



BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333

CONTACT: Christine Reeks  
*christine.reeks@bromley.gov.uk*

DIRECT LINE: 0208 461 7638

FAX: 020 8290 0608

DATE: 24 November 2014

To: Members of the  
**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

Councillors: Kevin Brooks, David Jefferys, Keith Onslow, Sarah Phillips  
and Stephen Wells

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

Teachers: 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 Mrs E Whitman

Co-optee: Mrs S Polydorou

A meeting of the Standing Advisory Council on Religious Education will be held at  
Bromley Civic Centre on **TUESDAY 2 DECEMBER 2014 AT 6.30 PM**

MARK BOWEN  
Director of Corporate Services

***Copies of the documents referred to below can be obtained from***  
***<http://cde.bromley.gov.uk/>***

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Tuesday 17<sup>th</sup> March 2015

Wednesday 1<sup>st</sup> July 2015

(Starting time to be confirmed)

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# Agenda Item 4

## STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 12 March 2014

### Present:

Councillor Mrs Anne Manning (Chairman)  
Rev Roger Bristow (Vice- Chairman)  
Councillors Reg Adams, Roger Charsley, David Jefferys  
and Kate Lymer.  
Christopher Town and Rev Steve Varney  
Rachel Archer, Fiona Hawkes, Jed Stone  
and Jackie Tranchina.  
Samantha Barnett, Patricia Colling, Saiyed Mahmood,  
Sue Polydorou and Edlene Whitman

### Also Present:

Penny Smith-Orr, RE Adviser  
Nina Newell, Head of Schools and Early Years  
Commissioning and Quality Assurance  
Jessica Toogood, Marketing and Research Assistant,  
True Tube  
John Gibson, School Pastor, Youth for Christ in  
Chislehurst  
Christine Reeks, Clerk to SACRE

## 12 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Stephen Carr, Councillor Gordon Norrie, Councillor Stephen Wells, Virginia Corbyn, Ray Hagley and Swarn Riat. Councillor Adams and Councillor Jefferys needed to leave the meeting at 7.30pm to attend other meetings. The Chairman noted that this would be Rachel Archer's last SACRE meeting and thanked her for the contribution which she had made.

## 13 DECLARATIONS OF INTEREST

See Minute Number 16.

**14            A) MINUTES OF THE MEETING HELD ON 6TH NOVEMBER  
2013**

**RESOLVED that the minutes of the meeting on 6<sup>th</sup> November 2013 be confirmed subject to the following amendment to those present:**

Councillor Mrs Anne Manning should read “Chairman” not “Vice-Chairman”.

**B) MATTERS ARISING:**

Any matters arising from the last meeting were discussed under other relevant items on this agenda.

**15            ORAL UPDATE AND PUBLICATIONS**

**a)            Presentation on ‘True Tube’**

The Chairman welcomed Jessica Toogood, Marketing and Research Assistant for TrueTube; a free internet resource which can be used by schools. Jessica gave a presentation on the website [www.truetube.co.uk](http://www.truetube.co.uk) which provides videos, lesson plans and assembly scripts for RE, PSHE and Citizenship at Key Stages 3 and 4. TrueTube was launched in 2007 by CTVC Ltd an independent British media company which is a registered charity and part of the Rank Foundation. Schools and youth groups are encouraged to upload films and post comments but everything is moderated before it appears on the site to ensure it is appropriate for school use. Students and teachers can register with the site and are given a password to use.

Jessica answered questions raised by SACRE Members, and advised that the TrueTube website aimed to be up to date and to identify areas of the RE curriculum which most need support. If any SACRE members had ideas about what further RE resources are needed they were invited to email Jessica at the following address: [jessica@truetube.co.uk](mailto:jessica@truetube.co.uk)

The RE Adviser remarked that TrueTube had been mentioned as a resources in the new Bromley RE Syllabus. The Chairman thanked Jessica for her presentation and she was invited to stay for the rest of the meeting.

**b)            Youth SACRE**

It had been hoped that the virtual film of St. Nicholas Church made by the Youth SACRE could be shown at the meeting; however this would not now be possible. Fiona Hawkes, the teacher involved with Youth SACRE, said she hoped that Youth SACRE would be able to continue, however the RE Adviser advised that she might not be able to support this in future due to the financial cutbacks and the reduction in the number of working days allocated to her post. She would discuss this further with Fiona Hawkes outside of the meeting.

**c) SACRE Annual Report 2012-2013**

The annual report had been distributed to SACRE Members, the Director and Assistant Director of Education, the Portfolio Holder for Education, Members of the Education Policy Development and Scrutiny Committee, libraries, Bromley schools and NASACRE. The Chairman had also written to Michael Gove MP, enclosing a copy of the SACRE Annual Report 2012-2013, (together with a CD of the new RE Syllabus). A reply from the Department for Education had been received confirming that these had been passed to the relevant team at the DfE.

With regard to the RE examination results included in the Annual Report, SACRE Members were pleased to note the increase in the number of students taking the full course in RE. There had been no movement in the number of candidates taking the short course and the RE Adviser said that this was being phased out. Two teacher representatives, Fiona Hawkes and Jed Stone, commented that one of the key issues was that the short course in RE was not a performance measure. In answer to a question from Councillor Adams, Jed Stone confirmed that it was possible for students to take both the short and full RE course and often students took the short RE course before entering year 11.

**d) Agreed Syllabus Launch**

The agreed syllabus launch had taken place at the Civic Centre in Bromley on 20<sup>th</sup> November 2013. The event had been very successful and was attended by the Mayor of Bromley, together with Martin Sweet the previous Chairman of SACRE who spoke on the importance of RE in the 21<sup>st</sup> Century. A CD of the new syllabus was given to representatives from the Bromley schools (including academies) who attended the event.

A copy of the CD was subsequently sent to the schools which were unable to attend the event. The new syllabus was also put on the Bromley Council website. It was suggested that a letter about the new syllabus should be emailed to the independent schools in the borough, incorporating a link to the RE syllabus on the website. The RE Adviser agreed to draft a letter for the SACRE clerk to send. **(Action - PSO)**

The RE Adviser said that since the launch of the new syllabus there had been one network meeting at which discussion had taken place on how the new syllabus was progressing. She advised that on 12<sup>th</sup> June 2014 there would be a training course on the new syllabus for RE co-ordinators.

SACRE Members thanked the RE Adviser for the considerable work she had undertaken in the production of the new RE syllabus.

**e) NASACRE AGM**

This was due to take place in London on 22<sup>nd</sup> May 2014. It was hoped that the RE Adviser and Rev Roger Bristow would be able to attend, subject to funds in the SACRE budget being available.

**f) Islamic Competition**

SACRE Members received a report from Mr Mahmood on this very successful event. The prize giving had taken place at Darul Uloom on Thursday 7<sup>th</sup> November 2013. The RE Adviser said that it had been a very encompassing event and Jed Stone, one of the teacher representatives on SACRE, remarked that it had been a wonderful evening. Those who attended were warmly welcomed and the parents and students who attended had been very complimentary. The Islamic Competition helped to build up good relationships and the Chairman thanked Mr Mahmood for organising the event.

The next Prize Giving Event of the Islamic Competition would be held at Darul Uloom on 13<sup>th</sup> November 2014. Further details would be circulated at a later date.

**g) Multi Faith Partnership Event**

SACRE Members had been invited to this event which took place at the Civic Centre on 10<sup>th</sup> March 2014. The event was publicised as a “Multifaith Partnership Approach to Major Incidents in Bromley” and was designed to be a workshop for representatives of the faith communities in LB Bromley. The Chairman, RE Adviser and Mr Mahmood attended the event which had been organised by LB Bromley, the Safer Bromley Partnership, Bromley Community Engagement Forum and the Ethnic Communities Programme.

Mr Mahmood commented on the powerful speech and excellent presentation which had been given by Dr Anne Eyre. However, he had been disappointed as he felt the event had concentrated more on businesses in the community rather than faith involvement. Mr Mahmood felt that there should be clear communication in case of major incidents/disasters as to who had a role to play in respect of the different faith groups. Councillor Jefferys remarked that as part of emergency planning for major incidents it was a requirement that there should be faith involvement. The Chairman said she would take Mr Mahmood’s comments back to the Portfolio Holder for Public Protection and Safety.

**16 SACRE DEVELOPMENT PLAN AND BUDGET**  
***Item ED14038***

*(The RE Adviser had an interest in this item in respect of the retendering of her current post. SACRE members were in agreement with her remaining in the meeting during the relevant discussion to answer queries which were raised.)*

SACRE Members considered a revised draft development plan for April 2014 - March 2015. This had been produced following a meeting of the SACRE Working Party which had been set up following the last SACRE meeting. The plan had been drawn up with due consideration to the statutory duties of SACRE, and had taken into account the reduction in the budget allocated to

SACRE for the coming financial year. This would necessitate the number of RE Consultant days being reduced from 35 to 20 per year.

Nina Newell, The Head of Schools and Early Years Commissioning and Quality Assurance, introduced herself and her role as lead officer for SACRE. She had been in post since June 2013 and pointed out that prior to this time the Assistant Director for Education had looked at all contracts and some decisions had already been made. Mrs Newell commented that the Council had to look very closely at what they had to deliver across all services and all commissioned services were being reviewed. As a public sector organisation the Council had to be transparent, and in order to fulfil the requirement of value for money, the post of RE Consultant would be recommissioned. In the past there had been competitive tendering but a new Dynamic Purchasing System was now being used. The current RE Adviser was aware of this and had completed the first stage of the process. Mrs Newell advised that they were not yet at the stage of the service specification, which would detail the skills and abilities required for the post.

Mrs Newell advised that the maximum budget available for SACRE for the next financial year was £7,000 which would mainly cover the cost of the RE Adviser.

Rachel Archer asked if the Authority would make a decision based on the cheapest bid and Mrs Newell confirmed that they would. She stressed however that there were a lot of quality checks at the outset and several stages to ensure that the service specification was met. In response to a query, the RE Adviser stressed the necessity of employing someone with an RE background and cited the case of one local authority which had chosen the cheapest quote with adverse consequences, as the person appointed had no RE background or relevant experience. Mrs Newell said that she would ensure the specification would be robust enough to ensure that quality was maintained.

Rev Bristow asked about the timescale for the new process of appointing the RE Adviser. Mrs Newell explained that this could take place very quickly and she was confident that someone would be in post by the beginning of April 2014.

Mr Mahmood asked about the administrative cost of this exercise and if it was going to be carried out every year. He was particularly concerned about the lack of continuity in respect of work undertaken by the RE Adviser, if a different RE Adviser were appointed. Mrs Newell said that she did not know the specific cost but that this would not come out of the SACRE budget. Whilst consideration could be given to an appointment for a longer period, it was difficult to know what the future requirements would be, particularly having regard to the financial position.

Edene Whitman asked how the budget of £7,000 had been calculated. Mrs Newell said that this figure had already been determined prior to her appointment but she had been assured that the statutory duties of SACRE

had been taken into account. Rev Bristow was concerned that this figure had been agreed without any prior discussion with SACRE. Mrs Newell was unable to comment on this but assured SACRE Members that any further reductions would be done with consultation.

The Chairman commented that a 45% cut in the SACRE budget was a substantial reduction. Rev Varney did not feel that this was acceptable and considered there had not been proper dialogue and transparency. He did not understand how the figure of £7,000 had been determined and expressed the view that this amount should be reappraised. Mrs Newell said that she could not comment on what had happened prior to her appointment and the officer who had made the decision was no longer employed by the Council. She agreed to make enquiries with the finance officers to see if she could obtain any further information in this regard. **(Action - NN)**

Sue Polydorou noted that no costings had been included in the draft Development Plan submitted to them and asked if the number of days allocated to the RE Adviser equated to the £7,000 budget. The Chairman confirmed that it did.

Mrs Newell went on to explain in detail the appointment process for the RE Adviser. The service specification would be written robustly and references would be taken up. Advice from NASACRE on the tasks of professional specialists would be taken into account. It was important to ensure that the right calibre of person was appointed.

Rev Varney asked how a reduction in the number of days worked by the RE Adviser would affect SACRE. The RE Adviser commented that she also worked for Croydon and Southwark SACREs. She was employed by Southwark SACRE for only 12 – 15 days a year and was unable have agenda planning meetings, to carry out school visits and there was no effective monitoring of RE. Rev Varney expressed concern that a reduction in the budget might mean that future SACRE meetings would not be properly structured and planned. Mrs Newell remarked that all council services had to be addressed in terms of budget reductions. She was unable to change the SACRE budget but would try to mitigate future effects and would attend future SACRE meetings. The Chairman commented that it was up to SACRE members to be as effective as possible.

Rev Bristow asked if the appointment process would happen earlier next year. Mrs Newell advised that the new system was supposed to go live at the beginning of January but this did not happen until the beginning of March. The service specification would be finalised as soon as possible and would be sent to the Chairman and Vice-Chairman for comment.

**RESOLVED that the person specification for the RE Consultant be sent to the Chairman and Vice-Chairman for comment.**



**17 RESPONSIBILITIES FOR RE**  
***Item ED14039***

An inquiry was carried out by the All Party Parliamentary Group (APPG) on RE, to investigate the supply of and support for teachers of RE. Teachers in Bromley were asked to be part of the survey. The report "Religious Education the Truth Unmasked" concluded that serious issues needed to be addressed if schools were to provide high quality Religious Education for every young person. SACRE Members noted that arising from the APPG report, the RE Council had issued guidance for Governing Bodies of Primary and Secondary Schools, outlining Governor's legal responsibilities for RE and the recommendations made by the APPG.

Following discussion it was agreed that this information should be circulated to the Chairs and Clerks of School Governors of Primary and Secondary schools in Bromley. The Head of Schools and Early Years Commissioning and Quality Assurance advised that their details could be obtained from the Interim Head of Governance at LB Bromley. The RE Adviser would prepare a covering letter to be sent with the guidance.

**RESOLVED that the guidance produced by the RE Council on the Provision and Training of RE Teachers be circulated to the Chairs and Clerks of Governors of Primary and Secondary Schools in Bromley.**

**18 SCHOOL VISITS**  
***Item ED14040***

SACRE members visit local schools in order to observe the teaching of RE and to offer support to the RE Co-ordinator of the school. On 11<sup>th</sup> November 2013 the Chairman and RE Adviser visited Darrick Wood School and on 22<sup>nd</sup> November 2013 four Members of SACRE visited Valley Primary School. Reports of the visits were submitted to SACRE Members for consideration.

The RE Adviser informed SACRE Members that she had visited Cudham CE Primary School with Rev Roger Bristow that morning and a report would be submitted to their next meeting. In addition arrangements had been made for visits to Clare House Primary School on 19<sup>th</sup> May 2014 (am) and Keston Primary School on 4<sup>th</sup> June 2014 (pm). Mr Mahmood and Edlene Whitman would be able to accompany the RE Adviser to Clare House School and Samantha Barnett and Rev Steve Varney would be able to accompany her on the visit to Keston Primary School.

It had been suggested by the SACRE Working Party, (which met in December 2013 to consider the Development Plan) that it would be helpful for SACRE Members to have a tick list/sheet for making comments when visiting schools. Arising from this the RE Adviser had prepared suggested draft guidelines for consideration and discussion by SACRE Members.

Whilst SACRE Members generally felt it would be useful to have an "Aide Memoire" when visiting schools, it was important to make it clear that the visit was not an inspection. In particular, the teacher representatives on SACRE expressed concern on the suggested classifications of "Outstanding" "Satisfactory" and "Poor" on the form relating to "Commentary on an RE Lesson" (as this terminology was used for inspections), and it was agreed that these headings should be deleted. It was suggested that perhaps the best way forward would be for SACRE Members, (in particular the teacher representatives) to email their comments and suggestions on the guidance to the RE Adviser.

**RESOLVED that**

- (i) the reports of the school visits be noted,**
- (ii) arrangements for the visits to Clare House Primary School and Keston Primary School be noted,**
- (iii) representatives on SACRE to let the RE Adviser have their comments on the draft guidelines for Bromley SACRE Members when visiting schools.**

**19 FORWARD ROLLING WORK PROGRAMME (Oral Report)**

Items to be discussed at the next meeting in the summer term would include a review of the SACRE budget and reports of the school visits.

**20 ANY OTHER BUSINESS**

There was no other business.

**21 DATES OF FUTURE MEETINGS**

The next meeting was due to be held on 14<sup>th</sup> May 2014, however Members considered that it would be more appropriate if the meeting could be held later in the summer term. A revised date of Tuesday 1<sup>st</sup> July 2014 was agreed. The autumn term meeting would be held on 8<sup>th</sup> October 2014 and the spring term meeting on Wednesday 11<sup>th</sup> February 2015, (all meetings to start at 6.30pm).

As the date of the next meeting had been changed, the Chairman pointed out that this would be her last SACRE meeting and the Vice-Chairman would become Chairman for the remaining part of the academic year 2013-14, as had been agreed at the SACRE meeting held on 6<sup>th</sup> November 2013. (*Councillor Mrs Manning would not be standing for re-election at the Local Elections on 22<sup>nd</sup> May 2014.*) Appointment of Chairman and Vice-Chairman for the 2014-15 academic year would be made at the SACRE meeting in the autumn term.

The Chairman thanked everyone who had given their services to SACRE over the many years she had been a Member. She had enjoyed her time working with all concerned and wished SACRE well for the future. Mr Mahmood asked for thanks to be recorded on behalf of SACRE Members for Councillor Mrs Manning's service to SACRE as a Member, Vice-Chairman and Chairman. The Vice-Chairman added that the previous SACRE Chairman Martin Sweet had remarked on how very much he valued Councillor Mrs Manning's commitment and contribution to the work of SACRE.

The Meeting ended at 9.00 pm

Chairman

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## STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30pm on 1 July 2014

### Present:

Reverend Roger Bristow (Chairman)  
Councillors: Kevin Brooks and Stephen Wells  
(both present until 7pm)  
Virginia Corbyn and Rev Steve Varney  
Samantha Barnett, Sanjay Gupta, Saiyed Mahmood and  
Swarn Riat

### Also Present:

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

### In Attendance:

Jane Winter, Chairman of the Priory Academy Trust  
(observing the meeting)

## 22 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor David Jefferys, Councillor Sarah Phillips, Councillor Keith Onslow, Christopher Town, Arlene Fane, Fiona Hawkes, Edlene Whitman and Sue Polydorou. It was noted that Arlene Fane had now retired and Fiona Hawkes had moved to a school outside of the Borough. These two teacher representatives would not be continuing as member of SACRE in the new academic year.

Nina Newell, Head of Schools and Early Years Commissioning and Quality Assurance had also submitted her apologies. The Chairman explained that Mrs Newell had attended a pre-agenda meeting with himself, the RE Adviser and the Clerk to SACRE. It had been agreed that in future Mrs Newell would attend SACRE pre-meetings, and would attend the main SACRE meeting if her contribution to the items being discussed was required.

Councillors Kevin Brooks and Stephen Wells apologised for having to leave the meeting early as they needed to attend other meetings. The Chairman welcomed the newly appointed Councillor Members to SACRE, and also welcomed Jane Winter, Chairman of the Priory Academy Trust who was observing the meeting.

*(NB. As there were no teacher representatives present at the meeting and the Councillor representatives left at 7pm, the meeting was not quorate. The meeting took place but no formal decisions were made.)*

**23            DECLARATIONS OF INTEREST**

None.

**24            A) MINUTES OF THE MEETING HELD ON 12TH MARCH 2014**

The minutes of the meeting on 12<sup>th</sup> March 2014 were received and would be formally confirmed at the next meeting.

**B) MATTERS ARISING:**

Minute 15(c): SACRE Annual Report 2012-2013

In answer to a question from Councillor Wells, the RE Adviser confirmed that there had been no double counting in the statistics relating to the RE examinations.

Minute 15(d): Agreed Syllabus

It was confirmed that a CD of the new RE syllabus had been sent to the independent schools in Bromley. The Chairman said that it was hoped a link to the Agreed Syllabus could be provided on "Fronter" used by schools. The RE Adviser would be reviewing Fronter to ensure it was up to date.

Minute 15(f): Islamic Competition

In answer to a question from Councillor Wells, Mr Mahmood confirmed that it was planned the Islamic Competition for 2014 would still take place. (*To be held on 13<sup>th</sup> November 2014.*)

Minute 16: SACRE Development Plan and Budget

Penny Smith-Orr had been successful in her bid for the position of Bromley's RE Consultant for 2014/15. She thanked SACRE Members for the congratulations and good wishes which she had received.

Minute 17: Responsibilities for RE

It was confirmed that the guidance produced by the RE Council on the Provision and Training of RE Teachers had been circulated to the Chairs and Clerks of Governors of Primary and Secondary Schools in Bromley.

**25            ORAL UPDATE AND PUBLICATIONS**

**a)            Chairs of Governors Network Forum**

The Chairman informed the meeting that he had recently given presentations to the Chairs of Governors Network Forum and also to the Bromley Deanery Synod. He had spoken on the importance of RE and the role of SACRE and referred to reports published by the RE Council, Ofsted, the All Party Parliamentary Group and SACRE. There was a lot of interest from both bodies and their response was very positive. The Chairs of Governors had asked what they could do to help and the Chairman said that they should encourage their governing bodies to ask if RE was being taken seriously in

their schools. The RE Adviser suggested that she could write something for the Governors Newsletter listing what they could do to encourage RE in schools. The Chairman thought that this would be a good idea and would ask for the article to be included in the Newsletter.

**b) Church Schools Festival**

The RE Adviser reported on this joyful and very successful event which had taken place at Bromley Parish Church the previous week. The festival was attended by Bromley Church of England primary schools and three non-church schools which are affiliated in a cluster. The event had been highly organised and the children were allowed to participate in three out of the thirteen workshops available. The activities included drumming, dance, drama, prayer, brass rubbing, and biscuit making. The festival ended with a Service at the end of the day.

The event had also been attended by Virginia Corbyn, Christopher Town and the Rev Steve Varney. Virginia Corbyn remarked on the considerable amount of work undertaken to organise the event and commented in particular on the contribution made by the incumbent of Bromley Parish Church.

The Chairman explained that the Church Schools Festival was an annual event which usually took place at Rochester Cathedral, however it had not been possible for it to be held there this year.

Mr Riat stressed the importance of also celebrating other faiths and suggested having multi-faith days in schools. The RE Adviser said that there are National RE Celebration events and some schools have RE Celebration week. Bromley's new RE syllabus encouraged the celebration of festivals from different faiths.

It was noted that this had been an event intended primarily for (and organised locally by) the CofE schools. By its very nature it was a specifically Christian event. There was no reason that other schools could not, between them or individually, organise a similar multi-faith event if they wished to do so.

*(Councillor Brooks and Wells left the meeting after consideration of this item.)*

**26 SACRE TRAINING (DISCUSSION OF A "GOOD" RE LESSON)**  
***Item ED15078***

This training session was deferred as there were no Councillor Members or teachers in attendance at the meeting.

**27 NASACRE AGM**  
***Item ED 15059***

This was held in London on 22<sup>nd</sup> May 2014, and was attended by the Chairman, the RE Adviser and Mr Mahmood.

The key note speaker was Stephen Lloyd MP, convenor of the All Party Parliamentary Group (APPG) on RE. He spoke on the importance of religious education in all schools and talked about the two reports produced by the APPG. The speech was well received and a question and answer session focussed on the needs of SACREs and how they can be as productive as possible. The Chairman informed SACRE Members that Mr Lloyd had suggested they should lobby their MPs to “keep RE on the agenda” and to challenge any changes which might jeopardise RE.

Thoughts on the RE Review from John Keast (Chairman of the RE Council) were also passed on at the AGM, together with reports from the officers of NASACRE and their plans for the coming year.

The RE Adviser said that at the AGM eight different SACRE’s had given presentations on projects they had undertaken. These would shortly be available for SACRE Members to view on the NASACRE website. Mr Mahmood had given a presentation on the Islamic competition in Bromley which was well received and engendered many questions.

Mr Mahmood shared his presentation with those in attendance at the SACRE meeting.

The purpose of the Islamic Competition was to encourage an accurate knowledge and understanding of Islam, and the title of the project set was “The True meaning of Islam”. Pupils were asked to explain what they considered to be the essential teachings of Islam, to discuss their implications for important issues of today and to finish with a statement about what they had gained from their work.

A summary of the projects had been detailed in the report considered by SACRE at their previous meeting, and Mr Mahmood’s presentation showed examples of the work submitted by the Year 7 and 8 children from the five schools that had participated in the event. He commented on the impressive variety of work undertaken by the students.

Mr Mahmood also described in detail and showed photographs of the prize giving event which had taken place at Darul Uloom. The event was attended by parents, students and their teachers and had been very encompassing.

Mr Mahmood said that the competition would not have been possible without the exceptional help and encouragement from the teachers concerned. Mr Gupta thanked Mr Mahmood for providing the platform for this excellent event to take place. He remarked that the event enabled young students to share their knowledge with adults.



The RE Adviser said that the Islamic Competition was much appreciated and valued and helped to build up good relationships. The Chairman thanked Mr Mahmood for his excellent presentation.

*(The next prize giving event for the 2014 Islamic Competition would be held at Darul Uloom on 13<sup>th</sup> November 2014. An invitation to attend the event would be sent to SACRE Members in due course.)*

## **28 SCHOOL VISITS - GUIDELINES**

### ***Item ED15080***

It had been suggested by the SACRE Working Party (which met in December 2013 to consider the Development Plan) that it would be helpful for SACRE Members to have a tick list/sheet for making comments when visiting schools. Arising from this the RE Adviser had prepared suggested draft guidelines for consideration which were discussed by SACRE Members at their previous meeting.

In the light of these discussions the RE Adviser had amended the guidelines and these were submitted to SACRE Members for consideration and discussion.

It was emphasised that the guidelines are not inspection forms and were not to be taken into the classroom. They are to be used as an aide memoir and for comments to be recorded by SACRE Members after the school visit. The forms are then passed to the RE Adviser to help her with the preparation of her report for SACRE.

Members present felt that the suggested guidelines were helpful but suggested that the following further amendments be made:

A heading to be put on the forms saying "Not to be taken into the classroom".

Re: Commentary on an RE lesson

(AT1) to be inserted after "using religious vocabulary properly"

(AT2) to be inserted after "given time to reflect on what they have learnt"

*(AT1- Refers to Attainment Target 1 - "Learning about Religion".)*

*(AT2- Refers to Attainment Target 2 - "Learning from Religion.")*

An additional section to be put at the end of the form for "Any Other Comments".

The RE Adviser agreed to amend the forms accordingly and to present them to the next SACRE meeting for approval.

The Chairman emphasised that the purpose of the visits was to support and encourage good collective worship and religious education in Bromley Schools.

**29 SCHOOL VISITS**  
***Item ED15081***

SACRE members visit local schools in order to observe the teaching of RE and to offer support to the RE Co-ordinator of the school.

On 12<sup>th</sup> March 2014 the Chairman and RE Adviser visited Cudham C of E Primary School. On 19<sup>th</sup> May 2014 they visited Clare House Primary School with Mr Mahmood, and on 4<sup>th</sup> June 2014, the RE Adviser, Samantha Barnett, Rev Steve Varney and Edlene Whitman visited Keston C of E Primary School.

Reports on the school visits were considered by SACRE Members. The RE Adviser commented on the visits which had taken place, all three of which had been very positive. Rev Varney commented in particular on the excellent Service which had taken place at Keston School.

The RE Adviser informed SACRE Members that she would make arrangements for school visits to take place in the autumn term and would email them details in due course to see if they would be available to accompany her on the visits.

**30 ANY OTHER BUSINESS**

Virginia Corbyn (*Assistant Director to Education (Schools) at the Diocese of Rochester*) informed SACRE Members that she and the RE Adviser were working together to try and improve RE training opportunities for schools. They were pooling their resources and arranging joint training meetings for teachers. The project was to be known as "RE Connect". Virginia Corbyn would be teaching on Christianity and the RE Adviser would be leading on other faiths.

The RE Adviser emphasised that this project was not part of her contracted work for SACRE and was being undertaken as part of her work for Network Training.

**31 DATE OF NEXT MEETING**

The next meeting was due to be held on 8<sup>th</sup> October 2014, however the Chairman and RE Adviser felt that this would be too early in the autumn term. The matter would be discussed outside of the meeting and SACRE Members would be notified of the revised date.

The Meeting ended at 8.05 pm

Chairman

# Agenda Item 6

Report No.  
ED15121

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Standing Advisory Council on Religious Education

**Date:** 2<sup>nd</sup> December 2014

**Decision Type:** Non-Urgent

**Title:** SACRE Training The Impact of RE

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

**Chief Officer:** Terry Parkin, Executive Director: Education, Care and Health Services

**Ward:** N/A

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1. Reason for report

Training Activity: What is the Impact of RE?

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2. **RECOMMENDATION(S)**

**Members are encouraged to attend the training part of the meeting and share any anecdotal evidence they have on the impact of RE as a results of visiting schools themselves.**

### **3. COMMENTARY**

Bromley SACRE committee has occasional training sessions during the meeting to enable members to understand and carry out the duties of SACRE.

Previously we have heard of the importance of RE as a subject and from the teachers group on ways in which they deliver RE in their schools. At this meeting we will be looking at the impact of RE on pupils. We will be looking at some Power Point presentations from pupils at Bullers Wood school, which we recently visited, the RE Consultant will also update members on the impact of the new syllabus in Bromley.

# Agenda Item 7

Report No.  
ED15122

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Standing Advisory Council on Religious Education

**Date:** 2 December 2014

**Decision Type:** Non-Urgent

**Title:** Self-Evaluation and NASACRE survey

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

**Chief Officer:** Terry Parkin, Executive Director: Education, Care and Health Services

**Ward:** N/A

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1. Reason for report

To consider the top 3 priorities for Bromley SACRE in response to the NASACRE survey and begin to think about the self-evaluation of Bromley SACRE.

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2. **RECOMMENDATION(S)**

It is recommended that when looking at the SACRE Self Evaluation ready for discussion at the Spring meeting, teachers should focus on Section 1 (Standards and Quality of Provision of RE), Councillors should look at Section 2 (Management of SACRE), representatives from the Church of England should look at Section 4 (Collective Worship) and other faiths focus on Section 5 (Contribution of SACRE to the social and racial harmony agenda). You could comment on other sections if you wish.

Members will be asked at this meeting to consider the top 3 priorities for Bromley SACRE in the coming year and for any suggestions of support that NASACRE can provide.

### **3. COMMENTARY**

The Annual report of Bromley SACRE contains a self-evaluation of SACRE which is updated each year. Previously it was agreed that the RE consultant should carry out the self-evaluation of Bromley SACRE and report as necessary.

However, this means that the members do not have an input into the document and may not have knowledge of the categories which lead to a successful SACRE committee. The national association of SACREs has sent out a survey which asks for details of the top three priorities for each SACRE and also how NASACRE can help and support us.

Therefore it has been decided to attach the document for members to think about and discuss in the spring meeting in groups. Using the current self-evaluation members will jointly decide on the priorities for SACRE in the coming year with guidance from the RE Consultant. The current document is attached to these papers for members to look at in advance.

# **The SACRE RETool: Reporting and Evaluating Toolkit**

## **Introduction**

The essential role of the SACRE is to support its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities and opportunities with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

The Toolkit highlights five key dimensions of a SACRE's work and provides exemplification of good practice. A SACRE which uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish its key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## **Rationale**

The RETool focuses on the following five aspects of the work of SACREs:

1. promoting improvement in the standards, the quality of teaching, and provision in RE
2. evaluating the effectiveness of the locally agreed syllabus
3. promoting improvement in the provision and quality of collective worship
4. managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
5. contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the RETool matrix and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column SACREs may wish to identify any issues and action points within that focus as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and local authorities. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with, its Local Authority.

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database [sacrereports@nasacre.org.uk](mailto:sacrereports@nasacre.org.uk). When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.



## Section 1. Standards and quality of provision of Religious Education

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

In principle, every pupil is entitled to RE of the highest quality. At its best RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for their aspirations, and a spur for their actions.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This may include:

- 1 public examination results
- 1 reports from School Improvement Partners
- 1 analysing questionnaires
- 1 sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- 1 feedback from professional development activities
- 1 presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.)

Key Area: <b>1a. RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence.  Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1b. Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1c Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect.  be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA.  advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1d Quality of leadership and management, including the provision and management of resources.		
<i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

**1 For the SACRE**

**1 For the LA**

## Section 2: The effectiveness of the locally agreed syllabus

***How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus which is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 2a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in religious education? Is it “fit for purpose”?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p>	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 2c – Launching and implementing the Agreed Syllabus**  
*How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?*

<b>Developing</b> A SACRE with developing practice would:	<p>provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.</p> <p>have little training provision for implementing the revised syllabus.</p> <p>be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>use other forms of communication (for example the LA website) to promote the launch.</p> <p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.</p> <p>provide 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. The 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.</p>	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)		
<i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2e - Developing the revised agreed syllabus</b> <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly 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.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2f - Making best use of National Guidance</b> <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way.  have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances.  Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances.	<input type="checkbox"/>

practice would:	The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	
<b>Where are we and where do we find evidence to support this?</b>		
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”.		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

1 **For the SACRE**

1 **For the LA**

### **Section 3. Collective worship**

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

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

Key Area: <b>3a – Supporting pupil entitlement</b>		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship.  provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship.  provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA.  provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement.  obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>3b – Enhancing the quality of provision of collective worship</b>		
<i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported for promoting quality of provision of collective worship.  have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data.  have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools.  understand what effective provision is but members of the SACRE have little 'hands-on' experience of	<input type="checkbox"/>

	<p>collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

**Key Area: 3c – Responding to requests for determinations**

*How robust are SACRE's procedures for responding to requests from schools for a determination?*

<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input type="checkbox"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p>	<input type="checkbox"/>

	Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.	
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

1 **For the SACRE**

1 **For the LA**

## **Section 4: Management of the SACRE and partnership with the LA and other key stakeholders**

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

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.



Key Area: <b>4a – SACRE meetings</b>		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>1 routine administrative arrangements</li> <li>1 appropriate distribution of agendas and papers</li> </ul> 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.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where 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.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. 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.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4b – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE 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.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4c – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4d – Professional and financial support</b>		
<i>How well supported and resourced is SACRE?</i>		
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4e - Information and advice</b>		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive 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 LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4f - Partnerships with key stakeholders</b>		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 4f – Relations with the Academies sector</b>		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

1 **For the SACRE**

1 **For the LA**

## **Section 5: Contribution of SACRE to promoting cohesion across the community**

***How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?***

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”<sup>1</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

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<sup>1</sup> Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: <b>5a – SACRE’s membership</b>		
<i>How representative is SACRE’s membership of the local community?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>5b SACRE’s understanding of the local area</b>		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area.  know about local Inter Faith groups and the work that they do in the locality.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 5c – SACRE’s engagement with the community cohesion agenda.		
<i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work.  be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

**1 For the SACRE**

**1 For the LA**



# ANNEX

## The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- 1 establish a SACRE and appoint representatives to each of the four committees
- 1 establish an occasional body called an agreed syllabus conference (ASC)
- 1 institute a review of its locally agreed syllabus every five years
- 1 appoint members of the committees represented on the ASC
- 1 ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- 1 take all reasonable steps to ensure that SACRE and ASC membership is representative

## The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- 1 advise the local authority on RE and collective worship
- 1 publish an annual report on their work
- 1 send the annual report to QCDA (or its successor body)
- 1 meet in public, unless confidential information is to be disclosed
- 1 make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- 1 Monitor the provision for both RE and Collective Worship
- 1 Provide advice and support on RE and Collective Worship to schools
- 1 In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- 1 Offer advice to the local authority

In addition, SACREs may:

- 1 Require their local authority to review the locally agreed syllabus
- 1 Decide to advise their local authority
- 1 Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

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**Bromley SACRE Self Evaluation May2013 results  
Undertaken by RE Consultant**

<b>Key Area Number</b>	<b>Key Area</b>	<b>Developing</b>	<b>Established</b>	<b>Advanced</b>
1A	Compliance and time allocation for RE		<b>x</b>	
1B	Standards and achievement		<b>x</b>	
1C	Quality of teaching and leadership and management		<b>x</b>	
1D	Recruitment and retention issues. Level of specialist provision	<b>x</b>		
1E	Resources		<b>x</b>	
2A	SACRE meetings		<b>x</b>	
2B	Membership and training		<b>x</b>	
2C	Improvement and development planning			<b>x</b>
2D	Professional and financial support			<b>x</b>
2E	Information and advice		<b>x</b>	
2F	Partnership with our key stakeholders		<b>x</b>	
3A	Review of Agreed Syllabus			<b>x</b>
3B	Using the non-statutory National Framework for RE			<b>x</b>
3C	Developing the revised Agreed Syllabus			<b>x</b>
3D	Consultation/launch/implementation of the Agreed syllabus			<b>x</b>
3E	Additional guidance/ monitoring and evaluating the Agreed syllabus		<b>x</b>	<b>x</b>
4A	Practice and provision for collective worship		<b>x</b>	
4B	Monitoring collective worship/ tackling issues of non-compliance	<b>x</b>		
5A	Representative nature of SACRE		<b>x</b>	
5B	Knowledge and understanding of the local religious, cultural, ethnic community	<b>x</b>		
5C	Understanding the intrinsic contribution RE can make to social and racial harmony		<b>x</b>	
5D	Links to the LA initiatives promoting social and racial harmony	<b>x</b>		

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# Agenda Item 8

Report No.  
ED15123

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Standing Advisory Council on Religious Education

**Date:** 2<sup>nd</sup> December 2014

**Decision Type:** Non-Urgent

**Title:** School Visit guidelines

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

**Chief Officer:** Terry Parkin, Executive Director: Education, Care and Health Services

**Ward:** N/A

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1. Reason for report

To agree changes to the school visit guidelines which were suggested at the summer meeting.

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2. **RECOMMENDATION(S)**

**Members to agree the final draft of the school visit guidelines**

### **3. COMMENTARY**

The RE Consultant was asked to provide a document for members to use when visiting schools which would help them to understand what they are seeing and to possibly contribute to the report.

The first draft was discussed at the previous meeting and after discussion of minor changes the final draft is presented here.

Collective worship should be planned in the same way that schools plan other areas of learning.

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**Theme:**

**Today's Title:**

---

**Date:**

**Age of pupils:**

---

**Music:** (live/recorded/singing)

**Story title:** Biblical ref if applicable

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**Organisation:**

---

**Resources**

**Evaluation**

Atmosphere

Effectiveness

Engagement

Appropriate Content

Age Appropriate

Reflection





**Commentary on an RE lesson; Not to be Taken into the Classroom**

Visit to..... Class/Year group.....

Name of Visitor.....

Are Pupils..	comments
Engaged with the lesson?	
Enthusiastic, taking a pride in their work?	
AT1 using religious vocabulary properly	
AT2 given time to reflect on what they have learnt	
Questions and ideas valued?	
Is the lesson well planned	
Are there different learning strategies in place and is ICT used	

AT1 Attainment target 1- learning about religion

AT2- Learning from Religion



# Agenda Item 9

Report No.  
ED15124

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** Standing Advisory Council on Religious Education

**Date:** 2<sup>nd</sup> December 2014

**Decision Type:** Non-Urgent

**Title:** School Visits

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

**Chief Officer:** Terry Parkin, Executive Director: Education, Care and Health Services

**Ward:** N/A

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1. Reason for report

A report of the visit to Bullers Wood school on 17<sup>th</sup> October 2014

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2. **RECOMMENDATION(S)**

**Members to receive the report of the visit and to note dates of future visits for this term and the spring term**

### **3. COMMENTARY**

Attached report of the visit on 17<sup>th</sup> October 2014.

Members please note that there have been two other visits this term to Warren Road Primary school on 10<sup>th</sup> November and Poverest Primary School on 24<sup>th</sup> November.

Visits in the Spring term will be to Darrick Wood School on March 2<sup>nd</sup> 2015 and to Chiselhurst School for Girls on a day in January TBC

## Visit to Bullers Wood School on 17<sup>th</sup> October 2014

This visit was undertaken by Mrs Penny Smith-Orr, the RE consultant, The Rev Roger Bristow, Chair of SACRE and Mrs Samantha Barnett, the Jewish representative. We were given a very comprehensive document which is the latest policy from the RE department and were greeted by the head teacher at the entrance. Rev Bristow was taken to observe a Year 10 collective worship (CW) led by Mrs Van Teutem his report is as follows: "She introduced the worship by referring to different traditions of meditation, mentioning specifically Buddhist and Christian practices of meditation. She then distributed to everyone present a piece of chocolate or a grape with the instruction to hold onto it until told to do otherwise. Once everyone had received their piece we were instructed to place it in our mouths and to focus on the sensations we experienced whilst sitting silently and breathing slowly. She went on to talk about being aware of ourselves and of the world around us and of the need to take time to focus our thinking and truly appreciate our place within creation. I was impressed with the respect of the students and with the very obvious impact this experience had on them.

I personally found it very enlightening (and actually took some of the idea in a pre-school service the following Tuesday morning!). As collective worship I felt that it took seriously the fact that everyone present was coming to this from different backgrounds and perspectives. It didn't require any kind of religious commitment but did engender a sense of the numinous. It was very effective."

The other visitors were taken to a CW for Years 8 and 9. This was on the theme of Life is a Challenge and was led by Mrs Lorraine Sansom the Science teacher who showed a series of pictures of a walk in the Lake District which involved hill walking and described how she had felt. She also talked about others for whom life is a challenge that had not deterred them from making great achievements and inspired the pupils to try their hardest to overcome difficulties and make the best of themselves. Each week the pupils encounter a variety of collective worship methods including in Tutor groups, with material for thinking themes worked out by Mrs Helen van Teutem, and every pupil would have experienced the CW that we saw during the week.

We were then taken on a tour of several RE lessons covering Year groups 9,8,12 and 11. This was a fascinating insight into the progression of RE through the school and we were warmly welcomed into each class and between each one we were collected and delivered by a series of teachers who we were able to chat with about the place that RE has in the school. Mr Stone was involved as a member of SACRE in the discussions regarding the new syllabus for Bromley and has updated their curriculum as necessary.

The first group that we saw was using the philosophy for children method and discussing the pros and cons of abortion, next we saw a creative lesson based on the story of Moses where the pupils were weaving paper baskets as their activity. The next class had just finished a guided meditation as part of a unit on Buddhism and were able to discuss with us what they had felt and what they had gained from the activity. We then got involved in a high level discussion of the philosophical arguments for belief with Year 12. In Year 11 they were discussing the similarities and differences and reasons for the celebration of different faith festivals.

After this thought provoking tour of the classes we went to the library for some refreshment and to view a display of work including some entries for the True Meaning of Islam competition, work on the Holocaust and other RE work. Pupils, the head boy and girl and teachers came to talk to us about the activities of the RE department. Among other things I had an interesting discussion with a pupil who had taken part in the government scheme to take pupils to Auschwitz.

We then had a series of talks from pupils in each year group who had prepared power point presentations on what they were doing in RE and what the impact of this was on their life. Some of the pupils had taken their RE GCSE in year 9 and were able to speak about how this helped them in other areas of school work. All the pupils expressed tolerance and respect for others and talked about how they had formulated their own philosophies of life which they had discussed with their families and others. This was extremely impressive and the presentations will be shown as part of the training at the next SACRE meeting.

This visit was very interesting and showed how important RE is and what an impact it can have on the pupils and the ethos of the school. Mrs Barnett commented that she felt she could not visit another secondary school as this had been so impressive.

As we left we had a quick discussion about a possible 6<sup>th</sup> Form RE conference to be held at the school. It was a very uplifting morning and we thank Mr Stone and Bullers Wood staff for the kind invitation and their warm welcome.