



SACRE

Standing Advisory Council for Religious Education

Biennial Report

September 2017-December 2019



HARINGEY EDUCATION PARTNERSHIP

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Chair and Adviser Joint Introduction with summary of SACRE Activities.

Chair and Adviser Joint Introduction

The report is produced in accordance with the Education Act 1996. All Local Authorities are required by law to have a Standing Advisory Council on Religious Education. SACRE's have a number of responsibilities for Religious Education, including advising on teaching methods and materials and on Collective Worship.



While SACRE's are statutory, each will have its own characteristics, ethos and ways of working, in order to fulfil their role and functions creatively. Haringey SACRE meetings are characterised by lively enriching discussion and comment on religious issues. Our full agendas provide quality briefings on national, local and research initiatives in RE. Not only does this keep members fully informed, it involves and draws on their interests, expertise, faith representation and experience. Information is shared, and members perspectives enable us to provide advice to the LA. Haringey SACRE meets four times each year, with two meetings in the Autumn term; September and December, and one meeting in the Easter and Summer terms.

The Local Councillors in the LA have been particularly supportive of our work and have publicised it more widely across the Council as has the Mayor. We appreciate their keen interest, acknowledge their participatory involvement and thank them and all our voluntary members on each Committee for their commitment and contributions.

Minutes of SACRE meetings during 2017-2019 and working parties were used to prepare this report. Analysis of public examination data in RE at KS4 -5 gives us an indication of standards. The report was approved by members in March 2020.

Special thanks go to Andie Frost who had been Chair of Haringey SACRE since 2009 and re-elected. He presided over his last meeting in July 2017. He was a popular, wise, approachable Chair, good at team building and facilitating SACRE members. He had a key pioneering Youth work role in n:flame Trust, a local Christian charity. He built networks within and across various faith groups and organisations across the Borough. and worked in a number of Haringey Schools. Andie and his small team, variously supported collective worship with creative drama ideas and themes for reflection and prayer and took some of the themed ideas from Orison, now prayer spaces into primary and secondary schools. They linked with Secondary Heads of RE, contributing significantly to RE lessons and school- based conferences. He wrote in an email that 'it had been a privilege and pleasure to be the Chair of Haringey SACRE', which he found stimulating. SACRE members thanked him for his enormous and harmonious contribution and I was elected as Chair to succeed him as he moved on, to work overseas.

We have worked strategically to ensure the Council and its schools are more aware of SACRE and the purpose and value of religious education, collective worship and spiritual, moral, social and cultural development (SMSC). We have had a number of working parties to produce guidance and papers for Headteachers and schools with some, widely disseminated across the Council. Nervousness about religious and cultural sensitivities in the expressive arts; a distorted understanding of Islam, especially the concept of Jihad and more general approaches to spiritual, moral, social and cultural development and British values, have resulted in guidance documents for Haringey Schools.

We continue to build on the extensive advice published in 2017 on resources for Holocaust Memorial Day. Our resources were uploaded onto the Haringey HMD website and publicised more broadly across the Council as well as shared with the four participating LA's of our shared Agreed Syllabus: 'Awareness, Mystery, Value'. We produced some generic guidance for schools on the Torah, as well as signpost them to the story of the Tattooed Torah, more suitable for Primary.

It is not easy for schools or teachers to handle the tricky elements of conflict within or between religions and worldviews with pupils. Nor is it always easy to go beyond media stereotypes to redress perceived hostility and hasty unreflective attitudes. Our SACRE believe that challenging prejudice and stereotyping in and across religion and worldviews is vital, as is helping young people to detect their own and other people's bias.

With an increase in Islamophobia experienced across the UK and with incidents practically on Haringey's doorstep in two neighbouring boroughs, we set up a working party to challenge extremism about Jihad in Islam. The working party spent over a year from 2018 – July 2019 to produce and refine its guidance which went through 10 versions!! It provides information for schools, especially secondary, and supports and contributes to wider agendas in Haringey Council. It was made available to schools in September 2019 and another SACRE, Bath and North East Somerset adopted it.

From June to late October 2019 SACRE built on and summarised the excellent work of Derek Holloway and the Church of England Report on Spiritual Development. SACRE agreed that this was a useful resource for schools to consider and link to the new Education Inspection Framework (2019) especially for Personal Development. Haringey SACRE also found some timeless stories for Primary SMSC that schools have been signposted to.

Finally, because a quarter of Haringey respondents to the census 2011 have no religion, as well as the requirement for schools at GCSE to teach a contrasting non-religious world view, SACRE considered the University of Kent's research, Understanding Unbelief in 2017-2018 that explores agnosticism and atheism.¹ SACRE has spent time in 2018-2019 considering the NONES and Secularisation. A working party was established and met in Autumn 2019 to explore secular worldviews, the benefits of secularism for a plural society and the potential challenges posed for religion.

¹ <https://research.kent.ac.uk/understandingunbelief/resources/films-and-clips/>

We have provided CPD for teachers around the Agreed Syllabus, Awareness, Mystery, Value and related issues and published guidance for schools on controversial Issues relating to faith and culture. Pedagogies and ways of teaching/ controversial issues, and handling sensitivities was shared with Haringey Teachers by Norman Richardson (Northern Ireland) and Dave Francis in their CPD session 2017. Norman also shared teaching packs that are available for Haringey Schools.

We have had a tradition of inviting teachers to present work they do in school, in RE/CW/or SMSC to SACRE as well as to be informed by the teacher representatives. In 2018-2019 SACRE heard of the extensive work of one school in preventing radicalisation and equipping young people with the skills to recognise and combat recruiting techniques that aim to distance people from their families and friends. Religious abuse, in some cults and sects, as well recruiting, grooming and other safeguarding issues were highlighted. SACRE members were made aware of elements of extremist narratives that appear in religious groups that at first sight appear 'harmless'. The majority of people rightly assume, that religious organisations and people working within and across them, are benign. This is not always the case. Some groups incur extreme psychological and even economic abuse.

Bob says, "In December 2019 we said goodbye to our specialist RE Adviser, Anita Compton, who has retired. Anita shared her varied, rewarding teaching career with SACRE and how she became Adviser to Haringey. She thanked SACRE members, 'stars' as she called us, for all the time and work voluntarily given to support RE and for guidance produced.

She hoped that SACRE and the new Adviser's time for RE/CW/SMSC would be required and requested directly in and alongside schools. She noted that the new Education and Inspection framework and deep dive subject reviews, will remind school leaders that high quality RE has to be taught and provided for all pupils.

Eddie Griffiths spoke on behalf of the whole SACRE saying he had been on Haringey SACRE for 30 years, been Chair a number of times, and worked with about 7 different Advisers. He thanked Anita for being 'outstanding' and exemplary in her role. AC was overwhelmed and touched by the tribute, comments, card and gift voucher she received.

Jan McGuire the newly appointed Adviser from 2020 was welcomed by SACRE. She gave a presentation on how she intends to work with SACRE which was warmly received."

Bob Allaway Chair of SACRE & Anita Compton retiring Adviser for RE

The Haringey Context

Haringey is a lively and diverse borough with a quarter of residents being under the age of 20. 70% of pupils come from ethnic minority backgrounds. Over one hundred languages are spoken by pupils attending Haringey Schools and 50% of these speak English as an additional language.

It is one of the most religiously diverse Boroughs in the U.K. While families from all religious backgrounds live in the Borough, Christians make up 45%, then Muslims, followed by Jews and Hindus. There are a minority of Buddhists and Sikhs in Haringey, and a significant proportion of families, over 20%, citing no religious beliefs.²

19.4 % of children on the school roll in Haringey are refugees and we have the highest proportion of refugee children in the U.K. Refugees are a diverse group and come from Somalia, Sri Lanka, Turkey, Albania, Afghanistan, Iran, Iraq and Zimbabwe.³ Schools play a vital role in promoting the wellbeing of refugee children. Some have experienced traumatic events, including violence, separation and bereavement. The resources SACRE have signposted for spiritual and personal development such as 'Heart in a Bottle' can help children explore the effects of trauma, shutting down and blocking things out. Resources produced for HMD and the themes that are suggested, also link to some of the experiences that refugees have encountered and bring with them.

We have over 2000 asylum seekers in our schools. Exploring issues and appropriate themes sensitively that are related to religion and worldviews and enforced exodus, can increase and foster understanding of the lives and experience of some of the children we find in our schools. Holocaust Memorial Day with its annual varied focus and related themes enables schools to explore critical moral issues, investigate human behaviour, respond to inspirational stories and consider what it means to be a responsible British citizen.

1: Advice to Local Authority, Schools and Statutory Bodies

- 1.1 Advice is given by SACRE members to the Local Authority through the RE Adviser, and the Lead Adviser for Statutory Services in Haringey Education Partnership, who brings concerns from schools and Governors, to SACRE. SACRE in turn discusses the issues, establishes small working parties and publishes requested advice. SACRE has reminded HEP via the Adviser and Chief Executive to remind the LA, via Cllrs sitting on associated committees, that **RE is the only statutory curriculum area for which they are responsible.**

² https://www.haringey.gov.uk/sites/haringeygovuk/files/equalities_profile_of_haringey.pdf

³ Source: Refugee and asylum seeker children in U.K schools
<https://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Refugeechildreninschool.pdf>

While there is great respect and support for the work of SACRE from HEP and the LA who procure expert advice, we realise that it needs to be aligned more, linked centrally and included more broadly to the overall LA strategic vision.

There needs to be a shared and renewed determination to support RE/Collective Worship, SMSC and the Review of the Agreed Syllabus, so that schools can provide high quality RE and perform well in the only curriculum area, under local authority control.

SACRE advises HEP and the LA to bring this report to schools' governing bodies.

- 1.2 Advice has been given to schools for example on Religious and Cultural sensitivities in the Expressive Arts as some Headteachers were concerned by parents requesting that their children be withdrawn from aspects of the National Curriculum. For example, from music lessons, because their religion forbids the learning of musical instruments. The Advisers and SACRE collectively researched and shared knowledge of the local situation and information from other London boroughs where this concern arose. SACRE produced guidance to include, art, drama, dance and music and a template letter for schools to assist them in responding sensitively to parent's concerns.

Haringey is fortunate to work with the support of members and faith communities who give their time voluntarily to attend meetings in the interests of supporting and promoting RE.

SACRE guidance through working parties and documents intended to support specific religious issues raised in meetings and fed back to HEP and schools by the Advisers (Independent RE and Lead Adviser in HEP and to the LA via the Cllrs.)

For example:

- Religious and Cultural Sensitivities related to the Expressive Arts, (2016-2017)
- Controversial Issues (2017 -2018)
- guidance and resources for HMD; (2017-2018)
- guidance and resources for redressing negative media stereotypes about Jihad and Islam. (2019)
- Building on, summarising the CoE Guidance on Spiritual Development for Haringey Schools, linking it to the Agreed Syllabus Awareness, Mystery, Value and to the new Education Inspection Framework. (2019)

These are automatically sent out to schools through HEP

1.3 Government and other statutory bodies

Recently, Haringey SACRE has sent examples of some of its documents to the Secretary for the **National Association of SACRE's**, (NASACRE) to share and disseminate as appropriate. Documents are also shared with the

- Association of RE Advisers, Inspectors and Consultants (AREIAC).
- Three other Local Authorities that jointly share our syllabus, Awareness, Mystery, Value (**AMV**) with – see www.awarenessmysteryvalue.org
- More recently, the CoE spirituality resource that summarised and built on, has been shared with LYFTA who have immersive visual platforms and resources that can support RE and SMSC. They did a presentation of their resources at our December meeting (2019). LYFTA was invited to do a presentation at the CoE Foundational Leadership Conference Feb;2020 and we have linked them to NASACRE.

SACRE advises the LA to send our report and samples of our documents to the DfE, Middlesex University Department for Philosophy and Religious Studies, and NASACRE

1.4 Response to Advice Given

Evidence is largely anecdotal, with some complimentary feedback shared at meetings from various sources. We know that the advice on religious and cultural sensitivities, was well received as it was brought to SACRE's attention through the LA lead adviser and SACRE responded to a need. While we appreciate anecdotal responses, they are not as **robust** as we would like, to properly evaluate the strengths, impact and legacy of the advice given.

2 Standards and Quality of RE Provision

Religious Studies 2017

Secondary schools' public examination results 2017

This year 1,201 Haringey students were entered for the GCSE full course in Religious Studies. This is 53 more than last year, representing 55.9% of the cohort at the 11 schools that entered students (compared with 51.5% of 11 schools that entered students last year). Greig City Academy, Highgate Wood Secondary, Hornsey Girls, Northumberland Park Community, Park View and St Thomas More Catholic Schools entered nearly all their Year 11 students for the examination, and there was a significant increase in entries from Woodside High School, who entered 109 students this year, compared with 47 last year. Of the whole entry, 60.3% gained A*-C grades, compared with a national average for state-funded schools of 70% and 66.4% last year. There were notably excellent performances at Hornsey School for Girls, where 76.8% of the 112 students entered achieved A*-C grades. Excellent results were achieved also at Alexandra Park, Fortismere and Highgate Wood Schools, though with lower numbers of entries.

Only four students (one each from Gladesmore Community School, St Thomas More Catholic School, Haringey Tuition Centre and The College of Haringey, Enfield and North East London) were entered for the GCSE short course in RS. This reflects a downward trend over recent years as the number of entries has increased for the GCSE full-course. All the students entered achieved a grade for the examination, ranging from A to E.

In addition, Northumberland Park Community School entered 20 students for the Entry Level Certificate in RS (compared with 29 last year), and St Thomas More Catholic School entered five students (compared with eight last year). Five students from Northumberland Park and four from St Thomas More achieved the top grade (3). All the students entered achieved a successful result.

37 students were entered for 'A' level Religious Studies, compared with 42 last year. This represents a small decline in entries compared with the upward trend of recent years. 16 of the total achieved an A*-B grade (ten from Alexandra Park School, three from Hornsey School for Girls, and one each from Greig City Academy, St Thomas More Catholic School and The College of Haringey, Enfield and North East London).

50 students were entered for 'AS' Level RS this year, compared with 64 last year. 39 of these were from Alexandra Park School, eight from St Thomas More Catholic School and three from Hornsey School for Girls. This represents a decline in the trend of recent years, where 74 candidates were entered in 2015. This year, 13 students achieved an A-B grade (10 from Alexandra Park, two from St Thomas More and one from Hornsey).

SACRE sends its congratulations to the staff and students for all their efforts.

Overall, results across the borough at GCSE remain below the national mean. The statistic of most concern continues to be the very low rate of entry for RS examinations at Key Stage 4. In 2017 only 1,202 Key Stage 4 students were entered for an examination in the subject. This is from a total roll of 2,148. Although this is an improvement on recent years, it still means that nearly 1,000 students were not attempting to gain a qualification in the subject. As has been pointed out in previous reports, the low entry rate for examinations may indicate a lack of provision at Key Stage 4 and hence a possible lack of statutory curriculum entitlement.

The picture at Key Stage 5 in AS and A2 level examinations reveals a worrying decline compared with the rise in entries up to 2015.

SACRE may wish to conduct a survey of Haringey schools to ascertain whether students at Key Stage 4 are receiving their statutory entitlement to RE.

Targets for improvement could include:

- to continue to increase the number of students taking a qualification in RE/RS.
- to challenge the relevant schools to account for the lack of GCSE Religious Studies entries where they fall below, say 80 or 90% of those on roll.

Religious Studies 2018 examination results in RE

It is not possible to undertake any analysis of entry data or trends in attainment for the following reasons:

- 1) No breakdown of number of entries in 2018 for full or short course GCSE is available – only an overall figure. (It should be noted that the number of entries nationally has declined by almost 40% in the past 10 years).
- 2) GCSE results have changed from letter grades to a numerical system, making any “average point score” comparison with previous years largely invalid.
- 3) New “Progress 8” scores have been introduced for Religious Studies which is one of the approved non-EBacc (English Baccalaureate) subjects. This will be a useful measure in future years. An explanatory sheet on Attainment/Progress 8 is attached (with acknowledgement to the TES).

GCSE Results in Religious Studies 2018 based on the data provided:

In the borough overall, the percentages of students achieving Grade 4+ (old Grade C+) and Grade 7+ (old Grade A+) have fallen since the previous year.

This is largely due to a poor set of results from one school.

79% of students nationally achieved Grade 4+, compared with just 60% in Haringey.

At the higher grades (Grade 7+), Haringey was 10% lower than national.

The schools showing the best/most improved results, especially at Grade 4+, are Alexandra Park and Woodside High. Other schools showing some improvement in the subject are Gladesmore Community and Duke’s Aldridge (formerly Northumberland Park).

The picture on Progress 8 scores is evenly balanced with five schools achieving **above** the national mean (in order of performance) – Alexandra Park, Woodside High, Fortismere, Gladesmore and Hornsey School for Girls. Two schools were placed below national, but slightly above the borough average (St Thomas More RC and Highgate Wood) while two others (Park View and Greig City Academy) performed below both averages. Haringey schools overall achieved 0.18 Progress 8 points below the national average. **This means that, overall, students in Haringey are not making the expected progress in RE that their Key Stage 2 starting points suggest that they should.** Similar indicators in previous years show no measurable improvement in this picture.

GCE AS (Advanced Supplementary) summary based on the data provided:

The **improving trend of entries** for this examination continues with 88 students entered across four schools. By far the largest number of entrants were from Alexandra Park with 63 candidates. St Thomas More entered 20, Hornsey School for Girls entered 3 and Grieg City Academy had 2.

The best performing schools at higher grades (A and B) were those which entered the most students. Hornsey also did well to get all three of their girls Grade C+. Given their large number of candidates, **Alexandra Park students did exceptionally well** to gain an average point score higher than the 2018 national average (14 against 13.5) aided by 8 students achieving Grade A.

GCE A2 (full A level) summary based on the data provided:

The same four schools (plus Harris Academy, Tottenham) entered **49 students** for the GCE A level examination in 2018 – this was higher than previous years. Once again, Alexandra Park had most entries (23). **No students managed to gain A* grades but 11 students from Alexandra Park (3), Hornsey School for Girls (7) and St Thomas More (1) achieved A grades.** The sole candidate from Harris Academy gained Grade B.

SACRE notes that there were no entries from Fortismere and Highgate Woods Schools for Religious Studies at KS5 in 2018.

Religious Studies 2019 GCSE examination results in RE

It is only possible to undertake a tentative provisional analysis of entry data or trends in attainment for the following reasons:

- 1) No breakdown of number of entries in 2019 for full or short course GCSE is available – only an overall figure.
- 2) Similarly, no data for boys and girls separately have been published at school or national level.
- 3) Only provisional national data for 2019 grades are available against which to match Haringey results.

GCSE Results in Religious Studies 2019 based on the data provided:

The national picture

Entries in the subject continued to reduce, from 229,189 last year to 227,913 this year. There has been a drop of over 44,000 entries since 2016.

The data shows a steep rise in the very top grades at GCSE religious studies this year, with more results being awarded at Grades 8 (10.4 per cent) and 9 (7.5 per cent). However, the proportion of Grade 7s has remained stable at 12.6 per cent, while Grade 5 has seen a small decline.

The Haringey picture

In contrast to the national trend, the number of entries in Haringey schools **rose** from 898 in 2018 to 1005 in 2019. Schools who substantially increased their entries – Duke’s Aldridge, Greig City Academy, St Thomas More – are to be **congratulated**.

In the borough overall, the percentages of students achieving Grade 4+ and Grade 7+ have **improved** since the previous year:

PROVISIONAL Results	2018	2019
Haringey Grade 4+	60%	61%
National Grade 4+	71.8%	72.6%
Haringey Grade 7+	19%	22%
National Grade 7+	29.8%	30.5%

The schools showing the best/most improved results in 2019, especially at Grade 7+, are Hornsey School for Girls, Highgate Wood and St Thomas More. Schools showing some decline in the subject are Gladesmore Community and Woodside High.

The picture on Progress 8 scores shows four schools achieving above the national and borough mean (in order of performance) – Alexandra Park, Hornsey School for Girls, St Thomas More and Highgate Wood. Four schools were placed below the mean (in descending order) – Duke’s Aldridge, Woodside High, Harris Academy and Greig City Academy.

For the first time, Haringey schools overall achieved +0.02 progress points **above the national average** (compared with -0.18 below in 2018.) This is a significant improvement which indicates that Haringey students, on the whole, now make expected progress from their Key Stage 2 starting points. Schools making headway on this measure in 2019 are Alexandra Park, Greig City Academy and St Thomas More.

SACRE wonders why there were no entries again from Fortismere School in 2019 and only one from Park View Academy, which entered 42 in 2018.

The quality of RE provision in school

SACRE has regularly monitored school websites to look at provision but this does not give us a picture of the quality of RE in schools.

SACRE requested that HEP send schools a Self - Evaluation Form which would help SACRE to monitor the quality of RE provision in 2017-2018. Few forms were returned.

We cannot comment with any rigour on the quality of RE in schools, and whether pupils consistently make good progress taking into account their starting points. SACRE will take this forward and look for ways of getting more robust data about actual provision and the quality of RE in Haringey Schools.

No schools have brought withdrawals from RE to SACRE’s attention, nor have we received any complaints about RE

3 Agreed Syllabus.

Haringey adopted the Agreed Syllabus, Awareness Mystery and Value (AMV) in 2013 so that all schools should be teaching it by 2014. This syllabus is shared by 3 other LA's. These are Bristol, Bath and North East Somerset, and North Somerset. It was adopted after Head-teachers and schools voted for it out of four potential other syllabuses that could have been adopted in 2012-2013. There was a collective review of the Agreed Syllabus by all the participating LA's when a new website was launched in 2016. The Agreed Syllabus is due for review and will begin in March 2020-until July 2021. It is envisaged that the preliminary meetings of the Review will take place with the RE Advisers from the participating LA's, then with their Agreed Syllabus Conferences, (Sept 2020-July 2021) LA's and schools.

4. Collective worship

We last sent guidance to schools on collective worship in 2015.

We do not know exactly how many comply or what the quality of collective worship in Haringey Schools is. We have not received any determinations or complaints about collective worship.

5. Management of SACRE

- 5.1 Haringey SACRE meets four times per year.
2 meetings in the Autumn term in September and December,
One in the Spring term in March
One meeting in the Summer term in June
- 5.2. At least three out of twelve meetings have not been quorate. Agendas provide high quality professional briefings on national and local initiatives in the RE community and with research. It ensures that members are fully informed so that discussions can be enriched and draw on members interests and understandings as well as provide advice to the LA. The meetings often provide implicit /explicit training for SACRE members. There is a booklet that is given to all new SACRE members to explain their role as a representative on SACRE. School presentations to SACRE also keep members informed and give them insights into the work of schools.
- 5.3. Our Adviser is professional, informed and highly effective on SACRE. She has virtual contact with some schools through the Adviser in HEP but recently has had little systematic or direct contact with schools, apart from those, that request specific guidance, attend annual CPD events, or who present to SACRE.
- 5.4. Haringey SACRE has not received complaints about RE and Collective Worship.

6. Contribution of SACRE to wider local authority agendas.

6.1 SACRE has contributed to a number of local authority agendas especially those related to tackling extremism, hate crimes and Prevent as well as dealing with and teaching controversial issues in safe spaces.

6.2: SACRE's contribution to the LA's public sector duty.

Haringey is supported by committed LA Councillors who contribute and ensure that all groups they are connected with know about the work of SACRE and that groups have a voice in the decision making policies of the council. There are links with Holocaust Memorial Day and groups who plan these events across the Council for example and some members are also members of the Interfaith Council.

6.3 We have contributed to the broader understanding of SMSC and to religious and cultural sensitivities that schools raise and face. We have done this by the advice, and guidance produced and the training events offered. These have been detailed in the Chair and Advisers joint introduction.

SACRE has offered schools one annual training event related to the Agreed Syllabus AMV or to issues like controversial issues that have arisen. We have also linked with other agencies like the Holocaust Education Trust and offered training in 2018 and 2019. Both events had to be cancelled for lack of take up.

6.4 Links to broader community initiatives

Haringey SACRE shares a syllabus with other LA's who regularly network and share ideas, which are disseminated. For example Bristol SACRE offer schools CPD through (Widening Inclusive Religious Education (WIRE) which we have initially shared with SACRE to see whether this could be an award that we too could offer Haringey Schools. Haringey SACRE is part of NASACRE and the Adviser regular attends termly meetings with the Association of RE inspectors and Advisers (AREIAC) Any research in RE that we come across is also shared widely with SACRE members and the RE Adviser signposts schools she is in contact with to national and other initiatives.

7 Membership of SACRE Meetings 2017-2019

Group A: Christian denominations other than the Church of England and principal religions represented in Great Britain	Robert Allaway (RA) (<i>Chair</i>)	Baptist Churches
	Tonye Philemon	The Peace Alliance and Pentecostal Churches
	Sara J Leviten	Board of Deputies of British Jews
	Syed Ali	Local Mosque
	Stephen Agilinko	Baptists (alternate to RA)
	Breda Parsons	Baha'i Community
	Norman Bacrac	Humanist
Group B: Church of England	Fr Simon Clark (2017)	
	Sally Moore	Primary RE Adviser London Diocesan Board of Schools
	Eddie Griffiths	Lay CoE Member
Group C: Teachers Associations, including representation from Academy Schools	Glenford Johnson <i>Vice-Chair</i>	Teacher, Hornsey School for Girls
	Bernie Sheridan	Teacher, Greig City Academy
	Dee Buchanan (DB)	Governor, Hornsey School for Girls
Group D: Local Authority, including elected Councillors	Fay Jackson	HEP Adviser
	Sheila Peacock	Cllr & Deputy Mayor
	Chenot Sakina	Cllr
	Alessandra Rossetti	Cllr
	James Chiriyankandath	Cllr
Co-opted non-voting members and observers	Anita Compton	Independent RE Adviser to Haringey SACRE
	Jean Brown	LB Haringey
	Mark Grosskopf	Tottenham Jewish Community Association
	various	Clerk

7.1 Meetings were mainly held in schools (including HEP offices), but also in a church and a synagogue.

8 Summary: Strengths/challenges/gaps

In writing this report the Adviser and SACRE are well aware of all the things that we have done to support the work of schools and to provide guidance. However we recognise that we need to **monitor more robustly RE and CW** in Haringey Schools to get a comprehensive picture of what is currently going on, strengths and gaps. The planned Agreed Syllabus review will enable us to do this.

We have monitored school websites and do periodic reviews. However these give us a picture of the provision and not the quality of RE. Some schools' information on their websites is out of date in relation to the Agreed Syllabus and we do not know if this reflects current practice.

We have also occasionally looked at Inspection Reports and the RE Adviser has been through all the recent inspection reports. There are few references to RE and SMSC.

We also need to send out our monitoring form again to all Haringey Schools and require them to complete this so we can infer statistically significant results from the returns.

While SACRE has some powers to influence and persuade schools to ensure that they are providing statutory and good quality RE and Collective Worship this has been limited by the new relationships with schools who have greater autonomy and financial freedom from the LA. However the new Education Inspection Framework (EIF) is giving schools the impetus and motivation to require support in RE for deep dive reviews. Our newly appointed Adviser will take the EIF and other things forward.