



London Borough of Redbridge

Standing Advisory Council of Religious Education

Annual Report 2024-2025

Photos: Top left: AFaBs meeting the Mayor of Redbridge, July 25. Top right: An AFaB at work. Lower: The 2024/25 AFaB Team with Wes Streeting MP, Dec 24

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Chair's Foreword

It is my pleasure to present the Annual Report of Redbridge SACRE for 2024–2025.

This has been a year of significant national debate and local activity in relation to Religious Education. Across the three meetings of SACRE, members have engaged thoughtfully and constructively with issues of curriculum reform, examination change, teacher recruitment and workforce pressures, and the continuing need to ensure that all pupils in Redbridge receive their full statutory entitlement to high-quality Religious Education.

Nationally, Religious Education stands at an important moment. The Government's Curriculum and Assessment Review has prompted renewed discussion about the place of RE within the wider curriculum, the balance between national coherence and local autonomy, and the importance of safeguarding both academic rigour and the distinctive rights of schools with a religious character. Redbridge SACRE has sought to contribute to these conversations in a measured and evidence-informed manner, while remaining focused on the needs of our local schools and communities.

Locally, SACRE has continued to fulfil its statutory responsibilities through careful monitoring of standards and provision. The analysis of GCSE entry and attainment, together with review of curriculum time at Key Stages 3 and 4, has enabled SACRE to identify both areas of strong practice and areas requiring further clarification. We are pleased to note the very strong commitment to Religious Studies in several of our schools, including near-universal GCSE entry in some settings and attainment outcomes above the national average. At the same time, where concerns have been identified regarding curriculum time or incomplete data returns, SACRE has taken appropriate steps to seek clarification and to offer support.

Teacher recruitment, retention and professional development remain central to our work. Members are acutely aware that the quality of Religious Education depends upon well-supported and knowledgeable teachers. Through engagement with NASACRE, RE Hubs, and other national networks, we have sought to ensure that Redbridge schools are informed of available opportunities and developments.

Community engagement continues to be a distinctive strength of Redbridge SACRE. In a borough marked by rich diversity, we are proud of the constructive relationships sustained with local faith and belief communities. The Redbridge Ambassadors of Faith and Belief (AFaBs) programme remains a flagship initiative, enabling young people themselves to model respectful dialogue and informed engagement across difference. The development of the proposed Resource Library represents a further practical step in supporting schools to provide authentic encounter with lived religion and belief.

I would like to thank all SACRE members for their commitment, expertise and generosity of time. I also extend thanks to the Clerk and Adviser for their professional support, and to the Local Authority for its continued funding and engagement. Finally, I wish to acknowledge the work of teachers across Redbridge who, often under considerable pressure, continue to ensure that Religious Education contributes meaningfully to pupils' intellectual and personal development.

In a period of social change and national discussion, Redbridge SACRE remains committed to promoting high standards, thoughtful dialogue and educational integrity in Religious Education for all pupils.

Councillor Helen Mullis-Kunda
Chair, Redbridge SACRE

1. Introduction

Since 1988, it has been a requirement that every local authority establish 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 - in practice every SACRE has developed its own particular style and character.

Redbridge SACRE, which began its work in 1989, has over the years developed its own distinctive ways of working and local schools have grown to expect a level of support and guidance which will help them meet the diverse needs of pupils studying Religious Education in the area.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. GCSE data, including the short course, was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

This report covers September 2024 – July 2025 and reflects SACRE's work in monitoring standards, supporting networks, engaging communities, responding to national reform, and sustaining the AFaB programme.

2. Meetings

SACRE met on:

20 November 2024 (Zoom),

3 March 2025 (Zoom), and

17 June 2025 (Woodford Forest United Synagogue).

All meetings were quorate. Agendas included standards, compliance, national updates, networks, community engagement, and AFaBs.

3. Membership

SACRE continues to operate through its four statutory committees (A–D). During the year there were ongoing vacancies for Hindu, Catholic, Pentecostal, and Secondary Teacher representatives. It has been difficult to ensure members from Committee D are in attendance

and this has become more difficult since one of the members of this group became mayor and another became mayor.

The Constitution and Code of Conduct were approved in June 2025.

Membership of SACRE was as follows as of June 2025

Committee A- Christian Denominations and Other Religions and Religious Denominations (up to 12 members)

Mrs C Khorsandyon (Bahá'í Faith)

Mr P Kaufman (Humanist)

Mrs H Mullis Kunda (Christian) (Chair)

Mr L Rosenberg (Jewish)

Rev V Hemaratana (Buddhist)

Ms R Rehman (Muslim)

Mr Z Hussain (Muslim)

Mr M Singh (Sikh)

Committee B - The Church of England

Revd James Gilder

Ms R Everett

Mrs L Taylor

Committee C - Teachers' Association

Ms F Aswat

Ms Y Stephens

Ms S Assenjee

Ms R Wajchandler

Mr M Ahmed

Committee D - Local Education Authority (up to 5 members)

Cllr B Brewer

Cllr A Sachs
Cllr T Rashid
Mrs Cllr L Huggett
Mr C Stewart

Also Invited - Ms Deborah Weston (Adviser to SACRE) & Ms Frankie Chissim (Clerk)

4. Other Matters Related to its Remit

SACRE reviewed Primary and Secondary RE networks, updated the list of places of worship and speakers, and explored development of a Redbridge 'lived faith' video project.

5. National Developments

Throughout the reporting period, Redbridge SACRE maintained a standing agenda item on national developments, ensuring that members remained informed of policy, curriculum and workforce changes affecting Religious Education (RE) both locally and nationally.

The following key national issues were discussed

a) **Curriculum and Assessment Review**

The Government's Curriculum and Assessment Review was a major focus across all three meetings.

SACRE discussed:

- The "call for evidence" consultation issued by the Department for Education.
- The Interim Report and its implications for Religious Education.
- The question of whether RE should be included within the National Curriculum.
- The potential use of the RE Council's National Content Standard as a national benchmark.
- The implications of reform for SACREs and locally agreed syllabuses.
- The balance between national coherence and local autonomy.
- The need to protect the rights and distinctiveness of schools with a religious character.

After structured debate, SACRE expressed a clear majority view in favour of a model in which RE would be included within a national curriculum.

Members noted that RE is receiving increased national attention as part of the Review, particularly in relation to:

- Compliance concerns,
- Variation in quality,
- Teacher supply challenges,
- GCSE and A-level reform discussions.

b) GCSE Religious Studies and Examination Reform

SACRE discussed national trends in GCSE Religious Studies (RS), including:

- The significant decline in short course entries since 2010.
- The implications of some examination boards discontinuing short course specifications.
- Variation in entry patterns between schools with and without a religious character.
- Concerns that GCSE RS content may feel restrictive or insufficiently inclusive to students.
- The need for GCSE content to reflect contemporary Britain, including the rise in non-religious worldviews.

Members debated:

- Whether GCSE RS is perceived as an “easy” subject (noting increased rigour in recent years).
- The academic credibility of A-level Religious Studies.
- The role of RS in developing critical thinking, religious literacy and preparation for professions such as law and medicine.
- Whether greater accountability measures are needed to incentivise schools to teach RE well.

The discussion highlighted tension nationally between exam-driven models and broader aims of religious literacy and civic understanding.

c) Teacher Recruitment and Workforce Pressures

SACRE noted national recruitment challenges in RE, including:

- Shortages of specialist secondary RE teachers.
- Variation in subject knowledge among non-specialist teachers.
- Retention challenges nationally.

Members welcomed discussion nationally around:

- Teacher training bursaries.
- Subject Knowledge Enhancement (SKE) programmes.
- Farmington Scholarships.
- Professional development opportunities via RE Hubs and NASACRE.

Workforce pressures were explicitly linked to compliance concerns and variation in provision.

d) RE Hubs and National Networks

SACRE received updates on:

- The RE Hubs initiative funded by Culham St Gabriel's.
- Accreditation of school speakers.
- National networking opportunities.
- The AREIAC and NATRE newsletters.
- NASACRE training and conference opportunities.

Members were encouraged to promote RE Hubs accreditation for local speakers and to strengthen engagement between national initiatives and local practice.

e) National Surveys and Research

Updates included reference to:

- NATRE's Primary Provision Survey.
- Research into multidisciplinary RE.
- National conversations about religious literacy.
- Data on census trends and attitudes to religion.
- Research indicating changing patterns of religious affiliation and observance.

Members reflected on:

- The rise in people identifying as non-religious.
- Migration patterns influencing religious demographics.
- The complexity of interpreting youth religious engagement data.
- The need for RE to respond intelligently to demographic and cultural shifts.

f) National Training and Professional Development

SACRE members were informed about:

- NASACRE training webinars (funded by the LA).
- The Annual NASACRE Conference (May 2025).
- RE Today courses.
- Jerusalem Trust grants.
- Westhill funding opportunities.
- National competitions such as Spirited Arts.

Members were encouraged to participate and report back to SACRE.

6 Ofsted and National Accountability

Although not the central focus of every meeting, SACRE discussions were informed by the continuing national context shaped by:

- Ofsted's subject report on RE.
- National concerns regarding superficial curriculum models.
- Evidence of non-compliance in some settings.
- The need for depth over breadth.
- The importance of disciplinary knowledge in RE.

Members were mindful of the need to align local monitoring with national expectations regarding curriculum coherence, subject expertise and progression.

7. Teacher Recruitment, Retention and Training

Teacher recruitment, retention and professional development remained an important area of discussion for Redbridge SACRE throughout 2024–2025. Members recognised that the quality of Religious Education in schools is inseparable from the availability of well-qualified, confident and well-supported teachers.

1. National Recruitment Context

SACRE noted ongoing national challenges in the recruitment of specialist secondary RE teachers. These challenges include:

- Persistent under-recruitment to initial teacher training (ITT) courses in Religious Education.
- National variation in subject knowledge among those teaching RE at secondary level.

- Increased reliance in some schools on non-specialists or teachers from other humanities disciplines.
- Retention pressures linked to workload and accountability demands.

Members recognised that workforce pressures have direct implications for:

- Curriculum quality and coherence.
- Compliance with statutory RE duties.
- GCSE and A-level entry patterns.
- Confidence in handling controversial or sensitive issues in the classroom.

SACRE discussed the national policy environment, including teacher training bursaries, Subject Knowledge Enhancement (SKE) programmes and scholarship opportunities, and noted the importance of ensuring that schools are aware of available support.

2. Local Workforce Considerations

Although national trends set the broader context, SACRE discussions frequently returned to the local implications for Redbridge schools.

Members reflected on:

- Variation between schools in the extent to which RE is taught by subject specialists.
- The challenges of sustaining GCSE and A-level provision where staffing is fragile.
- The impact of staffing constraints on curriculum time allocation.
- The need to support teachers who may be delivering RE as part of a broader humanities role.

SACRE reaffirmed that monitoring workforce data remains an important component of its statutory function in overseeing provision and standards.

3. Professional Development and Training Opportunities

Throughout the year, SACRE members were informed about national and regional training opportunities, including:

- NASACRE webinar packages (funded locally).
- The NASACRE Annual Conference (May 2025).
- RE Today courses.
- Farmington Scholarships.
- Jerusalem Trust grants.

- RE Hubs training and speaker accreditation programmes.

The Local Authority funded access to the NASACRE webinar package, ensuring that SACRE members could engage with national developments and training materials.

Members were encouraged to attend relevant conferences and training events and to report back to SACRE.

4. RE Networks

The Primary and Secondary RE Networks were discussed in relation to professional support and collaboration.

Primary Network

Members considered how to strengthen the Primary RE Network and avoid duplication with other local structures. There was agreement that:

- Clear leadership and purpose are essential.
- Network meetings should respond to current national developments.
- SACRE members may support facilitation where appropriate.

Secondary Network

SACRE acknowledged the difficulty of establishing a strong secondary network, particularly given time pressures on Heads of RE. Members suggested that:

- Curriculum reform discussions could provide a strong incentive for attendance.
- Review of the agreed syllabus could act as a catalyst for professional dialogue.
- National developments (such as the Curriculum and Assessment Review) offer a timely focus for meetings.

SACRE remains committed to supporting professional collaboration across the borough.

5. Supporting High-Quality Teaching

Members reflected on the importance of:

- Improving the perceived status of RE within schools.
- Promoting the academic credibility of GCSE and A-level Religious Studies.
- Communicating the subject's contribution to critical thinking, ethical reasoning and religious

literacy.

- Ensuring teachers have access to high-quality teaching resources.
- Encouraging collaborative resource development.

Discussion included the need to “sell” the benefits of RE more effectively to senior leaders, particularly in a climate of curriculum pressure.

There was also recognition that professional development must equip teachers to:

- Handle controversial issues confidently and sensitively.
- Address contemporary social and cultural questions.
- Respond to demographic change, including rising numbers of pupils identifying as non-religious.
- Maintain disciplinary rigour in theology, philosophy and the human sciences.

8. Links to Community Engagement and AFABs

Community engagement continues to be a defining feature of Redbridge SACRE’s work. In a borough characterised by significant religious and cultural diversity, SACRE recognises that its role extends beyond monitoring compliance to supporting constructive dialogue, mutual understanding and meaningful encounter between schools and local faith and belief communities.

Throughout 2024–2025, SACRE discussed and supported a wide range of community-facing initiatives.

1. Multi-Faith Panels and School Events

Members reported positively on participation in multi-faith panels in local secondary schools, including Wanstead High School. These panels provided opportunities for pupils to engage directly with representatives from different faith and belief communities, ask questions and explore issues of identity, belief and practice in a respectful and structured environment.

SACRE members reflected that such events:

- Model civil dialogue across difference,
- Provide authentic encounter with lived religion and belief,
- Support schools in meeting the aims of the agreed syllabus,
- Contribute to wider community cohesion.

Members emphasised the importance of ensuring such events are well-supported and representative of the borough's diversity.

2. Holocaust Memorial Day and Related Events

Holocaust Memorial Day (27 January) was discussed in both Spring and Summer meetings.

Members noted:

- Increased participation of Redbridge primary schools in Holocaust-related educational events compared with previous years.
- The importance of ensuring that communication about memorial events reaches all schools.
- The educational value of theatre and live performance in teaching about historical injustice and moral responsibility.

There was consensus that Holocaust education remains a crucial element of RE and SMSC provision and that SACRE should continue to promote participation in borough-wide commemorative events.

3. Interfaith and Dialogue Initiatives

Members shared concerns and reflections regarding community tensions nationally and locally, particularly in relation to antisemitism and other forms of prejudice. Discussion included:

- The importance of encouraging dialogue and mutual respect.
- The need for teachers to be well-equipped to handle controversial issues in RE.
- The role of SACRE in promoting respectful engagement rather than political positioning.
- The limits of SACRE's remit in relation to decisions about external organisations invited into schools.

Members agreed that constructive engagement and educational dialogue are central to SACRE's purpose, and that community cohesion must be supported through high-quality RE.

4. Redbridge Faith Forum and Local Partnerships

SACRE explored strengthening links with Redbridge Faith Forum and other local interfaith bodies. Members discussed:

- The possibility of collaborative projects.
- Joint community events.

- Shared communication channels.
- Supporting borough-wide initiatives that promote understanding across communities.

This partnership approach was seen as essential in a context of high mobility and rapidly changing community leadership structures.

5. List of Places of Worship and School Speakers

SACRE continued to update and maintain its list of:

- Local places of worship open to school visits,
- Faith and belief speakers available to schools.

Members acknowledged the difficulty of keeping such lists current, given:

- Frequent leadership changes,
- Changes in willingness to host visits,
- Capacity constraints in places of worship.

Members volunteered personally as school speakers, including Sikh, Jewish and Church of England representatives. There was discussion of promoting accreditation through RE Hubs to ensure quality and safeguarding.

Members also shared local intelligence about which mosques, temples and gurdwaras are currently open to school visits.

This work supports direct encounter, a core element of effective RE.

6. Redbridge Ambassadors of Faith and Belief (AFaBs)

The AFaB programme continues to be SACRE's flagship community engagement initiative.

The AFaB programme continues to be SACRE's flagship community engagement initiative. It started in 2012 and has spread around the country.

During the SACRE meetings this year, Members discussed:

- The educational and civic value of youth voice.
- The impact of peer-to-peer encounter.
- The importance of ensuring representation across traditions.

- The need to secure sustainable funding.
- The potential development of short-filmed resources for primary schools.
- SACRE reaffirmed its full support for the continuation and development of the programme.

The key points to report from the 2024/25 cohort are as follows:

- Frankie Chissim continues to train and lead the AFaB Team.
- Training took place in early September 2024. Over 40 students applied and 35 successfully passed the training programme.
- The AFaB training took place in our main training hub, John Bramston Primary School. Christchurch Primary and Manford Primary have also supported us with the training this year.
- The following secondary schools supplied AFaBs this year; Woodford County High School, Ilford County High School, King Solomon, Woodbridge, Oaks Park, Atam and Beal. The calibre of the students involved is very high and many wanted to become AFaBs partly to support their applications to top universities, including Oxford and Cambridge.
- There was a good mix of religious and non-religious beliefs on the AFaB Team. Students represented the following faiths: Islam, Buddhism, Judaism, Christianity, Hinduism and Sikhi. Some of the AFaBs represented two faiths as they were raised by parents from different religions. This year we also had agnostics, atheists and humanists. There is a lot of diversity within each religious group too.
- We created a team of 'mini AFaBs' at John Bramston Primary School. John Bramston Primary is a Gold accredited UNICEF Rights Respecting School and a centre of excellence for RE. They have been keen to work with us as part of their work on community cohesion and promoting respect for all. We also worked with Year 6 pupils at Woodlands Primary to create a team of RE Ambassadors.
- We have presented to over 200 classes this year. Many schools asked AFaBs to support with lessons during National Interfaith Week or during their own 'RE' or 'Diversity' weeks.

- The AFaB Team met Wes Streeting MP in early December 2024. Wes Streeting continues to be a big supporter of the scheme and has asked to meet with the AFaB Team on an annual basis.
- In mid December 2024, Members of Team attended the RE Leads meeting at Woodlands Primary School. They showed the RE Leads samples of their presentations and as a result, booking increased.
- In July 2025, the AFaB were invited to the Town Hall to have tea with the Mayor. The AFaBs described the important work they are doing for schools throughout the Borough.
- We continue to work with schools outside off the Borough particularly where there is less diversity. In 2024/25, there were three 'RE Conferences' with primary schools in Cumbria. Approximately 200 children participate in each conference.
- The Team presented at Cineworld, Ilford on 16th July 2025 as part of the Redbridge Youth Conference.
- The Ambassadors often get booked to deliver assemblies in primary schools to celebrate our many religious festivals and holy periods.
- The AFaB scheme has gone from strength to strength over the years and the work of the 2025/26 AFaB Team will be reported in next year's Annual Report.

7. The Forgiveness Project and Other Faith-Based Initiatives

Members were informed about "The Forgiveness Project" based at St Luke's Church in Ilford. This initiative promotes restorative approaches to harm and conflict through storytelling and community engagement. Such projects were recognised as valuable examples of faith communities contributing positively to civic life and educational enrichment.

8. Spiritual Arts and Creative Engagement

SACRE promoted national initiatives such as Spirited Arts, encouraging schools to engage pupils creatively in expressing ideas about faith, belief and spirituality.

Members noted the strong enthusiasm among pupils and the value of such competitions in

raising the profile of RE.

9. Public Profile and Communication

Members discussed the importance of:

- Publicising positive work taking place in Redbridge schools.
- Increasing press coverage of AFaB and interfaith initiatives.
- Improving awareness of the SACRE section of the Redbridge website.
- Communicating more effectively with senior leaders.

There was recognition that SACRE's community-facing work could benefit from a higher public profile. However, in a period of national debate and social tension, SACRE has sought to model respectful engagement and to support schools in doing likewise.

9. Resource Library

The development of a Redbridge RE Resource Library (artefact bank/loan box scheme) remained an ongoing strand of SACRE's work during 2024–2025. Members recognise that access to high-quality artefacts and handling resources is particularly valuable for primary schools and non-specialist teachers, enabling concrete encounter with lived religion and belief and supporting depth of understanding. During the year, a funding bid was submitted to the Heritage Lottery Fund to support the establishment and development of the artefact library. A significant development during the year was the continued offer from a local Church of England parish to host the Resource Library.

The Resource Library remains a strategic priority for Redbridge SACRE, representing a practical and tangible means of supporting high-quality Religious Education.

10. Standards in Redbridge Schools

Provision

The Statutory Agreed Syllabus for RE in Redbridge requires that all students follow an accredited course leading to a recognised national qualification in Religious Studies. This means either a GCSE short course, a full course or another qualification in RE accredited by Ofqual.

1. Schools that meet these requirements by entering almost all Pupils for GCSE RS (Full Course)

The following schools enter over 90% of pupils for the GCSE full course:

- The Ursuline Academy Ilford – 99.2%
- Trinity Catholic High School – 99.6%
- Loxford School – 97.3%
- Ilford County High School – 96.7%
- King Solomon High School – 95.4%
- Canon Palmer Catholic School – 94.3%

These schools appear to operate a core GCSE model, with RE effectively compulsory for almost all pupils.

Observations

- All Roman Catholic schools are entering almost all pupils.
- King Solomon (Jewish) also enters almost all pupils.
- Two schools without a religious character (Ilford County and Loxford) also operate near-universal entry.

2. Schools that meet these requirements (although as an academy, are not bound by the requirements of the Agreed Syllabus) by entering almost all pupils for GCSE RS Short Course:

Chadwell Heath Academy

3. Schools With Low GCSE Entry (Potential Option Model). These schools are entering a proportion of pupils for a GCSE.
 - a. Those in bold marked with an asterisk, appear not to meet the statutory requirements set out above.
 - b. It is not clear from the websites if Academy funding agreement requirements to provide RE for all pupils on the school role is being met or not.

Workforce data shown below suggests that the only provision for RE in yellow highlighted schools is the option group. (see appendix A)

The following schools enter fewer than 40% of pupils for the full course:

- Ark Isaac Newton Academy – 32.6%
- Atam Academy – 21.4%
- Beal High School – 28.5%
- Caterham High School – 9.2%* workforce data unavailable
- Mayfield School – 11%*
- Oaks Park High School – 16.9%*
- Valentines High School – 34.7%*
- Wanstead High School – 8.3%*
- Woodbridge High School – 10.5%*
- Woodford County High School – 24.9%*

Attainment

1.

Schools where attainment at GCSE is above National Average (9–4 Full Course)

Assuming national average \approx 71–72%, the following schools appear above national average:

- Ark Isaac Newton Academy – 87.7%
- Atam Academy – 92%
- Beal High School – 84%
- Caterham High School – 92.3%
- Chadwell Heath Academy – 85.7%
- Ilford County High School – 94.8%
- Loxford School – 74.9%
- Oaks Park High School – 83.7%
- The Ursuline Academy Ilford – 88.4%
- Valentines High School – 91.5%
- Woodbridge High School – 83.9%
- Woodford County High School – 100%

At or Below National Average

- Canon Palmer Catholic School – 72.9% (around national average)
- Trinity Catholic High School – 71.4%
- King Solomon High School – 66.5%
- Mayfield School – 62.5%
- Wanstead High School – 68.4%

- Seven Kings School – 75% (Full Course small cohort; 66.2% short course)

4. Short Course Results

Only Seven Kings School records substantial short course entries (82.4%), with:

- 66.2% achieving 9–4.

5. Schools Appearing to Offer Less Than Recommended Time (Years 7–9)

If we assume the locally recommended model is approximately 4%- 5% curriculum time per year (or equivalent), the following raise concerns:

Apparent Low levels of Provision (Years 7–9)

- Beal High School – 0%, 0%, 0%
- Mayfield School – 0%, 0.43%, 0%
- Wanstead High School – 1.91%, 1.95%, 1.8%
- Ark Isaac Newton Academy – 2.23%, 2.14%, 1.12%
- Woodbridge High School – 2.4%, 2.63%, 3.3%

Borderline / Variable Provision

- Oaks Park High School (Year 9 at 1%)

These figures may indicate:

- Carousel models,
- Collapsed timetable days,
- Delivery through or combined with PSHE,
- Or incomplete data reporting.

Further clarification required.

Recommended actions for SACRE: Chair to write to schools offering high levels of provision and/or attainment with congratulations

Recommended actions for the local authority

1. Mention successes mentioned above when carrying out visits to schools
2. Clarify blank KS3/KS4 data at Caterham and Trinity.

3. Investigate schools with 0% KS3 provision.
4. Confirm whether non-exam pupils receive statutory RE at KS4.
5. Review standards in schools with less than recommended curriculum time.

11. 2024/2025 Budget

The Associate Advisor reported that the budget was approximately £13,000 per annum and that this was spent primarily on clerking services to SACRE, meeting costs, professional advice to SACRE and Redbridge schools provided by the Adviser.

12. Forward Priorities

Looking ahead, SACRE identified the following priorities:

- Continued monitoring of workforce data.
- Strengthening RE networks as professional communities.
- Ensuring teachers are informed about national funding and training opportunities.
- Supporting schools in preparing for potential curriculum reform.
- Encouraging collaborative approaches to resource development.

Teacher recruitment, retention and training remain central to SACRE's strategic aim of securing high-quality Religious Education for all pupils in Redbridge.

Appendix A

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% year 12 hours - RE	% year 13 hours - RE	KS4FCEntriesPerc	KS4SCEntries	Percentage9-4FC	Percentage9-4SC
Ark Isaac Newton Academy	None	Academies	2.23	2.14	1.12	3.35	4.31	0	0	32.6	0	87.7	
Atam Academy	Sikh	Free Schools	3.88	3.96	3.81	2.24	8.66			21.4	0	92	
Beal High School	Does not apply	Academies	0	0	0	2.79	3.37	5.45	6.03	28.5	0	84	
Caterham High School	Does not apply	LA								9.2	0	92.3	
Ilford County High School	Does not apply	LA	6.16	6.28	6.23	3.93	3.82	2.74	3.33	96.7	0	94.8	
King Solomon High School	Jewish	LA	6.59	6.6	4.74	4.01	5.66	2.08	1.93	95.4	0	66.5	
Loxford School	Does not apply	Academies	4.45	4.12	8.2	3.61	3.45	2.91	2.69	97.3	0	74.9	
Mayfield School	None	LA	0	0.43	0	1.01	1.52	5.54	0	11	0	62.5	
Oaks Park High School	Does not apply	LA	4.16	4.03	1	2.06	2.03	2.88	3.3	16.9	0	83.7	
Seven Kings School	Does not apply	LA	4.72	4.69	4.3	1.42	2.96	2.87	2.8	2.3	82.4	75	66.2
The Chadwell Heath Foundation School	None	Academies	3.85	3.73	3.57	2.06	2.96	0	1.61	38.9	0	85.7	
The Palmer Catholic Academy	Roman Catholic	Academies	10.62	10.53	10.34	8.68	8.69	4.86	4.96	94.3	0	72.9	
The Ursuline Academy Ilford	Roman Catholic	Academies	10.53	10	10	11.11	11.11	5.91	6.33	99.2	0	88.4	
Trinity Catholic High School	Roman Catholic	LA								99.6	0	71.4	
Valentines High School	Does not apply	LA	3.35	2.51	3.66	0.66	1.29	0	0	34.7	0	91.5	
Wanstead High School	Does not apply	LA	1.91	1.95	1.8	1.18	1.54	10.8	2.11	8.3	0	68.4	
Woodbridge High School	Does not apply	LA	2.4	2.63	3.3	0	0.86	1.94	2.17	10.5	0	83.9	
Woodford County High School	Does not apply	LA	6.73	6.95	4.97	7.47	7.65	3.32	3.24	24.9	0	100	