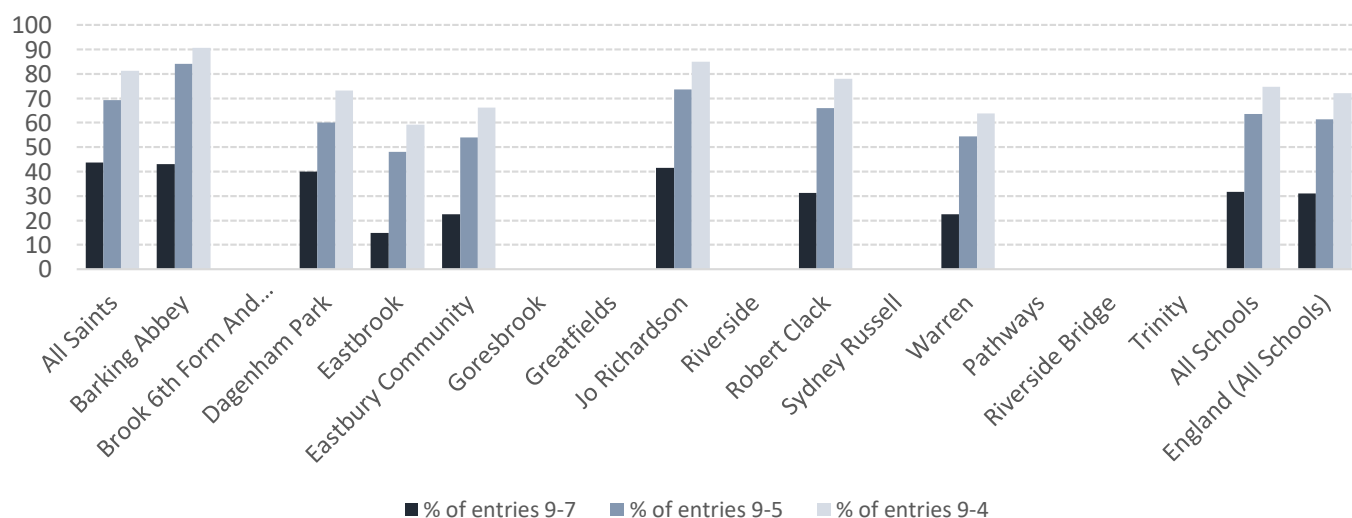
GCSE Religious Studies Results - All Pupils																						
School	DfE	NOR	Entries		No. at each grade										% of entries				% of cohort			
			No.	%	9	8	7	6	5	4	3	2	1	U / X	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
All Saints	3014703	237	234	98.7	22	17	35	33	27	28	21	14	8	1	43.6	69.2	81.2	99.6	43.0	68.4	80.2	98.3
Barking Abbey	3014021	353	107	30.3	12	17	17	23	21	7	8	2	0	0	43.0	84.1	90.7	100.0	13.0	25.5	27.5	30.3
Brook 6th Form And Acad	3014008	16	0	0.0	0	0	0	0	0	0	0	0	0	0								
Dagenham Park	3014704	239	15	6.3	3	1	2	2	1	2	2	1	1	0	40.0	60.0	73.3	100.0	2.5	3.8	4.6	6.3
Eastbrook	3014023	230	27	11.7	0	1	3	5	4	3	7	3	0	1	14.8	48.1	59.3	96.3	1.7	5.7	7.0	11.3
Eastbury Community	3014024	283	261	92.2	5	28	26	29	53	32	42	31	12	3	22.6	54.0	66.3	98.9	20.8	49.8	61.1	91.2
Goresbrook	3014003	111	0	0.0	0	0	0	0	0	0	0	0	0	0								
Greatfields	3014006	205	0	0.0	0	0	0	0	0	0	0	0	0	0								
Jo Richardson	3014029	286	53	18.5	5	11	6	13	4	6	6	2	0	0	41.5	73.6	84.9	100.0	7.7	13.6	15.7	18.5
Riverside	3014001	240	0	0.0	0	0	0	0	0	0	0	0	0	0								
Robert Clack	3014027	342	323	94.4	19	42	40	59	53	39	34	21	13	3	31.3	65.9	78.0	99.1	29.5	62.3	73.7	93.6
Sydney Russell	3014028	336	1	0.3	0	0	0	0	0	0	1	0	0	0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.3
Warren	3014004	202	191	94.6	6	16	21	33	28	18	28	30	10	1	22.5	54.5	63.9	99.5	21.3	51.5	60.4	94.1
Pathways	3017008	9	0	0.0	0	0	0	0	0	0	0	0	0	0								
Riverside Bridge	3017001	16	0	0.0	0	0	0	0	0	0	0	0	0	0								
Trinity	3017005	26	0	0.0	0	0	0	0	0	0	0	0	0	0								
All Schools		3131	1212	38.7	72	161	150	197	191	135	149	104	44	9	31.6	63.6	74.8	99.3	12.2	24.6	28.9	38.4
England (All Schools)			2E+05												31.0	61.5	72.0	97.5				

As a SACRE we are very pleased to see our result average results all sit just above the national average for the subject. This is something we have been working towards with schools through LA interventions from SACREs analysis of 2022 & 2023 examination results. About 40% of year 11 sat a full course qualification in RS in summer 2024.

GCSE Religious Studies Results - Boys																						
School	DfE	NOR	Entries		No. at each grade											% of entries				% of cohort		
			No.	%	9	8	7	6	5	4	3	2	1	U / X	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
All Saints	3014703	144	141	97.9	10	19	20	24	19	19	15	10	5	0	34.8	65.2	78.7	100.0	34.0	63.9	77.1	97.9
Barking Abbey	3014021	190	38	20.0	1	4	4	11	9	3	5	1	0	0	23.7	76.3	84.2	100.0	4.7	15.3	16.8	20.0
Brook 6th Form And Aca	3014008	15	0	0.0	0	0	0	0	0	0	0	0	0	0								
Dagenham Park	3014704	124	6	4.8	0	0	1	2	1	1	0	1	0	0	16.7	66.7	83.3	100.0	0.8	3.2	4.0	4.8
Eastbrook	3014023	116	9	7.8	0	0	1	2	2	2	1	0	0	1	11.1	55.6	77.8	88.9	0.9	4.3	6.0	6.9
Eastbury Community	3014024	141	130	92.2	1	10	9	13	27	13	25	21	8	3	15.4	46.2	56.2	97.7	14.2	42.6	51.8	90.1
Goresbrook	3014003	50	0	0.0	0	0	0	0	0	0	0	0	0	0								
Greatfields	3014006	110	0	0.0	0	0	0	0	0	0	0	0	0	0								
Jo Richardson	3014029	141	20	14.2	0	4	5	5	1	2	2	1	0	0	45.0	75.0	85.0	100.0	6.4	10.6	12.1	14.2
Riverside	3014001	116	0	0.0	0	0	0	0	0	0	0	0	0	0								
Robert Clack	3014027	182	177	97.3	4	14	23	31	34	22	23	15	9	2	23.2	59.9	72.3	98.9	22.5	58.2	70.3	96.2
Sydney Russell	3014028	187	0	0.0	0	0	0	0	0	0	0	0	0	0								
Warren	3014004	91	85	93.4	2	10	6	14	6	11	15	16	5	0	21.2	44.7	57.6	100.0	19.8	41.8	53.8	93.4
Pathways	3017008	8	0	0.0	0	0	0	0	0	0	0	0	0	0								
Riverside Bridge	3017001	13	0	0.0	0	0	0	0	0	0	0	0	0	0								
Trinity	3017005	18	0	0.0	0	0	0	0	0	0	0	0	0	0								
All Schools		1646	606	36.8	18	61	69	102	99	73	86	65	27	6	24.4	57.6	69.6	99.0	9.0	21.2	25.6	36.5
England (All Schools)			1E+05												24.0	54.5	66.0	96.5				

GCSE Religious Studies Results - Girls																						
School	DfE	NOR	Entries		No. at each grade											% of entries				% of cohort		
			No.	%	9	8	7	6	5	4	3	2	1	U / X	9-7	9-5	9-4	9-1	9-7	9-5	9-4	9-1
All Saints	3014703	93	93	100.0	12	26	15	9	8	9	6	4	3	1	57.0	75.3	84.9	98.9	57.0	75.3	84.9	98.9
Barking Abbey	3014021	163	69	42.3	11	13	13	12	12	4	3	1	0	0	53.6	88.4	94.2	100.0	22.7	37.4	39.9	42.3
Brook 6th Form And Aca	3014008	1	0	0.0	0	0	0	0	0	0	0	0	0	0								
Dagenham Park	3014704	115	9	7.8	3	1	1	0	0	1	2	0	1	0	55.6	55.6	66.7	100.0	4.3	4.3	5.2	7.8
Eastbrook	3014023	114	18	15.8	0	1	2	3	2	1	6	3	0	0	16.7	44.4	50.0	100.0	2.6	7.0	7.9	15.8
Eastbury Community	3014024	142	131	92.3	4	18	17	16	26	19	17	10	4	0	29.8	61.8	76.3	100.0	27.5	57.0	70.4	92.3
Goresbrook	3014003	61	0	0.0	0	0	0	0	0	0	0	0	0	0								
Greatfields	3014006	95	0	0.0	0	0	0	0	0	0	0	0	0	0								
Jo Richardson	3014029	145	33	22.8	5	7	1	8	3	4	4	1	0	0	39.4	72.7	84.8	100.0	9.0	16.6	19.3	22.8
Riverside	3014001	124	0	0.0	0	0	0	0	0	0	0	0	0	0								
Robert Clack	3014027	160	146	91.3	15	28	17	28	19	17	11	6	4	1	41.1	73.3	84.9	99.3	37.5	66.9	77.5	90.6
Sydney Russell	3014028	149	1	0.7	0	0	0	0	0	0	1	0	0	0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.7
Warren	3014004	111	106	95.5	4	6	15	19	22	7	13	14	5	1	23.6	62.3	68.9	99.1	22.5	59.5	65.8	94.6
Pathways	3017008	1	0	0.0	0	0	0	0	0	0	0	0	0	0								
Riverside Bridge	3017001	3	0	0.0	0	0	0	0	0	0	0	0	0	0								
Trinity	3017005	8	0	0.0	0	0	0	0	0	0	0	0	0	0								
All Schools		1485	606	40.8	54	100	81	95	92	62	63	39	17	3	38.8	69.6	79.9	99.5	15.8	28.4	32.6	40.6
England (All Schools)			1E+05												37.0	67.4	77.1	98.3				

Summary of Barking and Dagenham Secondary Schools Religious Studies GCSE Results 2024 (Provisional)



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. In 24-25 the LA through the SACRE consultant is offering more

support to our schools. SACRE recognises 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

Summary of Barking and Dagenham Secondary Schools Religious Studies A Level Results 2024 (Provisional)

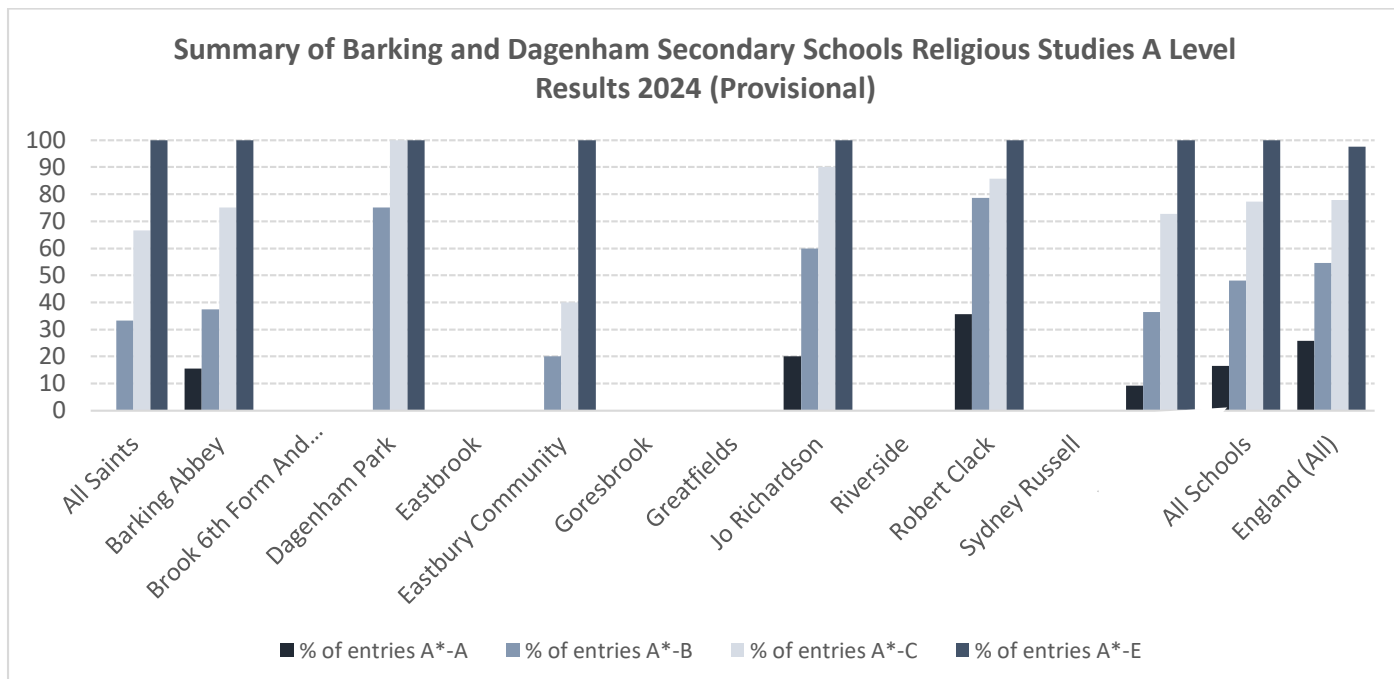
School and LA results are taken from Analyse School Performance (ASP) data and are provisional

National results are taken from DfE published data and are provisional: <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results>

A Level Religious Studies Results - All Pupils													
School	DfE	Entries	No. at each grade							% of entries			
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
All Saints	3014703	3	0	0	1	1	1	0	0	0.0	33.3	66.7	100.0
Barking Abbey	3014021	32	0	5	7	12	8	0	0	15.6	37.5	75.0	100.0
Brook 6th Form And A	3014008	0	0	0	0	0	0	0	0				
Dagenham Park	3014704	4	0	0	3	1	0	0	0	0.0	75.0	100.0	100.0
Eastbrook	3014023	0	0	0	0	0	0	0	0				
Eastbury Community	3014024	5	0	0	1	1	1	2	0	0.0	20.0	40.0	100.0
Goresbrook	3014003	0	0	0	0	0	0	0	0				
Greatfields	3014006	0	0	0	0	0	0	0	0				
Jo Richardson	3014029	10	0	2	4	3	1	0	0	20.0	60.0	90.0	100.0
Riverside	3014001	0	0	0	0	0	0	0	0				
Robert Clack	3014027	14	0	5	6	1	1	1	0	35.7	78.6	85.7	100.0
Sydney Russell	3014028	0	0	0	0	0	0	0	0				
Warren	3014004	11	1	0	3	4	3	0	0	9.1	36.4	72.7	100.0
All Schools		79	1	12	25	23	15	3	0	16.5	48.1	77.2	100.0
England (All)		14477	890	2844	4154	3389	2015	839	268	25.8	54.5	77.9	97.6

A Level Religious Studies Results - Boys														
School	DfE	Entries	No. at each grade							% of entries				
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E	
All Saints	3014703	1	0	0	0	0	0	1	0	0	0.0	0.0	0.0	100.0
Barking Abbey	3014021	13	0	3	2	2	6	0	0	23.1	38.5	53.8	100.0	
Brook 6th Form And A	3014008	0	0	0	0	0	0	0	0					
Dagenham Park	3014704	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0	
Eastbrook	3014023	0	0	0	0	0	0	0	0					
Eastbury Community	3014024	0	0	0	0	0	0	0	0					
Goresbrook	3014003	0	0	0	0	0	0	0	0					
Greatfields	3014006	0	0	0	0	0	0	0	0					
Jo Richardson	3014029	5	0	0	2	2	1	0	0	0.0	40.0	80.0	100.0	
Riverside	3014001	0	0	0	0	0	0	0	0					
Robert Clack	3014027	3	0	0	1	1	0	1	0	0.0	33.3	66.7	100.0	
Sydney Russell	3014028	0	0	0	0	0	0	0	0					
Warren	3014004	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0	
All Schools		26	0	3	7	7	8	1	0	11.5	38.5	65.4	100.0	
England (All)		4334	273	839	1177	1013	638	275	90	25.7	52.8	76.2	97.3	

A Level Religious Studies Results - Girls													
School	DfE	Entries	No. at each grade							% of entries			
		No.	A*	A	B	C	D	E	U	A*-A	A*-B	A*-C	A*-E
All Saints	3014703	2	0	0	1	1	0	0	0	0.0	50.0	100.0	100.0
Barking Abbey	3014021	19	0	2	5	10	2	0	0	10.5	36.8	89.5	100.0
Brook 6th Form And A	3014008	0	0	0	0	0	0	0	0				
Dagenham Park	3014704	2	0	0	2	0	0	0	0	0.0	100.0	100.0	100.0
Eastbrook	3014023	0	0	0	0	0	0	0	0				
Eastbury Community	3014024	5	0	0	1	1	1	2	0	0.0	20.0	40.0	100.0
Goresbrook	3014003	0	0	0	0	0	0	0	0				
Greatfields	3014006	0	0	0	0	0	0	0	0				
Jo Richardson	3014029	5	0	2	2	1	0	0	0	40.0	80.0	100.0	100.0
Riverside	3014001	0	0	0	0	0	0	0	0				
Robert Clack	3014027	11	0	5	5	0	1	0	0	45.5	90.9	90.9	100.0
Sydney Russell	3014028	0	0	0	0	0	0	0	0				
Warren	3014004	9	1	0	2	3	3	0	0	11.1	33.3	66.7	100.0
All Schools		53	1	9	18	16	7	2	0	18.9	52.8	83.0	100.0
England (All)		10141	617	2003	2977	2376	1377	564	178	25.8	55.2	78.6	97.8



Looking to national standards, our B&D results sit on the national average for A-C and A-E 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, which we hope with the LA we can continue to build upon over the next few years.

2.6 Barking and Dagenham Agreed Syllabus

The B&D Agreed Syllabus was published in June 2020 and so this report marks its fourth year where schools are using it fully. The LA RE advisor ran training with all primary schools in the Spring term for the newly updated schemes of work and supports to teach the AS with. From monitoring RE in schools in 22-23 we saw that primary 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 for primary schools. Funding was given in 23-24 and the RE consultant along with a SACRE working party set about creating more up to date resources and supports.

“The training today has provided our school with high quality up to date resources and inspiration.”

BDSIP along with the LA have provided through the SACRE RE consultant termly network meetings. During the academic year 23-24 these have covered the following topics and professional development opportunities:

Primary

Local and national updates; Christianity as a worldview masterclass; Humanism masterclass; Understanding Ofsted’s ‘Deep and meaningful RE’ report and implications for schools

Secondary

Local and national updates; Islamic Hermeneutics masterclass; Masterclass in teaching ethics well at KS3, and a masterclass in teaching Humanism as a worldview

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

“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 23-24. 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 year's 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 24-25.

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 2023-24.

Ofsted reports have mentioned in 23-24 the following around RE and CW, and SACRE have been pleased to have reports from schools in our SACRE meetings:

Primary

Southwood Primary September 2023

This is a school where everyone is made to feel welcome. Pupils are thoughtful and show respect to others, and they are happy and feel safe. Leaders organise a range of outings to consolidate pupils' learning in class, **including visits to places of worship** and to local government buildings. Pupils are taught about relationships and respecting differences. Leaders have provided opportunities for pupils to develop their understanding of their place in the community.

The St Theresa Primary School

Pupils take on leadership roles, participate in charity work and help out with organising assemblies for each other. These roles help to develop their character and strengthen the school's sense of unity. Pupils take on leadership roles such as school senate members, librarians and **chaplaincy team leaders**. They engage in different community projects such as charity fundraising and visits to local care homes. This fosters a sense of responsibility. **Assemblies and lessons encourage pupils to explore moral and social issues. They understand and display values like respect, kindness and equality.**

Becontree Primary School September 2023

Leaders have developed a highly inclusive culture that ensures everyone is welcome. Pupils and staff are proud of their school and follow their motto of respecting one another. Pupils feel a strong sense of community. Leaders have developed the 'Becontree Top 20' programme, in which are planned experiences for all pupils to take part in each year. **These include a visit to a place of worship.**

Richard Albion September 2023

Leaders value pupils' opinions. They provide opportunities for pupils to debate and consider the views of others. For example, pupils discuss philosophical questions, such as whether we are ever truly equal. Pupils speak with sensitivity and care when discussing protected characteristics. Pupils learn in an age-appropriate way about healthy and unhealthy relationships and consent.

William Bellamy March 2024

Pupils visit many different places of worship, such as churches and a Gurdwara. They are taught why it is important to respect different ways of life. Pupils are well prepared for life in modern Britain. The school promotes pupils' all-round development well. Pupils learn about the differences between people. They are taught to be accepting of others and treat everyone with kindness and empathy. **For example, the school holds 'special days' where pupils learn about different cultures, religions and perspectives.** The school is thorough in its approach to supporting pupils to behave well and develop their self-discipline.

Manor Primary School May 2024

Pupils enjoy being part of this happy and inclusive school. **There are also trips to enrich their education, such as visits to different places of worship.**

Hunters Hall Primary School October 2023

This is a welcoming school where pupils are kind and caring. There are several opportunities for pupils to take on positions of responsibility. For example, school councillors and leaders worked together to make the swimming provision even better. **Pupils have regular opportunities to learn about and celebrate events from different cultures. Examples include Diwali, Christmas and Yom Kippur. These opportunities help pupils to understand and respect people with different beliefs and customs. The school aims for pupils to value diversity, respect others and contribute to society.**

Furze Infant School July 2024

Pupils are proud of the part they play in making the school a better place. For example, playground buddies support younger pupils in the playground and school councillors helped to choose new playground equipment. **Pupils access learning in a range of different ways. In religious education, for example, pupils enjoy drama and discussion activities as well as being given opportunities to write about their learning. Their learning is also enriched by a cultural day when pupils celebrate their family background, including their beliefs. Pupils enjoy trips, for example to different places of worship.**

James Campbell Primary School May 2024

Pupils are respectful of one another, and they are welcoming to all kinds of people. They are taught about different faiths and cultures. Pupils are taught strategies to manage their feelings, from adults that they trust and with whom they have strong working relationships.

Thomas Arnold Primary School March 2024

Staff encourage pupils to appreciate and value the diversity of the school's local community. Pupils are happy and kept safe at this inclusive primary school. Pupils benefit from the opportunities they have to develop as young leaders. E-safety ambassadors speak at assemblies and give guidance to their fellow pupils about how to stay safe when online. Pupils elect school council members and are consulted regularly on their views to improve the school.

Warren Junior March 2024

They know how their education and character development lead to a respectful culture where all pupils feel valued and safe. The well-being of others is the bedrock of the trusting relationships within the school. Standards of behaviour are consistently high. **Pupils value the many events that enable them to share and celebrate different cultures, including Bollywood dancing and visits to places of worship.** Pupils learn the importance of values such as honesty and empathy. Pupils' personal development is embedded in the curriculum. Leaders provide additional opportunities through **weekly assemblies, educational visits** and enrichment activities

Manor Junior school September 2023

Staff encourage pupils to follow the school's values, including being respectful. Leaders arrange a wide range of educational visits, which pupils thoroughly enjoy. **They enrich pupils' deep knowledge of different beliefs and cultures through interfaith projects.** Pupils debate issues such as equality and the environment.

Marsh Green Primary School September 2023

Leaders place high emphasis on providing opportunities for all pupils to prepare them for their future lives in modern Britain. **Pupils are taught about a wide variety of faiths and concepts including equality. Pupils visit places of worship and make presentations at conferences about social and racial justice.**

John Perry Primary School May 2024

John Perry is a welcoming and inclusive school which pupils are happy to attend. **The curriculum is designed so it offers breadth and opportunities to enrich pupils' learning and their awareness and appreciation of**

diversity. For example, in religious education (RE), pupils visit different places of worship. Pupils learn a broad range of subject-specific vocabulary. They go on to use this effectively when solving problems and explaining their reasoning. Similarly, **in RE, pupils learn about the customs and practices of different world faiths. This enables older pupils to compare and contrast what different people believe.**

Eastbury Primary School April 2024

Pupils behave kindly and respectfully towards each other and adults in the school.

Rush Green Primary School March 2024

The school's ethos is deeply rooted in British values, promoting wider development opportunities while upholding the school's core values of courage, determination, endeavour and honour. **Visits to places of interest, for instance the Gowaha Mosque and the Tower of London, broaden pupils' experiences. They learn about different cultures, historical events, and architecture, enriching their understanding of the world beyond their classroom.**

The Leys Primary School November 2023

The Leys Primary School is a happy and caring place, where everyone is important. Pupils' personal development is supported well by wider opportunities provided by the school. **Examples include visits to St Pauls Cathedral.**

Rose Lane Primary May 2024

Leaders' work to encourage pupils' personal development is well considered. Pupils take on roles of responsibility, such as representing their class on the school council. They vote on different themes to express their views. The school enables pupils to develop an understanding of the fundamental British values of democracy, mutual respect and tolerance.

Thames View Infants July 2024

Each individual pupil is at the heart of Thames View Infants. Strong relationships between pupils, families and staff are fostered. **They enjoy the opportunities to learn about people from the different religions and cultures that form the vibrant school at the centre of its community. These include sharing food at Eid, attending bhangra dance and drumming, and maypole dancing.**

Secondary

Robert Clack November 2023

From the Reception Year through to the sixth form, pupils and students at Robert Clack School learn to be confident and principled. They develop a keen sense of social justice and are active citizens. Character education is particularly strong. It infuses all elements of school life. Pupils learn to be resilient, confident and compassionate individuals.

Jo Richardson Community School May 2024 (Outstanding)

Through the extensive personal development programme, pupils are also well prepared for life in modern Britain. Pupils are also taught to understand fundamental British values, and how to live these out in their behaviour and attitudes

Barking Abbey March 2024 (Outstanding)

This is a large and diverse school where difference is valued. **Leaders have considered the local context and pupils' starting points when designing the curriculum. In religious education, for example, pupils look at the commonalities between religions with a focus on developing tolerance and understanding. This gives pupils, and students in the sixth form, confidence in debating ethical issues in relation to their understanding of faith.**

The Warren School May 2024 (Outstanding)

Pupils are incredibly keen to learn and enjoy being with their friends. Staff build strong working relationships with pupils and are very mindful of their well-being. As a result, pupils are happy in school and they attend well. Pupils are taught how to keep themselves safe, and the school provides a safe environment in which pupils can learn and flourish.

Eastbury Community School May 2024

Pupils are proud to be part of this inclusive community where people respect and care for each other. Pupils value the opportunities that they have to work with leaders to further improve the school, for example through the school council

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 continue to support schools with this area of school life.
- 3.2 The RE consultant to SACRE has given advice to schools on a number of occasions in 2023-2024. 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 second 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 10 withdrawals from collective worship from across primary and secondary schools from a total of 45,886 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
3	26	13	1
7%	60%	30%	3%

Secondary CW

Outstanding	Good	Needs attention	Inadequate
3	4	5	0
25%	33%	42%	0%

From this data it can be seen that 62% of schools judged that their acts of collective worship were good or outstanding. This is a rise of 12% from our monitoring figures from 22-23.

In the year 22-23 SACRE worked on writing advice for schools on collective worship in B&D. After publishing this advice paper the LA through BDSIP ran training for schools and SLT members on collective worship. This has clarified for many schools a clear action plan around collective worship, which SACRE and the LA through the RE advisor seek to support and help schools develop their practice.

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 2023-2024, and there were no renewals.
- 3.5 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2023-24.

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 2024 in York 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) involved with B&D Faithwork, ensuring there are positive links between the work of SACRE, the LA and the local faith community.

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 2024. SACRE hopes to build upon this work again in 24-25 and see even more engagement from B&D schools.

Winning entries can be viewed here:

https://docs.google.com/presentation/d/18FsD1qzeGQWlglkotpeS_Pje97oBs6bf/edit?usp=sharing&oid=110716215118442234519&rtpof=true&sd=true

Section 6 SACRE’s own arrangements

SACRE has been quorate for all of its meeting in the year September 2023-August 2024.

Chart of SACRE attendance 2023-2024

		3/10/23	6/2/24	4/6/24
Alison Carter	Member - Teacher	Apologies	Apologies	left
Avril Carnelley	LA representative	y	y	y
Billy Crossman	LA representative	y	Apologies	Off sick

Claire Clinton	RE consultant	y	y	y
Clare D'Netto	Member - Teacher	y	y	Apologies
Councillor Dorothy Akwaboah	Member - LA - VICE CHAIR	x	x	x
Councillor Elizabeth Kangethe	Member - LA	x	x	x
Councillor Muhammad Saleem	Member - LA	x	y	y
Emma Anderton	Member - CofE	y	y	y
Fran Jeens	Member - Other faiths	x	Apologies	x
Gail McBride	Member – Other faiths	x	x	left
Himanshu Jain	Member – Other faiths	x	x	left
Jackie Day	SACRE clerk	y	y	y
Kate Gooding	BDSIP	y	y	y
Laura Counsell	Member – Other faiths	x	left	left
Margaret Haig	Member – LA (School Governor)	y	y	y
Nadia Nadeem	Member – Teacher	y	y	y
Pastor Ade Adesina	Member – Other faiths	x	Apologies	y
Paul Wallis	Member – Teacher	x	Apologies	Apologies
Randip Sahota	Member – Other faiths – CHAIR	y	y	y
Rani Maan	Member - Teacher	Apologies	Apologies	left
Rebecca Sackman	Member – Teacher	y	Apologies	y
Rev Katie Miller	Member – CofE	y	y	Apologies
Rev Martin Court	Member – CofE	y	y	Apologies
Rev Ray Descombes	Member – CofE	y	Apologies	x
Ruth Everett	Member – CofE	y	y	Apologies
Shelina Khatun	LA representative	y	Apologies	y
Shaheena Khan	Member – Other faiths	y	y	Apologies
Victoria Baldock	Member – Teacher	y	left	left

SACRE costs

During the year 2023-2024 three LA officers supported SACRE professionally and administratively:

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

Finance

The sum of **£28,370** 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: NASACRE membership £110; RE Advisor consultant £10,000; NASACRE conference attendance and travel £210; GCSE and SEND commissioned work £4000; Place of worship annual competition and prizes £500; chair's cover £500; Payment for the work of RE SLEs £3500; NASACRE webinar programme £50; BDSIP clerk, officer and management costs £6500; AS primary supports updates £3000).

Appendix 1

Barking and Dagenham SACRE membership

SACRE support

Mrs A Carnelley, Local Authority Representative
Ms C Clinton, RE Consultant
Ms K Gooding (BDSIP rep)
William Crossman (LA community team)
Shelina Khatun, Prevent/community 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)
Pastor Ade Adesina (Pentecostal Christian community)
Ms Shaheena Khan (Muslim rep)

Appendix 2 23-24 SACRE priorities

Key:	■ Task completed
	■ Task to do
	■ Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
1	Annual report produced	Oct onwards 23 Oct /Nov 23 December 23 February 24 February 24	<ul style="list-style-type: none"> RE Advisor to write draft Annual Report from October 2022, ready for review at SACRE Feb 2024 meeting RE Advisor to liaise with LA data team to get 2023 GCSE, A/S exam analysis for RE 2023 Send final Annual Report 2023 to DFE and NASACRE Discuss 2022-2023 Annual report at SACRE along with deciding any actions for LA or RE Advisor Publish 2022-2023 report to schools & on LA website, write a summary for schools 	<ul style="list-style-type: none"> Both the LA & SACRE will know that they are discharging their legal duty to produce an annual report by 31.12.23 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 2024 May-July 2024 July 2024	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 2023	<ul style="list-style-type: none"> 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, Hindu & Humanist rep for SACRE 	<ul style="list-style-type: none"> 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	ongoing Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Members develop a vision and ownership for how SACRE can support good RE in schools 	Total cost of network mtng work to be met from RE Adviser's time paid by LA
5	Links to best practice in RE and CW	Sept 2023 Sept 2023	<ul style="list-style-type: none"> • RE Advisor/ SACRE consultant to lead SLT CW briefing 19.9.23 10-11am on zoom • Set date for another schools ½ day training on advice, and place in BDSIP calendar 	<ul style="list-style-type: none"> • 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 2023 onwards	<ul style="list-style-type: none"> • Provide finances for consultant and SACRE member to attend National SACRE AGM May 2024 • 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 	<ul style="list-style-type: none"> • 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
7	Quality of teaching and leadership and management of RE	September 2023 onwards Sept 2023 Oct/Nov 2023	<ul style="list-style-type: none"> • 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 10 days' work in 23-24 in primary role • Continue to highlight to schools REQM as a way to reflect on their own practice at every opportunity 	<ul style="list-style-type: none"> • 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

Barking and Dagenham SACRE Annual Report 2023-24

No	Priority	Date	Process	Outcomes	Cost/resource implications
8	SACRE budget	December 2023 onwards	<ul style="list-style-type: none"> • Create a new SACRE finance plan 2024-25 now knowing the extra funding SACRE has been awarded for the next 3 years by the LA. 	<ul style="list-style-type: none"> • 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	GCSE support to schools	Sept 2023 onwards Sept/Oct 23 Sept 23 Sept 23 Sept23 Sept23	<ul style="list-style-type: none"> • Set date for training with BDSIP and secondary lead Support B&D • Advertise training date to schools • RE Advisor to meet with Secondary lead SIP to discuss where B&D Secondary school are at – using DfE data and exam analysis from annual reports. • Create a plan and teachers to lead workshops • Having booking system • Advertise training 	<ul style="list-style-type: none"> • 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
10	SEND support to schools	Oct 23 onwards	<ul style="list-style-type: none"> • Develop some CPD for Special schools around RE provision in B&D to support them with their work in this area 	<ul style="list-style-type: none"> • Supporting our special schools with their RE curriculum 	Funding provided by LA annually

