

## Standing Advisory Council for Religious Education (SACRE)

Thursday 11 February 2021 at 4.30 pm

This will be undertaken as a virtual meeting

### Membership:

**Chair:** Basma ElShayyal

**Vice Chair:** Helen Mooney

### Advisers:

- Lesley Prior

### Councillors:

- Cllr Tariq Dar
- Cllr Orleen Hylton
- Cllr Neil Nerva

### Representatives of:

- Local Authority
- Church of England
- Brent's other faiths and denominations
- Teachers Unions

**For further information contact:** James Kinsella, Governance Manager  
Email: James.Kinsella@brent.gov.uk; Tel: 020 8937 2603

The SACRE meeting will be open for the public and pressto attend as an online virtual meeting. The link to view the meeting is available [HERE](#)

# Agenda

Item	Page
<b>1 Welcome and Introductions</b>	
<b>2 Minutes of the previous meeting &amp; Matters Arising</b>	1 - 6
To consider and approve the minutes from the last SACRE meeting held on 22 October 2020.	
<b>3 Census 2021</b>	
To receive a presentation updating SACRE about the plans for the census due to be undertaken in March 2021, with a focus on engagement and the data that will be generated about religious and non-religious affiliation in the Borough.	
<b>4 Determinations</b>	7 - 122
4.1 To consider determinations for the following schools:	
<ul style="list-style-type: none"><li>• Barham Primary School</li><li>• Carlton Vale Infant School</li><li>• Harlesden Primary School</li><li>• Malorees Infant School</li><li>• Lyon Park Primary School</li><li>• Mora Primary &amp; Nursery School School</li><li>• Roe Green and Strathcona Infant School</li><li>• Wembley Primary School</li></ul>	
4.2 To note that the following schools that have expired determinations:	
<ul style="list-style-type: none"><li>• Uxendon Manor</li><li>• Roe Green Junior</li></ul>	
<b>5 Agreed Syllabus Conference - Update</b>	
To receive a verbal update on progress with the ASC.	
<b>6 Religious Education Updates (Local &amp; National)</b>	123 - 127
<b>7 NASCRE Briefing</b>	128 - 130
<b>8 SACRE Annual Report 2019/20 - Update</b>	

To receive a verbal update on progress with the preparation of the 2019/20 Annual Report.

## **9 Any Other Business**

To consider the programme of dates for 2021/22.

Provisional dates identified for meetings during 2021/22 are as follows:

Wednesday 23<sup>rd</sup> or Thursday 24<sup>th</sup> June 2021 at 4:30pm

Wednesday 20<sup>th</sup> or Thursday 21<sup>st</sup> October 2021 at 4:30pm

Thursday 10<sup>th</sup> February 2022 at 4:30pm

SACRE are asked to consider the above schedule of dates, which (subject to any comments or changes) will be confirmed following the meeting.

**MINUTES OF THE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
 (SACRE)**

**Held as an online virtual meeting on Thursday 22<sup>nd</sup> October 2020 at 4.30 pm**

**Attendees (in remote attendance):**

<p><b>GROUP A</b>  <i>(A committee of persons representing such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area)</i></p>	<p>Basma ElShayyal (Sunni Islam, Chair)          Sheralyn Snaith (Baha'i)          Rupa Monerawela (Buddhism)</p>
<p><b>GROUP B</b>  <i>(A committee of persons representing the Church of England)</i></p>	<p>Steve Taylor (Church of England)</p>
<p><b>GROUP C</b>  <i>(A committee of persons representing such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area)</i></p>	<p>Helen Mooney          Lea Murray          Florence Quainoo          (Associations Representing Teachers)</p>
<p><b>GROUP D</b>  <i>(A committee of persons representing the authority)</i></p>	<p>Cllr Neil Nerva          Cllr Orleen Hylton          Cllr Tariq Dar</p>
<p><b>In attendance:</b></p>	<p>Lesley Prior (RE Adviser/Consultant to SACRE)          John Galligan (Head of Setting and School Effectiveness)          Brian Grady (OD, Safeguarding Performance and Strategy)          Helen Tulloch (Governor Support Coordinator)          Kim Wilson (Potential Teacher Representative)          James Kinsella (Governance Manager)          Fern Aldous (Governance Officer)</p>
<p><b>Apologies:</b></p>	<p>Bhupinder Singh (Sikhism)          Deva Samaroo (Hinduism)          Graham Mariner (Church of England)</p>

## **1. Welcome and Introductions**

Basma ElShayyal, Chair, welcomed everyone to the meeting and introduced Kim Wilson, Potential Representative for Teachers.

## **2. Minutes and Matters Arising from the previous meeting**

### **RESOLVED:**

That the minutes of the previous SACRE meeting held on 25<sup>th</sup> June 2020 be approved as an accurate record.

## **3. Election of the Chair and Vice-Chair**

The Chair introduced the item, noting that the elections were being undertaken to align the terms of the Chair and Vice Chair to the election schedule agreed in the newly adopted constitution.

Nominations were invited for the position of Chair and one nomination for Basma ElShayyal was received and seconded. Members of the SACRE proceeded to vote on the nomination, and Basma ElShayyal was unanimously approved to continue in the role of Chair.

Nominations were then invited for the position of Vice-Chair and one nomination for Helen Mooney was received and seconded. Members of the SACRE proceeded to vote on the nomination, and Helen Mooney was unanimously approved to continue in the role of Vice-Chair.

### **RESOLVED:**

That Basma ElShayyal be appointed as the Chair of the Brent SACRE for a period of one year.

That Helen Mooney be appointed as Vice-Chair of Brent SACRE for a period of one year.

## **4. Membership**

Members noted that there had been two expressions of interest in joining the SACRE, the first from Kim Wilson, potential teacher representative, and the second from Roger Butler, as a representative for British Humanists. Officers were currently progressing their applications.

### **RESOLVED:**

That SACRE note the applications for membership.

## **5. Constitution (Including Code of Conduct)**

Helen Tulloch introduced the report which presented the recently approved constitution. The committee were reminded about the terms of the code of

conduct included in the constitution and were encouraged to ensure they were familiar with its tenants, and acted accordingly.

**RESOLVED:**

That SACRE note the Constitution and the terms of the code of conduct.

**6. Determinations**

Leslie Prior, advisor to SACRE, introduced the item and updated SACRE on the below schools with outstanding determinations:

- Barham Primary School
- Carlton Vale Infant School
- Lyon Park Schools
- Mora Primary School
- Roe Green Infant School
- Roe Green Junior School
- Uxendon Manor Primary School
- Wembley Primary School
- Malorees Infants School
- Harlesden Primary School
- Leopold Primary School

SACRE heard that whilst the Department of Education (DofE) had previously advised they would not challenge schools with pending renewals of determination during the pandemic period (allowing schools to focus on more immediate challenges), this advice had now been updated, and schools should begin to submit their applications. Due to the timing of the meeting in relation to the school term there had not yet been any new applications received to the Brent SACRE. The Local Authority were therefore advised to begin contacting schools with outstanding determinations and provide support to them to complete the required paperwork ahead of the February meeting of SACRE. Failure to submit an application for this meeting would result in the school being required to revert to holding collective worship broadly in a Christian character. Leslie Prior highlighted that she would be available to assist any schools requiring advice on the process.

It was noted that schools would require sufficient notice to conduct consultation with governing bodies and parents, and it was advised that this consultation be repeated at those schools that had begun the process prior to the pandemic due to potential changes in these groups. In response to a query from a teacher representative it was confirmed that the paperwork remained unchanged from previous years.

The Chair highlighted the positive work of the team involved in determinations and the support they had been providing to schools. Leslie Prior noted that Brent had an award winning package of support materials available for its model approach to collective worship and advised that the link to those materials be resent to schools.

## **RESOLVED:**

That SACRE note the schools with outstanding determinations, and the deadline for receipt of applications for renewal for schools with determinations currently outstanding as 11<sup>th</sup> February 2021.

## **7. Annual Report 2018/19**

SACRE received the annual report. In discussing its composition Members highlighted the inclusion of the Ofsted comments and the thoroughness of the data presented, and thanked Officers for their work in compiling it.

## **RESOLVED:**

That SACRE note the annual report for 2018/2019

## **8. RE Updates (Local and National)**

SACRE received an update from Leslie Prior, advisor to SACRE on Local RE matters, with the following points noted:

- A meeting had been held on 20<sup>th</sup> October with representatives from 25 schools where the relationship between collective worship and RE had been explored. The meeting had also discussed equality and diversity in religious education which was felt to be timely to tie together black history month and interfaith week.
- Positive feedback had been received from teachers about the proposed enquiry led approach to RE teaching set out in the draft syllabus (still to be formally agreed by the Agreed Syllabus Conference), and a working party had been convened to consider the material that would support teachers in this approach.
- In September a session had been held for teachers new to teaching RE. Those present had highlighted the need for a timescale for the adoption of the new syllabus. It was noted that the AS had been discussed and a foreword submitted by the Chair in June 2020 prior to the final ASC meeting of 2019/20 and was now awaiting consideration and approval at a full Council meeting.
- Recent discussions with schools had highlighted the need for the syllabus to include more consideration for special schools RE teaching.

In discussing other local RE concerns, Councillor Dar highlighted a recent event that had taken place where multiple faith organisations had participated in a joint prayer session, and queried whether a similar event could be organised within Brent schools. Members felt this was a positive suggestion.

There was a further discussion on whether schools would be the appropriate environment to distribute leaflets in relation to new coronavirus regulations. It was felt that this was outside of the remit of SACRE to determine.

Leslie Prior proceeded to provide an on national RE issues.

SACRE heard that a report was due to be published by a think-tank, THEOS, on the subject of world views in religious education. This article tied into the recommendations of an extensive research document published in 2018 from the RE Council of England and Wales (known as the CORE report). The report explored whether RE teaching should reflect different types of relationship with faith, for example those that were non-practicing but had a cultural link to religion. This report would be shared with SACRE following publication.

The Chair also highlighted another recent report by THEOS on the religious feelings of those in London, titled “Religious London” which had been surprising in showing the importance those of all ages and political inclination gave to faith, regardless of their religion. It was further noted that 62% of Brent residents belonged to a faith group compared to 32% of people across the UK.

## **9. NASACRE Briefing**

SACRE heard that the most recent NASACRE briefing had been published. One of the focuses of the briefing was how SACREs nationally required support in finding appropriate people to serve on the Council and identifying what might be appropriate nominating bodies. The current law stated that members from the teachers group needed to represent the Teachers Association which had previously been understood to be restricted to the unions. However the briefing outlined that advice had now been received that other associations could be considered, for example Schools Networks or Heads Groups. Whilst it was recognised that this would make it easier to get wider representation, it was noted that Brent currently held a longstanding relationship with the unions and there was currently no concerns in securing teacher representatives through the unions at this stage.

The Chair queried whether it would be possible to create a shared email for SACRE members to more easily access the NASACRE briefings in the future. It was noted that the governance team were the current contacts and had recently received the briefing, which would be circulated to all members, along with future briefings as they were released. The governance team further undertook to ensure that the contact details held by NASACRE were sufficient and up to date.

## **10. Any Other Business**

### **Interfaith Week**

SACRE discussed ideas for the upcoming Interfaith week. Kim Wilson, prospective teacher representative, drew SACRE’s attention to a number of planned event, including a virtual Q&A where school children submitted questions to representatives of different faiths.

The Chair also informed SACRE of an initiative at Culham St. Gabriel's Trust, a Christian educational and training foundation that seeks to promote

education for all and encourage excellence in religious education in. The trust had awarded a grant to RE teachers to work in collaborating with the Muslim Council of Britain to showcase five mosques virtually (360 degree tours, interactive info etc.) so that teachers could use these as a useful substitute for in-person visits / school trips, especially during COVID restrictions. The initiative could be seen as a model for other religious venues.

The Chair asked that members circulate by email any examples they had of good practice or other existing initiatives following the meetings.

#### **Next meeting of SACRE and the ASC**

Leslie Prior noted that the next meeting of SACRE was due to be held jointly with the Advanced Syllabus Conference. In addition to the length of time required for consideration of the anticipated number of determination applications, SACRE members also heard that there were two meetings scheduled for the day including a teacher training session. It was unanimously agreed that to schedule a further ASC meeting on the same day would be unreasonable and counter-productive, given that the training session was expected to last for half a day. It was therefore determined that the next SACRE meeting would be held on the 11<sup>th</sup> February as previously scheduled, with the date of the next ASC to be determined and circulated.

The meeting closed at 18:40

Basma ElShayyal  
Chair

# Barham Primary School Determination

## APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

<b>1. Name of School:</b>												
<i>Barham Primary School</i>												
<b>2. Head Teacher:</b>												
<i>Karen Giles</i>												
<b>3. Pupils to whom application applies:</b>												
<input type="checkbox"/> This application applies to the whole school. ✓												
<b>4. Outline reasons for application:</b>												
<p><i>The school has 930 pupils.</i>  <i>The number and percentage of pupils from different faiths is as follows:</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%;">number</th> <th style="width: 20%;">percentage</th> </tr> </thead> <tbody> <tr> <td>Hindu</td> <td><b>621</b></td> <td><b>67%</b></td> </tr> <tr> <td>Muslim</td> <td><b>191</b></td> <td><b>20.5%</b></td> </tr> <tr> <td>Christian</td> <td><b>72</b></td> <td><b>7%</b></td> </tr> </tbody> </table> <p style="margin-left: 40px;">There are small numbers of pupils belonging to the following groups:</p> <p style="margin-left: 40px;">7 (0.75%) Sikh  5 (0.5%) Jains  5 (0.5%) Other religions</p> <p style="margin-left: 40px;">In addition, 20 (2%) pupils belong to no religion and 7 (0.75%) did not disclose.</p> <p>We have previously been granted a determination and wish to continue enabling all children to take part in a daily act of collective worship of such a type that would be acceptable to all pupils, parents, and staff.</p> <p>The school council were consulted. They expressed a need for collective worship to continue to be a time to share a number of religions and non-religious beliefs, traditions and values.</p>		number	percentage	Hindu	<b>621</b>	<b>67%</b>	Muslim	<b>191</b>	<b>20.5%</b>	Christian	<b>72</b>	<b>7%</b>
	number	percentage										
Hindu	<b>621</b>	<b>67%</b>										
Muslim	<b>191</b>	<b>20.5%</b>										
Christian	<b>72</b>	<b>7%</b>										
<b>5. Outline details of consultation with governors:</b>												
In accordance with The Education Act (EA) 1996 s395(6) review of determinations under s394 (5) the head teacher consulted the governing body with regard to the determination application. This took place during a full Governors' meeting on Monday 9 <sup>th</sup> November 2020												

(attached agenda – item 7).

The Governors wish to continue with the current approach and confirmation of this was recorded in meeting minutes. Prior to the meeting the governors were provided with a copy of the determination application form and a proposed parent consolation letter. Both were approved.

#### **6. Outline of details of consultation with parents:**

In accordance with EA 1996 s395(7) review of determinations under s394 (6) the governors have chosen to inform parents of the decision to apply for a determination based on the continuation of present practice, and inviting them to respond if they objected to the determination application.

Parents were sent a text with a direct link to the parent’s consolation letter on our school website. We regularly inform parents about matters in this way.

Parents had access to the sign posted consolation letter between November 10<sup>th</sup>– 17<sup>th</sup> 2020. No parents objected to this application. No parents over the last year have exercised their right to withdraw their children from collective worship. This illustrates the existing level of parental confidence in current practice.

#### **7. Outline of proposed provision for collective worship**

##### **Pandemic Provision**

In accordance to the 7th September, Guidance for full opening: schools, update, s1(6)(c), collective worship will take place daily in individual classrooms as ‘[g]roups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group’. This is to minimise contact between individuals and maintain social distancing wherever possible.

(<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> - Accessed 9/9/2020)

##### **Pre Pandemic Provision**

On a minimum of two days of the week collective worship forms part of the daily assembly. Reception + KS1 and KS2 pupils meet separately on each of these days. Due to there being approximately 120 pupils per year group there are year group assemblies where collective worship also forms part of the assembly in addition to phase group assemblies. The exact detail of what is covered in each assembly will change from day to day in response to local and global issues or the individuals or classes leading. Three days of the week collective worship takes place in individual classrooms at various points in the day.

Also see attached collective worship policy

#### **8. Signature of Head Teacher:**



**Barham Primary School**  
**Joint SCHR and Finance Committee Meeting**  
**– 21<sup>st</sup> September 2020 at 6.30pm**

**Meeting Attendees:**

<b>Name</b>	<b>Role</b>
Karen Giles (KG)	Headteacher
Mathew Parker (MP)	Co-Opted Governor/ Chair of SCHR committee
Harshal Naik	Parent Governor
Daksha Thanki (DT)	Co-Opted Governor
Ruthie Jacobs (RJ)	Co-Opted Governor
Naveed Saeed (NS)	Co-Opted Governor
Dimple Paragani	Staff Governor
Anjni Dangi	Parent Governor
Vijesh Patel	Co-Opted Governor

**Observing:**

<b>Name</b>	<b>Role</b>
Angela Turner	Clerk

*Clerked by Angela Turner, Clerk to Governors – Barham Primary School*

Minutes:

	Item	Action
1.	<p><b>Apologies for absence and welcome</b> EW sent apologies in advance of the meeting.</p> <p><b>Declarations of Interest</b> None</p>	
2.	<p><b>Approval of Minutes from last meeting</b> Approved, no inaccuracies reported. No actions.</p>	
3.	<p><b>Sacre Determination</b> The governors discussed the SACRE determination and the reasons for continuing as a multi faith school. The current and usual cohort was discussed in terms of religion. Governors viewed the letter that was sent to parents as well.</p> <p>The governors agreed to the school remaining a multi faith school.</p>	<p>School to apply to SACRE to be a multi-faith school.</p>
4.	<p>Governors were reminded that this is a combined meeting of finance and premises and the curriculum committees to bring governors up to date and close off the previous academic year.</p> <p><b><u>Curriculum Committee Update</u></b></p> <p><b>Covid update</b> A presentation was shared with governors, this was also shared with staff on the first day back to school. The children have been back at school for 2 weeks. There have been approx. 10 children and staff who have been advised to take a test due to mostly a temperature concern. No positive tests have been returned. KG was surprised to see so many children returning to school, parents for the most part have been willing to send their children in.</p>	

KG explained that any families who had a real concern of sending their children back to school were contacted and invited in to see the environment as well as ask any questions they may have.

3 members of staff were off work at the time of this meeting either because they had symptoms or their child is isolating.

KG felt that the main challenge is of adults moving around, crossing bubbles and shared with governors' examples where, in other schools, staff who have crossed bubbles have had to isolate as well if a bubble has had to isolate. The aim is to keep the risk of closure as small as possible so at best only a class has to close or a year group.

Even though the current announcements are that the schools will be the last to close with the focus on keeping open for as long as possible, preparations are taking place to ensure continuity of learning as much as possible.

Governors are asked to be mindful of local numbers regarding covid 19 and consider closing if the need is such to protect the local community.

In regard to teaching and learning, focus is on making sure learning is as agile as possible, that the online learning offering is as good as it can be.

Training is taking place to upskill teachers on G Suite so they can support students in their learning.

KG talked about schools in New York who found that while online learning was available, the teachers weren't skilled in delivering learning and parents weren't knowledgeable in how to access the materials. Barham plans to approach this with training for teachers and support for families.

G suite for education is being used, Google classrooms have been set up. A blended learning page has been set up on the website where children can watch videos and take part in tasks. The students have been guided in how to access these videos and tasks. The majority were able to do this at home, a minority had trouble doing so for a variety of reasons like no access to a device, bad internet etc.

Q – Are the online tasks the same as what would be set within school?

A – Yes, we have a teacher who is isolating at the moment who has set work for the students from home giving guidance to the students.

Q – Can you interact with the students on Google classroom?

A – Yes, teachers can send messages to students and vice versa. Teachers and families can also communicate with each other through class dojo.

KG noted that it's very important to have some consistency throughout all of the year groups in the school because if a parent has a couple of children, they need to be able to understand how to help their children to do the work.

Q. How do you assess where you are in terms of whole school trauma and how children are affected?

A. The children have lots of staff who work closely with them, there are no heavy conversations but lots of how they are and as much as possible it is business as usual. The support is there though should they need support.

A. We did talk about it for a bit in terms of losing family and lockdown but really most of the children just wanted to get on with learning, they were glad to be back.

Q. How are you and your staff quality assuring the curriculum?

A. We're not in a position to quality assure anything yet, it is about figuring out where the children are emotionally and holistically and then seeing where they are and where the catch up needs to be done. If we have a safe, happy school environment then that is quality assurance in itself.

Q. Who sets the pace?

A. The children, it has to be governed by the kids and their needs. They previously would've been in sets but they can't be now because they have to stay in their bubbles, so they have to set the pace for their learning.

Q. If the bubble is a year group why can't they be in sets? Is it to protect the teacher? Don't they mix at breaktimes?

A. We have class bubbles, we're trying to minimise the time spent outside of the bubble. They keep a good distance outside and sit in class bubbles at lunchtime.

5.	<p><b>Staff Appraisal</b></p> <p>Staff appraisals have started in earnest. This usually begins at the beginning of the academic year after looking at priorities for the year with the SLT which would then cascade down through the staff. We are trying to complete appraisals before a potential lockdown, so the teachers have a clear idea of what the priorities are.</p>	
6.	<p><b>School Priorities</b></p> <p>The school priorities were shared in advance with governors.</p> <p>KG spoke to governors about the priorities which include a focus on racism and equality. KG felt that there is an issue within the school where the majority of the leaders in the school are female. This needs to be addressed because the boys don't have anyone to look up to on leadership. A leadership and development plan is being put in place to fix this.</p> <p>Q. How many male teachers do you have at the moment? A. We have 5 in total. 3 are NQT this year.</p>	
7.	<p><b>Assessment data</b></p> <p>KG explained the challenges facing looking at assessment data during this period following lockdown and continuing challenges brought about by COVID 19. Writing was meant to be moderated last year in year 6 so this might happen this year.</p> <p>There is no reception baseline assessment. KG felt that this year's reception cohort seems to have settled better than previous years.</p> <p>KG shared that the school is doing it's best over the next coming weeks to capture baseline but also identifying gaps as in real time as well.</p>	

8.	<p>Q. What's happening with secondary school applications for year 6?  A. Usually secondary schools will have an open evening or morning but this year the school is taking part in zoom meetings with secondary schools. The application process is still the same. We are continuing to advise them. We are still offering support to parents who are struggling to fill in the forms.</p> <p>Q. If you baseline them now but they're bit below isn't that a good thing? Won't it show great progress further down the line?  A. It's about giving a fair chance to them to show what they know</p> <p>Q. But they have been back for two weeks, shouldn't they be able to show it now?  A. There's a big difference though between those who engaged during the school closures, who didn't engage at all, who suffered trauma and who has struggled.</p> <p><b>Reception/Nursery intake numbers</b>  120 in reception  90 nursery</p> <p>KG explained that there is a number who were off rolled because they needed to relocate and haven't taken up their places in reception. This was reported to Brian Grady whose remit is attendance. There is a Census in October which will decide the funding that is allocated to the school, so it is important to tidy up the admissions and make them as accurate as possible.</p> <p>Q. The school currently is not full, do you think you'll get those children in before the deadline?  A. We have someone in the front office who is very good at chasing up and processing admissions.</p> <p>Q. Do you have waiting lists for each year group?  A. We have small waiting lists, it's a matter of getting them through the system. We've been in this position before and on census day we usually have more than capacity.</p> <p>Q. Which year group has the biggest number of vacancies  A. Year 4</p>	
----	--	--

<p>9.</p> <p>10/11</p>	<p><b>Finance and Premises</b></p> <p>VP gave a verbal update on the finance from a conversation that took place with the business manager prior to the meeting.</p> <p>VP explained that as this meeting is early, there isn't a budget to compare at the moment. The biggest and most notable item is the budget being hit mostly by lettings which doesn't look to be improving soon.</p> <p>KG – We have decided to suspend lettings at the moment and not add the extra risk to the school.</p> <p><b>Premises</b></p> <p>A report was sent in advance of the meeting. A lot of cleaning work has taken place. The SEND building has not moved forward yet because there hasn't been a written commitment to paying the money for it, there is a concern that prices have gone up as well so getting the written commitment to the funding will mean the work can go ahead.</p> <p>Q. Have we had any inspections from the LA to make sure we are covid safe?  A. We are expecting a phone call from the health and safety executive to go through the questionnaire that was sent but the LA are not keen to send people to schools for fear of increasing the risk.</p> <p>Q. How do the TA feel working 1-1 with the SEN children considering they are in close contact with the children.  A. Very well. If they are working with a child who is known to do things like spitting, biting etc they can wear full PPE.</p>	

	<p>Tests are available at the school; these can be given to parents who are struggling to get a test or staff who need one. They are being used as a last resort.</p> <p>The risk assessment was shared with governors in advance of the meeting and while governors discussed the contents, they were happy with the document and measure in place.</p>	
<b>4.</b>	<p><b>AOB</b></p> <p>KG thanked the governors for their support and reminded them that they do not have to wait until meetings to ask about anything they are concerned about or want to know about, they can contact KG at any time to find out anything.</p>	

Accepted as a true and accurate record by the Chair \_\_\_\_\_



Tuesday 10th November 2020

Dear Parents/Carers

All schools are required by law to provide a daily act of collective worship for all pupils. This should be of a Christian character unless the school has what is referred to as a 'determination'. This means that schools then have the choice of following a multifaith approach recommended by the Brent Standing Advisory Council on Religious Education (SACRE) or following an approach devised by the school.

At this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community. Collective worship contributes to pupils' spiritual, moral and social development and also helps to develop the values shared by the whole school community.

For many years we have had a determination and followed the Brent SACRE's model approach to collective worship. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to the Brent SACRE for this we would like to seek your views. If you do not agree with that decision or wish to ask questions about it please send me an email at [admin@barham.brent.sch.uk](mailto:admin@barham.brent.sch.uk) or talk to me by Tuesday 17<sup>th</sup> November.

If we do not hear from you, we will assume that you agree with our decision.

Yours sincerely,

Karen Giles  
Headteacher





### **What is Collective Worship?**

'Worship' is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'.<sup>1</sup>

Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear' and the content of collective worship can 'be related to the day to day life, aspirations and concerns of the school.'<sup>2</sup>

### **Background to Collective Worship at our school**

It is a legal requirement that all registered school age pupils take part in an act of worship each day.<sup>3</sup> These acts of worship must be "wholly or mainly of a broadly Christian Character"<sup>4</sup> for the majority of the time.<sup>5</sup> They must also be "appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils".<sup>6</sup>

96% of our pupils and their families identify themselves as practicing religions other than Christianity and 2% identify as being non-religious. We have considered the "circumstances relating to the family backgrounds of the pupils which are relevant for determining the character of the collective worship that is appropriate"<sup>7</sup> for our school community.

Collective worship that is "wholly or mainly of a broadly Christian Character" does not meet our school community needs based on a majority of our pupils and their families not identifying themselves as Christian. For many years we have therefore applied to the Standing Advisory Council on Religious Education (SACRE) for a 'determination' to lift the requirement under section 394 of the Education Act 1996. This enables the collective worship required by section 70 of the School Standards and Framework (SSF) Act 1998 to 'not be distinctive of any particular Christian or other religious denomination'<sup>8</sup> and it does not prevent worship from being distinctive of any particular faith.<sup>9</sup>

### **Interpretation of worship**

We have taken a collective inclusive approach to the 'natural and ordinary' meaning of worship that is based on its derivative from the English mid seventeenth century word

---

<sup>1</sup> Department for Education (1994) Circular 1/94, Religious Education and Collective Worship: DfE (s57)

<sup>2</sup> Department for Education (1994) Circular 1/94, Religious Education and Collective Worship: DfE (s58)

<sup>3</sup> School Standards and Framework (SSF) Act 1998, Schedule 20, 2(2)

<sup>4</sup> SSF Act 1998, Schedule 20, 3 (2)

<sup>5</sup> SSF Act 1998, Schedule 20, 3 (4)

<sup>6</sup> SSF Act 1998, Schedule 20, 3 (5) (6)

<sup>7</sup> SSF Act 1998, Schedule 20, 3 (6)

<sup>8</sup> SSF Act 1998 s4(2)(b)

<sup>9</sup> SSF Act 1998 s4 (2)

worship: the condition of being worthy or deserving; worthiness.<sup>10</sup> This can encompass what is offered in a spirit of admiration, celebration and respect to God or people of excellence, worthy of honour and by extension to concepts, principles and conduct which are worthy of celebration as examples of the highest achievements. Worship defined in this way draws on news, literature, music, art, drama and other sources of inspiration and reflection for pupils and staff whose religious and cultural backgrounds are of any faith or none. It is our intention that these approaches contribute to ‘introducing [pupils] to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’<sup>11</sup> We recognise the possibilities of providing an approach to inclusive collective worship that can support ‘the knowledge and cultural capital that our [pupils] need to succeed in life’<sup>12</sup> which in later life can be ‘strategically used as resources in social action’<sup>13</sup> to enable social mobility.

### **Collective Worship Intent**

At Barham primary school ‘no one religious or non-religious tradition takes precedence over another’.<sup>14</sup> Collective worship provides an opportunity for our school community to affirm the values that bind our school community together. This includes valuing the 1989 United Nations Convention on the Rights of the Child (UNCRC) and The 2019 Sustainable Development Goals (SDGS). Our approach to collective worship simultaneously incorporates the British Values of: Democracy, the rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs.<sup>15</sup>

We see collective worship as an educational opportunity with clear intent. We use this time to encourage our school community to:

- Have a dialogue and discussion about and between different faiths and beliefs to explore and review a variety of viewpoints, values and attitudes
- Develop a reflective approach to life and the ability to express their reflections.
- reflect upon dimensions of human life – joyful, heroic, sadness, humorous, tragic, sorrowful, solemn . . .
- sense of awe and wonder at the beauty, mystery and power of the natural world
- reflect upon core human values – such as respect, honesty, forgiveness, fairness and justice
- develop a sense of concern for the needs of others in school, locally, nationally and globally
- feel a sense of belonging including appreciating ones worth and value in the community

This contributes to developing self-worth, self-confidence and human values which are essential for personal development, emotional intelligence and spiritual growth in turn contributing to mental well-being and promoting the spiritual, moral, cultural and mental

---

<sup>10</sup> <https://www.lexico.com/definition/worship> (accessed 8/12/2020)

<sup>11</sup> Department for Education (2014) National curriculum in England: framework for key stages 1 to 4: DfE (Sections 3.1 and 3.2) <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4> (accessed 8/12/2020)

<sup>12</sup> Office for Standards in Education Children's Services and Skills (2019) Education Inspection Framework: Ofsted (page 9, section 26) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf) (accessed 8/12/2020)

<sup>13</sup> <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095652799> (accessed 8/12/2020)

<sup>14</sup> B. El-Shayyal & L. Prior (2020) Brent SACRE's Model Approach Revised: SACRE

<sup>15</sup> Department for Education (2014) Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained: DfE

development of pupils at our school and of society, preparing them for the opportunities, responsibilities and experiences of later life.<sup>16</sup>

## **Implementation**

On a minimum of two days of the week collective worship forms part of the daily assembly. Reception + KS1 and KS2 pupils meet separately on each of these days. Due to there being approximately 120 pupils per year group there are also year group assemblies where collective worship also forms part of the assembly which takes place in addition to the phase group assemblies. The exact detail of what is covered in each assembly will change day to day in response to local and global issues or the individuals or classes leading. Three days of the week collective worship takes place in individual classrooms at various points in the day.

We choose from a range of strategies to engage our school community with collective worship including:

- Pupil's contributions; writing their own prayers or sharing their beliefs and values
- Reading sacred and secular stories
- songs, hymns or music from a range of times, places and cultures;
- Use of artefacts or natural materials
- Visual aid or focal point such as a burning candle
- Providing a moment for silent reflection, prayer or meditation
- Examples of lives of people of faith and noteworthy individuals
- Response to key local, national and international events: Black History Month, Remembrance Day or World Women's Day
- 'Thought for the day' discussions: considerations of questions you wouldn't think about elsewhere - not necessarily with easy or definitive answers
- Putting things into practice - e.g. supporting charity projects such as Comic Relief or Children in Need
- gather with others (year group, whole phase or whole school) for a common purpose: celebrations, performances or presentations from members of the school community that demonstrate shared community values

The Brent model approach to collective worship is applied where applicable dependent on the strategy used.

## **Collective Worship School Community Outcomes**

We have collective worship outcome expectations as we believe that our implementation of collective worship enables our school community to:

- use language which people use to express their feelings

---

<sup>16</sup> Education Act 2002 s78

<http://www.legislation.gov.uk/ukpga/2002/32/section/78>

Department for Education (2014) National curriculum in England: framework for key stages 1 to 4: DfE (Sections 2.1)

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

(accessed 8/12/2020)

- distinguish right and wrong;
- respond politely and respectfully when their views, values or religious beliefs are challenged
- demonstrate respect and tolerance for views, values or religious beliefs which are not the same as their own
- have confidence with presenting views and values to the class, year group, phase group or whole school
- have confidence to respond freely to religious or spiritual stimulus
- identify core values and principles from a range of religious and non-religious beliefs that have similarities
- contribute positively to individual and community sense of well-being in the locality of the school and to society more widely;
- appreciate the range of talents and gifts found within the school community and beyond.
- Demonstrate a positive response to shared experiences
- Demonstrate a deepened sense of wonder about the world around them
- engage with the concept of human values appreciating its commonality between everyone regardless of religion or beliefs.

### **Roles and Responsibilities**

- The Headteacher is responsible for Collective Worship<sup>17</sup> policies and guidelines
- The Senior Leadership Team (SLT) is responsible for planning the calendar of themed activities at the beginning of every academic year, this is discussed with the Headteacher
- All class teachers are expected to implement collective worship in their class on days when collective worship does not form part of an assembly. They are also expected to record what took place during collective worship in their class collective worship book.
- Members of the SLT monitor Collective Worship on a termly basis. This monitoring includes the collection and scrutiny of each class collective worship book.
- The Governing body are aware of their legal responsibilities in regard to Collective Worship taking into account the requirements of the Education Reform Act 1988, the Education Act 1996 and the School Standard Framework Act 1998. They ensure that Collective Worship is appropriately reviewed as part of the whole school development plan. They select a governor with specific responsibility for monitoring the provision and quality of acts of Collective Worship who may request an annual report on Collective Worship from a member of SLT. It is the selected governor's responsibility to be familiar with all documentation regarding Collective Worship issued by the school on their behalf.

### **Withdrawal from Collective Worship**

Barham primary school acknowledges that parents have the statutory right to withdraw their children from school worship.<sup>18</sup> This can be a total withdrawal – that is where the children would be wholly excused from all acts of collective worship or a partial withdrawal – that is, where children are excused from certain kinds of collective worship only or from certain elements within an act of collective worship.<sup>19</sup> Schools must comply unless the request is withdrawn and parents do not have to give a reason. Any parent who wishes to exercise this right should consult the headteacher.

---

<sup>17</sup> SSF Act 1998 s70 (1) (2)

<sup>18</sup> SSF Act 1998 s71 (1) (b) (c)

<sup>19</sup> SSF Act 1998, s71 (1)

As a community school Barham primary school also acknowledges that teachers may withdraw from collective worship. Though teacher's attendance at assemblies is part of their contracted duties, this duty is subject to their freedoms under the Education Act 1944 section 30 not to attend collective worship or the collective worship element. Staff wishing to discuss this are asked to talk with the Headteacher at the earliest opportunity.

**DISSEMINATION:**

This policy is shared with all staff and parents via the school website.

**Success Criteria**

We evaluate our acts of worship against some of the following:

- providing a sense of intellectual challenge
- Enriching pupil's experience with resources used
- Involvement, enjoyment, attention and reaction of pupils to the strategies used
- monitoring the quality of collective worship provided and frequency it is implemented
- achievement of collective worship outcomes

**DATE OF NEXT REVIEW:** Autumn 2024

# **Carlton Vale Infant School Determination**

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

1) **Name of School: Carlton Vale Infants School**

2) **Name of Headteacher: Helen Mooney**

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

This application applies to the whole school.

4) **Reasons for application**

**As per our previous application the percentage of pupils attending the school is over-whelming non –Christian. The breakdown is as follows:**

	CHRISTIAN	JEWISH	MUSLIM	OTHER RELIGION	NO RELIGION	TOTAL
NURSERY	3	0	21	1	0	25
RECEPTION	8	0	9	0	1	18
YEAR 1	3	0	11	2	0	16
YEAR 2	4	0	14	3	1	22
Whole school	18	0	55	6	2	81

Approximately 68% are Muslim, 22% Christian and 9% other or no Religion. We feel it is in appropriate to conduct worship that is broadly Christian when in fact the vast majority of our children are Muslim or have another faith. We feel that in order to promote good Spiritual and Moral wellbeing, an act of worship is appropriate, but needs to be in line with the multi faith approach of the Brent Model

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

**This was discussed with the governing body at the meeting on 17th December 2020 and governors continue to support our reasons for the application and the continuance of the Brent model at our school**

**6). Details of consultation with parents:**

**Parents were also consulted in November 2020 regarding the school's proposed application for the renewal of our Determination. They were invited to respond.**

**We did receive 3 objections. However, 2 were withdrawn following a discussion with the headteacher.**

**Parents had misunderstood the premise of the letter and were happy for the school to continue as it is.**

**One parent is new to the schools and speaks very little English. We will make arrangements to find a translator for the parent to help him understand the what the letter meant.**

**This still means that 98% of school supported our application for a Determination.**

**7). Proposed provision for collective worship:**

**We have been following SACRE'S 'Model Approach' and wish to continue to do so. Our Policy on Collective Worship is in line with this approach. A copy is attached**

**8). Signature of the headteacher:**

**Helen Mooney**



## MINUTES – FGB Committee

Thursday 17<sup>th</sup> December 2020, 18:30hrs

Attendees	Role
Geraldine Chadwick (GC)	Chair
Helen Mooney (HM)	Headteacher
Lana Frederick (LF)	Governor
Karen White (KW)	Governor
Mary Desmond (MD)	Governor
Angie Kirby (AK)	Governor
Vera Patel (VP)	Governor
Antonia Ifeanyi-Okoro (AIO)	Governor
Basma Elshayyal (BE)	Governor
Nassim Mughal (NM)	Governor

Apologies
Stephen Mullings, Lesley Daisley, Eileen Sabur, Nimoa Hashi

This meeting was clerked by Deepti Bal, Clerk to Governors

Item	Action
<b>1. Welcome and Introduction</b>	

<p>GC welcomed attendees.</p>	
<p><b>2. Declaration of Interests</b></p> <p>HM and BE declared that they are members of SACRE.</p>	
<p><b>3. Review of Previous Minutes and Matters Arising</b></p> <p>HM has spoken with Geraldine Murphy (GM) about being able to come on board as a Co-opted Governor.</p> <p>ACTION: GM to be invited to the first meeting of the year.</p> <p>It was agreed that HM reach out to ES and NH to see if they would like to continue. HM explained she had spoken to NH and she now works in the evening so is unlikely to be available. ES wished to resign.</p> <p>ACTION: HM to contact Eilieen and Nimoa in January to ask if they wish to continue.</p> <p>GC confirmed that she has undertaken a safeguarding visit. She will complete a literacy visit next - this being by Zoom and by the summer term.</p> <p>GC was happy to complete a numeracy and target setting visit next term.</p> <p>It was agreed to wait until GM was on board before conducting a SEND visit.</p> <p>LF and NM each agreed to conduct a visit.</p> <p>AIO agreed to a visit in Spring Term for SEND.</p> <p>HM thanked Governors for their support.</p> <p>HM confirmed she would report on pupil progress at the curriculum committee</p>	<p>GM to be invited to first meeting of the year.</p> <p>HM to contact ES and NH in January.</p> <p>Governors to note visits to be conducted.</p>

<p>Minutes of the previous meeting were approved as a true and accurate record.</p>	
<p><b>4. Headteacher's Report</b></p> <p>The correct re. AHT was noted.</p> <p>HM confirmed that the school monitors absence closely. A large part (25 days) of absence is attributable to a single staff member.</p> <p>It was noted that , where needed, staff are referred to occupational health.</p> <p>Re. school roll, this is now 78 as three children are moving out of the area - there is high mobility.</p> <p>HM noted that once the new buildings are populated more children will follow. The LA are capping figures at 30 children for financial viability.</p> <p>Attendance is now 92%. In the context of Covid-19, this is strong.</p> <p>Term dates have been agreed by Kilburn Park for 2021-22. There are only 189 days as there is an extra day of leave given for the Queen's Jubilee.</p> <p>Re. the review of standards, HM felt the school has done well.</p> <p>Applications for children in Nursery for Early Help have been made. There is one child who needs special support – he has an additional person to support his catch-up needs.</p> <p>Re. policies and other determinations, HM confirmed she would put this to SACRE in January for determination. BE explained that, due to Covid-19, schools were advised to pause this. The school has now reconsulted with parents. One parent who has only just started with the school has signed a paper to object to the determination. BE offered translation support, given the parents lack of ability to speak English.</p> <p>Governors approved the SACRE application and asked HM to submit this so that the school's Determination could be renewed.</p>	<p>HM to submit SACRE application.</p>

Re. Subject leader workshops with parents, these will take place next year via Zoom. Families have been provided with devices, where possible.

Re. stay and learn, this has been suspended for the time being – though HM may allow parents to join virtually.

In relation to parent view, 32 responses have been received (44%). VP explained that, overall, families appear to be happy. 100% of responders felt their child was safe, and most parents have read the Risk Assessment and were confident about the measures. Two parents are not and the school will pick this up with them. Overall, this was a positive survey. Children are engaging with Google Classroom, with around 80% able to access this. Workshops in January will support parents in accessing and loading this.

VP shared some parental comments:

“They have improvement in every aspect”

“The school gives updates about everything which is going on”

“Staff are friendly, communicate well and are very helpful and organised.” , etc.

GC enjoyed hearing the comments.

LF agreed with the comments noting that activities such as the nativity and choir are beautiful. LF felt teachers were doing an amazing job. Children are happy, and couldn't wait to learn.

GC asked about the 20% of children who do not have access.

VP explained that they need more help with access. Three were Reception parents and this may be because they are new to the school. VP explained that the school has recently signed up with Wand which acts as a safeguarding tool. VP confirmed that other educational applications would be added.

Re. the healthy schools and arts mark, MD provided a verbal update:

The arts exhibition will be held in March, due to Covid-19. VP and MD are meeting in January to discuss a plan to work towards the engagement of children in artistic activities from January to the end of the year.

The school has achieved both the bronze and silver arts mark award. MD is analysing data and writing a report and hopefully the school will then gain the gold award.

HM explained that trips remain very challenging. Some trips, (Mary Seacole's grave and Paddington Rec) took place between lockdown periods, however. Lucas Jet has attended school following a risk assessment.

HM explained that the PE grant will be received by January.

GC explained that she has circulated a draft memorandum. The process was halted in September and GC has been liaising to unblock this since. It will continue from 4th February. HM will act as interim Headteacher until the schools become federated.

GC explained that there would be a Committee (GC, BE and LD) and any decisions will be brought back to the FGB for ratification. GC was hopeful that at the start of next term this could be finalised.

GC confirmed that both boards, as well as finances, would remain separate during this period.

HM noted GCs hard work and very much looked forward to a new start together.

**ACTION:** Governors to review the Memorandum and share views with GC. This will then need to be formally agreed in the new year.

GC asked about attendance.

HM explained that the national average was 88% for attendance. Secondaries have been significantly affected and this is starting to work its way through to lower age groups also. At CVI, some children have isolated.

HM congratulated the staff on managing this, noting that 28 out of 80 pupils have had 100% attendance. Many schools have had to send home whole year groups and large numbers of staff. HM felt this was also a credit to the parents for keeping children safe and keeping them informed.

GC asked if there were any updates on the risk assessment.

HM explained that the risk assessment has been updated.

<p>HM explained that the announcement regarding testing relates to exam year groups, vulnerable children and children of critical workers who attend in person from the start of term, as will all students in primary, special and alternative provision schools and colleges.</p> <p>GC thanked the school community for managing in such difficult times.</p>	<p>Governors to review memorandum and share any feedback with GC.</p>
<p><b>5. Governor visits</b></p> <p>GC updated on the safeguarding visit, explaining that she has been in to do a review of standards with LD. She met with HM and Neil Farmer to review the school standards. Items on remote learning and how well children were doing were also picked up on. It is difficult to measure progress this term but NF was very positive about the school and felt that the data was thorough – it was a good outcome in a difficult term.</p> <p>In criticism, the school knew the data very well but could do more to market and promote this.</p> <p>Normally, there would be a review of standards followed by the headteachers performance management (HTPM) - one target always being around standards. GC asked to hold the Pay Committee in January so that she could seek clarification from the LA. HM was aware that it would be delayed and was content with this.</p> <p>HM confirmed that the statement on the remote curriculum was available on the website.</p> <p>The school has received money for internet connected devices. AK explained that the school has gone through how to use the devices.</p> <p>ACTION: Governors to take note of future meeting dates.</p>	<p>Governors to take note of future meeting dates.</p>
<p><b>6. Policies and other document approval</b></p> <p>The SACRE application was presented and approved unanimously by Governors.</p>	

HM noted the Relationship Policy was circulated in March and has been consulted upon. There was a typing error which has since been corrected.

HM confirmed that the Child Protection Policy has been reviewed with staff.

HM noted the Capability Policy from 2018 was the Brent Policy and the GB had decided to adopt all Brent policies. HM suggested that the cover sheet should note that this is the current version.

Re. SEND, KW provided an update:

There are 81 children on roll. In March there were six children on EHCP and two children came in during lockdown. Children were supported to learn remotely. Each pupil had an individual risk assessment and, in February, each child had an annual review. Remaining children had their reviews in November. During lockdown, external agency face to face sessions were suspended. KW has been keeping in touch with these agencies.

One child on an EHCP PLAN has moved to junior school. Two other children with an EHCP in Y2 have left. There are three children with EHCPs now in school. One has hypoglycemia and will have a medical EHCP referral in January. HM noted that in her doctor's letter, it says that she should have already had an EHCP before she started school.

All external agency visits are now taking place in school – including visits from educational psychologists, occupational therapists, speech therapists and language therapists.

A summary of referrals was provided:

Nursery -

Five children are currently being seen by the speech and language therapist.

Four children are being referred for speech and language therapy.

Four children are being referred for an Early Help Assessment (EHA) due to their needs. One with possible Global Development Delay and three with possible communication and Autistic Spectrum Disorder (ASD).

Reception -

Two children are being referred for speech and language therapy.

Two EHCP referrals are being made.

One referral was made to Brent Child Development Services for an assessment. This has moved to a Child and Adolescent Mental Health Services (CAMHS) referral for possible Attention Deficit Hyperactivity Disorder (ADHD).

Year 1 -

One child has an EHCP.

One child has been referred for speech and language therapy and is waiting for an assessment.

Three children have an Individual Support Plan including the two above.

Year 2 -

Two children have EHC Plans.

One child has a Child and Adolescent Mental Health Services (CAMHS) referral and is waiting assessment. This child is being referred to the inclusion team to support us with his behaviour.

Seven children have an Individual Support Plan including the three above.

GC asked how receptive agencies are.

HM confirmed that these generally get picked up quickly but then there is a delay after the panel stage. With external agencies, they have been quick - Speech and Language referrals in particular. Wider referrals take longer and can be challenging to chase multiple sources.

HM noted that KW had done a good job chasing these, adding that there have been a lot of cases raised during Covid-19.

MD also complemented KW in her role – she has been extremely supportive in terms of advising and observing.

All policies were approved.

GC asked that from now on, policies should be brought more regularly.

**7. AOB**

<p>GC felt that term has been successful, despite Covid-19, and acknowledged how tough it had been. Governors were very appreciative of the support and commitment of parents and teaching staff.</p>	
<p><b>8. Dates</b></p> <p>Visit for NH - Thursday 4th Feb at 10.00am</p> <p>HM took an action to email NH regarding content in January.</p> <p>BE is looking to take leave in the second week of January and will confirm with HM as soon as this is finalised. HM to speak with LF and AIO re. dates.</p>	<p>HM to email NH.</p>
<p><b>9. Part 2 - Confidential Items</b></p> <p>Restructure update: Governors met to review the structure and approve it. HM noted the importance of consistency and cohesion of that role. The Admin Assistant has received notification of redundancy and will receive a letter from the LA. HM noted that this was something which Governors had raised pre-Covid-19. HM felt that it would be useful to have better reporting for Governors and that the change will ensure that financial items are coded properly. The change will ensure better financial planning.</p>	

*Signed as a True and Accurate Record by the Chair, Geraldine Chadwick* \_\_\_\_\_

*Dated:* \_\_\_\_\_



Headteacher's Report to Governors 17<sup>th</sup> December 2020

Helen Mooney

**Staffing** The school is fully staffed. The following is a breakdown of Staff Absence during 2019-20

	<b>Nos Of staff</b>	<b>Special Leave No Pay</b>	<b>Special Leave With Pay</b>	<b>Sickness</b>	<b>Medical certification</b>
Head and Deputy	2	x	X	5	142
Assistant Heads	2			2	12
Teachers & UQT	5	X	6	6.5	14
Teaching Assistants & NNEBs	10	4.5	7.5	55	47
SMSAs	4	14	2	20	X
Admin Staff & Caretaker	3	X	2	2.5	18
Total	<b>26</b>	<b>18.5</b>	<b>17.5</b>	<b>91</b>	<b>233</b>

Long term absence is robustly addressed.

**The School Roll**

**The capacity for the school is 210 including nursery**

The school roll on 19<sup>th</sup> November was 81. We expect more movement in January.

We are still offering places in all year groups.

Foundation Stage 1: 25                      Year 1: 16

Foundation Stage 2: 18                      Year 2: 22

**Governors are aware that the falling roll has severe implications for our budget.**

**Attendance:**

We continue to monitor attendance and implement many positive strategies to help improvement. Attendance for statutory aged children up to March 2020 was 95.6% in line with national average. **At the end of the academic year attendance at CVI was 83.5% for statutory aged children, due to the impact of Covid 19.**

**Although we opened up to all children parents did not feel able to send their children to school. However 40% of children did attend from June 1<sup>st</sup>.**

**The attendance for children at CVI up to 4<sup>th</sup> December is 92%. The current National attendance figure is 88% for primary school.**

We continue to check persistent absentees and have arranged a visit from the Education Welfare Officer.

Attendance assembly will take place in each class during the last week of term.

Children will receive their usual reward chocolate selection box and a book.

**Finance, Buildings and Maintenance**

Draft Minutes of the finance meeting on 3<sup>rd</sup> November are attached. The cleaning contract has been agreed and awarded to our existing contractors.

**Curriculum and Personnel Committee**

Draft minutes of the 3<sup>rd</sup> November meeting are also attached.

**Term dates**

Please see **new term dates for 2021-22 agreed with KP on attached sheets**

## **Review of Standards 2020**

The review of Standards meeting took place on Friday 20<sup>th</sup> November @ 9.30 with Geraldine Chadwick, the Chair of Governors. Neil Farmer our BSP SIP and Lesley Daisley, Chair of the Finance Committee. There is a limited Review of standards report which sets out for governors where children were in March 2020. We have also explained our catch up programme in this review. It will be put on the website following our meeting on the 17<sup>th</sup> December 2020.

As per DFE instructions the data for 2019 will remain on the website as our most recent data. Our Catch up plan has been circulated to governors

## **Relationships Education Policy**

This Procedure has been followed and the policy agreed. It was due to go to governors in March 2020 but was cancelled because of the National lockdown. Governors need to ratify this policy at the meeting on the 17<sup>th</sup>

## **RE Determination**

This process was completed again this term. It had been ready to go to governors in March. We had one objection to this. We have tried to speak to the parent. He is new to the school and speaks very little English. His first language is Arabic and I will continue to endeavour to explain the meaning to him. 4 other parents spoke to me directly as they were unclear of the meaning. However once I clarified what it meant they did not make any objections.

Our Collective worship policy is included and a copy of the letter that was sent to parent.

## **Subject leader Parent Workshops**

We have not managed to arrange any workshops this term.

We have supported parents individually with Google Classroom.

We will plan some virtual workshops this half term as Parents should now be able to access Zoom session next term.

## **STAY AND LEARN**

This opportunity is suspended for the time being. We may be able to allow parents to join virtually but we have not planned this yet. I am not sure of the safety implication and GDPR rules about this. We are looking into this

## **Parent View**

There are no parent responses to parent view. However we have had a very positive response from Parents to our own survey, Veera Patel will present these results to the meeting on the 17<sup>th</sup>.

## **Healthy Schools Award and Arts Mark**

Mary Desmond will update us about our progress so far, although as you can imagine progress has been difficult this year.

## **Trips**

The children at CVI enjoy the immense cultural capital to be gained from living in one of the best cities in the world. We use the free public transport system very effectively and venture all over the capital. However in the current Pandemic we have had limited opportunities to do this. Year two were able to visit Mary Seacole's grave and Paddington Rec in the first half term. Of Possible they will visit again before the end of term

## **Visits**

We have also organised for Lucas Jet and his Circus Skills and Pearl Bador on Piano to come in and entertain the children before the holiday. These sessions are risk assessed and will take place in the hall, with opportunities to clean between each class.

## **PE Grant and Pupil Premium**

These have been updated and are on the website

### **Future of the school**

We have also continued to work with the Kilburn Park School to ensure the plans for a new build stay on track and that we continue to work towards a new Primary School in South Kilburn.

AS ALWAYS

My thanks to and the whole staff, as well as Geraldine Chadwick and the whole governing body for all their help and support this term.

My sincere good wishes to all celebrating Christmas and I wish everyone

A HAPPY NEW YEAR

Helen Mooney  
Headteacher



## Application to SACRE for a determination – sample letter to parents

DATE

Dear Parents/Guardians/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multifaith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school.

At this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupil and adults. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

*(For first applications)*

The school governors have decided that it would be more suitable for our school to have a 'determination' and to follow the Brent Model Approach because of the range of faith backgrounds of our school community. Before we apply to Brent SACRE for this we would like to seek your views. If you **do not** agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with our decision.

*(For renewals)*

For the past \_\_\_ years we have had a 'determination' and have been following the Brent SACRE's multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you **do not** agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with our decision.

Yours sincerely,

Headteacher

-----

*(For first applications)*

I, \_\_\_\_\_ do not agree with the school's proposal to adopt the multifaith approach to collective worship

*(For renewals)*

I, \_\_\_\_\_ do not agree with the school's proposal to continue the multifaith approach to collective worship

## Collective Worship Policy

### 1 Aims and purpose

**1.1** The aims and purpose of collective worship are:

- to provide an opportunity for the children to worship;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship.

### 2 Collective worship

**2.1** We understand worship to be a special act or occasion; the purpose is to show reverence. Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly.

**2.2** The 1988 Education Reform Act, states that collective worship should be 'wholly or mainly of a broadly Christian character', however this school has a determination from SACRE (**S**tanding **A**dvisory **C**ouncil for **R**eligious **E**ducation) which allows us to conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

**2.3** Our assemblies reflect religious traditions that are represented in the school and the wider community.

### 3 Organisation of collective worship

**3.1** We hold a daily act of collective worship in our school. This takes the form of either a whole-school assembly or key-stage assembly or class circle time.

**3.2** We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to the teachings and participate fully and appropriately.

**3.3** The headteacher or other members of staff normally conduct assemblies, but sometimes local clergy or other representatives of local religious groups could conduct them instead. We also invite carefully selected guest speakers, such as representatives from faith and community groups.

**3.4** We take the themes of our assemblies from the traditions of a range of faiths and we reflect the festivals and events of four of the main religions: Christian, Islamic, Hindu and Jewish calendars. We try to ensure they are celebrated equally and represent and reflect the wider community, not just what is reflected in the school community. Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. We plan our assemblies as part of a series of themes well in advance of the day they take place.

**3.5** Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the school's ethos which is; that all children are valued and all achievements are recognised. Carlton Vale Infants School is a successful school and we celebrate the successes of all the children in assemblies.

**3.6** Parents and governors are invited to attend special assemblies, such as end of term celebrations.

#### **4 Right of withdrawal**

**4.1** We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. However because of the inclusive nature of the school and the SACRE Determination that is in place we have had no requests for withdrawal from Collective Worship.

**4.2** The headteacher would keep a record of any children who are withdrawn from Collective Worship.

#### **5 Monitoring and review**

**5.1** It is the role of a named school governor with responsibility for Religious Education and Collective Worship to monitor the policy and practice of collective worship. The governor concerned liaises with the headteacher before reporting to the governors on religious education and Collective Worship.

This policy/document was reviewed by: Staff and governors

Signed ..... Chair of Curriculum Committee

Signed .....Chair of Governors

Date: Autumn term 2020

The next review date is Autumn 2024

# Harlesden Primary School Determination

## APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

<b>1. Name of School:</b>										
Harlesden Primary School										
<b>2. Head Teacher:</b>										
Sarah Wawn										
<b>3. Pupils to whom application applies:</b>										
<input checked="" type="checkbox"/> This application applies to the whole school.										
<b>4. Outline reasons for application:</b>										
<p>The school currently has 343 pupils on roll with a range of religious beliefs.</p> <table border="1"> <tr> <td>Christian</td> <td>27%</td> </tr> <tr> <td>Hindu</td> <td>2%</td> </tr> <tr> <td>Muslim</td> <td>56%</td> </tr> <tr> <td>Other</td> <td>3%</td> </tr> <tr> <td>None</td> <td>10%</td> </tr> </table> <p>The school would like to continue to hold daily collective worship that would be acceptable to all our families. With a school population where the majority of families are not from a Christian background, it would be inappropriate to provide collective worship of a 'wholly or mainly of a broadly Christian character'. This type of collective worship would exclude 73% of our school community. In following the Brent model approach, at Harlesden we do not promote any particular faith and all assemblies/collective worship include all pupils. This is an appropriate approach to take in our school.</p>	Christian	27%	Hindu	2%	Muslim	56%	Other	3%	None	10%
Christian	27%									
Hindu	2%									
Muslim	56%									
Other	3%									
None	10%									
<b>5. Outline details of consultation with governors:</b>										
The application was discussed at a full governing body meeting on 14 <sup>th</sup> December 2020. The governing body unanimously agreed it would be appropriate to continue										

with existing practice based on a multi-faith approach as recommended by Brent SACRE.

**6. Outline of details of consultation with parents:**

A letter was sent to all parents on 15<sup>th</sup> December 2020 informing them of the school's decision to apply to Brent SACRE to request a determination. No parents objected to this decision. Please see attached letter.

**7. Outline of proposed provision for collective worship**

We have been following SACRE's Model Approach for many years as we have held a determination for some time. We wish to continue to follow this model. Our policy on collective worship is based on the Model Approach and our programme of collective worships demonstrates this. Collective worship takes place 3 times a week in key stages and 2 times a week in either year groups or classes. Please see attached Collective Worship policy.

**8. Signature of Head Teacher: *S Wawn***



## MINUTES – Full Governing Body Meeting, Harlesden Primary School

Monday 14<sup>th</sup> December 2020, 5.30pm via Zoom

Attendees	Role
Sarah Wawn (SW) - HeadTeacher	Headteacher
Narinder Nathan (NN)	Chair
Jonathan 'Jon' Daly (JD)	Governor
Lydia Pichurski (LP)	Governor
Charlene Foxen (CF)	Governor
Gifty Obeng (GO)	Governor
Mark Malcolm (MM)	Governor
Hooda Sabah (HS)	Governor

Apologies
Mark Culmer (MC)
Umesh Raichada (UR)
Anwar Khan (AK)

This meeting was clerked by Deepti Bal, Clerk to Governors

Item	Action
1. Welcome and Introduction	

<p>NN welcomed attendees.</p> <p>Mark Malcolm (MM) introduced himself. He works for Croyden Council as an exclusions and attendance manager in the learning access team. This will become an 'inclusions' team shortly. He manages a team of people working in Croyden's schools to review standards and exclusions, interfacing with children's social care and early help to prevent exclusions and mitigate poor attendance. He oversees C&amp;E children who are missing education and electively home educated children, licencing, etc.</p> <p>NN - Chair  HS - Co-opted governor with curriculum responsibility. She oversees safeguarding, also.  JD - Has been a governor for one and a half years, is involved in wellbeing and sits on the finance committee.  LP - Is new to the governing board having started in September. She sits on the teaching and learning and curriculum committees.  CF - Is a parent governor.  GO- Works at Harlesden Primary and is a teaching and learning governor.  SW - Headteacher</p> <p>Governors co-opted MM.</p>	
<p><b>2. Apologies</b></p> <p>Apologies were received from Mark Culmer, Umesh Raichada and Anwar Khan.</p>	
<p><b>3. Declaration of Interests</b></p> <p>None noted.</p>	
<p><b>4. Review of Previous Minutes and Matters Arising</b></p> <p>SW asked for governors approval that they have read KCSiE and pass this on to Elle McArthur (EMA) and DB.</p> <p>DB to send a copy to MM.</p>	<p>DB to send a copy to MM.</p>

NN noted Simeon John's resignation. SW explained that this would be dealt with in the new year.

Minutes were approved as a true and accurate record.

NN explained that there are generally two meetings. Curriculum, then Finance. NN asked that he attend at least one of these and MM indicated that he would like to attend Curriculum if possible.

#### **5. Headteacher's Report**

SW gave an update:

The school roll is falling with 346 children currently on roll. Three more wish to join and two of these have EHCPs. One is newly arrived in the country and has no English. He/she also has Down's Syndrome. This is roughly 45 down on last year, which will have budget implications.

As of 4th December, attendance is 94.4% which is above national average (90%). Brent have not issued education penalty notices this term and these will restart after Christmas. The EWO has been engaged to target certain families and ensure provision of medical notices, etc.

Persistent absence is 13.6% which is ok given the current Covid-19 situation.

If a child is absent as a result of Covid-19, they are not classified as absent. Two bubbles have had to be closed and this is causing an increased level of anxiety.

Some children have moved out of the area and remain on roll until educational welfare have completed their checks.

Nick Butt's visit report has been provided to Governors. He met with Marcel and Hannah to discuss curriculum, the science / humanities lead, EMA re. inclusion and Gemma re. Early Years.

This meeting was useful and he was very complimentary. He has advised on certain curriculum areas. e.g. One of the schemes of work for humanities is not sufficiently strong. The curriculum has been improved as a result of this feedback and the new version will go to Nick for quality assurance (QA) once complete.

Re. reading, a report has been included. The school invested in Destination Reader and it has proved not to be suitable for the school. Some aspects have been maintained (language stems, for example) and the rest has been removed. Comprehension is an issue and guided reading has been implemented with each child receiving targeted books.

Nick has explained that at the end of KS SATs, all children do the same test. In English, all children get the same texts, therefore.

Re. safeguarding, there are a large number (28) of pupils with a social worker. 4 are on an EHCP plan. 9 early help, 4 looked after, 3 assessments in progress.

At the latest Rapid Improvement Group (RIG) meeting, a document was produced to evidence how these pupils are being supported and how attendance and progress are being monitored.

NN noted that John had commented on the quality of this document.

CPOMS is in use as a way to record safeguarding and behaviour incidents. In the event of a concern, the designated safeguarding lead is informed and CPOMS is updated. The number of incidents is lower than this period last year because the two worst offending children have now left the school. One was taken into care and the other has been moved by his/her parents to another school. The quality of staff incident recording has improved.

NN noted the number of incidents (100) and asked for an explanation.

SW confirmed that 100 incidents have been logged. If the incident relates to multiple pupils, each of these would get their own entry.

Three children were excluded (fixed term) last year. Two have since left and the other has settled down. There have been no exclusions this year.

SW noted that pupils have been messaging each other on Discord and their behaviour was deemed inappropriate. The police were engaged and the school is now working with families and the relevant year groups. This has had a positive impact and there have been no recently reported online incidents.

All staff have received safeguarding training from EMA, and 'train the trainer' training has been completed so a member of staff can complete level 3 safeguarding training. NN has also passed this certification.

Re. SEND, 14 children have EHCPs which is very high (4% vs 1.6% national average). Two more will join, and likely a third, so this number will go up further in due course.

Two bubbles have been closed since the return in September, both in Y1. A child had Covid-19 and seven members of staff subsequently contracted Covid-19. SW explained that holding of the child's hand was legitimate and necessary in the circumstances, despite the risk of infection. The first bubble closure highlighted the necessity of social distancing, however.

The next RIG meeting is on 3rd February, and there will be one final meeting.

HS asked about the risk assessment update, re. Covid-19. She asked if things were assessed differently if the child is SEND.

SW confirmed that it is not, but they have their own individual risk assessments. She gave the example of a child with a low immune system.

LP asked whether there is differentiation within the English curriculum to help with SATs.

SW confirmed that there is. When they are investigating the text at the start of the lesson, this will be addressed.

LP asked if it is teachers offering differentiated reading.

SW confirmed that it is either the teacher or support staff member.

LP approved of this.

SW invited LP to observe a meeting.

JD noted that there are 40 pupils fewer than this time last year and asked what the process is for planning and mitigating the impact. He asked whether the governors would see this ahead of time.

SW noted that Reception has 41 and Y1 38 pupils. She wondered if this should be three classes from September. She considered writing to the LA to ask them not to assign additional pupils into Y1. Half of the TAs are agency staff and making cuts will therefore be relatively straightforward. She will be writing to Brian Grady in January to ask for a cap on Y1.

JD asked whether 50% agency TAs represents a concern. He appreciated the flexibility but asked whether there is an impact on quality.

SW explained that she is happy with the arrangement, noting that poor staff will not be rehired from the agency in future.

JD noted re. persistent absentees that there is a significant fall. He asked why 2019/20 is not in the comparison table on pg1.

SW explained that it is on pg2.

JD asked if the school is getting the required support to provide online learning.

SW confirmed that the support visits have taken place and this is only the review. The safeguarding aspect of the LA review is complete. The SEND review is also complete. They would like to attend to observe lessons and this is not appropriate at the current time.

NN noted that Karen has completed walks around the classes and could see an improvement in the learning environment, especially with respect to reading. The work in the books has also improved.

JD noted his approval of Karen's feedback. He asked whether fixed term exclusions are included in the report.

SW confirmed that there have been none this year. The ones referred to earlier took place last year.

SW took an action to circulate the updated SIP. It has been updated since the September meeting and five priorities are included. Four of these have been worked on this term.

- ☐ Pupils develop a broad range of knowledge.
- ☐ Continue to improve attendance - a success this term.
- ☐ School leaders to have a grasp of effectiveness.
- ☐ Early years curriculum ensures rapid progress.
- ☐ Pupils to be provided with a range of opportunities to become resilient, confident learners.

The school has been accepted onto the NAHT trailblazer project from January.

The SEF will be circulated once fully complete.

SW noted that the school needs to apply for a determination from SACRE every 5 years. The school will apply not to teach a mainly Christian education given it is not reflective of the local community.

Governors voted in favour of the determination application and were happy to support this.

<p><b>6. Covid-19 Update</b></p> <p>Discussed as part of the headteachers report.</p>	
<p><b>7. Outcomes</b></p> <p>Baseline assessments have been completed. All children have regressed, excepting one or two pupils. End of Autumn data is currently being analysed to assess progress.</p> <p>JD noted that this comes out heavily in Nick's report and asked if this is of concern.</p> <p>SW explained that it is an 'unfortunate reality' and is not uncommon across the local area.</p> <p>JD asked at what point the school will be measuring again.</p> <p>SW confirmed that this has just been done and another round will take place in the Spring term. 20% were at the right point at baselining. The focus in the new year will be the 'just below' children to get them to 'achieving'.</p> <p>NN asked for an update in the next meeting.</p>	<p>Outcomes update to be provided at the next meeting.</p>
<p><b>8. Remote Curriculum</b></p> <p>A survey has been sent to parents to gather feedback on the remote curriculum.</p> <p>Staff have tried hard during lockdown but the two teachers who were required to isolate are the least capable re. IT use.</p> <p>Teachers have delivered phonics, literacy, etc remotely - however there is a learning curve. SW noted that it doesn't suit all pupils to have a computer open at all times.</p> <p>HS asked if all pupils had the relevant equipment.</p>	

SW confirmed that all computers have been handed out to address this issue, where possible. All parents who have explained that they have no access have received a laptop.

Money from a go fund me campaign (currently £350) will go towards funding additional devices. She noted that multiple devices per family are not permitted, regardless of the number of children in the family.

MM asked whether this offer was extended to all children, regardless of whether or not they should have been in school (e.g. key worker pupils).

SW confirmed that it was.

### 9. Funding Update

Pupil premium and sports report are both up to date and details available on the website.

PP is based on the year before last's data.

Catch-up funding of £28,880 has been provisionally allocated, of which £7k has been received. Online resources will be purchased (maths factor and literacy planet).

NN asked when the balance would be received.

SW confirmed that the next batch would be after the holiday and final payment in April.

One to one tuition is also being considered, as is targeting pupils with a full time equivalent of a TA (in small groups), paid for from the catch-up funding.

LP asked which pupils would be targeted.

SW explained that this would be the ones which are capable of the biggest level of progression. e.g. Not the lowest performing SEND children but rather those who have regressed the most.

JD noted that not all families are claiming the PP grant. He asked what governors could do to support this, and what the school is doing.

SW explained that families don't understand the benefit to them of applying, particularly when they are already in receipt of free school meals (FSM). They are being actively called, and the parents are being encouraged to complete the application. Brent is giving vouchers over Christmas and this is encouraging families to apply so they can get the food/fuel vouchers.

NN asked if this is obviously highlighted on the school's website, noting that the eligibility requirements have changed slightly.

#### **10. Governor visits update**

NN explained that Ofsted training took place last week. Six areas were identified.

NN and HS have completed a virtual visit.

HS explained that the visit took place last Friday and went well. Eight Y6 pupils were engaged on topics such as online bullying. HS felt that they were very comfortable discussing this in the presence of the Headteacher, and this is positive.

NN explained that the most important thing is that children feel that they can talk to teachers about bullying without being 'brushed away'. The children expressed how they felt that the school was a calm and safe place to learn, which was very reassuring.

HS explained she had had a query regarding low numbers of reporting bullying incidents and that DB's report had clarified the definition of bullying which the school uses as bullying being persistent and targeted – hence the figures.

DB confirmed that the following were reviewed by Governors:

- Safeguarding policy
- Online safety policy
- SEND policy
- Staff code of conduct

An anonymised case study was shared and reviewed.

Use of CPOMS

Staff training

SCR updates

Mental health support programme

Challenges of safeguarding re. Covid-19

DB confirmed that all students engaged were happy talking, felt safe online, felt that school was a calm place to learn, etc. They also knew about Childline and other 3rd party support agencies.

HS noted the rise in domestic violence and the strategies in place for the school to identify children where there are concerns and act appropriately in working with the relevant agencies. This was particularly important during COVID and SW had gone into lots of detail on how the school works with partners to support children. HS felt this was a strength of the school.

DB summarised the visit confirming that the school meets statutory requirements and HS/NN were pleased with the rigour and quality of the provision. Governors had also gone through the Safeguarding Policy and ensured that the last updates in KCSIE were included.

JD thanked DB for the report – he found it very useful to have an indepth review of aspects such as safeguarding. He asked if she had picked up on any areas of concern. DB explained that Governors were impressed and reassured by the systems in place. The school was aware of the areas identified in Nick Butt’s report and it was clear steps were being taken to address this.

HS noted that SW has completed training for her staff re. the use of CPOMS.

NN thanked DB for the quality of the report. SW confirmed that it was helpful, from the school’s perspective.

HS noted the children’s ideas for improvement and suggested a ‘school council’. SW confirmed that this already exists and added that it is difficult to manage given the requirement for bubbles. However, this could be developed further in the future.

<p>Both HS and NN thanked SW for facilitating the visit – they found it reassuring to be able to spend focused time looking at the documentation, case studies and having an opportunity to understand the systems better. They also found speaking with the children invaluable in providing further assurance that the schools systems were robust.</p> <p>Governors agreed to conduct other supported visits focused on Quality of Education and Behaviour &amp; Attitudes in the Spring Term.</p> <p>DB asked for guidance from SW re. staff workload. She suggested that the quality of education (remote curriculum aspect only) behaviour and attitudes, and leadership and management be the focus.</p> <p>SW agreed to suggest the appropriate dates.</p> <p>NN confirmed the next FGB as being on 24th March and so it would be good to have this visits conducted by then.</p>	<p>SW to circulate proposed dates.</p>
<p><b>11. AOB</b></p> <p>DB asked for confirmation from Governors that Simeon should be removed as he had not attending three successive meetings or shared apologies.</p> <p>Governors voted in favour of removal.</p> <p>SW left the meeting for Part Two matters.</p>	

*Signed as a True and Accurate Record by the Chair, Narinder Nathan* \_\_\_\_\_

*Dated:* \_\_\_\_\_

# HARLESDEN PRIMARY SCHOOL

Acton Lane NW10 8UT

Tel: 020 8965 7445 Fax: 020 8963 1828

Email: [admin@harlesden.brent.sch.uk](mailto:admin@harlesden.brent.sch.uk)

Website: [www.harlesden.brent.sch.uk](http://www.harlesden.brent.sch.uk)

SARAH WAWN (HEADTEACHER)



15<sup>th</sup> December 2020

Dear Parents/Carers,

All schools are required by law, to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a '**determination**'. In Brent this means that schools then have the choice of following a multifaith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school.

At this school, we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupil and adults. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

For nearly 20 years we have had a 'determination' and have been following the Brent SACRE's multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A '**determination**' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this, we would like to seek your views. If you do not agree with our decision, please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you by Wednesday 6<sup>th</sup> January 2021, we will assume that you agree with our decision.

Yours sincerely,

*S Wawn*

Sarah Wawn  
Headteacher

.....

I, \_\_\_\_\_ do not agree with the school's proposal to continue the multifaith approach to collective worship



committed to  
inclusive staff  
development



Dear Helen,

This was discussed in individual classes and all pupils agreed that it would be best if we continued with our multi-faith approach and didn't favour any particular religion.

Do you want me to add this to the form or is this email enough?

Best wishes

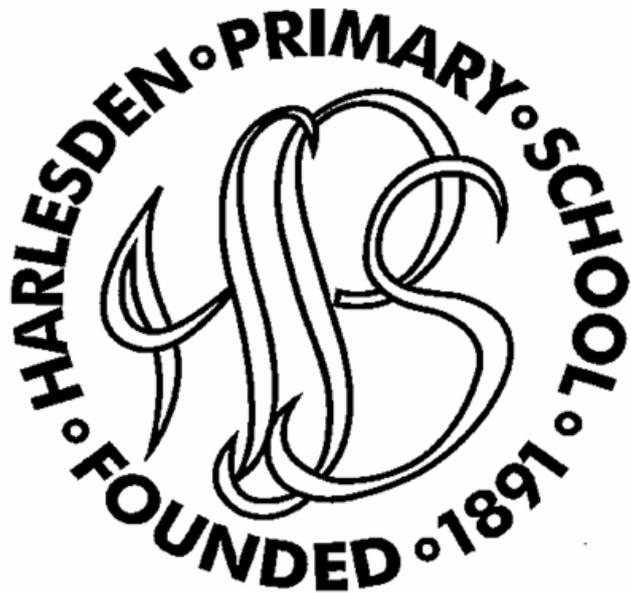
Sarah

Sarah Wawn  
Headteacher  
Harlesden Primary School  
020 8965 7445

[www.harlesdenschool.com](http://www.harlesdenschool.com)

# Collective Worship Policy

July 2020



## Aims:

- To provide the children a forum to share information, knowledge, feelings and ideas about their immediate experience/environment and help them to interpret the wider world.
- To celebrate difference and individual rights while reinforcing individual and collective responsibility.
- To provide opportunities for children to respect religious ideas and beliefs encompassed in world faiths.
- To foster in children a sense of awe and wonder in the universe around them and of the beauty of the natural world.
- To enable children to value and celebrate the creativity and achievements of their own inheritance and also as members of the world population.
- To support children in learning about the diversity of human experience.

July 2020

The 1988 Education act state that “All pupils will on each school day take part in an act of collective worship... The worship shall be wholly or mainly of a broadly Christian character”. However, at Harlesden Primary School we have a determination through SACRE from the requirement to hold a Christian assembly and we follow a multi-faith approach instead.

We believe that collective worship are part of the process of seeing the school from a wider perspective of existing as part of a community and relating to the experience and needs of others. We also believe that children should be encouraged to develop a sense of humanity as a community and to see the universe as a shared resource. We intend that collective worship should play a crucial role in supporting children to undertake their moral responsibilities, to inform their religious knowledge and to develop their spiritual understanding.

### **RESPONSIBILITIES**

The governing body is responsible for ensuring this policy is adhered to.  
The head-teacher is responsible for ensuring this policy is implemented.

### **ORGANISATION OF COLLECTIVE WORSHIP**

We hold daily acts of collective worship in our school lasting approximately 15 minutes to provide the children with opportunities for collective reflection and encourage feelings of unity and collaboration. This is in the form of either key stage, year group or class gatherings and usually take place towards the end of the school day. This can vary in accordance with individual class timetables.

The Early Years Foundation Stage will hold their own acts of collective worship and will gradually be introduced to the Key Stage 1 assemblies as their teachers feel appropriate.

We conduct assembly in a dignified and respectful way. We tell the children that assembly time is a period of calm reflection. We regard it as a special time and expect the children to behave in an appropriate way. We ask them to be quiet and thoughtful and to listen carefully to issues and ideas raised; these will be appropriate to the particular needs of the different age groups.

We create an appropriate atmosphere by using music and sometimes candles or other objects that act as a focal point for the attention of the children.

The headteacher, senior management team and phase leaders usually conduct assemblies, but sometimes other members of staff or representatives of local religious groups lead them instead. Every class also takes the lead at least two assemblies a year.

### **PLANNING ACTS OF COLLECTIVE WORSHIP**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Termly assembly rotas including a range of themes, special occasions and events will be followed, but will be flexible to allow the inclusion of current and topical issues.

Our assemblies reflect the achievements and learning of the children. We encourage the children to participate in assemblies by showing their work to the other children and raising issues that they

have discussed in their classes. Assemblies offer an opportunity to acknowledge and reward children for their achievements both in and out of school. They play an important part in promoting the ethos of the school, which is that all children are valued and all achievements are recognised.

We will regularly use music, poetry and literature as part of a 'reflective experience', and ensure that opportunities for reflection are respectful of difference in culture and belief.

We welcome parents' and governors' attendance at our assemblies at any time.

### **RIGHT OF WITHDRAWAL**

We expect all children to attend assembly. However, any parent can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

The headteacher keeps a record of all children who withdraw from collective worship.

### **MONITORING AND REVIEW**

It is the role of the Chair of Governors to monitor the policy and practice of collective worship. The governor concerned liaises with the headteacher before reporting to the governors on religious education and collective worship.

# Malorees Infant School Determination

## APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

<b>1. Name of School:</b>
Malorees Infant School
<b>2. Head Teacher:</b>
Sian Davies
<b>3. Pupils to whom application applies:</b>
<input checked="" type="checkbox"/> This application applies to the whole school.
<b>4. Outline reasons for application:</b>
<p>The school wishes to continue to use the Brent recommended approach from SACRE. It enables us to provide a forum and a breadth of opportunities to promote different traditions and faiths. It enables the school to draw on our diverse community in an inclusive and relevant way, because it is central to many of our families. The Brent SACRE enables the school a framework whereby both religious and non-religious resources and materials can be presented to young children. It also enables the school to value representation and expression from families who have non-religious beliefs and values.</p> <p>We use this framework to extend learning opportunities through discussion, assemblies, performances, and visits to different places of worship. We use this framework to promote themes of identity, respect, understanding and tolerance for others with young children.</p>
<b>5. Outline details of consultation with governors:</b>
<p>The application for determination will form part of the agenda for our Full Governing Board Meeting on 3/2/21, a rescheduled date.</p> <p>It will form part of the agenda between Chairs of Committees and the Executive Headteacher on 21/1/21 as an urgent item for discussion.</p>

<b>6. Outline of details of consultation with parents:</b>
<p>A letter was sent to parents on 19/1/21 informing them of our intention to renew the determination. A questionnaire was sent (copy enclosed) to invite a wider response from parents. A small sample of surveys were returned (16 in total). No parents informed the school that they disagreed with the school renewing our application.</p> <p>Currently, we recognise the response was not as high as usual during the pandemic and with the additional demands on parents at this current time.</p> <p>Parents were invited to inform us of their faith or non-faith background to ensure our school records are as accurate and as up to date as possible.</p> <p>Please see data on enclosed parental questionnaire.</p> <p>Since our last application, no parents have exercised their right to withdraw their children from assemblies.</p>
<b>7. Outline of proposed provision for collective worship</b>
<p>Malorees Infant School has followed the SACRE'S model approach over many years, with our last application being approved in October 2014. Our policy on Collective Worship is based on the Brent framework which we embed to reflect our school vision, ethos, and practice across the whole school community.</p>
<b>8. Signature of Head Teacher: <i>Sian Davies</i> -21/1/21</b>

## Some examples of Year 1 PE in Autumn Term- Malorees Infants

RE Year 1 27 December 2020 Topic 18: Who do we thank?

Learning intention: To know how some Hindus say thank you.

Key Question: What do we know about Hindus? What do Hindus believe?

We looked carefully at a Hindu shrine and learnt all the key words including:

- Brahma and Vishnu
- Puja plate
- Shrine
- God and Goddess
- Candle and incense
- Kum Kum powder
- bell



We looked carefully at each item on the Puja plate and learnt about the meaning of each item in the puja ritual. We related this to our own lives, saying thanks for food and good things we receive.

"The shrine is shiny and you can see it is very special to Hindus"  
 "The bell rings to get all the gods to come to the people's house"  
 "The candle makes the house small lovely"



Key Question: What can we see? What can we hear? What can we feel?

The children drew their own shrines with puja plates. They used their senses to think about ways to describe each object.

- "Delicious, happy sweets" shiny golden gods
- "Noisy little bell" hard smooth metal plate

How do Hindu children celebrate special times?

Finally, we watched a video with children showing us how they visit the Hindu temple to say special prayers and give thanks.



Key Question: Can we remember what happens in Autumn when we think about harvest time?

We looked at the Learning about Autumn and all the things that happen.

We looked carefully at pictures of a harvest but, wouldn't you think it would be branches at the top of the tree?

The branches stop the sun shining through! The sun shines and the leaves fall under them! A number of the young children can sleep in the trees.

We looked about the trees and the ground. We saw the ground was very dry and the trees were to give thanks to God for the harvest.



Key Question: What does the Jewish people make to celebrate harvest?

We looked carefully at a Sukkah which are branches of willow and leaves bound together. We watched Jewish children working the leaves and saying prayers of thanks for the harvest food.

We made our own Sukkah using paper and glue. We would sleep and eat some meals of thanks together for the food we got to eat.

The children got to have a nice time at Sukkot because they make Sukkah and eat yummy food! The children must think it's exciting to sleep outside for 7 days - I got to go sleeping once and it was fun!

Unit 1a: Where did the world come from

Lesson 1: To know what are 'Big Questions'

I can think about a 'Big Question'

I can write my big questions on a sheet outside

Lessons 2/3: To know what some people believe the world came from

I can talk about where Christians believe the world came from

I can talk about how Christians believe the world was created

I can say I'll hold the power to create something, what that would be

Lesson 4: To know how Jewish people remember the creation story

I can read of the story of Genesis (Jewish belief in a Creator God)

I can talk about Shabbat, explaining it's a day of rest, starting on Friday night

I can remember which activities Jews are allowed and not allowed to do during Shabbat

Lesson 5: To know what Hindus believe about where the world came from

I can talk about how Hindus believe the world was created

I can say what differences are there between the Hindu belief and the Jewish belief

Lesson 6a: To know what others believe about where the world came from

I can listen to stories about what others believe about where the world came from e.g. The Mayan Story of Creation

I can say what's similar and what's different

Lesson 6b: To know what scientist say about where the world came from

I can talk about the Big Bang theory on how the Earth was created

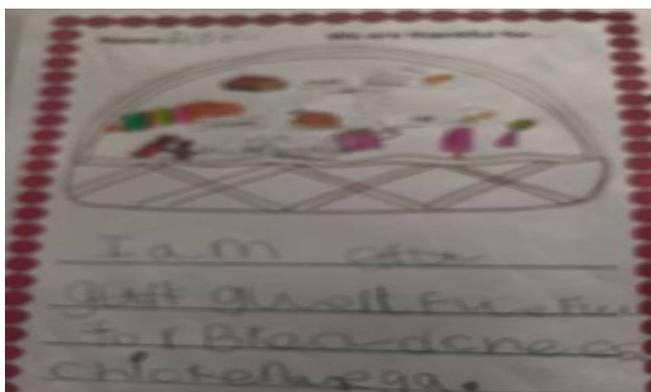
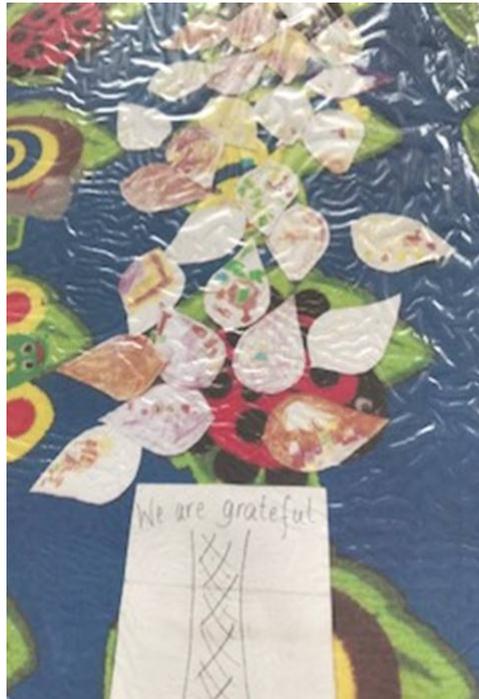
I can create my own Big Bang picture

Lesson 7/8: To know what you think about where the world came from

I can recall some 'Big Questions' from lesson one

I can talk about what I have learnt where the world came from (Genesis, Brahms, Big Bang) I can say which explanation inspires me the most

I can express the stories of creation through dance movements





# Malorees Infant School



## Application to SACRE (Standing Advisory Council on Religious Education) for a determination

19<sup>th</sup> January 2021

Dear Parents and Carers,

We hope you are all keeping well.

We are writing this letter to Infant families during a time when the school is operating quite differently due to the extended school closure. Thank you for your continued hard work and support during this time.

We have a process that comes round every 5 years whereby we must renew our application to Brent SACRE. This enables us to follow a framework that represents a wide range of different faiths and beliefs more broadly. Over many years, we have had what is called a 'determination', whilst following the Brent SACRE's multifaith approach. Throughout this time, our Governing Board have agreed that this approach is in the best interests of our school vision and values, rationale for our curriculum, and approach to supporting children's moral and spiritual development

In Brent this means that schools have the choice of following a multifaith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school. All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'.

At Malorees Infant School we do not promote any one faith as we aim to provide collective worship that can include and represent the whole school community, children, and adults through assemblies and discussions. We believe that collective worship can contribute positively to pupils' spiritual and moral development and can help to promote and develop the values shared by the whole school community, including our THRIVING values. We believe this approach can strengthen our teaching across the curriculum in a more enriching way.

As part of the process to apply for our determination to Brent SACRE we would like to seek your views. If you **do not** agree with our decision, please return the slip below. If you are happy for us to continue with our current practice, there is no need to respond. If we do not hear from you, we will assume that you agree with our decision.

We have prepared a few questions in the enclosed survey if you wish to complete, giving you an option to respond to some questions. Please let us know if you wish the school to contact you if you have any specific queries or concerns at [admin@malorees-inf.brent.sch.uk](mailto:admin@malorees-inf.brent.sch.uk) regarding our application to Brent SACRE. We would appreciate any responses by Thursday 21<sup>st</sup> January at 3pm.

Yours sincerely,

Executive Headteacher

Head of Malorees Infant School

Sian Davies

Helen Smith

I, \_\_\_\_\_ do not agree with Page 67's proposal to continue the multifaith approach to collective worship at Malorees Infant School

Malorees Infant School

PARENTAL SURVEY to support our SACRE application  
January 2021

Attached to this, you have received information about the school continuing to adopt Brent's recommended approach to supporting young children's spiritual and moral development.

To strengthen our application, we would welcome your views in this area. As part of our information gathering, we shall also be consulting with staff and children.

The questions on the survey were populated on Survey Monkey to ease access.

The responses demonstrated full support of a multi-faith approach.

A common theme from the parental responses was how this approach could help to identify similarities rather than differences across faiths and traditions.

1. Do you think encouraging children's spiritual and moral development is important, why?
2. What do you think your child should learn about RE (Religious Education)?
3. What do you feel about the school's role in promoting/teaching RE?
4. In order to gain a clearer sense of our school profile please tick your particular faith/nonfaith background (please tick as appropriate):  
Based on SIMS Analysis, based on the numbers of pupils on roll (199 in total) these are how the religious groupings in our school are represented. This includes the Nursery cohort.

Christian	43	Jewish	7	Buddhist	1
Islam	74	Sikh	1	Other (please specify)	2
Hindu	3	Humanist	0	None (No religion)	60

Thank you for taking the time to complete and return this survey. Please return by **Thursday 21st at 3pm**

Malorees Infant School

# MALOREES INFANT & JUNIOR SCHOOL



## COLLECTIVE WORSHIP POLICY

Policy updated & approved:	Nov 2019
Review date:	Nov 2021

## Rationale

Malorees Infant & Junior School believe that the role of 'collective worship' supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value we place on the development of the whole child: spiritually, morally, socially, culturally and intellectually is reflected in our 'worship'.

It will be embedded as part of our **THRIVING** ethos and values.

We value this special time in the school day for the space and time it gives children to develop a reflective approach to life, and the ability to express their reflections in an appropriate manner.

## Definition of Collective Worship

Collective Worship is a time when the whole school or groups within school come together in order to reflect on common concerns, issues and interests. It offers all pupils an opportunity to reflect through engaging in relevant, meaningful experiences which promote their development on a broader, 'holistic' level.

It is a legal requirement that schools have a daily collective activity which emphasises common values, principles and aspirations.

## Provision

In order to reflect the diversity of our school and wider community we adopt Brent Council's recommended approach by applying to **SACRE (Standing Advisory Council on Religious Education)** for a 'determination'. This allows us to follow a model of practice which reflects our families more broadly as opposed to following the requirements of The Education Act 1996, whereby collective worship should be 'wholly or mainly of a broadly Christian character'.

In consultation with our Governing Body and parents we have applied for and continued for renewal of our determination since its introduction in 1996.

## Aims

Through our collective workshop we aim to provide a caring and supportive environment to:

- Share our common values and vision.
- Celebrate achievement and special times.
- Explore together the world in which we live.
- Develop a community, team-orientated spirit.
- Acknowledge diversity and to grow in our understanding of the feelings of others in everyday situations and beliefs.
- Consider spiritual and moral issues.
- Reinforce positive attitudes.
- Understand our 'Promise Tree' which teaches the children about their rights and responsibilities

These principles underpin our expectations for both children and adults within our school community.

### **Practice**

At Malorees Infant & Junior Schools collective worship will be embedded into assemblies or feature in other aspects of the curriculum which promote thinking and reflection time, such as Circle Time.

To ensure collective worship provides opportunities for spiritual, moral, social and cultural development it will be addressed through a variety of themes and topics, use of diverse stimuli and resources, and provide time for children to 'respond' on their level.

Assemblies have been organised to include 2 whole school assemblies per week, whilst for the remaining days, collective worship will be facilitated through class discussions or possibly circle time forums. Our assemblies reflect the learning and achievements of the children in an inclusive and creative way.

In terms of organisation, the SLT, RE and PSHE Leaders will be responsible for co-ordinating themes for assemblies to ensure breadth and coverage across the whole school to support continuity and cohesion. Equally, our school is eager to look at how RE and PSHE learning opportunities can be mutually supportive and be incorporated to enhance pupils understanding and application of these principles.

Visitors will be encouraged and welcomed to lead collective worship on accessions, and this may also include participation from our parent community.

Governors are always welcome to attend our assemblies.

Leaders from different faith communities will be invited to help increase the pupils' awareness, respect and understanding of these faiths.

The content of these assemblies would be discussed and considered carefully beforehand to ensure relevance and suitability for the ages and backgrounds of all our learners.

Effective, collective worship can provide a valuable connection between home and school and encourage the child to feel included, secure and valued.

Opportunities for stillness and reflection are increasingly encouraged in order to:

- Provide some quiet time in a busy school day for children.
- Support their emotional development.
- Nurture their spiritual development and sense of 'identity' and 'self'.
- Draw on support in a time of need or challenge, and to draw on the school community spirit.
- Make connections with the Brent framework for Religious Education for making cross-curricular themes that develop children's learning experiences and knowledge.

The 'whole child' is central to our belief system and values at Malorees Infant School, therefore staff work conscientiously to embed this through their planning, practice and relationship building with children and their families.

## **Links to UNICEF -Rights and Responsibilities and Collective Worship**

At Malorees, we ensure that the Rights of the Children are embedded through all learning opportunities, collective worship included. We have weekly themed assemblies which are often linked to the UNICEF Convention of the Rights of the Child (CRC) - Rights and Responsibilities. Our Promise Tree has been designed by children at Malorees.

The rights and responsibilities conveyed in the CRC articles have been written in child -friendly and accessible language within The Promise Tree and used as an integral tool in our assemblies, and connect with how these key principles are used in the classroom to support children's behaviour, expectations and well-being.

Our weekly assemblies are led by a member of SLT, where a theme is explored eg. acts of kindness/friendship/relationships. A key story is often central to the delivery of these themes. In addition, a Music and Mentions Assembly are in place where achievements are celebrated, with songs linked to key themes or school led performances.

## **Right to Withdrawal**

We expect all children to attend our assemblies. However, parents can request permission have a right to withdraw their children from collective worship. In the first instance, discussion with the Headteacher needs to take place so the parent can give reasons for the request.

Requests of this nature are very rare within the school.

We hope this reflects the confidence shown by parents in our delivery of the RE curriculum and collective worship.





# **Lyon Park Primary and Infant School Determination**

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

1) **Name of School:** Lyon Park Primary School

2) **Name of Headteacher:** Mr. Rob Fenton

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

This application applies to the whole school.

4) **Reasons for application**

We consider that it is inappropriate for the school to provide collective worship "wholly or mainly of a broadly Christian character" as this does not relate to the family backgrounds of many pupils at the school.

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

The schools renewal for a determination was shared at a full governing body meeting and was agreed.

6). **Details of consultation with parents:**

A letter was sent to all parents regarding the schools decision to renew its determination. Parents were given an opportunity to respond if they did not agree with the decision. Out of 920 letters that were sent out the school received 1 response. After a discussion with the parent it was clear there was a misinterpretation of the letter and they have retracted their concerns.

7). **Proposed provision for collective worship:**

The school will follow Brent's Collective Worship Model approach.

8). **Headteacher signature:**

Name ROB FENTON 

Date 20-05-19.



**Lyon Park Whole School Religions by Year Group**

	Year 1	Year 2	Year N	Year R	Year 3	Year 4	Year 5	Year 6	Total
<b>Buddhist</b>	2	0	0	0	0	0	0	2	4
<b>Christian</b>	6	10	4	7	5	12	20	11	75
<b>Hindu</b>	93	91	59	92	93	86	80	82	676
<b>Muslim</b>	15	11	7	10	13	11	18	13	98
<b>No Religion</b>	1	2	0	2	1	3	0	2	11
<b>Other Religion</b>	1	1	0	1	2	0	1	1	7
<b>Sikh</b>	1	0	0	0	0	1	0	0	2
<b>{None}</b>	0	0	1	0	0	0	0	0	1
<b>Total</b>	119	115	71	112	114	113	119	111	874

## LYON PARK PRIMARY SCHOOL

**Minutes of Meeting of Governing Board of Tuesday, 14 May 2019,  
commencing at 5.30 p.m. in the School.**

**PRESENT:** Rev. Steve Taylor (Chair), Mr Rob Fenton (Interim Headteacher),  
Mr Umesh Patel, Ms Kosar Mumtaz-Zahid, Dr Meera Sarin,  
Mrs Tally Bhambra.

**In Attendance:** Ms Leena Pacquette (DHT)  
Mr Danny Sohal (SBM – to the end of Para 5).

### **1. Apologies for Absence**

Apologies for absence were received from Mr Harihar Patel and Mr Faisal Khan,  
and noted by the Governing Board.

### **2. Declarations of Interest in Any Item on the Agenda**

There were no declarations of interest in any item on the agenda.

### **3. Minutes of Last Meeting (22 January 2019)**

The minutes of the last meeting were adopted as a true and accurate record,  
and signed by the Chair.

### **4. Matters Arising from the Minutes**

### **7. SACRE Determination**

The Governing Board unanimously supported the school's application for  
renewal of its SACRE determination, permitting it to teach a multi-faith RE  
syllabus and to be exempt from the statutory requirement to have a daily act  
of worship of a broadly Christian nature.

**(REV) STEVE TAYLOR  
CHAIR OF GOVERNING BOARD**

# LYON PARK PRIMARY SCHOOL

Vincent Road, Wembley, HA0 4HH

TEL: 020 8902 5454

EMAIL: admin@lyonpark.brent.sch.uk

WEB: www.lyonparkprimaryschool.co.uk



Dear Parents/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multi-faith approach recommended by the Brent Standing Advisory Council on Religious Education (SACRE) or following an approach devised by the school.

At this school we aim to provide collective worship that can include the whole school community, pupil and adults and we do not promote any particular faith. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

Brent SACRE previously agreed a determination for our school, which allowed Lyon Park to follow the Brent SACRE's multi-faith approach to collective worship. The school governors have decided that it would be suitable for our school to continue this and that in order to do so, a renewal application should be made by the school. Before we apply to Brent SACRE for a renewal of our determination we would like to seek your views. If you **do not** agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with the decision of the school's Governing Board.

Yours sincerely,

Mr. Fenton  
Interim Executive Headteacher

---

## SACRE determination - notification of disagreement with this proposal

I, \_\_\_\_\_ do not agree with the school's proposal to continue the multi-faith approach to collective worship

Comment:

Please return this notification of your disagreement with the proposal to adopt/continue the multi-faith approach to collective worship to the School Office by 9am on Monday 20<sup>th</sup> May.

Dear Helen,

I hope this email finds you well.

My name is Leena Pacquette and I am the Deputy Headteacher at Lyon Park Primary School. I received the correspondence that you sent to the Executive Head Rob Fenton regarding our school needing to renew our RE Determination in November 2020.

In the letter it stated that we had not requested for a renewal since 2014. Please see below the correspondence sent from one of the Assistant Head teachers Sean Moran who had sent the Determination renewal form to your colleague last year with the relevant information attached.

It seems that this application seems did not reach you although all the right measures were taken by the school. If the Determination had been agreed by Brent SACRE last year, a renewal would not need to be done until 2024.

Please can you advise me whether Brent SACRE will accept the Determination sent last year by Sean or what the school needs to do next.

Regards,

Leena Pacquette  
Deputy Headteacher  
Lyon Park Primary School  
Vincent Road  
HA0 4HH

0208 902 5454



### **Pupil Feedback - RE Determination**

The children were told what an RE Determination is and why it is needed for our school. The children were asked what their thoughts were about RE being taught either about different faiths or if RE lessons should be mainly of a Christian nature. The children were asked to explain their reasons for their choice. The responses from all the children were unanimous that our RE teaching should be of different faiths because:

“Our school has different faiths and if we teach only one faith people might fall out.”

“If we learn only about one faith we will be stuck as we will not have enough information about other people’s beliefs.”

“People might decide to leave the school if we teach only one faith as they will not belong.”

“If we learn about lots of faiths we will be smarter and know more about the world.”

# THE WEMBLEY SCHOOLS FEDERATION

## LYON PARK PRIMARY SCHOOL

### COLLECTIVE WORSHIP POLICY- draft



<b>Approved by:</b>	Provision & Effectiveness	<b>Date:</b>
<b>Last reviewed on:</b>		
<b>Next review due by:</b>		

### **Lyon Park Primary School Collective Acts of Worship Policy**

The Collective Worship Policy at Lyon Park Primary School pays due regard to statutory requirements, and has taken account of the guidance offered by the LA through its SACRE. In line with the 1988 Education Reform Act and the 1996 education Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character', and in recognition of the fact that the majority of our pupils are practising members of other faiths we base our assemblies on the schools values that are shared every month as well as any other issues that arise that need discussing with the children. Assemblies are conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school.

### **Definition of Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

### **Aims of Collective Worship for the School:**

Collective Worship contributes significantly to the ethos of Lyon Park Primary School and it is our aim that it is a time when the school community can:

- share common aims and values
- Explore the school values and how these can be implemented
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

### **For the Pupils:**

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- reflect on that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reflect on the direction of their lives
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be part of the human race and the idea of the 'human family'
- consider the wonders and worries of the world

### **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, at Lyon Park Primary School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in classes. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives. The provision of opportunities for pupils' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it will address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

## The Management of Collective Worship

The RE coordinator will monitor and evaluate acts of Collective Worship. The Organisation of Collective Worship Collective Worship is organised to provide a variety of groupings and will take place in the classroom. Collective acts of worship are incorporated into whole school assemblies, 'themed word of the half term' class based weekly sessions and RE lessons.

*"Collective worship and assembly Collective worship and assembly are distinct activities, although they may take place as part of the same gathering. Collective worship is a special time for pupils to reflect upon life experiences and ultimate questions and, if appropriate, focus on God. It should allow the pupils to be able to make a spiritual response...Schools often gather for achievement assemblies, singing assemblies and curriculum assemblies. These can be made into an act of collective worship through the addition of an opportunity for reflection or prayer at the end of these times. Without it they stay as an assembly."*

Lyon Park Values

Month	Value
September	<b>Friendship</b>
October	Diversity
November	Peace
December	Sharing
January	Responsibility
February	Love
March	Courage
April	Honesty
May	<b>Resilience</b>
June	<b>Respect</b>
July	<b>Achievement</b>
August	Happiness

## Leadership

Every member of the teaching staff and occasional visitors will be involved in leading acts of worship at some point in the school year. Planning Acts of Collective Worship The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils. Termly assembly rotas including a range of themes, special occasions and events will be followed, but will be flexible to allow the inclusion of current and topical issues.

## Withdrawal

Our assemblies will be conducted in a manner as sensitive and inclusive as to ensure that all children feel comfortable to attend the assembly. Parents may withdraw their child from collective worship; teachers, too retain the right to withdraw from collective worship.

# **Mora Primary & Nursery School Determination**

## APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

<b>1. Name of School:</b>
Mora Primary and Nursery School
<b>2. Head Teacher:</b>
Kate Bass
<b>3. Pupils to whom application applies:</b>
This application applies to the whole school.
<b>4. Outline reasons for application:</b>
<p>Considering the large percentage of non- Christian students attending Mora Primary and Nursery School, it could be argued that worship other than that which the children are willing to partake in as part of being a follower of their own religion, would be deemed as contrary to the teachings of their faith. With the increasing number of Muslim families at Mora Primary and Nursery School, it is important to consider that to partake in collective worship that is “wholly or mainly of a broadly Christian character” could be deemed as ‘Shirk’ (an unforgivable sin of disrespect to the one God Allah). To provide collective worship that is “wholly or mainly of a broadly Christian character” would be unsuitable for the majority of our pupils. In keeping with the Brent Model approach, at Mora Primary and Nursery School we do not promote any particular faith and collective worship/ assemblies include all children. This is an appropriate, multi-faith approach for the current cohort at Mora Primary and Nursery School.</p> <p>If the determination is renewed, we would ensure that we provide assemblies and activities to promote moral/spiritual thinking in line with our school values, current affairs and global news, relevant and upcoming religious festivals and the themes for the specific weeks.</p>
<b>5. Outline details of consultation with governors:</b>
The application and letter to parents was discussed and approved in a Full Governors Meeting on 18th November 2020. The Headteacher proposed to send the letter to families, seeking their views on this intention to apply for a further 5 year term in applying the SACRE multi-faith religious syllabus.
<b>6. Outline of details of consultation with parents:</b>

A letter was sent to parents on 9<sup>th</sup> December 2020 informing them of the Headteacher's decision to renew a determination based on our evaluation and present practice, and inviting them to respond if they objected. No parents objected to this application.

**7. Outline of proposed provision for collective worship**

We have been following the SACRE's Model Approach since we were previously granted a determination, and wish to continue to do so. Our policy on collective worship is based on the model approach and our programme of collective worship demonstrates the 'Model Approach.'

**8. Signature of Head Teacher: *Kate Bass***

**Mora Primary School**  
**Full Governing Body Meeting**  
**18 November 2020 at 6pm**



**Minutes**

---

**In attendance:**

Sue Lowidt – Co-opted Governor (SL)  
Alex Saklow – Parent Governor (AS)  
Simon Hay – Parent Governor (SH)  
Craig Rajgopaul – Co-opted Governor (CR)  
Barry Creasy – Chair of Governors (BC)  
Kate Bass – Interim Headteacher/Staff Governor (KB)  
Jessica Feldman – Parent Governor (JF) (18:45 onwards)

**Also in attendance:**

Lillian Caller – Clerk to the Governing Board (LC)  
Preeya Patel – Interim Deputy Headteacher (PP)

Documents circulated in advance:

- Headteacher's Report
- School Development Plan 2020-21
- Minutes of the Achievement and Standards Committee (15 October 2020)
- Minutes of the Staffing and Pay Committee Meeting (9 September 2020)
- Minutes of the Finance Committee Meeting (24 September 2020)
- Minutes of the previous Full Governors Meeting (24 June 2020)

---

ITEM NO.	ITEM	ACTION
1.	<b>Welcome, Introductions and Apologies for Absence</b>	
	There were no absences. All governors were welcomed and introduced themselves to PP.	
2.	<b>Declarations of Interest</b>	
	There were no declarations of interest.	
	<b>GOVERNANCE</b>	
3.	<b>Election of Chair and Vice-Chair(s)</b>	
	BC was elected Chair of Governors. As of next year, BC will be standing down as Chair.	

	AS and JF were elected as Co-Vice Chairs.	
<b>4.</b>	<b>Appointment of New Governors</b>	
	<p>The board still has one parent governor vacancy. For parent governor applications, the board has sought candidates; three have put themselves forward. The governors agreed that this should go to a vote. JF will run the election for that, possibly electronically.</p> <p>Governors discussed the interim vacancy created for the staff governor. KB is the current staff governor but is now assuming the place of PB who is a governor ex-officio. It was agreed that as staff governors provide a different perspective, governors will invite staff to join the board. KB was asked to canvass the staff to see if there was interested in an interim staff governor position for the year.</p>	<p><b>JF</b></p> <p><b>KB</b></p>
<b>5.</b>	<b>Committee Terms of Reference for the Year (for approval)</b>	
	The Terms of Reference will be circulated.	
<b>6.</b>	<b>Committee Membership for the Year</b>	
	<p>The committee membership for the year was confirmed as follows:</p> <p><b>Staffing and Pay:</b>  Craig Rajgopaul  Sue Lowidt  Barry Creasy</p> <p><b>Finance:</b>  Alex Saklow  Simon Hay  Jessica Feldman</p> <p><b>Achievement and Standards:</b>  Barry Creasy  Sanjana Karnani  Jessica Feldman  Sue Lowidt  Kate Bass</p>	
<b>7.</b>	<b>Governors Declarations of Interest Forms and Code of Conduct</b>	
	<b>LC is to email these to the governors.</b>	<b>LC</b>
<b>8.</b>	<b>Link Governor Roles</b>	
	There has previously been discussion of the governors supporting specific subjects.	

	<p>External people are not allowed into the school at the moment so it is hard for the governors to spend the time coming into the school.</p> <p>Subject leaders are a big focus for Ofsted now and the school has got a lot of work to do to show progression across the year groups.</p> <p>The governors need an idea of the subjects and what is going on. It was suggested that subjects could be allocated to the governors, but the school does not want to drive something that governors are not committed to do as they cannot resell it.</p> <p>It may be easier to do this on Zoom, providing a crib sheet of the sort of questions to ask as this acts like a mini Ofsted inspection.</p> <p>The intention of linking the governors to a subject is to support the teachers so that at a full governing board meeting the link governor can talk about the feedback. This involves putting the effort in through feedback or observations and having half a dozen questions to ask.</p> <p>The achievements and standards committee are due to come in and the governors agree that they be presented to.</p> <p><b>KB will assign individual link roles.</b></p>	<b>KB</b>
<b>9.</b>	<b>Governor Training</b>	
	<p>SH will do a safeguarding course on 23<sup>rd</sup> November.  SH enrolled on New Governor Induction in March 2020 but is has been postponed due to the pandemic until 2021. SH will also undertake a Child Protection Course.</p>	
<b>10.</b>	<b>Chair Actions (if any)</b>	
	There were no Chair Actions to discuss.	
<b>11.</b>	<b>Minutes of the Meeting of 23<sup>rd</sup> June 2020 and Matters Arising</b>	
	<p>The minutes were approved as an accurate record.</p> <p>Matters arising:</p> <ul style="list-style-type: none"> <li>• SH is now PP governor.</li> <li>• Basma Yaslem explained that she does still want to be involved; she was told that she could stand in the next round of parent election.</li> <li>• There are three candidates for the position so this could go out to an election.</li> </ul>	

	<ul style="list-style-type: none"> <li>• BC has not yet contacted local companies.</li> <li>• The Disciplinary Policy has been updated.</li> </ul>	
<b>SCHOOL IMPROVEMENT</b>		
<b>12.</b>	<b>Verbal Update from the Achievement and Standards Committee Chair</b>	
	BC highlighted key aspects of the meeting, attendance was low this term because of Covid.	
<b>13.</b>	<b>Pupil Numbers and Published Admission Numbers</b>	
	<p>There are 431 pupils are on roll.</p> <p>The school are waiting for five children to be off-rolled as it is taking the borough a long time to off roll them.</p>	
<b>14.</b>	<b>Attainment and Progress</b>	
	<p>The school is still having problems with Year 3 so will look at how to manage that.</p> <p><b>GQ: In regard to the Headteacher Report, are all Special Educational Needs children are making accelerated progress?</b> The school are using a system called Parak which focusses on smaller steps of progress and not age-related progress.</p> <p><b>GQ: How is that being benchmarked?</b> The school SENCo has brought in a new assessment this year and she is using it in conjunction with the school that developed the system and will be working with them.</p> <p>Children are being baselined at the moment and at the beginning of next term the school will do moderation with the other school.</p> <p><b>GQ: Is there a governor that gives feedback on the data?</b> Not specifically; The board are not expected to be experts in teaching and learning. Governors would need guidance from the school SENCo on how the school are assessing children with specific needs.</p> <p>KB confirmed that one key action of the second school development involves setting targets and challenging outcomes. Also, Subject leaders will have targets and share these with the governors; this needs to be shared with the board along with an action plan so that the governors know where the school are going.</p> <p>A suggestion was made that the school can show governors that they are comparing the school's targets with national and local targets by giving the governors that data.</p>	

	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• PP can draw up a table that compares national and Brent targets with the school's targets.</li> <li>• PP/KB to circulate the targets for each year group</li> <li>• All governors to email back comments</li> <li>• The board will hold a meeting after that if necessary</li> </ul> <p>KB confirmed that 70% of Health and Safety Targets have been met. The board asked for clarification on what that means; <b>KB will clarify.</b></p> <p><b>GQ: Some children are back in the school now – how is the challenge of the lockdown being addressed?</b> The school decided quickly to identify the children that needed help. Due to the bubbles, teaching assistants cannot move around different classes so if the school receives catch-up funding, an extra teacher who will qualify at Christmas can be used and the school can look at smaller groups to help the children make rapid progress.</p> <p>Teachers have identified areas of concerns within their own bubbles at the beginning of the year as they are specific to each class. The teachers can then plug these gaps as they know the school best and can move the children on when they have reached their targets.</p> <p>The school will look at the children for next terms and how to bring them on further.</p> <p><b>GQ: Was the school surprised after baselining the children, in terms of their attainment after the summer?</b> Some children have gone backwards and not many have moved forward whilst some stayed where they were. Not many children have accelerated but the gaps have been identified and the children are doing reading, writing and maths each day.</p> <p>Initially, to catch up with some of the elements that are missed, the school meet with teach and identify the gaps in their classes and then have discussions to see where the children are and what needs to happen next such as bringing people in.</p> <p><b>GQ: Are the children working hard?</b> Yes, they are very happy to be back at school. They are working in a very different way so no longer working in groups and now sitting on desks in rows but they quite like it and the use of the rows means the children are very focussed.</p> <p><b>GQ: How is the childrens' mental health?</b> Twenty children are having counselling and 50 are having informal support that they self-refer to.</p>	<p><b>PP</b></p> <p><b>PP KB</b> <b>ALL</b></p> <p><b>KB</b></p>
15.	<b>Progress on Teaching and Learning</b>	
	See the above section.	

16.	<b>Leadership and Management</b>	
	<p>It was noted that this is a very hard time to be a Headteacher as it is like running a new school each week.</p> <p><b>GQ; How can the governors help to support the leadership?</b> It was noted that the biggest issues at the moment is that of the site manager as the impact of that on the school was enormous. There is currently a temporary man in the role so not a permanent site manager so the school wants to move on with the recruitment.</p> <p>The major issues for the school at present were highlighted as:</p> <ul style="list-style-type: none"> <li>○ Flooded roof</li> <li>○ Covid risks</li> <li>○ Vulnerable child climbed over a fence and escaped school</li> <li>○ Was featured in the Guardian to ensure that families were fed over half term</li> <li>○ No permanent business manager whilst Aga is off</li> <li>○ Site Manager</li> </ul> <p>The school leaders are managing a lot of relationships as there is so much anxiety in teachers and community.</p> <p>The governors offered to support leaders and suggested local parents can help to open it. KB stated that it was hard to support the teachers as a group to make sure they do not feel isolated. The school is relying on the staff coming to leaderships to say it is getting too much.</p> <p><b>GQ: Can the school start recruitment for a permanent site manager?</b> Yes, the Health and Safety report said that the role may not be suited for one person; this is an opportunity to consider what role they want the site manager to do.</p> <p>It was suggested that using Social Value Funding, the school could appoint a local person to become an apprentice such as someone coming to the school as an apprentice site manager.</p> <p><b>GQ: Will the school have to pay for any of the flooding damage?</b> No, following the flood, major repairs are being paid for by contractors.</p>	
17.	<b>Pupil Attendance</b>	
	<p><b>GQ: Are targets for attendance realistic? If a child is off because they are off/shielding – does that count towards figures?</b> No, if a bubble goes home that does not affect attendance figures.</p> <p><b>GQ: If one child has to shield does that count towards absence?</b> No, they have a different code.</p>	

	<p><b>GQ: To what extent is the school counting a parent refusing to send their child in?</b></p> <p>Some parents have said they are home schooling and taking their child off roll. One other family is clinically extremely vulnerable but this is not recorded as a usual absence because it is Covid related. The school has been given particular codes to</p> <p>The school want to have as many children in as possible. 20 children were out today so attendance is at 94/95%.</p>	
	<b>RESOURCES</b>	
<b>18.</b>	<b>Budget Update</b>	
	<p>The school are ahead of where they thought they would be with the budget and will now potentially have £93,000 in reserves. This is higher than anticipated at around £38,000 better off. The school have made a number of savings and should end the year around £300,000 better off. This included not replacing the assistant headteacher or Senco who both left.</p> <p>KB highlighted that credit was due to Aga the school business manager. AS was also thanked for the work that he had put into the finance committee.</p> <p>Additional Funding</p> <p>Friends of Mora have stated that it will fund some resources for the children.</p>	
<b>19.</b>	<b>Verbal report from Finance Committee chair</b>	
	<p><b>GQ: Has there been any Covid funding received from the DFE?</b> No - This has not yet been received.</p> <p><b>GQ: Will there be catch up funding?</b> Yes, but that has not been received. The plan is to use it for additional staffing, or to give some time in lieu. The school are looking at how that can be saved.</p> <p><b>School House</b></p> <p>This will be taken to the finance committee so they can decide how best to use that for the school's benefit. (See discussion at item 20 below).</p>	
<b>20.</b>	<b>Verbal report from Staffing and Pay Committee chair</b>	
	<p>Dave Ross was dismissed and his appeal was rejected.</p> <p>The Council's property lawyers and employment lawyers have been used and, in the event that he wins at a tribunal they have ruled out that a house can be part of a reparation.</p> <p>CR gave a legal opinion:</p>	

<p>In compensation the maximum he can get at tribunal is one-year salary. Even if a tribunal orders re-engagement they cannot create that part of the job again and there is no way that reinstatement will include forcing the school to give him the house back.</p> <p><b>DR House</b></p> <p>KB has the keys and went to house to read the meters; work needs to be done to it before it could be let out. The house has been vacated but the bathroom needs to be redone so the committee could make plans and present the council with them.</p> <p><b>GQ: Does the house belong to school to be able to rent out?</b> The school have asked Brent who is responsible for deciding the future of the house, and what happens under cases like these.</p> <p>The finance committee are operating on the assumption that the house belongs to the school.</p> <p>A notification from ACAS has not yet been received and so that process has not yet started. He will have three months from the date of dismissal to do so.</p> <p><b>GQ: What is to be said to the parent community about him?</b> Just that David Ross left and do not engage with that conversation.</p> <p><b>GQ: Does the school need the house for classroom space?</b> No, it is better rented out for income in the school.</p> <p>Finance Committee were told to meet to discuss this.</p> <p>CR left at 20:00</p> <p>It was suggested that the house could be offered to the school's own teachers or other Brent teachers. It could be a recruitment incentive at the moment. <b>KB to gauge whether there would be demand to incentivise them to stay.</b> It is a three-bed house and there are options on how to configure it.</p> <p>BC stated the dates next week for a meeting with Matt Cochrane and Brent Legal to resolve queries on what the school is permitted to do with the house now that the caretaker has vacated.</p> <p><b>LC to send out dates for the finance committee to meet to discuss this.</b></p> <p><u>SL presented on the Staffing and Pay report.</u></p> <p>Performance management has not been completed.</p> <p>The Teach First teachers who only had experience up until March were not strong enough in March but have come back and it looks like they will finish the</p>	<p><b>KB</b></p> <p><b>LC</b></p>
--	-----------------------------------

	<p>course and pass well. They are happy to be back and getting support from senior leadership team.</p> <p><b>GQ: Does the surplus include the pay increase?</b> Yes.</p> <p><b>GQ: Is there still a teacher covering the teaching assistant role?</b> No, she left to go back to Australia as soon as she could get a flight.</p> <p>The unqualified teacher in Year One is now qualified.</p> <p><b>GQ: Is there a new administrator on the staff role or are they still on agency?</b> Yes, the school will make this permanent. There have been some training issues but these are being resolved.</p>	
	<b>OTHER</b>	
21.	<p><b>Policies for approval</b></p> <ul style="list-style-type: none"> <li>○ Pay Policy</li> <li>○ Pupil Premium Report</li> <li>○ Complaints Procedure</li> <li>○ Sacre letter</li> </ul>	
	<p>These were all approved.</p>	
22.	<p><b>Any Other Business</b></p>	
	<p><b>Vision of the School</b></p> <p>The board is looking to update the wording of the ethos that has not been looked at for a long time with a view to incorporating intent and implementation. SL and SH to contribute.</p> <p>KB advised that children will do an online concert as one-year group is invited to sing for the BBC natural history program. This will be an online concert and governors will be invited.</p> <p>SK was thanked for her contribution as 100 meals were delivered to the school each day over half term and each delivery of meals went in 20 minutes. There is to be a meeting on Friday as there is a worry for the children who do not yet qualify for the Free School Meals. SK advised that the person would be happy to contribute towards the cost of meals again but could not donate the same amount as before.</p> <p><b>Headteacher Performance Management</b></p> <p><b>KB to contact Alison Loffler to set up a day.</b></p> <p><b>Pupil Premium</b></p>	<p><b>SL/SH/KB</b></p> <p><b>B</b></p> <p><b>KB</b></p>

There is a push to help families to sign up to Pupil Premium. It was on 54 which is 20% of the school.

The school has worked hard with families to see the barriers to them signing up and have now unpicked that children did not have equipment. The school will provide families who get PP with a £100 tablet and so far have bought 10. The school is doing this as families sign up as the school gets £1300 per pupil so it is a good investment. The school may now have as many as 120 pupil premium children. The numbers are now going to go up so pupil funding will increase and the school want to get as many on register as possible.

Governors commented that giving the children a tablet is good as it helps them at home to do their homework. KB said that another factor behind that was the fact that there is no after school activities so these children cannot be supported in wider development. At least the school can now give them something to do.

SK was thanked for organising for some Amazon Fire tablets to be donated.

All children will have equipment to access learning but WiFi is another problem.

SIP

If the school have not had school data there is no new national date to update against.

Areas for development include driving to being at national level.

All are assessed as before namely RWM KS1 parental engagement with the school.

The school is also looking at wider welfare and speech and language skills.

It was noted that children who need intervention and support should get it and there is many wider school benefits.

It was noted it was a good plan to be holding and to measure against the whole of the school year as so many families circumstances have changed.

**23. Dates of Next Meeting**

15 March 2021

**Meeting Close - 20:34**



9<sup>th</sup> December 2020

Dear Families,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multifaith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school.

At this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupils and adults. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

For the past five years we have had a 'determination' and have been following the Brent SACRE's multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you do not agree with our decision please return the slip below. I would also very much like you to contact me so that I can hear your concerns. If we do not hear from you we will assume that you agree with our decision.

Yours sincerely,

Kate Bass  
Headteacher

---

I do not agree with the school's proposal to continue the multifaith approach to collective worship. Please contact me so I can discuss my concerns.

Child's name:

Class:

Contact number:

Dear Helen,

Due to the Covid-19 situation, we had a council elected but they didn't meet as class bubbles closed, the facilitator was then isolating.

I am sorry but this consultation with the school council was planned but has not yet taken place.

Kind regards,

Kate Bass  
Interim Headteacher  
Mora Primary and Nursery School  
Mora Road  
London NW2 6TD  
0208 452 2634

---

**From:** Tulloch, Helen <[Helen.Tulloch@brent.gov.uk](mailto:Helen.Tulloch@brent.gov.uk)>  
**Sent:** 11 January 2021 12:40  
**To:** Katarina Bass  
**Cc:** Loffler, Alison  
**Subject:** RE: SACRE at Mora Primary and Nursery School

Dear Katarina

Can you confirm if the school consulted with the children (perhaps via school council) and what the outcome was?

Please note that the Determination application and documents will be presented at the next SACRE meeting for decision, but it would be helpful if you confirm the above.

Best wishes

Helen

Helen Tulloch  
Governor Support Coordinator  
Children and Young People

tel: 020 8937 3038

[www.brent.gov.uk](http://www.brent.gov.uk)  
@Brent\_Council



# **Collective Worship Policy**

## **Mora Primary and Nursery School**

### **2019 – 2021**

This policy has been written in consultation with teachers, parents and children.

The policy is supported by and promotes the school's equal opportunities practice.

## Collective Worship

### Aims

- To educate our pupils, in the widest sense
- To impact basic spiritual, moral, social and cultural education
- To recognise and reflect on the multi-faith nature of our school and our school community and to encourage recognition and a respect for the beliefs of others
- To foster a sense of community spirit, ethos and shared values
- To provide time for spiritual reflection and response

### Statutory duties of the school

- All pupils (apart from those children withdrawn by their parents) will take part in a daily act of collective worship through assemblies, weekly Class-time
- Mora Primary and Nursery School was granted a determination by the local SACRE as it was deemed inappropriate for the children to experience worship that is “wholly or mainly of a Christian character”
- Parents may withdraw their children from collective worship. Teachers and Teaching Assistants may also withdraw from collective worship. Mora Primary and Nursery School aims to provide a form of collective worship that is acceptable to all children, parents and staff

### Implementation

- Collective worship will take place in phase group and whole school assemblies, time for silent reflection will be included in these assemblies
- Phase leaders/ the Headteacher will lead the assembly. Individual classes will present the assembly at least once during the school year
- Themes for the week are arranged by the RE subject leader/PHSE coordinator and shared with all staff and children, these are updated to reflect the needs of the current cohort
- Each teacher will be responsible for the delivery of ‘Class Time’. A weekly session that allows for thought and discussion, including moral dilemmas that the children/class may be facing

### Monitoring, evaluation and review

- The school will review the policy bi-annually to assess the implementation and effectiveness
- The school will look at verbal and written feedback from children, staff and families

# **Roe Green Infant & Strathcona School Determination**

## APPLICATION FOR A DETERMINATION

That Section 394 (1) of the Education Act 1996 should NOT apply to a school.

<b>1.</b>	<b>Name of School:</b>																									
<b>Roe Green Infant and Strathcona School</b>																										
<b>2.</b>	<b>Head Teacher:</b>																									
<b>Mrs Nicole Lobo</b>																										
<b>3.</b>	<b>Pupils to whom application applies:</b>																									
<b>This application applies to the whole school</b>																										
<b>4.</b>	<b>Outline reasons for application:</b>																									
<p><b>The school has 466 pupils aged 3 - 11. The proportion of pupils from different faiths is as follows. The last application for Determination is due for renewal.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Buddhist</td> <td style="width: 30%;">8 pupils</td> <td style="width: 20%;">1.72%</td> <td style="width: 20%;"></td> </tr> <tr> <td>Christian</td> <td>199 pupils</td> <td>42.70%</td> <td rowspan="6" style="vertical-align: top;"> <b>Summary:</b>                      Christian 199 - 42.70%                      All others 267 – 57.30%                 </td> </tr> <tr> <td>Hindu</td> <td>103 pupils</td> <td>22.10%</td> </tr> <tr> <td>Muslim</td> <td>138 pupils</td> <td>29.61%</td> </tr> <tr> <td>Other</td> <td>1 pupil</td> <td>0.21%</td> </tr> <tr> <td>Sikh</td> <td>1 pupil</td> <td>0.21%</td> </tr> <tr> <td>No declared faith</td> <td>16 pupils</td> <td>3.43%</td> </tr> </table>				Buddhist	8 pupils	1.72%		Christian	199 pupils	42.70%	<b>Summary:</b> Christian 199 - 42.70% All others 267 – 57.30%	Hindu	103 pupils	22.10%	Muslim	138 pupils	29.61%	Other	1 pupil	0.21%	Sikh	1 pupil	0.21%	No declared faith	16 pupils	3.43%
Buddhist	8 pupils	1.72%																								
Christian	199 pupils	42.70%	<b>Summary:</b> Christian 199 - 42.70% All others 267 – 57.30%																							
Hindu	103 pupils	22.10%																								
Muslim	138 pupils	29.61%																								
Other	1 pupil	0.21%																								
Sikh	1 pupil	0.21%																								
No declared faith	16 pupils	3.43%																								
<p><b>The school would like to enable all children to take part in a daily act of collective worship of such a type that would be acceptable to all parents.</b></p> <p><b>We have been following SACRE’s Model Approach since we were previously granted a determination, and wish to continue to do so.</b></p>																										
<b>5.</b>	<b>Outline details of consultation with governors:</b>																									
<p><b>This application was discussed at a full Governing Body on the 26<sup>th</sup> November 2020. The Governors unanimously stated their wish to continue with the existing practice based on a multi faith approach and to follow SACRE’s model Approach.</b></p>																										

**6. Outline of details of consultation with parents:**

A letter was sent to parents on 27<sup>th</sup> November 2020 informing them of my decision to apply for a determination based on the continuation of the present practice and inviting them to respond if they objected. [copy enclosed] ..... Families objected to this application.

Although not possible at this time due to Covid-19 restrictions, parents are normally invited to assemblies on a regular basis and this will continue as soon as possible.

**7. Outline of proposed provision for collective worship**

There are very real difficulties in bringing together the whole school on a daily basis. We will maintain existing practice which is;

All children take part in a daily act of collective worship.

- Whole school meets once a week
- Reception classes meet twice a week
- Key stage 1 classes meet twice a week
- Key stage 2 classes meet twice a week

Collective worship takes place in individual classes on other days.

The Assemblies are currently carried out virtually via MS Teams or Zoom due to Covid restrictions

**8. Signature of Head Teacher:**

*N. White. I. L. L.*

11<sup>th</sup> December 2020.

**EXTRACT FROM MINUTES 26<sup>th</sup> NOVEMBER 2020**

**ROE GREEN INFANT & STRATHCONA SCHOOL  
Minutes from Governing Board meeting  
held on MS Teams on Thursday 26th November 2020 at 4 p.m.**

**Present:** Natasha Woodward (Chair), Nicole Lobo (Headteacher), Jesan Benjamin, Hitesh Kerai, Karuna Khan, Uma Malhotra, John Morgan, Che-Kwon Sterling  
**Associate Members:** Brenda Robb, Jag Sidhu. **Staff:** Andrew Miller  
**Clerk:** Jean Nield.

- 1. Apologies for absence,** which were accepted, were received from Elizabeth McLaren and Nilesh Parekh due to illness, Laura Minihan due to another appointment and Emily Barnes due to work commitments.
- 2. Declaration of interests:**  
The Chair reminded members to declare any conflicts of interests in matters discussed.
- 3. Minutes from meeting held on 12th November 2020** were agreed a true record.
- 4. Matters arising:**
- 5. Racial & Ethic Diversity and Black Lives Matter:**
- 6. Teaching & Learning:**
- 7. SACRE Determination:**  
A draft letter to consult with parents, which it was agreed to circulate, had been emailed to governors prior to the meeting.  
Following discussion regarding the numbers of different religions shown on the chart circulated, it was unanimously agreed that the school should apply for Determination as they wished to continue with existing practice and to follow SACREs Model Approach..  
Chart showed: Christians 199 (42.70%) All Other 267 (57.30%)
- 8. Policies for adoption:**
- 9. A.O.B.**

**Meeting closed at 5.45 p.m.**

London Borough of Brent

# ROE GREEN INFANT SCHOOL

*Education from Nursery to Year Two*

Princes Avenue, Kingsbury, London NW9 9JL

Headteacher - Mrs. Nicole Lobo

Tel: 020 8204 3531

Email: [admin@rgreeninf.brent.sch.uk](mailto:admin@rgreeninf.brent.sch.uk)



Fax: 020 8905 0256

Website: [www.rgreeninf.brent.sch.uk](http://www.rgreeninf.brent.sch.uk)

20<sup>th</sup> November 2020.

Dear Parents/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be ‘wholly or mainly of a broadly Christian character’ unless a school has what is referred to as a ‘determination’. In Brent this means that schools then have the choice of following a multifaith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following an approach devised by the school.

At this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupils and adults. Collective worship contributes to pupils’ spiritual and moral development and can help to develop the values shared by the whole school community.

For the past 20 years we have had a ‘determination’ and have been following the Brent SACRE’s multifaith approach. The school governors have decided that it would be suitable for our school to continue this. A ‘determination’ must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE we would like to seek your views. If you **do not** agree with our decision please return the slip below and email me with your concerns. If we do not hear from you by 7<sup>th</sup> December we will assume that you agree with our decision.

Yours sincerely,

Nicole Lobo  
Headteacher.

---

I.....do not agree with the school’s proposal to continue the multifaith approach to collective worship.

Child’s Name & Class.....

Dear Helen,

A happy and very hopeful new year to you too!

We have not consulted children, only the parents. So, all the documents that we have sent to you are up to date.

Hope that helps.

Kind Regards

Hema Dahale

---

**From:** Tulloch, Helen <[Helen.Tulloch@brent.gov.uk](mailto:Helen.Tulloch@brent.gov.uk)>

**Sent:** 06 January 2021 13:15

**To:** Hemangi Dahale

**Cc:** Nicole Lobo; Kinsella, James; Jean Nield; Trupti Pandya

**Subject:** RE: RE\_Brent SACRE Determination\_Roe Green Infant and Strathcona School

Dear Hema

Happy New Year and many thanks for the documents.

Please confirm if the school consulted with children, which could be via the School Council. Please send confirmation either way and a note of the conversation if consultation took place.

I look forward to hearing from you

Best wishes

Helen

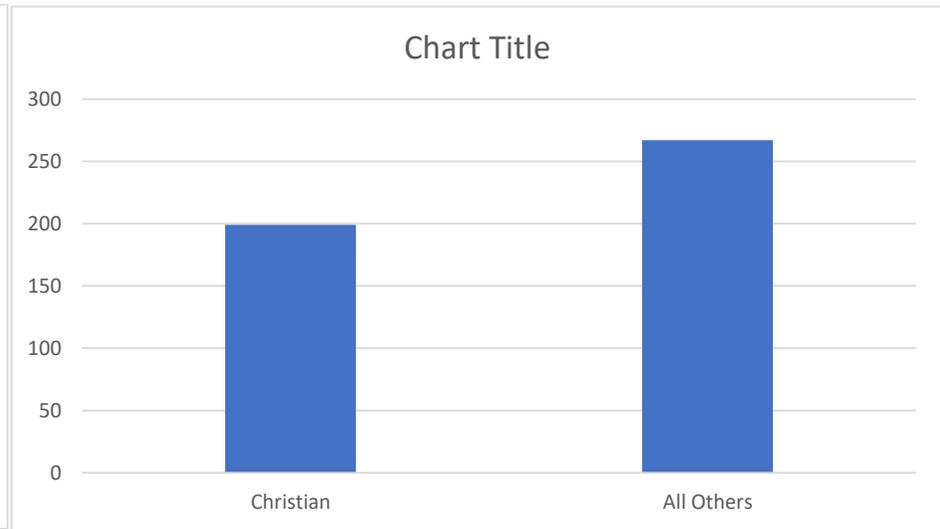
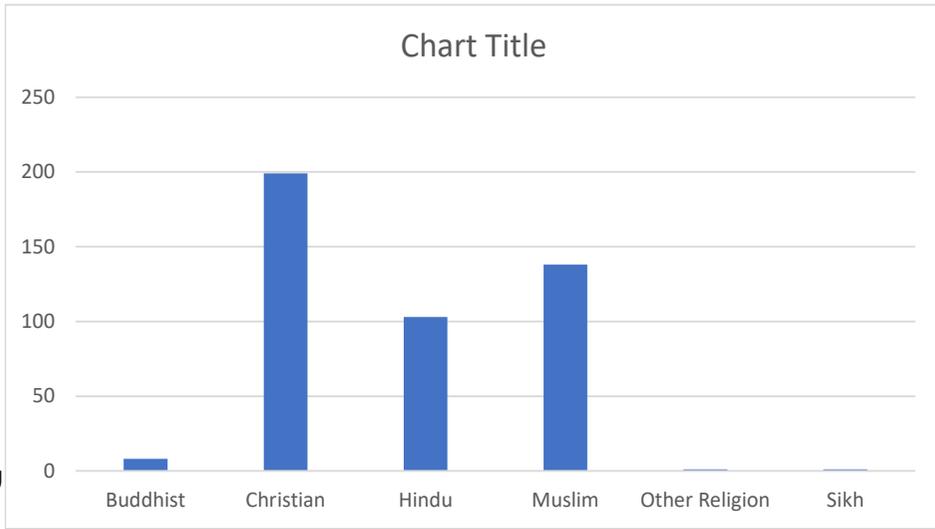
Helen Tulloch  
Governor Support Coordinator  
Children and Young People

tel: 020 8937 3038

[www.brent.gov.uk](http://www.brent.gov.uk)

@Brent\_Council

# Roe Green Infant & Strathcona School - Religions at 19th November 2020



Page 108

Buddhist	8	1.72%
Christian	199	42.70%
Hindu	103	22.10%
Muslim	138	29.61%
Other Religion	1	0.21%
Sikh	1	0.21%
No Religion	16	3.43%
<b>Total:</b>	<b>466</b>	

Christian	199	42.70%
All Others	267	57.30%

# ROE GREEN INFANT & STRATHCONA SCHOOL

## POLICY FOR RELIGIOUS EDUCATION 2020

### Aims of RE

Roe Green Infants and Strathcona School will be following the Brent Agreed Syllabus.

Our aim is to teach RE in order to

- Help pupils value and understand themselves, as well as their place and contribution to their local community and the wider society
- In the long term, Religious Education should support the development of responsible citizens of the future



The sharing of understanding through experiences and dialogue with others not only supports the spiritual, moral, social and cultural development of pupils, it also promotes the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination.

It is aimed that the RE curriculum is taught through asking meaningful and enquiry type questions which enable pupils to not only share their own beliefs and values, but build their knowledge and gain a deeper understanding of other religions and worldviews by forming a relationship with what they learn. By comparing this learning with their own experiences, they can then consider and reflect meaningfully to create a more informed view of the world and their place in it.

### 'Why do we teach RE?'

It is a **statutory requirement** since the 1988 Education Reform Act that Religious Education must be taught according to this syllabus to all registered pupils in schools as part of a curriculum that is 'broad and balanced', consisting of religious education and the National Curriculum. The curriculum provided must 'promote the spiritual, moral, social and cultural development of pupils' and provide the 'Cultural Capital' in order to prepare them 'for the opportunities, responsibilities and experiences of adult life.'

### Contribution RE has to the ethos and overall life of the school

#### Spiritual

- ability to be reflective about their own beliefs and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- willingness to reflect on their experiences.

### **Moral**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### **Social**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious backgrounds
- willingness to cooperate with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **Cultural**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- willingness to participate in and respond positively to cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **The requirements of the Syllabus will be met by:**

#### **Content to be covered**

- ensuring that the RE curriculum 'reflects the fact that the religious traditions of Great Britain, are in the main, Christian'
- ensuring that the RE curriculum is reflective of the key religions represented in the school: the three key religions being Christianity, Hinduism and Islam.

That all religions and worldviews taught should:

- be presented from the perspective of the believers
- not be used to promote, convert or urge a particular religion or belief
- be treated in a manner that believers/followers would not find offensive

Ensuring equality in RE (religions and non-religious, male/female, representation of religions)'

- parents of pupils under the age of 18 continue to have the right to withdraw their children from Religious Education as per the School and Standards Framework Act 1988.
- strategies used for the teaching and learning of the key knowledge will take into account the varying learning styles of pupils, and therefore include a wide range of quality sources, experiences and resources

Ensuring that the RE curriculum includes:

- a range of written and spoken religious and non-religious sources (including texts, stories, poetry, prayers, liturgy, worship and sacred texts) in a range of styles and genres different texts, including poetry, diaries, religious/sacred texts, and extended writing
- visits and trips relating to places of worship or with special meaning/relevance for specific belief systems and religions, and visits from representatives of these
- artefacts, items, material sources used within religions, faiths or worldviews, that have or are used to express, special or religious values or beliefs
- sources from Christianity, the other principal religions and worldviews represented in Britain and in the local community

### **Organising of teaching time**

- The syllabus recommends the following **time allocation** be allotted to teaching Religious Education, and is distinct from the time schools should spend on the statutory requirements for **collective worship** or school assembly: Foundation Stage (Reception) of 36 hours per academic year; Key Stage 1 of 36 hours per academic year and Key Stage 2 of 45 hours per academic year.
- Schools are also required to monitor and evaluate the effectiveness, standards and provision of Religious Education in accordance with this Syllabus.

### **Arrangements for assessments and reporting**

- Units/schemes of work within a Religious Education curriculum should not be stand-alone 'topics' disassociated from each other.
- Learning is planned and sequenced to support pupils in adding to an ever-increasing picture over time: constantly building on and developing their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts, and the development of the necessary skills to support the investigation, exploration and reflection of their own and others' responses to meaningful enquiry questions, which can continuously increase in depth, breadth and complexity.
- The Religious Education curriculum should therefore clarify the progression in learning, specifying how the units fit together to help pupils who are developing their skills and adding to their key knowledge to build an ever increasing picture/understanding. Each unit should, therefore, in addition to the enquiry question(s), define the relevant previous key knowledge that is required, as well as the intended knowledge and skills outcomes.
- It is a legal requirement that schools report to parents on pupils' progress in Religious Education annually and in accordance with the Religious Education Skills Spectrum in this syllabus.

### **Collective Worship**

The school follows the Brent recommended approach to Collective Worship. All children take part in a daily act of collective worship.

- Whole school meets once a week
- Reception classes meet twice a week
- Key stage 1 classes meet twice a week
- Key stage 2 classes meet twice a week

Collective worship takes place in individual classes on other days.

Our assemblies are generally based on the programmes of study for RE. We explore experiences such as joy, suffering, mystery and wonder and values such as fairness, forgiveness, caring and sharing. We also base our assemblies on RGI and S' core values and ethos. We aim to achieve this through stories and music.

Assembly provides a unique opportunity for children to join together to share their own values and beliefs thus deepening their own understanding of the world they live in and others with whom they share it. Parents are invited to join us on numerous occasions through the year.

### **Review process**

The Standing Advisory Committee for RE is responsible for reviewing the Locally Agreed Syllabus every 5 years. This school will review the policy every two years.

Adopted by the Governing Board 26<sup>th</sup> November 2020

# Wembley Primary School Determination



12<sup>th</sup> January 2021

## **APPLYING FOR A DETERMINATION THAT SECTION *in {1}* OF THE EDUCATION ACT 1996 SHOULD NOT APPLY TO A SCHOOL.**

**Name of school:** Wembley Primary School

**Name of Headteacher:** Annmarie Taylor-Kent

**Pupils to whom this application applies:** All of the children in the school

**Reason for your application:**

*If your school already has an application what difference do you think this has made?*

Our school community includes a number of different faiths and religions, with 47% of the children being classified as Muslim.

We have been able to celebrate and educate the children about the main faiths of children within the school community. This has been largely achieved through teaching within lessons and through assemblies, with presentations from members of staff, children and guests from the community the school serves.

Through teaching about different religions, we feel we are best able to help the children understand and therefore empathise with their classmates and people they come into contact within their local community.

**Are you following the Brent model approach?**

The school is following the Brent model approach and does not promote any particular religion. As stated above, assemblies are for all the children and none are excluded from any of these, or class collective worships.

**Details of consultation with governors**

The governors were consulted on the process and they unanimously approved the application and the process.

**Details of consultation with parents/carers**

A letter was sent to parents on the 10<sup>th</sup> December 2020, outlining this application. We only had one dissenting voice and this was down to a misunderstanding over what the determination was about.

**Details of consultation with pupils**

The teachers discussed the curriculum with the pupils and together they made suggestions to the Religious Education lead as to any adaptations that might be needed.

**Proposed provision for collective worship**

We will continue to follow SACRE's model approach.

**Signed**

---

**Annmarie Taylor-Kent****Headteacher****Wembley Primary School**

# The Federation of Wembley Schools



## Minutes of the Governing Board on Tuesday 19<sup>th</sup> January 2021 via Zoom

Attended by: Ms I Yarde (Chair), Mr R Fenton (EHT), Ms T Bhambra (Assoc), Mr J Fow, Ms K Kerai, Mr F Khan, Ms A Maher, Mr V McGovern, Ms S Soni, Ms A Taylor-Kent (Assoc) and Ms H Watson.

Also present: Mr S Barr (Deputy Head) and Ms N Parker (Clerk)

1.	<p><b>Apologies for Absence and declaration of interest</b></p> <p>Apologies were received from Mr U Patel due to a bereavement. Mr Musisi was not present. The governors were very sorry to hear that Ms K Mumtaz has resigned because of a bereavement and family commitments.</p> <p>There were no verbal declarations of interest for items on the agenda.</p>
2.	<p><b>Executive Head Teacher's Report.</b> <u>c. SACRE Dispensation Application.</u></p> <p>Ms Taylor-Kent explained that, although the school has gone through the process for renewing its SACRE dispensation in 2018, including the Governing Board's approval, the application had not been finalised. Brent recently written to say that a new application should be submitted to ensure compliance with the rules around Daily Worship.</p> <p>Mr Barr has already consulted the parents again and had only one negative response and has the application ready for resubmission, subject to the Board's approval.</p> <p>Ms Bhambra reported that Lyon Park had also been written to about the school's application in 2019. She, too, has the application ready to submit.</p> <p><b>The Federation Governing Board unanimously agreed that both Wembley Primary School and Lyon Park Primary School should be exempt from the daily act of Christian worship and approved the applications.</b></p>
3.	<p><b>Governance Issues.</b></p>
4.	<p><b>Policy and Compliance</b></p>

5.	<p><b>Committee Reports</b></p> <ul style="list-style-type: none"> <li>i) <u>LPS Provision and Efficiency</u></li> <li>ii) <u>WPS P &amp; E</u></li> <li>iii) <u>LPS Finance and Premises</u></li> <li>iv) <u>WPS F&amp;P</u></li> </ul>
6.	<p><b>Minutes of the previous meeting held in October 2020</b></p> <ul style="list-style-type: none"> <li>i) The minutes of the inaugural meeting were approved as an accurate record.</li> <li>ii) There were no outstanding actions or matters arising from the minutes.</li> </ul>
7.	<p><b>Any other urgent business</b></p> <p>The meeting closed at 7.55 pm</p>



14<sup>th</sup> December 2020

Dear Parents/Carers,

All schools are required by law to provide a daily act of collective worship for all pupils. This should be 'wholly or mainly of a broadly Christian character' unless a school has what is referred to as a 'determination'. In Brent this means that schools then have the choice of following a multi-faith approach recommended by Brent SACRE (Standing Advisory Council on Religious Education) or following approach devised by the school.

At this school we do not promote any particular faith and we aim to provide collective worship that can include the whole school community, pupils and adults. Collective worship contributes to pupils' spiritual and moral development and can help to develop the values shared by the whole school community.

For the past ten years we have had a 'determination' and have been following the Brent SACRE's multi-faith approach. The school governors have decided that it would be suitable for our school to continue this. A 'determination' must be renewed every five years. The time has come to do this again, and before we apply to Brent SACRE for this we would like to seek your views. If you do not agree with our decision please write to me so that I can take note of your concerns. If we do not hear from you we will assume that you agree with our decision.

Yours faithfully

Mrs Taylor-Kent

Headteacher

# Wembley Primary School



## Collective Worship Policy December 2020

**Policy written by:**

Shauna-Kaye Williams  
(RE Lead)

## Contents

1.Aims .....	3
2.Collective Worship.....	3
3.Organisation of Collective Worship.....	4
4. Right of Withdrawal.....	4
5. Monitoring and Review .....	4

---

## 1. Aims

Collective Worship contributes significantly to the ethos of Wembley Primary School and it is our aim that it is a time when the school community can meet to:

- Share common aims and values.
- Celebrate achievements and special occasions.
- Develop a culture of respect and sensitivity towards differences in opinion through sharing experiences and dialogue with others.
- Give children a space to further explore their own beliefs.
- Explore together the world we live in through discussions.
- Develop a community spirit and establish a shared identity.
- Teach children how to reflect on things that happen in their lives.

We strive to be an inclusive school where all members of the community feel represented and valued. Through Collective worship we promote values which include:

- British Democracy
- The rule of law
- Individual liberty
- Respect and understanding of different faiths, beliefs and worldviews.
- Unicef Rights of the Child.

## 2. Collective Worship

### What is Collective Worship?

The term 'worship' refers to a special act or occasion where reverence is shown to a God. Collective Worship as defined here, is a time when the whole school, or groups within the school can meet to discuss and reflect on common concerns, issues or share interests related to the world, their faith or worldview. The sessions provide pupils with the opportunity to develop spiritually, morally, socially and culturally.

Worship can mean:

- Awareness of
- Appreciation of
- Respect for
- Commitment to

We understand and appreciate that our school community is very diverse. We have people from a range of cultures and backgrounds, both religious and non-religious. Therefore, our Collective Worship does not suggest an act of worship which involves individuals subscribing to a faith or worldview. We do not seek uniformed responses from the children rather the session caters to the diversity in beliefs and viewpoints and allows the children to respond as individuals.

### **3. Organisation of Collective Worship**

#### How often is Collective Worship carried out?

Collective Worship takes place every Monday, during whole school assemblies, in phase and year group assemblies and also in classrooms.

#### What does Collective Worship look like?

Sessions involve time to reflect, have class discussions and share celebrations. An example of a reflection may be time taken to focus on things they are grateful for. They will be led by the class teacher who will facilitate contributions from children.

Discussions and reflections may be centred around sayings, poems, stories among other things that are important to the children. The children will be supported in understanding the values shared through these different mediums.

We aim to cultivate an atmosphere that is calm and reflective, where children can appreciate the contributions of individuals and groups within their school community.

#### Who delivers collective Worship?

Sessions are delivered by members of the Senior Leadership Team and Class Teachers.

#### Where does our Collective Worship focus come from?

Our Collective Worship follows the SACRE model. Focus areas are also inspired by our school values of Determination, Friendship, Respect, Compassion, Responsibility, Empathy, Self-Control, Equality, Consideration, Positivity and Self-Belief, as well as British Values.

### **4. Right of Withdrawal**

At Wembley Primary School, our Collective Worship sessions aim to develop our children's sense of identity, belonging to a community and facilitate their spiritual and moral development. Parents who object to their child attending these sessions have the right to request that their child is withdrawn. They are encouraged to discuss this with the RE Lead and Headteacher.

### **5. Monitoring and Review**

The policy will be monitored and reviewed by the RE Lead, SLT and Governors.

# Spring Term 2021!

Dear Colleagues,

Welcome to this first edition of the RE Newsletter for Community Schools for the current term. I am well aware that there have been fresh challenges and uncertainties for all teachers and schools with the new lockdown that is now in place. I know you are working tirelessly to do the very best you can for the children and young people in your care and I am continually inspired by your resilience and strength of spirit! Whether our subject is top of your list at the moment or just one among many other competing priorities, I am still here to offer you help, advice and support with RE (or Collective Worship) in your school. You may be:

- preparing teaching and learning
- reviewing and revising RE documentation such as schemes of learning and policy statements
- organising existing resources and/or selecting new ones
- developing your own subject knowledge.

I would be delighted to hear from you. Do not hesitate to contact me if you would like to make an online or telephone appointment!

Lesley Prior

Adviser for RE in Community Schools

**Contact Details: Lesley Prior**

Part time Adviser for Religious Education in  
Community Schools  
London Diocesan Board for Schools  
36, Causton Street  
London  
SW1P 4AU

**Tel. No:** 07808 761 148  
[lesley.prior@london.anglican.org](mailto:lesley.prior@london.anglican.org)



- **LB Brent:** 11<sup>th</sup> February/11<sup>th</sup> May
- **LB Hammersmith & Fulham/RB Kensington & Chelsea/City of Westminster:** 4<sup>th</sup> March/10<sup>th</sup> June
- **LB Harrow:** 17<sup>th</sup> June
- **RB Kingston/LB Richmond:** 9<sup>th</sup> February/20<sup>th</sup> May

These will take place virtually. Please contact me for more details or register online in the usual way.

# RE in Lockdown

As many of you know, there is a range of material available to enable you to support the teaching of RE at this time, whether for online lessons, independent study or via home learning packs. The **BBC** has some useful resources but RE is often not strongly represented. See: <https://www.bbc.co.uk/bitesize/subjects/zmyb4wx>

The **Oak National Academy** has increased its RE content since last spring, but the focus appears to be very much on factual knowledge with few opportunities for children to be reflective about the big, open questions that lie at the heart of truly effective RE. See: <https://teachers.thenational.academy/subjects/religious-education> and <https://classroom.thenational.academy/assemblies> for assembly/CW ideas.

NATRE has done some excellent work in collating suggested materials from teachers around the country and these can be accessed here: <https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/>

Please remember to use your professional discernment at all times as the quality of the resources mentioned here can be variable and do contact me if you would like to discuss any concerns or recommend others!

## Spirited Arts Competition 2021

Join hundreds of schools from around the world taking part in this year's Spirited Arts competition! The organisers welcome entries in (almost!) any artform your pupils can think of, including:

- Art (painting, drawing, sketching etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture

Winning entries will provide a good response to one of the five themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The annual competition starts at the beginning of every school year and runs through the spring and summer terms. All entries must be received before 31<sup>st</sup> July 2021. To enable teachers to incorporate the art competition into their RE lessons, many schools have an 'Spirited Arts' unit, or a special learning RE/arts week. Many schools host their own Spirited Arts event and send their ten winning entries in to this international competition. What a great way to engage all your teachers and pupils and raise the profile of RE in your school! Pupils can enter individually, in pairs or groups, or as whole class, year or school entries. See this link for all the details: <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/>



# Pupils' RE Blog Competition!

## Why does an Education in Religion and Worldviews (or RE) matter?

Why does our subject matter? Why is it important? Why is it relevant? Why is it engaging?

A new competition is inviting children and young people to write a 500-word blog about why Religion and Worldviews (or RE) matters to them as a school subject. The aim of this competition is to promote the subject and its importance in 21<sup>st</sup> Century from a child or young person's point of view. Winning entries will be notified and their blogs posted on the RE:ONLINE website in summer 2021.

It is also hoped that the competition provides an opportunity for pupils to engage with the subject whether learning at home or in school over the coming weeks.

## Who Can Enter?

The competition is open to all pupils aged 5-18. Pupils can enter individually or in pairs. Entries are limited to five per school per age group. Schools may want to hold their own internal competition and submit their best selections to RE:ONLINE.

## Prizes And Judging

Judging will be by Culham St Gabriel's Trustees, staff and consultants and takes place in April 2021. Entries are split into Key Stages (1,2,3,4 and 5) for judging. At least one winner will be chosen from each Key Stage.

Judges will particularly look for:

- Making an original or fresh viewpoint
- A unique or creative writing style
- Supporting argument with examples and illustrations
- Explaining the impact of studying Religion and Worldviews beyond the classroom
- Ability to keep the reader excited and elicit a personal response

Prizes are:

- Individual pupil winners £20 Book Voucher
- Paired pupil winners £10 Book Voucher each
- Each school whose pupil(s) produce winning work will also receive a voucher to spend on RE Resources for their school.

## How To Enter

Entries should consist of a maximum of 500 words, plus a title (the question '*Why does an education in Religion and Worldviews matter?*' can be used as the title) and references if appropriate. Each entry file name should clearly state the name of the pupil, the key stage and school.

Blogs can be word-processed or hand-written. If the blog is hand-written a photograph of the work should be taken, and if appropriate a teacher can transcribe the words underneath for clarity. Shorter blogs from young pupils are welcome.

You should download and complete this form with a list of your entries (maximum five per key stage). You should then attach this form with up to five entries and submit them via email

to [competition@cstg.org.uk](mailto:competition@cstg.org.uk)

All entries must be received by noon on 31<sup>st</sup> March 2021.



# Remote Learning in RE:



## Two key questions to keep in mind when planning for remote learning in RE:

- What are the **key learning points** you want the children to take away from each session and to be able to remember and reflect upon?
- What are the best teaching strategies to use to enable children to remember the learning and respond to it?

## Key principles to keep in mind when planning for remote learning in RE:

- Keep it simple – do not over complicate the learning.
- Keep the sessions short but focused.
- Teach the lesson in context reminding children of the sequence of learning and how the lesson fits into the sequence.
- Focus on quality of input. Make use of high-quality recorded material from you that gives clear well-scripted explanations especially when encountering new material (see links in this newsletter to locate these materials).
- Make good use of recommended video clips.
- Model and scaffold especially if you are sharing a new idea/concept.
- Set achievable tasks that can be completed independently of an adult.
- Provide feedback. This can be done orally when you meet with your pupils.
- Do everything you can to remove any barrier that might prevent a child from accessing the learning.

### Remember:

**The core purpose of RE is to enable pupils to become religiously educated. Everything we do should link with the overall aims for the subject which include knowledge acquisition but are NOT limited solely to this. What can you provide that will help your pupils continue on this journey?**

### To note:

**Do not overload children with too much information and too many new ideas.**

## **NASACRE Updates for SACRE** **Spring 2021**

- NASACRE is currently preparing to upgrade its website. New features will include an opportunity for each SACRE to share links to its locally agreed syllabus and associated materials as well as other documents and/or guidance it has produced.
- NASACRE is working with the DfE to draw up an agreed template for SACRE Annual Reports. The purpose of this is to make it easier to carry out an annual analysis of these reports. This would be for two main reasons:
  - to identify and share exemplars of good practice more readily
  - to identify where SACREs may be struggling to fulfil their legal obligations and the reasons for this, so that these might be addressed more effectively.
- A document on Collective Worship is being produced by NASACRE with another RE professional organisation (AREIAC: [www.arei.ac.org](http://www.arei.ac.org)) which it is hoped will be of help to NASACRE and AREIAC members and perhaps also inform and help others who may be interested in CW. After initial discussion three basic principles have been agreed which are that CW should be educational, inclusive and that flexibility in this area is desirable to accommodate the needs of different schools. It is thought that if possible, the document should contain some examples which reflect these three ideas. Initially the plan is to review past and existing literature about CW with the intention that this may well identify good practice.

In order for the project to build on that existing good practice around the country, SACREs are invited to send links to their own current materials on CW to NASACRE at: [lesley.prior@london.anglican.org](mailto:lesley.prior@london.anglican.org)

- The NASACRE AGM will be held online this year on Monday, 24<sup>th</sup> May.

Booking information and details of the programme will be sent in due course but it may be helpful at this stage to determine if this SACRE will be participating and if so, who will represent it on that day.

- Some members of the NASACRE Executive are currently working on a small scale project focusing on membership of SACREs. This will result in the production of some guidance materials for SACREs. These will enable them to offer more effective advice to their respective LAs about how membership might be determined and managed, which groups should be represented and how the current legal obligations might be fulfilled. It is the LA, not the SACRE itself which decides on membership of the SACRE:

Each SACRE must have four groups, no more and no less. The Education Act 1996 Section 390 (4) states:

The representative groups required by this subsection are—

- (a) a group of persons to represent such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area;
- (b) except in the case of an area in Wales, a group of persons to represent the Church of England;
- (c) a group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area; and
- (d) a group of persons to represent the authority.

Members of SACRE represent particular 'groups' within the local authority. Therefore the local authority will need to approach these groups to ask for a representative. Members of SACRE act as channels through which information passes between their nominating groups and SACRE.

In order to identify nominating groups, local authorities will periodically need to do some research to ensure that these are appropriate. It is important to note that members are not simply interested individuals but people who can act as representatives and be responsible to their nominating group.

Group D is usually made up of elected members as they represent the electorate as a whole on SACRE. Some authorities also appoint officers

to this Group. Where they do it is important that the local authority examines the issue of conflict of interest. It would be difficult if the officer voted for something that the local authority would not carry through.

It is not the role of SACRE to find members but it can make recommendations if members feel that the local authority is overlooking an important group that should be represented in one of its groups.

Many SACREs are awaiting the forthcoming National Census of March 2021 – the results of which are likely to follow a year or so later – as this will include information about the demographics relating to religion and belief in their area. Some SACREs may wish to consider this data before making recommendations to their respective LAs about membership of Group A.

**Lesley Prior**

**Adviser to LB Brent SACRE and Member of the NASACRE Executive.**