



The Merton Standing Advisory Council on Religious Education

**Annual Report
for
2013 – 2014
February 2015**

INTRODUCTION

I am pleased to send you Merton SACRE's Annual Report for the academic year 2013-2014. Every SACRE is required to publish a report and make it available to schools and the wider public.

We are still in the process of updating the Directory of Places of Worship.

Current directory is at www.merton.gov.uk/learning/directoryplacesworship.pdf

We have spent much of our time initiating the revision of our London Borough of Merton Agreed Syllabus which is due for revision.

We have had excellent help with our primary part of the syllabus from Rachel Clarke and we have had to find a new person to revise the secondary content and we are pleased to say that we have been able to procure help from Mr. Keith Field.

We are hoping that following the revision, the syllabus will be much easier to use, and will aid the teachers more in their delivery of the syllabus to the children and young people.

Having experienced a dip in the inclusion of RE in some schools nationwide due, many feel, to the uncertainty of its being included in future school curriculums, now OFSTED in their September guidelines say that Spiritual and Moral values need to be prominent across the curriculum for a school to expect to get 'good' or 'outstanding'.

It is widely felt that good RE is what enables many children and young people to live positively in this multicultural country, learning about people who celebrate a different faith or belief from them.

Discussions and understanding and not terror need to be the leaders in our schools and on our streets.

We would particularly like to thank Penny Garry our previous clerk for all her hard work.

Peter Kendrick – Chair of Merton SACRE - February 2015

SACRE MEETINGS

Peter Kendrick has continued as chair from the autumn meeting of SACRE. Three meetings were held during the academic year and minutes are available from the Merton Council Web site.

SACRE MEETINGS

The SACRE responded to the emerging national picture on RE via the RE council review by commissioning teachers from within the local authority and an external consultant to make recommendations to refresh the Agreed Syllabus. This work is ongoing

To support this work they undertook a survey of RE teachers' views in Merton and built them into the refresh. Its key findings from primary schools were:

- Primary R.E Lead Teachers were not specialists in most cases.
- 50% of schools give 1 hour per week (or less) to direct R.E. teaching but are including R.E. in cross curricular activities, assemblies etc.
- 50% of Head teachers felt that R.E. was poorly tracked.
- 50% of schools have parents who have withdrawn children from R.E but the numbers were very low, usually only 1 or 2 children in each school.
- Some teachers felt that there is too much content in the syllabus and that staff do not have enough knowledge to teach it.
- 85% found the syllabus helpful

The findings from this survey will inform the SACRE's work in 2015.

SACRE reviewed the implications of requirements on schools to focus on British values and how to maintain the prominence that RE ought to have.

SACRE were consulted on the sex and relationships advice to schools from a faith perspective.

SACRE considered issues related to children being withdrawn from RE and members of SACRE supported schools and parents in such cases.

A revised places of worship booklet is being produced.

www.merton.gov.uk/learning/schools/standing-advisory-council-on-religious-education.htm

RELIGIOUS EDUCATION

The Agreed Syllabus for Religious Education in Merton Schools

http://www.merton.gov.uk/learning/merton_revised_agreed_syllabus_2008a.doc

Standards

School Inspections:

RE is not usually commented on in standard Ofsted.

The SACRE monitors comments on Spiritual, Cultural and Moral development in all Ofsteds of Merton state funded schools. Of the schools inspected in 2013-14 for 9 of the schools SMSC was listed as a strength of the school.

SMSC References in school Ofsted reports inspected 14 – 15

Melrose (Special School)

The curriculum contributes well to students' academic and sporting achievement and to their spiritual, moral, social and cultural development. It prepares the students well for life in modern Britain.

Sacred Heart (Primary)

The school promotes pupils' spiritual, moral, social and cultural development well.

Pupils are provided with good opportunities to develop spiritually and their social, cultural and moral development is well promoted through strong music provision, art, religious studies, personal education lessons and educational visits.

Stanford (Primary)

Pupils from different backgrounds and heritages generally get on well together.

The school promotes pupils' spiritual, moral, social and cultural development successfully. Most pupils are considerate towards others.

There are interesting wall displays, both in classrooms and in corridors, to help pupils with their topic work. Investigating such varied topics helps pupils' spiritual, moral, social and cultural development, opening their eyes to the wider world.

SS Peter and Paul (Primary)

The school is a welcoming community where pupils from all backgrounds get on well together. Provision for spiritual, moral, social and cultural development is good.

The subjects the school teaches enables pupils to develop their English skills in other subjects, including religious education. Mathematics skills are also taught in science. Pupils enjoy the opportunity to learn French. There is an interesting range of clubs and additional activities. During the inspection the pupils were all seen to enjoy the African drumming. Provision for spiritual, moral, social and cultural development is good.

Liberty (Primary)

The school organises a wide range of activities to enrich learning and develop pupils' spiritual social, moral and cultural education. They have many opportunities to develop their skills through music, art and sport. Pupils from all backgrounds and of all abilities are made to feel welcome and part of the school community.

Malmesbury (Primary)

Pupils' spiritual, moral, social and cultural development is promoted strongly. This has a positive impact on the school community. Most pupils feel safe and valued.

Enrichment and extra-curricular activities, including sport, music and cultural events, successfully promote pupils' spiritual, moral, social and cultural development. Pupils' caring attitudes and good working relationships are encouraged through international links with countries including Ghana.

Wimbledon College (Secondary)

Very comprehensive and effective opportunities are provided for students' spiritual, social, moral and cultural awareness. As a result, students work very well together and relationships are harmonious and supportive. The development of students' spiritual, moral, social and cultural awareness is highlighted as a fundamental part of the purpose of the school. Provision is of the highest quality with frequent opportunities presented through the school's liturgical services and assemblies. Students involve themselves in a wide variety of charitable events and eagerly participate in visits to theatres, museums and art galleries as well as many trips abroad.

St Matthews (Primary)

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well.

The curriculum ensures pupils learn about a range of cultures in depth. Moral and ethical issues are deliberately debated so that pupils begin to develop a social conscience, as seen in the work on water that prompted pupils to ponder the inequities of global water availability and usage. A broad range of trips and visitors into school further enhances cultural understanding and strengthens concepts being taught across a range of subjects.

Morden (Primary)

The school promotes pupils' spiritual, moral, social and cultural

The school's work to promote spiritual, moral, social and cultural development is a great strength. This helps pupils become mature, considerate individuals

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Teachers use the well-established links across subjects to deepen pupils' understanding and help pupils empathise with others.

Hillcross (Primary)

Pupils are thoughtful and reflective and they have a good understanding of right and wrong. This shows how well the school promotes their spiritual, moral, social and cultural development.

Pupils' spiritual, moral, social and cultural development is promoted through a wide range of artistic and cultural activities. This includes drumming, drama and visits to places of interest such as Hampton Court Palace to enhance pupils' understanding of life in Tudor times. School assemblies provide pupils with a time for reflection as they ponder the moral issues in their own way.

Cranmer (Primary)

The school ensures that pupils' spiritual, moral, social and cultural development is promoted well. Inspirational assemblies and opportunities to marvel at nature as caterpillars turn into butterflies feed pupils' sense of awe and wonder. Lessons on Fairtrade and how to run a micro-society inspire debates about right and wrong. Opportunities to work collaboratively

and liaise with other schools promote good social skills. Celebrating the school's diverse community and learning how it relates to the world at large help pupils to develop a strong respect for others.

Harris Morden (Secondary)

Students' spiritual, moral, social and cultural development is promoted exceptionally well. As a result they mature into considerate and thoughtful young adults who have a very good understanding of life in modern Britain.

Students' spiritual, moral, social and cultural development is a real strength of the academy. Leaders have planned a far reaching and extensive programme which ensures that students are very well prepared for life in modern Britain. During the inspection students were observed discussing the issues associated with terrorism and extremism during their tutor periods. An outstanding example of stretching all students intellectually is the CIT (Cake, Intellectual Discussion and Tea) programme. Students respond to a thought-provoking question, such as 'Why animals have stripes'; students are invited to tea and cake after school where the question is debated. The students really value this programme and the opportunity to debate in depth.

Religious Studies Examinations 2013 - 14

GCSE

In 2014, 1105 entries were made for RE GCSE, up from 1,064 entries in 2013. This continues the trend that Merton schools have a much higher than national average entry for GCSE full course RE in Merton (approximately double). The GCSE pass rate A- C has gone down marginally, but is still well above the national average. It should be noted that where schools are entering all their pupils, not just those who have opted for RE, they are still achieving a higher pass rate than nationally. The grade breakdown shows that Merton schools are also achieving more highly with much higher levels achieving A* and A than national and lower levels at C – U.

Numbers	A*	A	B	C	D	E	F	G	U	Total Number of Entries
Merton	182	268	245	187	90	56	36	28	13	1105

Percentages	A*	A	B	C	D	E	F	G	U	A*-A	A*-C	A*-G
Merton	16.5%	24.3%	22.2%	16.9%	8.1%	5.1%	3.3%	2.5%	1.2%	40.7%	79.8%	98.8%
Merton 2012-13										37.3%	82.8%	
National 2013-14	9.8	18.7	23.1	19.2	11.9	7.6	4.7	3.0	2.1		76.4%	98.4%

A level

Entries are slightly down on 2013 at 34 from 41 The pass rate has continued at 100% however with lower percentages achieving A* - B is lower than national, however as entries are lower there will be a greater percentage variation.

Centre	NOE	A*	A	B	C	D	E	N	Q	U	X	A*-A	A*-B	A*-E	QCA Av Pts
National 2013 - 14	12323	5.7	16.8	29.2	26.7	15.5	6.0			0.2		22.5	51.7	99.8	225.33
Merton 2013 - 14	34	2.9	11.8	35.3	38.2	8.8	2.9					14.7	50.0	100.0	225.88
Merton 2012-13	41														

AS level not progressing to A2

We had 9 pupils who took AS level in the sixth form and didn't progress on to A 2.

Centre	NOE	A	B	C	D	E	N	Q	U	X	A-B	A-E	QCA Av Pts
National 2013 - 14	4487	11.1	16.1	22.0	20.1	17.2			13.6	[16]	27.2	86.4	88.31
Merton 2013 - 14	9		11.1	22.2	33.3	22.2			11.1		11.1	88.9	83.33

Source: LA RAISE online summary data

Continuing Professional Development (CPD) for teachers

A training workshop was run for subject leads and was well evaluated. A SACRE member attended.

Complaints concerning RE

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Merton schools.

Collective Worship Determinations

There are no Determinations in Merton.

Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Merton schools.

GENERAL

Links with other agencies

Merton SACRE is a member of NASACRE and a representative attends national meetings. Full reports are given at the SACRE meetings so that all members are aware of current topics and issues. Members of SACRE are also representatives on the Merton Inter-Faith group and this facilitates communication between the two committees.

A member of SACRE did attend the NASACRE AGM meeting in London and reported back to SACRE

List of organisations to which this SACRE report has been sent

A copy of this report will be placed on the SACRE section of the Merton LA website and relevant officers will be informed.

www.merton.gov.uk/learning/schools/standing-advisory-council-on-religious-education.htm Where possible schools will be alerted to this new report. The National Association of SACREs (NASACRE) will also receive a copy.

Contacts

If you have any issues that you would like to raise with the Merton SACRE, please contact the, LA Representative who support SACRE Keith Shipman keith.shipman@merton.gov.uk or the Chair, Peter Kendrick scrc@lineone.net

Appendix 1: SACRE Membership

Standing Advisory Council on Religious Education

Group A: Christian, Other Faiths and Beliefs

Buddhism	Mr P Lom
Free Churches	Mr P Kendrick (Deputy Mrs S Rogers)
Hinduism	Vacancy
Humanism	Ms A King
Islam	Mr S Sheikh (Deputy Mr M Irfan)
Judaism	Mr M Freedman
Roman Catholic Church	Mr W Doris
Sikhism	Mr B Singh

Group B: Church of England

Mr Colin Powell

Ms Lilian Zwarts

Group C Teacher Associations

ATL	Mr N McManus
NASUWT	Vacancy
Voice	Vacancy
NUT	Mr R Kay-Kreizman
NAHT/SHA	Ms K Seamer

Group D: Local Authority

Councillor Laxmi Attawar

Councillor Linda Taylor

Councillor Richard Williams

Co-opted Members

Baiha'i Faith	vacancy
Ahmadiyya Muslim Association	vacancy

Keith Shipman, Merton Education Inclusion Manager attends the SACRE Meetings for the London Borough of Merton.