

<b>17 January 2024</b>		<b>ITEM: 5</b>
<b>Standing Advisory Council on Religious Education</b>		
<b>Annual Report 2022-2023 Thurrock SACRE</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key	
<b>Report of:</b> Associate Adviser for Religious Education		
<b>Accountable Head of Service:</b> Assistant Director inclusion, Learning & Skills		
<b>Accountable Director:</b> Corporate Director of Children's Services		
<b>This report is</b> Public		

## Executive Summary

This report presents the Annual Report to members of SACRE for approval

### 1. Recommendation(s) that SACRE:

- That SACRE accept this report as an accurate record of its work for the period September 2022 – July 2023
- Requests that the Assistant Director Education and Skills continues to include discussions about RE provision in the scheduled discussions with senior leadership teams
- Requests that the school effectiveness team include a review of schools' provision for RE and Collective Worship as part of their annual conversations. Specifically, that they consider:
  - whether the level and quality of provision in academy schools is similar in breadth and ambition to that provided in LA maintained schools (i.e. through compliance with the Thurrock Agreed Syllabus including the knowledge, understanding specified and the standards for each key stage. This is the expectation of the DfE and Ofsted
  - If timetabling of RE in secondary schools ensures that those delivering RE are suitably trained/qualified to do so.
  - Whether RE is treated differently from other subjects on the secondary curriculum, such as being offered in tutor time, drop down days, taught by teachers who mainly teach other subjects etc.

- **the impact on pupil outcomes of the combination of subjects such as RE, RSE, Citizenship and PSHE**
- **the level of training provided to those teaching RE in all phases especially when they have no previous experience of teaching the subject**
- **the impact on pupil attainment of pupils being entered for a GCSE at the end of year 10**

## **2. Introduction and Background**

It is a legal requirement that SACRE submit an annual report of its activities to the local authority. A copy should also be sent to the Department for Education and is requested by the National Association of SACREs (NASACRE).

## **3. Issues, Options and Analysis of Options**

Members are requested to accept, amend or reject the report.

## **4. Reasons for Recommendation**

In order that SACRE fulfils its statutory duty to publish an annual report and to advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit.

## **5. Consultation (including Overview and Scrutiny, if applicable)**

Not applicable

## **6. Impact on corporate policies, priorities, performance and community impact**

The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- publishes an Annual Report of its work;
- offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

## **7. Implications**

### **7.1 Financial**

Implications verified by: **David May**  
**Head of Finance, Children Services and**  
**Dedicated Schools Grant**

There are no financial implications for this report.

## **7.2 Legal**

Implications verified by: **Daniel Longe**  
**Principal Solicitor, on behalf of Thurrock**  
**Council**

SACRE is asked to accept, reject or amend the report. S391 of the Education Act 1996 requires SACRE to publish a report as to the exercise of its functions and any action taken by representative groups on the council during the last year. The section states that “The council’s report shall in particular—

- a) specify any matters in respect of which the council have given advice to the authority,
- b) broadly describe the nature of the advice given, and
- c) where any such matter was not referred to the council by the authority, give the council’s reasons for offering advice on that matter.”

The Committee is requested to accept the report, and also that it makes two decisions that are related to the report findings.

## **7.3 Diversity and Equality**

Implications verified by: **Becky Lee**  
**Team Manager, Community Development and**  
**Equalities**

Although there are no direct diversity implications, the Annual Report demonstrates how the work of SACRE continues to promote an understanding of different religions in education therefore promoting cohesion.

## **7.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder and Looked After Children**

Not applicable

### **Report Author:**

Deborah Weston, OBE

Associate Adviser for RE

# ANNUAL REPORT OF THE THURROCK STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) FOR 2022 – 2023



This artwork by Elizabeth from Woodside Academy was one of the prize winners in the Thurrock Spirited Arts Competition. Elizabeth from Key Stage 1 said, "In my picture you can see lots of rainbows and people and the one in the middle is God"

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## **Introduction**

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

Thurrock SACRE developed its own particular style and character has over the years, as this report will testify.

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. Validated GCSE data 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.

**Foreword by the Chair of SACRE – Mr Phil Anderson**

A handwritten signature in black ink that reads "Phil Anderson". The signature is written in a cursive style and is underlined with a horizontal line that ends in a decorative flourish.

Phil Anderson

Chair of Thurrock SACRE

<b>Membership of Thurrock SACRE 2022-23</b>				
<b>Committee</b>	<b>Representing</b>	<b>Nominating Body</b>	<b>No. of Reps</b>	<b>Names of Reps.</b>
A	Christian Denominations & other RE Denominations		9	
A	Free Church Christian	Free Church Federal Council	2	Rev D Coaker
A		Free Church Federal Council		Vacancy Autumn 22
A	Roman Catholic	Diocese of Brentwood	1	<b>Mrs R Saul</b>
A	Muslim	Thurrock Islamic Education & Cultural Association	2	Mr Rofeul Kader
A		Thurrock Islamic Education & Cultural Association		<b>Vacancy</b> Autumn 22
A	Sikh	Local Sikh Guru Gudwara Committee.	1	<b>Ms H Kaur Takhtar</b>
A	Pentecostal		1	<b>Mr T Ojetola</b>
A	Buddhist	Buddhist Society	1	<b>Mr A Kariyawasam</b>
A	Jewish	Board of Deputies of British Jews	1	<b>Mr L Trup</b>



A	Hindu	Vacancy	1	Ms Anita Sharma
Committee	Representing	Nominating Body	No. of Reprs	Names of Reprs.
B	Church of England		4	
B	Church of England	Diocese of Chelmsford		<b>Mr P Anderson</b>
B	Church of England	Diocese of Chelmsford		Mrs L Fry (now resigned)
B	Church of England	Diocese of Chelmsford		<b>Ms L Olajide</b>
B	Church of England	Diocese of Chelmsford		<b>Ruth Everett</b>
C	Teachers' Associations (pref. Primary, Secondary & Special Schools)		6	
C	Teachers' Associations Secondary	Professional Associations Group		Ms J Culloty
C	Teachers' Associations, Secondary	Professional Associations Group		Ms A Thompson

C	Teachers' Associations, Secondary	Professional Associations Group		Mrs C Pumfrey
C	Teachers' Associations Primary	Professional Associations Group		Ms R Shina (joined Spring 2023)
C	Teachers' Associations	Professional Associations Group		Amina Shodope
C	Teachers' Associations	Professional Associations Group		Ms S Barlow
Committee	Representing	Nominating Body	No. of Reps	Names of Reps.
D	Local Authority		3	
D	Local Authority	Thurrock Council		Councillor Qaisar Abbas
D	Local Authority	Thurrock Council		Councillor Daniel Chukwu
D	Local Authority	Thurrock Council		Councillor James Thandi

## **SACRE Meetings Held**

The following SACRE meetings were held during the reporting period:

2<sup>nd</sup> November 2022

18<sup>th</sup> January 2023

7<sup>th</sup> June 2023 – meeting cancelled on the day due to illness of the clerk.

All other meetings were held remotely on Microsoft Teams and were quorate.

## **Membership and attendance**

Attendance has been rather erratic this year even though meetings were mainly held online. We have been able to recruit some new members to fill important vacancies including new Muslim, Free Church and Hindu representatives and new teachers from local schools. After many years of service however, we said farewell to Buddhist representative Mr Adisha Kariyawasam and Free Church representative Ms Lyn Fry. We want to express our thanks to all members of SACRE; retiring and present for their support of Religious Education in Thurrock.

### ***ADVICE:***

***SACRE wishes to thank members and officers for their support in ensuring places on all four committees of SACRE are filled.***

## **Monitoring and Evaluation of Religious Education, Collective Worship and of SACRE**

### **SACRE Self-Evaluation:**

SACRE used the NASACRE (National Association of Standing Advisory Councils on Religious Education) self-evaluation tool to review its progress over the year and, as a consequence updated the work plan for 2022-23. The work plan for 2022-2023 is reported as Appendix A

## **Standards in Thurrock Schools.**

SACRE undertakes a number of activities annually to fulfil its responsibilities including the monitoring of:

### **School Self-Evaluation of provision for RE**

SACRE requested that schools complete an online self-evaluation of their provision for RE using a local authority system. This method was more successful than previous attempts to complete a form and the conclusions are reported in appendix C. School names are anonymised since this is not data that is in the public domain.

#### ***ADVICE:***

***SACRE requests that the local authority investigate why some schools report not fulfilling their statutory/contractual duty to make provision for RE for all pupils.***

### **Monitoring and supporting provision for Collective Worship**

For many years, there has been no requirement to produce a policy on Collective Worship but SACRE advice is that schools do produce one. The reason for this is that it helps staff to understand the statutory requirements for an Act of Collective Worship and where this fits within the school ethos. Also, if parents are concerned about Collective Worship, the policy is an easy point of reference that might avoid misunderstandings or even a complaint. The government responded to a parliamentary question on Collective Worship in September 2022, that it had no plans to change or repeal the statutory duty.

SACRE considered a sample of policies on school websites. Identified examples of good practice and shared these with schools. This work was followed by the production of guidance on Collective Worship and this too was circulated.

#### ***Advice:***

***SACRE wishes to highlight the publication of the guidance on Collective Worship which is published on the Council Website here: [Thurrock Council - Religious Education: Guide to acts of collective worship](#)***

## **School Workforce Data (Secondary)**

Schools complete the school workforce census every November and this allows SACRE to discuss the number of teaching hours each secondary school reports for RE. Although not all schools appear to complete the census accurately, it appears that more schools are reporting RE and there are fewer incidents of a mismatch between different sources of data on the same school i.e. a website check, GCSE entry data and school workforce figures.. SACRE is pleased that steps to encourage schools to report their provision for RE accurately are having a positive effect.

Appendix B below sets out the data schools reported to the Department for Education.

*SACRE advice: SACRE has advised the council to remind four schools that they appear not to be reporting their provision for RE accurately and should try to rectify that situation when completing the next census. We have also asked the council to discuss provision for RE in three schools where the available data might indicate that they are not providing RE for all pupils in accordance with their funding agreement.*

## **GCSE Entries and Results**

The Thurrock Agreed Syllabus requires that all students in all schools follow a course in Religious Education leading to a GCSE qualification. The publication of results therefore is another tool that helps us monitor levels and quality of provision. The data presented in the appendix compares entry rates and performance in 2023 with 2022. Sadly, Thurrock has the lowest average rate of entry for GCSE in the country. In our last report, we found that Thurrock had fallen from 120 to 138 out of 151 The highest entries are 81% and the average 33.2%. However, when pupils in Thurrock are entered for GCSE RS, their average performance is around the national average of over 70% grades 9-4.

## **SACRE discussion of National Developments in RE**

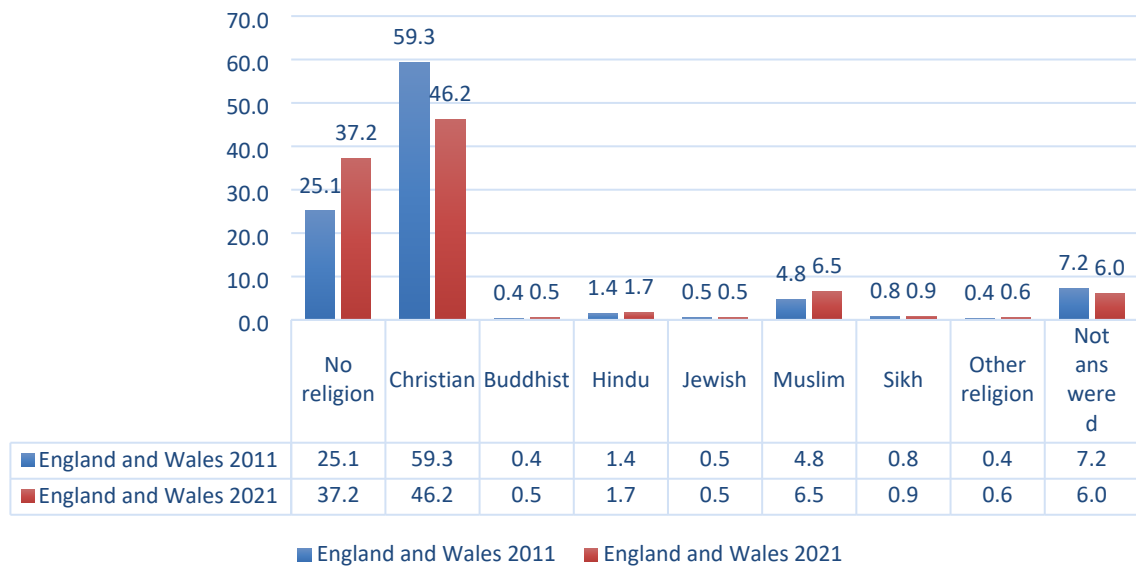
At each meeting, SACRE received an update of some of the national developments in RE. In this reporting year, these updates and publications included the following:

- i. the completion of a parental perception survey on RE conducted by Culham St Gabriel's Trust
- ii. Publications from Ofsted and from Ofqual in relation to examinations
- iii. Resources published by organisations linked to specific religious or non-religious worldviews.
- iv. Government action related to RE including responses to parliamentary questions
- v. The RE Hubs project [www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/](http://www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/)
- vi. Provision of training available for teachers including NATRE's New2RE programme for Early Career Teachers
- vii. Work by the RE Council including the Religion and Worldviews project
- viii. Anti-racist RE
- ix. RE Connect Environmental programme for RE
- x. Other matters discussed that fall under the remit of SACRE

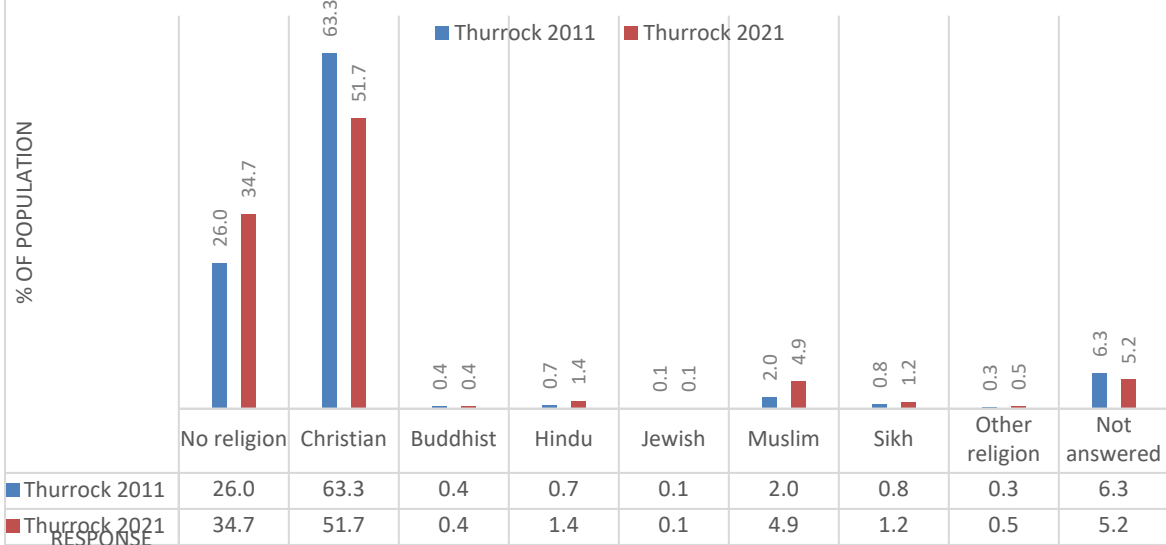
## **Census 2021**

At their spring meeting, SACRE discussed the results of the 2021 census in relation to religion. It was interesting to note how the religious demographic of the area has changed over time and how Thurrock is typical and atypical in relation to national trends. The graphs below are a presentation of this. Of particular note was the increase in the number of people in Thurrock recording paganism as their religion. 443 people fell into this category, less than Buddhists (705) but almost twice as many as Jewish (225) for example. SACRE followed up this discussion by inviting members of the Pagan Federation to present and answer questions at the SACRE meeting and to advise on how we might support schools in the religious education of children whose families identify as Pagan.

## Census 2021 vs Census 2011 England and Wales What is your religion question



## CENSUS 2021 VS 2011 THURROCK



Main points – From the Office for National Statistics with additional commentary in relation to Thurrock

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

- In Thurrock the proportion of the population responding “Christian” fell by a similar number of percentage points but from a higher starting point (63.3) leaving the

population affiliating with Christianity (51.7%) higher than the national average (46.2%).

- “No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.
- In Thurrock “No religion” was also the second most common response but the increase was small; 8.7 percentage point to 34.7%.
- There were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).
- The Muslim population in Thurrock has grown at a faster rate than the national figure – increasing by almost two and a half times. The proportion of the population (4.9%) however, remains below the national figure (6.5%).
- The Hindu population of Thurrock has double since 2011 from 0.7% to 1.4% which is now approaching the national figure of 1.7%.
- London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.
- In Thurrock 8.5% of the respondents reporting a religion other than Christianity, more than half of those are Muslims.

Regional data can be found here which demonstrates that some areas of Thurrock are far more religiously diverse than others.

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

## **Agreed Syllabus launch**

SACRE completed its Agreed Syllabus review in the spring of 2022 with a launch in Autumn 2022. SACRE and its Agreed Syllabus Conference had resolved to renew the licence with RE Today for their model syllabus A and provided printed copies for all schools in Thurrock.

## **Spirited Arts**

The Spirited Arts competition in Thurrock attracted a good level of interest from schools, especially in the primary sector. There were entries from children from the Early Years right the way up to the end of Key Stage 3. The themes this year were:

- I. “We have more in common than what divides us”
- II. Green faith, green future? God’s good earth?



- III. Where is God today?
- IV. Faith in action, values in action
- V. Sacred space and holy buildings
- VI. All God's Creatures

SACRE members generously offered to visit schools to present prizes to prize winners and certificates to entries that were highly commended. SACRE wishes to record its thanks to Susan Lamkin for all her support for this competition and to all the teachers who delivered the lessons which allowed the children to produce such wonderful work.

Congratulations to Woodside Academy, Stifford Clays Primary School, Hathaway Academy and Harris Academy Riverside for their prize winning entries. SACRE were pleased to learn that several Thurrock Schools also entered the National Competition which attracted over 30,000 entries.

### **Teacher Education**

SACRE noted the disappointing news that following the withdrawal of bursaries in the previous year, the number of recruits to training to teach RE had fallen again. Given that the DfE had failed to meet its target for recruiting teachers of RE for 9 years in the previous 10, and the fact that three times as many lessons of RE are taught by those with no-post A level qualification in the subject, it was difficult to see how this could be justified.

In more positive news, the government had decided to continue funding subject knowledge enhancement courses so that those with a degree in a subject outside the Theology and Religious Studies field could be better prepared to train as a teacher of RE.

SACRE continued to monitor opportunities for training and to circulate these to teachers in Thurrock. These included:

[NATRE's New2RE programme](#) for primary and secondary Early Career teachers (in their first two years of teaching) and those trained in another subject but new to teaching RE

[Research of the Month](#) from RE:Online to help teachers keep up to date with the latest developments in their subject

[#REChatUK twitter forum](#)

Occurs the first Monday of every month in term time. The timetable is here: [#REchatUK \(natre.org.uk\)](#)

## Appendix A Workplan 2022-2023

### To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
SACRE meetings are planned and dates published annually	Agenda planning Liaison with relevant council departments Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes SACRE members to consider taking part in NASACRE provided online training	Clerk, Chair, Adviser LA representative, members	Termly SACRE meetings	Meetings are effective meetings with actions followed up between meetings Members have a working knowledge of <ul style="list-style-type: none"> <li>issues affecting RE in the area</li> <li>the Agreed Syllabus for RE</li> <li>an understanding of the responsibilities of SACRE</li> </ul>
SACRE have the opportunity to consider national developments in relation to RE in Thurrock	Consider relevant material from National organisations (AREAIC, NATRE, NASACRE/RE Council/ Culham St Gabriel's Trust as well as the DfE, Ofsted and Thurrock Council departments	Adviser	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions
Produce annual report of the work of SACRE including advice to the council.	Pilot the NASACRE template for Annual Reports  Collate information, source data and draft report Ensure final report presented to LA Send copy to Department for Education and to NASACRE	Adviser to draft Chair to write introduction. Clerk to circulate. Elected representative to present to council	Spring Term (to account for data publication dates)	Completed draft in time for Spring meeting. Report presented to council Copies sent to all schools. Copy acknowledged by DfE
Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Thurrock	Conduct a survey of schools to assess use of the Agreed Syllabus 2022-27	(SACRE members at least one per year)  Associate Adviser with support from TPHA.	Up to 4 school visits - 2 per term Suggested schedule – schools to	Meaningful evaluation visits or discussion completed, and reports discussed at SACRE meetings.

	<p>Publicise the RE Quality Mark and encourage schools to share their submissions with SACRE as a means of self-evaluation</p> <p>Members to hold online discussions with subject leaders</p>		complete once every three years	
Provide information on the RE curriculum to schools including through training	<p>Offer a full day of training to launch the revised Agreed Syllabus and accompanying documents</p> <p>Update a mailing list for RE leads in primary and secondary schools to facilitate briefings. Use the opportunity provided by face to face syllabus launch.</p> <p>Update schools on current developments in RE (NATRE and other material requested by SACRE)</p>	<p>Adviser</p> <p>Adviser and RE Today</p>	<p>Termly</p> <p>Annually -Summer Term subject to funding</p>	<p>Schools in receipt of material</p> <p>Teachers respond to material received</p> <p>Teachers raise questions to the adviser</p>
Monitor provision for RE and Collective Worship	<p>Source and present national and local data as follows:</p> <p>GCSE validated and unvalidated results and entries (local and national)</p> <p>School workforce data (local and national)</p> <p>Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</p> <p>Review school websites</p> <p>Write to schools about findings</p> <p>Sample collective worship policies</p>	<p>Adviser</p> <p>All SACRE members</p> <p>LA representative</p>	Annually	<p>LA respond to advice offered on strengths of RE and collective worship, and areas in need of development</p> <p>Schools respond to feedback on their websites and policies</p>
Evaluate SACRE work and establish priorities	Item at autumn term meeting	All SACRE members	Autumn term meeting	Evaluation identified success criteria are met

<b>Schedule 2022/23</b>		
<b>Date of meeting</b>	<b>Subject</b>	<b>Objective (note – objectives 1 and 2 apply to all meetings)</b>
<b>Autumn 2022</b>	<ul style="list-style-type: none"> <li>• National developments - update</li> <li>• Monitoring provision via school workforce data / self-evaluation</li> <li>• Review of membership and attendance</li> <li>• Evaluation of work plan 2021-22</li> <li>• Spirited Arts Competition (moved from summer term)</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> <li>• 2</li> <li>• 6</li> <li>• 4</li> </ul>
<b>Spring 2023</b>	<ul style="list-style-type: none"> <li>• Monitoring provision via GCSE and A level results (if available)</li> <li>• Annual report approval/ using new template</li> <li>• Relationships e.g: <ul style="list-style-type: none"> <li>○ Schools and Academies</li> <li>○ Teaching School Hubs</li> <li>○ the Council</li> <li>○ Governors</li> <li>○ Communities of religion and belief</li> <li>○ Thurrock work on Community Integration</li> <li>○ NASACRE</li> <li>○ Youth Cabinet</li> <li>○ Regional Schools Commissioners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 3</li> <li>• 4+5</li> </ul>
<b>Summer 2023</b>	<ul style="list-style-type: none"> <li>• Standards and Achievements in RE in schools</li> <li>• Review of SACRE website</li> <li>• Review of Collective Worship and right of withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 6</li> <li>• 6</li> </ul>

- Ofsted Framework on RE – latest reports

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**Appendix B - Provision for RE as reported in the workforce census - November 2022 – GCSE 2023**

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	GCSE Full Course % entry 2023 provisional (previous year in brackets)	% Achieving grades 9-4 Full Course	Comments
NATIONAL AVERAGE								33.2	72.1	
THURROCK								10.1	71.8 (60/151)	This is the lowest average entry of all 151 LAs
Grays Convent High School	Roman Catholic	Voluntary aided school	79	69	46	107	81	75.4 (95.2)	66.4 (88.2)	Decrease in entry and standards
The Gateway Academy	Does not apply	Academy sponsor led	37	35	00	00	00	0.5 (95.7)	100 (52.7)	Decrease in entry increase in standards
Ormiston Park Academy	Does not apply	Academy sponsor led	.	.	.	.	.	0.7(0.0)	100 (0.0)	New entry
Ortu Gable Hall School	None	Academy converter	25	26	24	00	00	0.5 (0.4)	0.0 (0.0)	Small increase in entry

William Edwards School	None	Academy converter	4 . 3	4 . 3	4 . 1	2. 7	. 0	1 0	3.4 (4.1)	77.8 (40.0)	Small increase in entry, big increase in standards
St Clere's School	None	Academy converter	4 7	4 4	4 3	0. 0	. 0	0 0	5.0 (0.0)	64.7 (N/A)	New entry
Harris Academy Chafford Hundred	None	Academy converter	6 2	5 2	6 3	0. 0	. 0	0 0	4.8 (2.8)	100 (80.0)	Increase in entry and standards
The Hathaway Academy	None	Academy sponsor led	4 4	5 0	3 9	2. 2	. 1	2 1	14.7 (9.0)	53.8 (46.7)	Increase in entry and standards
Ortu Hassenbrook Academy	None	Academy converter	5 5	4 9	5 8	4. 5	. 0	0 0	0.0 (0.0)	N/A (N/A)	No entries at all
Harris Academy Riverside	None	Free schools	0 0	1 9	0 0	0. 0	. 0	0 0	6.2 (21.3)	50.0 (96.2)	Decrease in entry and increase in standards
Harris Academy Ockendon	None	Academy converter	4 1	4 7	4 0	5. 0	. 0	0 0	11.1 (0.0)	69.2 (.)	New entry
Orsett Heath Academy	None	Free schools	2 0	4 0	. .	. .	. .	. .	#N/A	#N/A	No entries at all
Thames Park Secondary School	None	Free schools	3 6	3 7	. .	. .	. .	. .	#N/A	#N/A	No entries at all

## Appendix C - Monitoring of Provision via an online survey

SACRE survey of provision for Religious Education in Thurrock November 2022

<b>Methodology</b>		
<p>The Survey was launched as part of the launch of the Agreed Syllabus using Thurrock Council's "Have your say" portal. There were 46 visitors, 12 from secondary schools and 34 from primaries. Respondents did not always answer all the questions. Where there was more than one respondent from a particular school, these have been indicated.</p>		
<b>1. Has the subject leader taken part in any RE specific CPD over the last year?</b>		
No	27	59%
Yes	19	41%
Grand Total	46	
<b>2. Have other teachers taken part in any RE specific CPD over the last year?</b>		
Blank	1	2.2%
No	37	80.4%
Yes	8	17.4%
Grand Total	46	
<b>3. Do you have links with a local group of teachers in Thurrock? Would you be interested in leading or co leading a group?</b>		
<b>Primary</b>		
No		13
We are part of the Grays Hub4		
Not yet		6
We have links within our Trust		9
<b>Secondary</b>		
No links		6
SACRE		2
Yes		1
Trust		1
<p>In the comments section, the majority of those with links and without expressed an interest in making links with others</p> <p>There were two volunteers to lead or co-lead a network group.</p>		





**4. Is the delivery of RE routinely combined with another subject e.g. PSHE, Citizenship?**

Three secondary schools answered yes to this question. It is worth noting that the first two of these allocate a very small amount of teaching time to the subject whereas the third offer far more. See responses to the next question

**5. How much time does each pupil spend on RE specific lessons each week on average?**

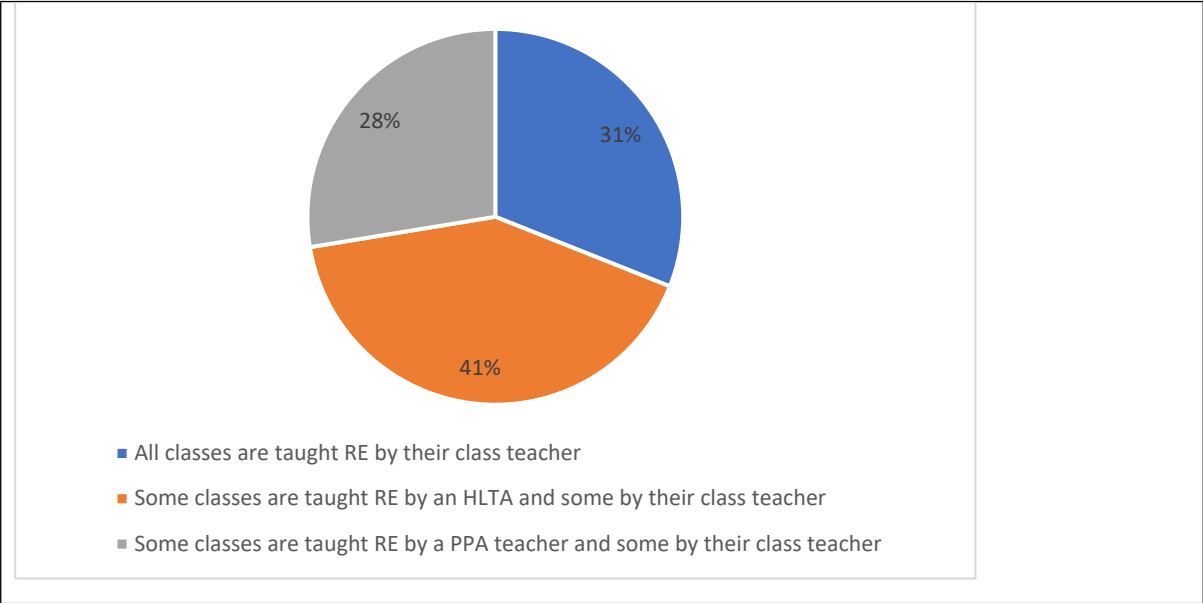
**Primary:** Most schools report offering between 31-60 minutes at Key Stage 1 and 2 and a mixture of between 1-30 and 31-60 in the Early Years Foundation Stage

Secondary

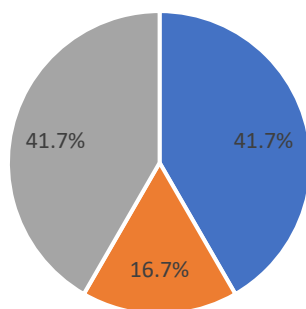
How much time does each pupil spend on RE specific lessons each week on average?

Name of school	KS3	KS4 (GCSE)	KS4 (Core)		
	31-60	0	31-60		GCSE RS is not offered
	1-30	0	1-30	Combined	GCSE RS is not offered
	1-30	0	0	Combined	GCSE RS is not offered
	31-60	0	0		There is no core RE lesson for pupils who do not opt for GCSE
	61-90	91+	1-30		GCSE RS is an optional subject at KS4
	61-90	61-90	0		GCSE RS is an optional subject at KS4
	61-90	61-90	61-90	Combined	GCSE RS is an optional subject at KS4
	31-60	n/a	n/a		
	61-90	0	31-60		GCSE RS in not offered
	31-60	91+	1-30		There is a core RE lesson for pupils who do not opt for GCSE
	31-60	90+	0		GCSE RS is an optional subject at KS4
	31-60	91+	1-30		GCSE RS was offered in 2022 but insufficient pupils chose to allow the course to run

**6. Who delivers RE in your primary school?**



### 7. Who delivers RE in your secondary school?



- All lessons of RE are taught by teachers who only or mostly teach RE
- More than 50% of lessons are taught by a teacher who only or mostly teaches RE with the remainder taught by teachers who mostly teach a different subject
- More than 50% of lessons of RE are taught by teachers who mainly teach a different subject with some taught by those who mainly teach RE

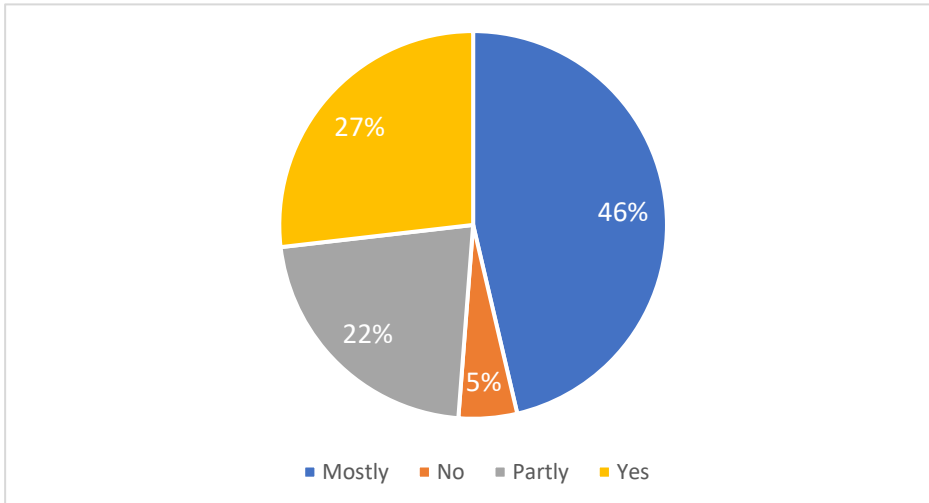
### 8. Has your academy chosen to adopt the Thurrock Agreed Syllabus?

Blank	8
N/A (e.g your school has a religious character and does not use the units of work)	1
No	1
Yes - fully	24
Yes - mostly	7
Yes - partly	5
<b>Grand Total</b>	<b>46</b>

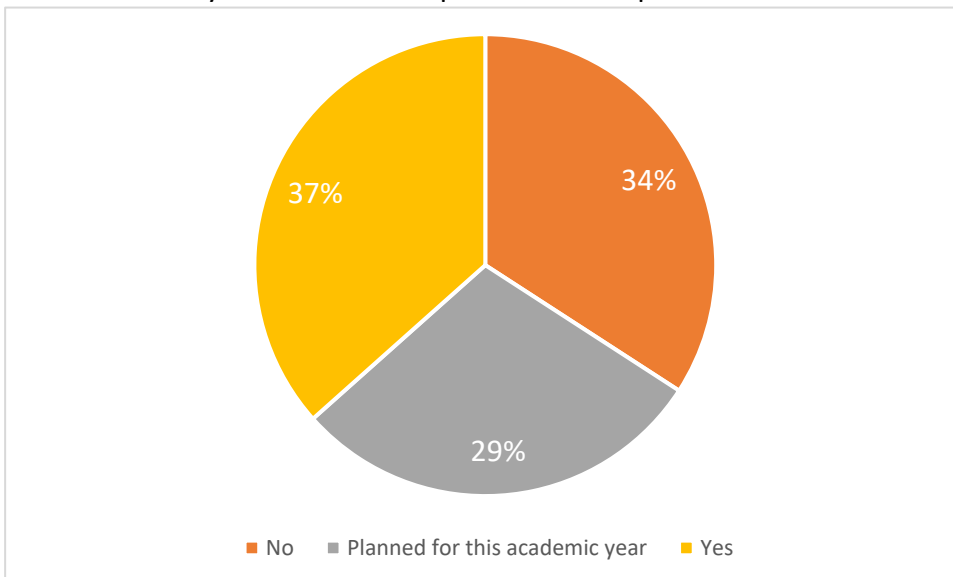
### 9. Does your school use or intend to use the Thurrock units of work?

Blank	5
N/A (e.g .your school has a religious character and does not use the units of work)	1
No	1
Yes -fully	19
Yes mostly	16
Yes partly	4
<b>Grand Total</b>	<b>46</b>

**10. Are the resources available to you sufficient to support the RE programme?**



**11. Have any classes visited a place of worship in the last 12 months?**



**12. How long has the RE subject lead been in the school?**

1 year	10
2 years	3
3 years	5
4 years	6
5 years plus	15
Don't know	2

