

## APPLYING FOR A DETERMINATION THAT SECTION 394 (1) OF THE EDUCATION ACT 1996 SHOULD NOT APPLY TO A SCHOOL.

1) **Name of School:** Kingsbury Green Primary School

2) **Name of Head teacher:** Laura Wynne

3) **Pupils to whom application applies:**

*This application applies to the whole school.*

4) **Reasons for application:**

Details from our latest Equalities Information and Objectives (as published on our website) tell us about our children's faith or non-faith backgrounds. The information is published below.

	% of children	Number
Muslim	43	272
Christian	36	227
Hindu	14	88
Other	2	13
No religion	3	19
Buddhist	1	8
Total	99	627

*(% may not be 100% due to rounding) [source date: October 2019]*

The school has successfully maintained a determination for a number of years and as Head teacher I believe this fully supports the wide range of faiths and cultures in our school.

Community cohesion is strong in the school. Pupil's behaviour, understanding and awareness of each other's backgrounds, faiths, beliefs and practices is a strength. In December 2018 Ofsted commented, "Pupils' spiritual, moral, social and cultural development is actively promoted." In addition they commented, "Pupils respect each other's views and differences such as anti-racism and gender issues and, as a result, they are self-assured and confident. As one pupil commented: 'We are one big family who look after each other'

During collective gatherings children learn about faiths, beliefs and the worship that their peers and friends value. We focus on gratitude and appreciation for the lives we lead and for those who make it so.

5). **Details of consultation with governors:**

- Full Governing Body Meeting 10.12.19

Governors were keen to consult with parents though agreed that the make up of the school community made securing a determination the right approach.

Governors reviewed and ratified the school collective worship policy at the same time.

## 6). Details of consultation with parents:

A letter was sent to the school community via ParentMail informing them of the Governors' decision to renew the determination. The purpose of the determination was explained and the context for collective worship being of a multi-faith approach

Parents were asked to respond if they did not support a multi-faith approach

18 parents replied that they did not want a multi-faith approach

A small number of families do not wish their children to learn about any other faiths or religious beliefs. A small number of families wish to withdraw children from dance lessons on the grounds of faith. The school does make a parent's right to withdraw from aspects of RE and Collective worship during admissions interviews. We support families sensitively with their wishes. From time to time children will withdraw from certain content by prior arrangement.

Both our RE policy and the Brent Syllabus are published on our website to help parents understand our ethos and policy.

We work hard to help parents understand the difference between RE and collective worship.

## 7). Proposed provision for collective worship:

Our current provision is based firmly on that set out in the Brent SACRE model approach. Our policy and procedures have been in place and have contributed to developing our open, enquiring, morally secure children. Staff through induction, are aided to understand our ethos and the purpose of collective worship. Pupils respond very well to the opportunity to reflect daily on the spiritual, moral, social and cultural aspects of life, including a daily reflection before eating lunch.

### Most recent Collective Worship arrangements as part of phase or year assembly times or class reflection sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
KS2	SLT led Secular reflection on school values and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	KS2 assembly: SLT led or Class presentation. Followed by reflection	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	Class reflection: Learning together
Daily lunchtime reflection for KS2 prior to eating:					
KS1	SLT led Secular reflection on school values and whole school half termly theme Praise for children who have gone "above and beyond" expectations.	Class reflection: Learning together	Singing assembly: repertoire reflects values focus of the half term or celebration of cultural festivals.	KS1 assembly: SLT led or Class presentation. Followed by reflection	Class reflection: Learning together

## 8). Signature of the Head teacher:

