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DATE: 22 May 2012

To: Members of the
STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Councillors: Stephen Carr, Roger Charsley, David Jefferys, Kate Lymer, Mrs Anne Manning, Gordon Norrie and 1 Lib/Dem vacancy

Church of England: Mrs V Corbyn, Mr C Town and Reverend S Varney

Teachers: Ms A Fane, Mrs C Duncan, Mrs F Hawkes, Mrs E Honey, Mr J Stone and Mrs J Tranchina

Other Faiths: Mrs S Barnett, Mrs P Colling, Mr S Gupta, Mr R Hagley, Mr S Mahmood, Mr S Riat and Mr M Sweet

Co-optee: Mrs Polydorou

A meeting of the Standing Advisory Council for Religious Education will be held at Bromley Civic Centre on **WEDNESDAY 30 MAY 2012 AT 6.30 PM**

MARK BOWEN
Director of Resources

Copies of the documents referred to below can be obtained from
www.bromley.gov.uk/meetings

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10 DATE OF FUTURE MEETINGS

Wednesday 7th November 2012

Wednesday 6th March 2013

Wednesday 5th June 2013

(All meetings to start at 6.30pm)

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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 1 February 2012

Present:

Martin Sweet (Chairman)
Councillor Mrs Anne Manning (Vice-Chairman)
Councillor Reg Adams, Councillor Roger Charsley,
Councillor Gordon Norrie,
Virginia Corbyn, Christopher Town, Rev Steve Varney,
Arlene Fane, Fiona Hawkes, Emma Honey, Jed Stone,
Samantha Barnett, Patricia Colling, Swarm Riat, and
Sue Polydorou

Also Present:

Ms Penny Smith-Orr, RE Adviser
Christine Reeks, Clerk to SACRE

22 APOLOGIES FOR ABSENCE AND NOTIFICATION OF ALTERNATE MEMBERS

The Chairman welcomed Virginia Corbyn and Samantha Barnett as new members of SACRE. Ms Corbyn had replaced Jan Thompson as the Church of England representative and Ms Barnett had been appointed as the new Jewish representative following the sad death of Rae Michalis the previous year. Canon Reverend Michael Camp had resigned from SACRE due to his appointment as Chaplain to the Archbishop of Canterbury and he sent his best wishes to SACRE for its continued work.

Mrs Colling left the meeting early due to another commitment.

Apologies for absence were received from Mr Gupta, Mr Hagley, Mr Mahmood, Mrs Tranchina and Beverley Johnston, Head of Education Commissioning and Business Services.

23 DECLARATIONS OF INTEREST

None.

24 A) MINUTES OF THE MEETING HELD ON 19TH OCTOBER 2011

RESOLVED that the minutes of the meeting on 19th October 2011 be confirmed

B) MATTERS ARISING:

Minute 15B

The Chairman reported that unfortunately Bob Stewart, MP for Beckenham Constituency was unable to attend the meeting. It was hoped that he might be able to attend on a future occasion.

The RE Adviser clarified the position regarding academies and confirmed that by law they still have to provide religious education at both primary and secondary level (from four to eighteen years). Although academies have to follow a syllabus it does not have to be one which is agreed locally. Ms Corbyn suggested that it might be a good idea for academies to be reminded of this statutory requirement and that the locally agreed syllabus was available for them to use if they so wished.

25 ORAL UPDATE & PUBLICATIONS

a) Islamic Competition

This very successful event had taken place at Darul Uloom on 24th November 2011. The Islamic Competition was much appreciated and valued and the Chairman would write to Mr Mahmood on behalf of SACRE to express thanks to him for organising the event.

(Action MS)

Details of the next Islamic Competition on 15th November 2012 which had been circulated to schools were circulated to SACRE Members. Ms Honey from Kemnal Technology College said that she had not received this information. The RE Adviser agreed to contact Mr Mahmood to ensure that he had the up to date contact details for the schools and academies.

(Action PSO)

b) National Picture of RE

The RE Adviser commented that a synopsis had now been received from the Wokefield Park weekend conference she had attended in October 2011 with teachers and others involved in RE (see minute 16a of the previous SACRE meeting). It had been suggested that the RE Council who represent the collective interests of a wide variety of professional associations and faith communities should be the “national voice of RE”. John Keast the Chairman of the RE Council had chaired the event and outlined not only the problems relating to RE but also looked at the positive aspects. The legal requirement to teach RE in schools was affirmed and the importance of faith communities was emphasised.

The RE Adviser commented that as from the beginning of the current term equalities and human rights would be at the heart of the Ofsted inspection framework. and they would now be inspecting Spiritual, Moral, Social and Cultural Education (SMSC) expecting to see that this underpins the whole school ethos, (see Appendix 1). Ms Honey suggested that if a letter was to be sent to schools and academies reminding them of the statutory requirement to provide RE the information from Ofsted could be incorporated.

c) SACRE Annual Report for 2010-2011

It was reported that this had been sent to NASACRE and had also been circulated to schools, libraries, the Portfolio Holder for Children and Young People and to SACRE Members. Mrs Colling said that she had not received a copy and the SACRE clerk agreed to forward another copy to her.

(Action CR)

The Chairman thanked the RE Adviser for her hard work in producing the annual report.

d) Youth SACRE

The first meeting of the new Youth SACRE took place on 18th November 2011 at Coopers Technology College when pupils from Bullers Wood School also attended. At the meeting the pupils discussed what they enjoyed about RE and also spoke about the forthcoming Islamic Competition. The RE Adviser commented that the pupils who attended the Youth SACRE were very enthusiastic. The members of the youth SACRE who attended the Islamic Competition had taken photographs of the event and planned to interview and film the winners of the competition. The Youth SACRE then hoped to make a film of the photographs and interviews.

Jed Stone reported that the Youth SACRE were going to make a presentation at the inter secondary school "Neighbourhood In-Service Training" event on 24th February 2012 at Bullers Wood School. The RE Adviser would also be talking at the event about SACRE and how it promotes religious literacy.

The Chairman asked if it would be possible for a small group of the Youth SACRE to attend the SACRE meeting on 30th May 2012. Mr Stone said that he would ask, but this might not be possible due to difficulties in arranging for pupils to attend out of school activities.

The Chairman thanked Fiona Hawkes, Jed Stone and the RE Adviser for their work in connection with the Youth SACRE.

26 SACRE MEMBERS' TRAINING
Report No. DCYP12015

As part of the training for SACRE members, the three SACRE secondary school teachers spoke about RE teaching in their schools.

Fiona Hawkes from Coopers Technology College gave details of the units which were studied by Year 7 pupils. These included an introduction to world religions, 'one church – many branches', Easter, and Sikhism. She commented in particular on teaching about the Five Ks, to increase pupils understanding of Sikhism. Pupils also took part in the annual Islamic Competition. Year 8 pupils focussed on 'Religion and Science' and also studied animal rights. Judaism was also studied and was linked closely with history and teaching about the holocaust.

Mr Riat commented that there appeared to be some confusion when teaching Sikhism particularly in primary schools. He emphasised that not all Sikh men wore the Five Ks (the five signs of their faith) and only those who were committed Sikhs did so. Sikhs laid great emphasis on equality and service to others regardless of status, and Mr Riat outlined the history of Sikhism and the teaching of the human Gurus. Mrs Hawkes confirmed that the teaching of Sikhism at Coopers Technology College reflected this. Mr Riat further commented that pupils were always welcome to visit the Gurdwara at Gravesend.

Mrs Hawkes remarked that the time allocated to the teaching of RE at Coopers Technology College had decreased over the past six years and Religious Studies GCSE was not currently an option. (This had in part been due to the introduction of the English Baccalaureate.) In the previous academic year the short RE course had been taught to the whole of years 9 and 10.

Jed Stone from Bullers Wood said that RS was taught to all pupils in years 9, 10 and 11 at the school. Year 9 had two 50 minute lessons per week whilst years 10 and 11 both had one 50 minute lesson each week. The majority of pupils took the AQA short course whilst those who were more academically able took the full GCSE course.

Emma Honey remarked that in relation to current year 9 pupils the Department for Education had said all exams would be taken at the end of year 11. Some discussion followed, as Mr Stone did not believe that this was the case, according to information he had received. The Chairman expressed concern at the lack of clarity being given to schools regarding the future of RE. Reverend Varney did not feel the lack of clarity was acceptable. He went on to express appreciation and sympathy for the teaching staff in dealing with the unrest and uncertainty of the Government's curriculum review.

The Chairman commented that the uncertainty could affect the welfare and development of children in the Borough and asked there was anything SACRE could do to help. Virginia Corbyn suggested that further clarification be sought from the Department of Education and Councillor Manning suggested that perhaps Bob Stewart MP could ask a question in Parliament about this. Councillor Adams commented that as he understood it, the uncertainty extended to all academic subjects. He considered it important to get MPs "on board".

(Mrs Colling had to leave the meeting at this point.)

Emma Honey from Kemnal Technology College then commented on the teaching of RE. In the past examination results at the college had been poor. RE students had previously sat AQA examinations but now sat examinations of the Welsh Board. Every student undertook the full RE course and was expected to do this to the best of their ability. The examination results had improved dramatically (RE was taught for one hour each week). A Level RS had been introduced and there were currently five students in the group. Ms Honey commented that she was due to take 40 RE students on a trip to Amsterdam the following week.

In bringing this agenda item to a close the Chairman thanked the teacher representatives and commented that it was good to hear that RE was thriving in their schools.

RESOLVED

- (i) that the teachers' presentations be noted;**
- (ii) that the Chairman seeks further clarification from the Department of Education and contacts Bob Stewart MP regarding a question in Parliament.**

27 TAKING RE FORWARD IN BROMLEY **Report No. DCYP12016**

The Chairman and RE Adviser had met with Beverley Johnston, Head of Education Commissioning and Business Services to discuss the development plan for Bromley SACRE for the next 15 months. A draft development plan had been prepared and was circulated at the meeting for discussion, (see Appendix 2). It was noted that the priority of a SACRE is to monitor RE and collective worship in schools and support schools in the provision of excellent RE.

Over the previous year SACRE had discussed the need for a review of the Bromley Agreed Syllabus, which was launched five years ago, and a review of the 2004 handbook used in primary schools (scheme of work). This needed to be decided upon, as the law dictated that a review must take place every

five years. Some of the more recently appointed SACRE members* did not have a copy of the Agreed Syllabus and the RE Adviser agreed to email a link to them. (*Councillor Adams, Councillor Norrie, Samantha Barnett and Sue Polydorou) **(Action PSO)**

It was reported that the budget for SACRE for the financial year 2012/13 would remain the same as that for 2011/12, with the number of days allocated for the RE Adviser remaining at 35 days per annum. Therefore in order to carry out a review of the syllabus some aspects of the development plan might have to be given a lesser priority.

Reverend Varney expressed the view that it was important not to drop SACRE objectives and suggested that perhaps some of the work currently carried out by the RE Adviser, such as school visits could be delegated to SACRE members. The RE Adviser stated that delegation was something she had considered. However, with regard to school visits she felt that these were also a useful opportunity for her to discuss issues with teachers. Reverend Varney suggested that perhaps one of the SACRE members attending a visit could write up the report. He also questioned whether the SACRE Annual Report needed to be produced and was advised that this was a statutory requirement. Reverend Varney said that perhaps this was something which could also be delegated. The Chairman concurred with the view that delegation was a good idea.

Virginia Corbyn commented that the law stated only the Agreed Syllabus had to be reviewed and it was not essential that the scheme of work had to be updated at this time. The RE Adviser suggested that it is the 2004 scheme of work that needs updating to include new cross curricular activities as much as the Agreed Syllabus. Emma Honey remarked that one of the strengths about the Bromley Agreed Syllabus was that it was supported by guidance from the scheme of work.

The RE Adviser confirmed that the review would not start with a blank sheet of paper and the current Agreed Syllabus would be used as a basis. She advised that the review would involve contacting schools to ask the RE co-ordinators what they liked and disliked about the current syllabus. A working party to include teachers would need to be set up. The RE Adviser remarked that she was currently working with Croydon SACRE to produce a new syllabus. Councillor Adams asked if there was any scope in working with Croydon to produce the Bromley syllabus. The Chairman commented that there was in fact a big difference in the cultural make up of the two boroughs. Fiona Hawkes suggested that perhaps Bexley SACRE would be a more appropriate match. The RE Adviser said that she had looked at their syllabus and it appeared to be quite good.

Reverend Varney asked over what period of time the review would take place. He was informed that this would probably cover four terms. The new Agreed Syllabus would need to be ready before the end of the summer term 2013 for implementation in September 2013.

The Chairman suggested that he and the RE Adviser should meet to discuss the process of the forthcoming review and to determine how many days it would take to complete and inform Beverley Johnson of this and the estimated costs of production by the end of the Spring term. They would report back to SACRE at their next meeting with details of the number of days the RE Adviser would need to allocate to this. Further discussion could then take place on prioritising the other objectives of SACRE and how these could be met.

RESOLVED that

- (i) the Chairman and RE Adviser should meet to devise a plan/ timescale for the review of the Agreed Syllabus;**
- (ii) a report of progress to be made at the SACRE meeting to be held on 30th May 2012.**

28 SACRE VISITS TO SCHOOLS
Report No. DCYP12017

The RE Adviser, Jan Thompson and Mr Riat had visited Raglan Primary School on 19th January 2012, and a report of the visit was circulated. (See Appendix 3). The RE Adviser commented on the successful visit which had taken place. The school showed excellent practice in RE and was a good example to others. It was noted that a visit to Balgowen Primary School was planned for Monday 6th February 2012. Councillor Adams and Councillor Mrs Manning would be accompanying the RE Adviser.

Details of school visits for the summer term were not yet available.

RESOLVED that the report of the school visit be noted.

29 ANY OTHER BUSINESS

a) 2012 Inter Faith Walks – 14TH and 15TH JULY 2012

The South London Inter Faith Group was celebrating thirty years of activity. For the last fifteen years they had organised an annual inter-faith walk and instead of one walk happening in July 2012 their vision is that there would be numerous walks happening all over South London on the same weekend (14th/15th July). The RE Adviser said that the idea of the walk was to stop at different places of worship on route. She understood that the nearest ready made walk centred around Catford. A planning meeting would be taking place in the Education Centre at Southwark Cathedral at 6.30pm on Wednesday 8th February 2012. If any one was interested in organising a walk for Bromley and attending the meeting they were asked to speak to the RE Adviser after the meeting for further details.

b) Young Inter-faith Projects - The NASACRE/Westhill Awards 2012/13

Three years ago an award from the above had helped to set up the Youth SACRE. The Westhill Foundation Trustees had allocated a sum of money for further awards to SACREs of up to £4,000 for comparable projects during the academic year 2012/13. Applications were invited for this next round of awards and details were passed to Fiona Hawkes and Jed Stone for further consideration.

c) Visit to St Vincent's Catholic Primary School

Mr Riat informed SACRE members that he had recently attended St Vincent's Catholic Primary School in Mottingham, where he had spoken to the children about Sikhism. The children had shown a lot of interest and he had enjoyed the visit very much.

30 DATES OF FUTURE MEETINGS

Wednesday 30th May 2012
Wednesday 7th November 2012
Wednesday 6th March 2013
Wednesday 5th June 2013

All meetings to start at 6.30pm

Emma Honey commented that the meeting date for 5th June 2013 might be difficult as this would be in the middle of the exam season. (The proposed date would receive further consideration.)

The Meeting ended at 8.35 pm

Chairman

Extracts from Subsidiary Guidance issued to inspectors January 2012

The following extracts are taken from official public guidance issued to all inspectors to support Section 5 inspection under the new Framework. The extracts include reference to:

- **Evaluating the curriculum** which includes the statement: 'Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons.'
- **The curriculum and pupils' spiritual, moral, social and cultural development** which includes clear reference to RE
- The place and definition of **spiritual, moral, social and cultural development** within the inspection process.

THE QUALITY OF LEADERSHIP AND MANAGEMENT OF THE SCHOOL

Evaluating the curriculum

- n When considering whether the curriculum has sufficient breadth and balance and the extent to which it meets the needs, aptitudes and interests of pupils, inspectors should note the following.
- n A curriculum with breadth and balance in maintained schools is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes, including extra-curricular and enhancement activities put on by the school and its partners. Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons. Inspectors are not expected to seek details of individual subject programmes of study.
- n Many secondary schools will be providing courses, or planning to provide courses, so that pupils can gain the English Baccalaureate (EBacc). Inspectors should note that provision of the EBacc is not compulsory.
- n Initial evidence will be found in school prospectuses, curriculum plans and, where relevant, in options booklets. Inspectors will want to discuss the breadth, balance and where relevant, choice and personalisation, of the curriculum with pupils and staff.
- n Inspectors will want to discuss with pupils their knowledge of courses and qualifications and the various progression routes available to them.

However, the increasing diversity and autonomy of schools and the decisions they make about the curriculum may present some contradictions. Inspectors will need to make a professional judgement about the appropriateness of the curriculum with respect to the specific circumstances of the school.

The curriculum and pupils' spiritual, moral, social and cultural development

- n Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils' spiritual, moral, social and cultural (SMSC) development. This may be through:
 - n lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects
 - n observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work
 - n evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

OVERALL EFFECTIVENESS

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils' spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development

- o All schools should be promoting pupils' spiritual, moral, social and cultural (SMSC) development and suitably preparing pupils for life. However, there is no need to present a detailed analysis in the report of the school's promotion of each of the four components of pupils' SMSC development.
- o Inspectors should consider the climate and ethos of the school and what effect this has on enabling pupils to grow and flourish, become confident individuals, and appreciate their own worth and that of others. In considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for young people to develop their self esteem and confidence, which might occur both within the classroom, in terms of: teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and/or effort; and activities that develop teamwork, leadership skills and self-reliance.

Defining spiritual, moral, social and cultural development

- n Pupils' spiritual development is shown by their:
 - n beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
 - n sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
 - n use of imagination and creativity in their learning
 - n willingness to reflect on their experiences.
- n Pupils' moral development is shown by their:
 - n ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
 - n understanding of the consequences of their actions
 - n interest in investigating, and offering reasoned views about, moral and ethical issues.
- n Pupils' social development is shown by their:
 - n use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
 - n willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
 - n interest in, and understanding of, the way communities and societies function at a variety of levels.
- n Pupils' cultural development is shown by their:
 - n understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
 - n willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
 - n interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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DRAFT SACRE DEVELOPMENT PLAN JANUARY 2012 – MARCH 2013 (4 TERMS)					
Annual Financial Year allocation of Adviser Days – 35 = £11,375 + associated venue and professional development £12,000 4 Term Allocation = 47 (including Spring Term 2012 already budgeted and paid but not used)					
Objective	Action	Responsibility	Date	Costs	Success criteria
Youth SACRE	At meeting discuss projects that YS would like to pursue Reps to attend future SACRE meetings	RE Adviser	Termly	8 days of RE Adviser's time (2 per term) £2,600	Youth SACRE able to enhance the work of SACRE and teaching of RE in schools
Make a Faith Directory for schools' use	Organise the information gained so far into a useful directory Organise a training event for interested speakers Distribute finished document (either as booklet or via internet)	RE Adviser and interested members of the main SACRE committee Adviser	During 2012 Early 2012.	2 days' adviser time: £650 Venue: EDC - £50 Admin: £300 Printing etc: £20 Cost of printing guidance/ arranging for internet space	A directory of the faith communities of Bromley, including addresses of places of worship that would welcome visits from school groups and contact details of individuals who would speak at collective worship and RE lessons for all Bromley schools
Evaluate SACRE work and establish priorities	Continuous self evaluation process using the new NASACRE document	RE Consultant All SACRE members to discuss.	Termly update of self evaluation (Adviser) Summer review to SACRE (Adviser) Report – Autumn 2012	4 days adviser time £1,300	Identify further areas for development towards an advanced SACRE – to be incorporated as appropriate into future development plans. Results to be incorporated into the annual report.
To comply with the statutory requirement to implement a 5-year review of the current syllabus and to draw up a costed plan for the preparatory work in convening an Agreed Syllabus Conference and associated work in drafting the new syllabus	Research, draft and cost plan with timescales. Present to SACRE and LA for budgetary consideration	RE Consultant, Teachers, SACRE members, LA	By March 2012	3 days £975	A syllabus for Bromley which reflects the current national thinking on RE and the 21 st century

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Objective	Action	Responsibility	Date	Costs	Success criteria
To prepare agenda, respond to any action from previous meetings and plan ongoing programme for SACRE committee meetings.	Arrange and attend 3 pre agenda meetings per year Write papers and reports for the meeting to LA timetable	Clerk Chairman RE consultant RE Consultant	Termly meetings Including SACRE meetings – 10 days	RE Adviser 10 days £3,250	Effective meetings with Action points carried out by Members between meetings.
Training of committee members	Attendance at 3 meetings per year Short training during each meeting using NASACRE material	All Members RE CONSULTANT AND ALL MEMBERS	At each meeting	RE Consultant to plan and provide training materials and disseminate any results 2 days £650	Further understanding by members of the role of SACRE and the teaching methods to be used in schools
SACRE consider reports and initiatives from NASACRE	Consider relevant material from National SACRE Conference and NASACRE AGM	RE Adviser/ Chairman and nominated rep	Following NASACRE meetings summer term	Cost of two annual conferences and travel 2 days adviser time £650 £500 conference costs	Discussion and actions taken on the future of RE and CW Attend two national conferences and report back Adviser and interested members attendance and discussions held in summer term
To report annually on the work of SACRE.	Collect information on exam data and SACRE work RE Consultant to write an annual report by December on the previous academic year.	RE Adviser to write, Chairman to read, Clerk to circulate.	Deadline end December 2012	RE Adviser time 4 days £1,300	Completed on time and copies provided for SACRE members, Director, Assistant Director, CYP portfolio holder, libraries, schools and their governing bodies

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Objective	Action	Responsibility	Date	Costs	Success criteria	
To monitor standards of RE and CW in Bromley Schools.	1. Attend school visits and consider reports	RE Adviser SACRE members one per year	Up to 8 school visits each year (2 per term)	RE Adviser – 8 half day visits and 8 half day report writing (4 days) £1,300	Meaningful visits or discussion completed and reports discussed at SACRE meetings.	
	2. Look at alternative ways to monitor standards					
	3. Provide data for members on RE examination results in Secondary Schools.	Data team at Civic Centre RE Adviser	Part of annual report. Discuss at Spring meeting		Data provided, with analysis for Spring meeting	
Monitor National RE reports from OfSTED Ensure schools are aware of the statutory nature of RE	Request LA to write to schools on statutory nature of RE .	School Improvement Service: head of Learning	Termly summary of any relevant Ofsted outcomes to SACRE		All schools following the agreed syllabus	
Annual Event		RE Adviser	Summer 2012	4 days Adviser Time £1,300 + Venue Costs £500		

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Visit to Raglan Primary School – January 19th 2012.

This visit was undertaken by the RE Consultant Mrs Smith-Orr, Mrs Thompson and Mr Riat. Raglan Primary is a two form entry school with a very local catchment area which makes it an excellent example of a local community school. There is also a Nursery and two special language classes. The first impression on entering the school is of a hive of activity, with every wall covered in excellent displays and information. The last Ofsted inspection result was 'Good with outstanding areas' and a Citizenship inspection last year came out as outstanding. Religious Education is taught to Years 0-4 by 4 teachers, while Years 5 and 6 are taught by subject teachers.

We were met by Mrs Dobson, the Deputy Head and Mrs Duncan, the RE coordinator, who work closely together on RE and Collective Worship. They have an annual planning meeting to review the policy and curriculum for the school. At the last meeting they decided to focus on Attainment Target 2 and this was discussed during our visit. They are also hoping to make a list of speakers and to look at provision for ICT in religious education. We were shown examples of work and noted that the marking was very clear and that a useful table which indicates coverage of the syllabus had been devised by Mrs Duncan. We also briefly discussed Collective Worship and the weekly timetable for the pupils. There are currently no withdrawals from worship or lessons.

We were given a quick tour of the school by Mrs Sutton, the Head Teacher, and discussed the many projects that the school undertakes each year. This includes an annual parade through the adjoining streets and a gathering in the local park. The pupils also go on various visits to places of worship and have good links with St Luke's church nearby. This was followed by a whole school worship on the theme of the Chinese New Year; the pupils were thoroughly engaged by the story being acted out and the arrival of a Chinese Dragon. They all joined in the singing and were given the opportunity to reflect on what they had experienced.

The last part of the visit was a lesson observation of a Year 2 class taught by Mrs Ford. The pupils were learning about Buddhism through stories and recapped on some things they knew and then listened to the story of The Monkey King while looking at slides which had been sourced by the teacher. They were very interested and had a lively conversation on who was the best leader and king in the story and why. They then went to tables to write their ideas on leaf shapes which were to be put onto a 'tree of enlightenment'.

This was a delightful visit to a school who clearly take the provision of religious education very seriously. Mrs Dobson and Mrs Duncan both expressed an interest in being involved in updating the syllabus and Mrs Duncan would like to join the SACRE committee.

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All Party Parliamentary Group for RE

You may be aware from the email and press release sent round to all member organisations last week that the REC has been instrumental in setting up an APPG for Religious Education. Its chair will be Stephen Lloyd, MP for Eastbourne and Willingdon, who put up the Early Day Motion on RE in the English Baccalaureate last summer - a very well supported campaign which resulted in 115 signatures, thanks to some vigorous campaigning in particular by teachers of RE.

What is an All Party Parliamentary Group?

As its name suggests, it involves parliamentarians of all parties from both Commons and Lords who are willing to work in support of a particular issue or theme. An APPG has to include at least 20 MPs, of whom 10 must be from the governing party/parties (Con-Lib Dem coalition) and 10 from the Opposition (Labour and others). In general they have at least two meetings a year which allow them to meet people active in the field concerned and to be informed about developments and debates. Stephen Lloyd has said, 'I have the ambition to see it as one of the best supported groups at Westminster'. As well as bringing together all interested parties, the best all party groups also invite experts to educate and inform parliamentarians, hold enquiries and publish reports, and suggest policy initiatives and changes.

The proposed aim for the group is to provide a medium through which MPs, Peers and other organisations with an interest in religious education can discuss the current provision for religious education in schools, academies, colleges and universities; to act as a forum for all who share common concerns in promoting the highest possible standards of religious education; to press for continuous improvement in religious education; to promote a clear, positive image and public understanding of religious education; and to advocate that every young person experiences a personally inspiring and academically rigorous education in religious and non-religious worldviews.

How can an APPG for RE help us?

It will be to the advantage of all who care about RE to know there is a group of well informed and positively disposed MPs and peers available to be contacted about particular campaigns and issues. It will help to keep RE on the national government agenda and we hope that a better understanding of the purpose and value of RE by parliamentarians will result in a favourable impact on policy. It will provide opportunities from time to time for teachers, academics and where possible students to make presentations about RE to MPs. It will help to raise the profile of RE as a subject – indeed it has already done so in the short time since Stephen Lloyd announced the establishment of the group.

How can we help the APPG?

Anybody can contact their constituency MP and suggest that they might consider joining the group. Invitations have already gone out to those MPs who signed the Early Day Motion in summer 2011. If you can convince your MP of the value of RE in the education of all young people, whatever their belief background, they may be willing to consider joining if they have not done so already.

When the APPG is fully established, you can suggest topics for discussion or presentations. The secretariat for the APPG will be run by the RE Council, so any suggestions should be sent to the group at appg@religiouseducationcouncil.org

Members of SACRE might also find a new Government document called 'Creating the Conditions for Integration' interesting. This can be found online at www.communities.gov.uk

Agenda Item 5

Report No.
ED12001

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council for Religious Education

Date: 30 May 2012

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **SACRE MEMBERS' TRAINING**

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 E-mail: penny.smith-orr@bromley.gov.uk

Head of Service: Beverley Johnston, Head of Education Commissioning and Business Services

Ward: N/A

1. INFORMATION

- 1.1 As a result of our discussions with Beverley Johnston on the need to update the Bromley Agreed Syllabus and the continuing development plan presented at the last meeting, this term the training for SACRE members will be based on the responses to the survey sent to Bromley schools RE co-ordinators and their comments from a meeting held on 18 April 2012 at the EDC.
- 1.2 Members will be shown the presentation given to the teachers and will have an opportunity for discussion.
- 1.3 This item will lead straight on to Item 6 and it is requested that all members note the importance of these two items and make every effort to attend this meeting as important decisions need to be made.

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Agenda Item 6

Report No.
ED12002

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council for Religious Education

Date: 30 May 2012

Decision Type: Non-Urgent Non-Executive Non-Key

Title: **TAKING RE FORWARD IN BROMLEY**

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 E-mail: penny.smith-orr@bromley.gov.uk

Chief Officer: Beverley Johnston, Head of Education Commissioning and Business Services

Ward: N/A

1. INFORMATION

- 1.1 The priority of a SACRE is to monitor Religious Education and Collective Worship in schools and support schools in the provision of excellent RE. The current Bromley Agreed syllabus is due for a review and the units of work for Primary schools are also due for a review.
- 1.2 This item will follow on from Item 5, training for SACRE members. It will be a discussion on the future syllabus requirements for Bromley schools. Particularly the addition of a defined Foundation stage, and the addition of faiths during the Primary stages.
- 1.3 A new RE Quality mark is being introduced nationally, 'an accreditation system recognising good practice in religious education. Designed to be a mechanism for whole school improvement beyond religious education since its principle focus is enhanced pedagogy'. This mark will only be available to schools which, as well as teaching on the six major world faiths, also allow the teaching of a secular world view.

2. RECOMMENDATION(S)

- 2.1 **Members to come ready with ideas on the updating of the Bromley Agreed Syllabus.**

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Report No.
ED12003

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council for Religious Education

Date: 30 May 2012

Decision Type: Non-Urgent Non-Executive Non-Key

Title: SCHOOL VISITS

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 E-mail: penny.smith-orr@bromley.gov.uk

Head of Service: Beverley Johnston, Head of Education Commissioning and Business Services

Ward: N/A

1. INFORMATION

- 1.1 It was decided at the Spring term meeting that the RE Consultant would not be undertaking any visits during the next two terms and that other members would continue to visit schools.
- 1.2 The Chair has contacted members who might be able to lead visits to 3 schools during the Summer and Autumn terms. This will be discussed at the meeting.
- 1.3 The RE Consultant and two members carried out a visit on 6 February 2012 to Balgowan Primary School and the report is attached.

2. RECOMMENDATION(S)

- 2.1 **Members to volunteer to attend visits in the Summer and Autumn Terms, dates to be advised at the meeting.**

Visit to Balgowan Primary School on 6th February 2102

This visit was undertaken by the Religious Education Adviser, Mrs. Penny Smith-Orr, and two members of SACRE, Cllr Manning and Cllr Adams. We were met by the RE coordinator Mrs Spencer and the Deputy Head teacher Mr Hines. Balgowan is one of the biggest Primary schools with a three form entry and 650 pupils in the school. The catchment area is very small, between .2 and .4 of a mile which makes it a very local community school and despite the number of pupils the atmosphere is very friendly and welcoming. The school motto 'Be kind, work hard, make friends' was on display all over the school and was clearly being adhered to during our morning visit. There are pupils from many different faith groups in the school and on a tour of the school we saw some excellent displays on the theme of RE.

We went to a Year 2 lesson and saw them discussing the Buddhist story of Prince Siddhatha and the swan with Mrs. Harrison. The pupils had some very interesting ideas to share on the reasons for the actions of the characters and then went to write about the story. The Reception classes were having an Indian cultural day and among the many activities we saw pupils trying on saris, colouring mendhi patterns and Indian flags and cooking Indian food. The school runs a very creative curriculum and has found that these 'immersion' days are very good for the pupils learning.

Later a Year 6 lesson on Hinduism, led by Mrs Gilbert, started with a look at home shrines. The discussion led on to how religious signs and symbols can be seen all around us and finished with the pupils thinking of their own 'blessings' which they wrote on leaf shapes to hang on a tree in the classroom.

Collective Worship is organised in family groupings and held three times in order for all pupils to take part. We observed the Head Teacher, Dr Swatland, presenting ideas on Respect to one set of pupils. They all joined in with singing and were happy to answer questions and put their own ideas forward. An activity using Smarties was used to illustrate that we are all the same while also being individuals, and they finished with a prayer.

Finally we had a discussion with Mrs Spencer and Mr Hines on how RE is organised and how they have developed assessment strategies for teachers to use. A survey has been carried out on how the pupils feel about RE and this has been incorporated into the comprehensive action plan for the subject. Mrs Spencer had also made a list of the strengths of RE in the school which was very impressive. We also had an opportunity to look at the work scrutiny folders that she has made. They have a range of resources within the school and also use the multi cultural resources from the EDC. They use the children as a resource and asked for information about visitors from other faiths.

This was a very lovely visit to a school where RE is clearly taken very seriously as a major part of the school curriculum.

Report No.
ED12004

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council for Religious Education

Date: 30 May 2012

Decision Type: Non-Urgent Non-Executive Non-Key

Title: BROMLEY SACRE SELF-EVALUATION

Contact Officer: Penny Smith-Orr, RE Adviser
Tel: 020 8653 8606 E-mail: penny.smith-orr@bromley.gov.uk

Chief Officer: Beverley Johnston, Head of Education Commissioning and Business Services

Ward: N/A

1. INFORMATION

- 1.1 The recommendation is that SACREs look at the self-evaluation document annually. This is usually done during our Summer term meeting.
- 1.2 The Chair has requested that the RE Adviser look at the progress we have made towards being an advanced SACRE rather than spending meeting time going through the document.
- 1.3 The sections on the Agreed Syllabus are being addressed during this year. There is still not enough of a link between SACRE and the initiatives undertaken by the local authority. It is very difficult for SACRE to monitor what happens in schools, particularly in regard of Collective Worship. However the school visits made by members address this to some extent. The continuation of the Primary network meetings also ensures that some monitoring information is available.

2. RECOMMENDATION(S)

- 2.1 **Members to note the documentation received on self-evaluation and raise any comments or concerns at the meeting.**

THE SACRE SELF-EVALUATION TOOL

Forward/Introduction

This self-evaluation tool has been developed from three main sources:

- The recent Ofsted report on the inspection of SACREs
- QCA's annual analysis of SACRE reports
- The National Association of SACRE's (NASACRE) work in exemplifying effective practice in SACRE's

Rationale

The purpose of the self-evaluation tool is to help SACREs and LEAs assess the quality and effectiveness of their work and to identify where they might develop further.

The tool focuses on a range of aspects of the work of SACRE including:

1. **The monitoring and improvement of the standards, quality and provision for RE**
2. **The partnership between SACRE, the LEA and other key stakeholders**
3. **The effectiveness of the locally agreed syllabus**
4. **The monitoring and improvement of the provision and quality of collective worship**
5. **The contribution of SACRE to the promotion of social and racial harmony**

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing**, **Established** and **Advanced**. Wherever possible some exemplars of good practice are included.

Stage 1 Developing

SACREs at this stage of development, while they may be fulfilling their statutory obligations, do so at a fairly basic level and are not able to be proactive in providing advice to the LEA or in taking the initiative in promoting developments. They are often unclear about their roles and responsibilities and are not particularly well informed about the strengths, weaknesses or priorities for development in schools. They often have a formal relationship with the LEA but have little input to or awareness of the LEAs priorities. The issues facing SACREs at this stage may be:

- Finding it difficult to meet their statutory responsibilities
- Low levels of attendance at SACRE meetings
- Limited awareness of the quality of provision for RE and collective worship in schools
- Limited subject specialist or financial support from the LEA
- Little information about the impact or effectiveness of the locally agreed syllabus
- Limited representation from religious diversity in the local community
- No development plan to focus the future work of SACRE

The objectives for SACREs at this stage of development is to focus on ways of becoming more proactive in their work and moving beyond the basic fulfilment of their statutory obligations. Key targets might include:

- Reviewing and extending the membership of SACRE
- Making SACRE meetings more purposeful
- Identifying sources of specialist advice to support SACRE's work
- Producing an action plan to focus ways of developing the work of SACRE
- Creating stronger links with RE teachers in local schools.

Stage 2 Established

SACREs at this stage will have a well-established relationship with their LEA and have a clear idea about their priorities for development. Resourcing levels enable it to carry out its functions effectively. They will be reasonably well-informed about the quality of provision in local schools and, as a result, are in a position to challenge and support the work of the LEA. Meetings will be seen as purposeful and worthwhile occasions.

The issues facing SACREs at this stage may be:

- Limited opportunities to take the initiative in promoting new ideas
- Gaining better information about the quality of provision in schools
- The need to extend the links with wider LEA priorities and activities
- Ways of extending their analysis of the impact and effectiveness of the locally agreed syllabus

At this stage maintaining momentum maybe an imperative and key targets might include:

- Exploring ways of measuring the impact of their work more effectively
- Extending the ways in which SACRE can contribute to the LEAs priorities
- Investigating opportunities to be more proactive in promoting and initiating activities to improve quality and provision
- Exploring ways in which SACRE can extend its contribution to the promotion of social and racial harmony

Stage 3 Advanced

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose and will be proactive in seeking to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focussed on the major priorities for improvement in schools. There will be a very effective partnership with the LEA and SACREs will be well supported in terms of subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust ensuring that schools are well supported in their work. Objectives at this stage will be concerned with innovation and sharing good practice to sustain the momentum and success. Key targets might include:

- Extending the range of initiatives taken to improve standards and quality in schools
- Ensuring pupil progress can lead to recognition of achievement through, for example, GCSE accreditation
- Exploring ways of sharing good practice more widely with other SACREs and schools
- Improving the ways in which evidence is gathered about standards and the quality of provision in schools particularly in the light of changes in the nature of Ofsted inspections
- Developing the ways in which SACRE can contribute to the promotion of social and racial harmony

The Responsibilities of a SACRE

The legal responsibilities of the LEA are to:

- Ensure that there is a SACRE
- Ensure all four committees are represented on SACRE
- Ensure there is an Agreed Syllabus which is reviewed at least once every five years
- Ensure that support is in place for SACRE to enable it to discharge its responsibilities
- Take note and respond to any advice it receives from SACRE
- Reference to SACREs from the LEA may include advice methods of teaching, the choice of teaching material and the provision of teacher training.

The SACRE must:

- Publish an annual report of its work and send this to QCA
- Consider requests for determinations on collective worship when required
- “Advise the LEA upon such matters as collective worship and the religious education to be given in accordance with an agreed syllabus”.

The SACRE is also likely to

- Monitor the provision for both RE and Collective Worship
- Provide support and advice on RE and Collective Worship to schools

1. Standards and Quality of Provision of RE

***How effectively does SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve Standards and the quality of provision?***

Key Area	Developing	Established	Advanced	Exemplar
1a Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE.	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well-informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	Where an Ofsted report highlights non-compliance or inadequate curriculum time for RE, a SACRE requires the LEA to investigate and report back on the action being taken by the school to address the situation.
1b Standards and achievement: including AS/A2 level, GCSE and standards at the end of Key Stages 1, 2 and 3.	Limited knowledge about standards within schools and no clear SACRE/LEA strategies to address areas of concern or share good practice.	Informed about standards of RE in schools locally and by comparison with national figures but limited analysis of the data and little opportunity to develop strategies to address weaknesses. Largely dependent on information from Ofsted reports on schools.	Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary and key stage 3. Clear strategies in place to address areas of weakness. Developing independent mechanisms to gather data about performance independent of Ofsted reports.	A SACRE receives detailed analysis of examination performance and requires the LEA to explain how it would intervene in schools where there was clear evidence of under-performance. A SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage.

Key Area	Developing	Established	Advanced	Exemplar
1c Quality of teaching and leadership and management	Limited knowledge about the quality of teaching and leadership and management of RE in schools.	Information provided about findings in relation to quality of teaching and leadership and management derived from Ofsted reports but limited analysis of strengths and weaknesses and little opportunity to develop strategies to address weaknesses.	Clear and detailed information about the quality of teaching and leadership and management with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.	A SACRE receives regular presentations from teachers about good practice in teaching and learning in RE. A SACRE advises the LEA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools.
1d Recruitment and retention issues. Level of specialist provision	Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools.	Some investigation and analysis of subject recruitment and retention issues. SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to address concerns.	Detailed knowledge of patterns of recruitment, retention and specialist provision. SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.	A SACRE recommends to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA. They then build links with local teacher training providers to explore ways of improving recruitment of specialist staff.
1e Resources	Little knowledge about issues related to the quality of resources for RE in schools.	Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.	Detailed knowledge of issues related to resources for RE in schools. SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.	A SACRE works in partnership with the LEA to develop a subject website which incorporated guidance about current high quality resource materials.

2. Management of SACRE and partnership with the LEA and other key stakeholders

How far does SACRE's partnership with the LEA enable it to carry out its responsibilities effectively?

Key Area	Developing	Established	Advanced	Exemplar
2a SACRE Meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements and tends to be dominated by the LEA officers.	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings sharing their experience and insights. Meetings are held in a variety of venues including local places of worship and schools.	A SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.
2b Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members participate in training activities.	Very good use is made of co-option to ensure SACRE membership which is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction and training opportunities for SACRE members.	A SACRE has a well-developed process of co-option of local teachers of RE to ensure it has a broad representation from all types of school in the LEA.
2c Improvement/ Development planning	SACRE does not have an action plan to focus its future work and there is little overt link between the priorities of the LEA's development/improvement plan	SACRE has a basic action plan which is reviewed regularly and up-dated on an annual basis. This provides an effective focus for SACRE's	SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the	A SACRE is provided with a summary of the current LEA priorities and identifies ways our action plan can incorporate relevant objectives related to these priorities.

Key Area	Developing	Established	Advanced	Exemplar
	and the work of SACRE.	work. There is some attempt to link the plan to the wider LEA priorities.	plan and the wider objectives of the LEA. SACRE is regularly represented at national events relevant to its work (e.g. NASACRE).	
2d Professional and financial support	Representatives of the LEA attend meetings but there is limited subject specialist advice available. Basic SACRE functions are resourced but there is no specific budget for SACRE and little opportunity for SACRE to take initiatives requiring funding.	SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. SACRE has a modest budget which enables it to fund some initiatives.	SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. SACRE is also attended by a led officer from the LEA who can provide a strong link between the work of SACRE's work and the wider LEA. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	A SACRE in an LEA with no subject specialist adviser co-opts a local AST with expertise in RE and secures release time for her to undertake development work for SACRE and schools.
2e Information And Advice	SACRE receives routine information relevant to its statutory duties such as GCSE data and information from Ofsted reports on RE. There is limited information provided about wider national and local developments. SACRE tends to receive information in a reactive way rather than taking a proactive role in asking questions and challenging the LEA's work.	SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. SACRE receives the information in a way that enables it to challenge and question the LEA's work.	SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership with the LEA and plays an active role in promoting ideas and initiatives.	A SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant under-achievement by boys. It advises the LEA to undertake an exercise to identify good practice and provide guidance to schools about effective strategies for raising boys' achievement.

Key Area	Developing	Established	Advanced	Exemplar
2f Partnership with other key stakeholders (e.g. pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality	SACRE has little contact or awareness of other local agencies and rarely has contact with pupils or parents.	SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.	SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and HEI providers are regularly involved with SACRE. SACRE's activities build on the local networks effectively.	A SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of SACRE and provide a forum to discuss issues of mutual interest.

3. The Effectiveness of the local Agreed Syllabus

How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?

Further information on the quality of an Agreed Syllabus can be found at Appendix One.

Key Area	Developing	Established	Advanced	Exemplar
3a Review of the Agreed Syllabus	Little opportunity to review the effectiveness of the previous Agreed Syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing. There is little budget for Agreed Syllabus development and no clear action plan to structure the review process.	The SACRE has a good idea of the strengths/weaknesses of the previous Agreed Syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the Agreed Syllabus review.	The SACRE has a clear and systematic process for reviewing the Agreed Syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly costed, including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the Agreed Syllabus review with clear targets for what needs to be achieved.	A SACRE reviews all available evaluation data about the effectiveness of the existing Agreed Syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the Agreed Syllabus. It invites participation of an external consultant to provide a more objective view of the quality of the existing Syllabus.
3b Using National Framework for Religious Education	The SACRE has a limited view of the role and significance of the National Framework in relation to the Agreed Syllabus review process and does not use the Framework in a coherent way	The SACRE is aware of the National Framework and uses it in their Agreed Syllabus review but does not extend the framework to reflect local circumstances.	The SACRE fully utilizes the National Framework in the construction of the revised Agreed Syllabus understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.	A SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing Agreed Syllabus. As a result it establishes a clear view of the way its revision of the Agreed Syllabus will build on the National Framework.
3c Developing the revised Agreed Syllabus. See Appendix	The SACRE has no clear structure for process of developing a revised Agreed Syllabus. It does not undertake a thorough revision tending to add material rather haphazardly	The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. SACRE ensures that strong direction is provided to design	The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well	A SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the Agreed Syllabus.

Key Area	Developing	Established	Advanced	Exemplar
1 for the characteristics of an effective Agreed Syllabus.	to the existing syllabus leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new Agreed Syllabus.	an Agreed Syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, hold consultation meetings which are reasonably supported.	attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.	
3d Consultation/Launch/Implementation of the Agreed Syllabus	No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus.	A launch event is organised and other forms of communication e.g. LEA/SACRE website are utilized to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.	A high profile launch, involving the wider community and strong media coverage gives the Agreed Syllabus a high profile as an important development in the work of the LEA/SACRE. Effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning.	A SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus. The launch event includes high quality presentations from a range of local religious communities and schools.
3e Additional guidance/monitoring and evaluating the Agreed Syllabus	The LEA/SACRE is limited by financial and professional constraints and not able to provide any significant additional guidance on using the Agreed Syllabus. It has limited arrangements in place to monitor the impact of the Agreed Syllabus, particularly in raising standards.	The LEA/SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the Agreed Syllabus, particularly in raising standards.	The LEA/SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new Agreed Syllabus and to measure its effectiveness in raising standards.	A SACRE builds a process of monitoring the effectiveness of the Agreed Syllabus into its Development Plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five year revision.

4. Collective Worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key Area	Developing	Established	Advanced	Exemplar
4a Practice and provision for collective worship	The SACRE/LEA has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE Agenda and national developments are not known. There is no training provision for collective worship.	The SACRE/LEA has not provided guidance to schools on collective worship, focussing on good practice. SACRE meetings regularly focus on provision and practice in collective worship and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.	The SACRE/LEA provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision.	A SACRE regularly, through its website, provides exemplar acts of worship for schools to use. These are frequently updated. SACRE members visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high- level usage of the exemplar acts of worship.
4b Monitoring the provision of collective worship and addressing issues of non-compliance	The SACRE/LEA does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.	The SACRE/LEA monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but SACRE members have limited 'hands-on' experience of collective worship in schools.	The SACRE/LEA closely monitors provision for collective worship and provides guidance and support for schools, particularly on non-compliance. SACRE members have direct experience of collective worship in schools through first hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.	A SACRE, in partnership with the LEA and the local secondary heads association, arranged for all its members to visit local secondary schools to observe acts of worship and discuss issues with staff and pupils. Following the visits a report was published, highlighting best practice and ways in which non-compliance might be addressed.

5. Contribution of SACRE to the social and racial harmony agenda

How effectively does SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?

Key Area	Developing	Established	Advanced	Exemplar
5a Representative nature of SACRE	SACRE membership meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.	SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.	SACRE has strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities).	A SACRE in an LEA with few non-Christian communities is proactive in seeking out members who are representative of a wide diversity of other religious traditions.
5b Knowledge and understanding of the local religious, cultural and ethnic community	SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	SACRE is well aware of different groups representing the diversity within the local area.	SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.	A SACRE is provided with a detailed analysis of the religious and cultural diversity within the LEA and issues related to the relative educational performance of pupils from different ethnic groups.
5c Understanding the intrinsic contribution which RE can make to social and racial harmony	SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.	SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures this embedded explicitly in the Agreed Syllabus and related guidance.	A SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.
5d Links to local authority initiatives promoting social and racial harmony	SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.	SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has opportunity to discuss and contribute to this work.	SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links, which relate to this work.	A SACRE in a predominantly mono-cultural area takes the initiative in the local authority in developing links with a small new Muslim community.

SACRE Self – Evaluation

What is distinctive about your SACRE?

Key Strengths

Key Areas for Development

Appendix One

The characteristics of an Agreed Syllabus

An effective local Agreed Syllabus is likely to promote quality religious education if it has the following characteristics:

- Provides a clear structure which users find easy to follow and highlights the role of RE in the curriculum
- Meets statutory requirements but also reflects breadth and balance in religious education, particularly in taking into account local characteristics and circumstances
- Has clear statements about expected standards
- Provides appropriate levels of challenge for pupils of differing ages and abilities, which are progressive and demanding but realistic
- Reflects national developments particularly the use of the non-statutory national framework
- Gives clarity over assessment requirements
- Builds carefully on prior Agreed Syllabus provision
- Ensures that learning in RE has both continuity and progression

Key Area Number	Key Area	Developing	Established	Advanced
1a	Compliance/Time allocation		x	
1b	Standards and Achievement		x	
1c	Teaching/Leadership		x	
1d	Recruitment and retention	x		
1e	Resources		x	
2a	SACRE meetings		x	
2b	Membership and training			x
2c	Improvement planning			x
2d	Professional/financial support			x
2e	Information and Advice		x	
2f	Partnerships		x	
3a	Review of the Agreed Syllabus	Currently being reviewed		
3b	Using the National Framework			x
3c	Developing an Agreed Syllabus	Currently being reviewed		
3d	Implementing the AS	To be arranged		
3e	Guidance and Monitoring	x		
4a	Provision for collective worship		x	
4b	Monitoring collective worship	x		
5a	Representative SACRE		x	
5b	The local community	x		
5c	Promoting harmony through RE		x	
5d	Links to other local initiatives	x		

