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DATE: 9 March 2015

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: Ms H Arnold, Ms C Shelley, Mr J Stone, Mrs J Tranchina
and Ms A Winson

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 Polydorou

A meeting of the Standing Advisory Council on Religious Education will be held at
Bromley Civic Centre on **TUESDAY 17 MARCH 2015 AT 6.00 PM***

***Please note starting time**

MARK BOWEN
Director of Corporate Services

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

A G E N D A

- 1 **APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
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- 4 **ORAL UPDATE & PUBLICATIONS** (Pages 11 - 20)
 - a) SACRE Annual Report 2013-2014 (attached)
 - b) NASACRE AGM
 - c) Islamic Competition
 - d) Discovery RE

5 SACRE REPORT FROM THE RE CONSULTANT (Pages 21 - 62)

- A) Letter from Lord Nash – Discussion and response
- B) SACRE Self Evaluation
- C) SACRE Draft Development Plan
- D) School Visits

6 ANY OTHER BUSINESS

7 DATE OF FUTURE MEETINGS

- Wednesday 1st July 2015
- Tuesday 17th November 2015
- Wednesday 9th March 2016
- Wednesday 29th June 2016

All meetings to start at 6pm

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 2 December 2014

Present:

Reverend Roger Bristow (Chairman)
Councillor Keith Onslow, Councillor Sarah Phillips and
Councillor David Jefferys (from 7.15pm).
Virginia Corbyn, Christopher Town, Rev. Steve Varney.
Jed Stone, Patricia Colling, Sanjay Gupta, Ray Hagley,
Saiyed Mahmood, Edlene Whitman and Sue Polydorou.

Also Present:

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

In Attendance:

Hannah Arnold, RE Lead, St. George's C of E Primary School
Catherine Shelley, Head of RE, Langley Park School for Girls
Anna Winson, Head of RS, Chislehurst School for Girls
Jessica Toogood, Marketing & Research Assistant, True Tube

1 APPOINTMENT OF CHAIRMAN AND VICE-CHAIRMAN

RESOLVED that Rev Roger Bristow be elected as Chairman and Councillor Keith Onslow be elected as Vice-Chairman of SACRE for the 2014/2015 academic year.

2 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Kevin Brooks, Councillor Stephen Wells, Samantha Barnett, Swarn Riat and Jackie Tranchina. Apologies for lateness were received from Councillor Jefferys who had a prior engagement.

Nina Newell, Head of Schools and Early Years Commissioning and Quality Assurance had also submitted her apologies. Mrs Newell had attended a pre-agenda meeting with the Chairman, the RE Adviser and the Clerk to SACRE. It had been agreed that Mrs Newell's attendance at the meeting would not be required.

The Chairman welcomed the teacher representatives who were observing the meeting and SACRE members were introduced. A welcome was also extended to Jessica Toogood, Marketing and Research Assistant from True Tube.

3 DECLARATIONS OF INTEREST

None.

**4 A) MINUTES OF THE MEETINGS HELD ON 12TH MARCH 2014
 AND 1ST JULY 2014**

RESOLVED that the minutes of the meetings held on 12th March 2014 and 1st July 2014 be confirmed.

B) MATTERS ARISING:

Any matters arising were discussed under other relevant items on this agenda.

5 ORAL UPDATE & PUBLICATIONS

a) “Fronter” Update

“Fronter” is an on-line resource available to Bromley Schools which has a section on Religious Education. This had been reviewed by the RE Adviser to ensure it was up to date and a copy of the front page was circulated to SACRE Members to illustrate its content and links to other available resources. There was some concern that teachers were not aware of “Fronter” and were not accessing its resources. The RE Adviser said that a member of the Education Department was “resetting” the way teachers can access “Fronter” and would send a notification to all schools. She would contact the member of staff concerned to see if this work had been completed, **(ACTION PSO)**.

It was confirmed that the RE pages of “Fronter” were not available to the public, although some Members thought that this would be a good idea as it was a useful resource. However following discussion it was considered that due to technical and financial constraints this would probably not be possible. However, SACRE Members asked if it would be possible for them to be given a password and access to the RE page of “Fronter”. The RE Adviser said that she would check to see if this could be done, **(ACTION PSO)**.

b) Accord Inclusive Schools Award

This Annual Award made by the Accord Coalition for Inclusive Education is given to schools which have done the most to promote inclusion, cohesion and the growth of mutual understanding, particularly on the grounds of religion and belief. It was reported that the Chairman and RE Adviser had recommended Bullers Wood School should apply for the award. Jed Stone said he would look into completing the on line nomination form on behalf of the school. It was noted that the closing date was 7th December 2014.

c) The Trojan Horse Conference

A one day conference had been held in Birmingham on 27th November 2014, to explore the impact on RE, Spiritual, Moral, Social and Cultural Development (SMSC) and collective worship, following the “Trojan Horse” investigation at Birmingham schools. Keynote speakers were Joyce Miller, Chair of the Religious Education Council and Alan Brine, Ofsted’s recently retired National Adviser for RE. It was reported that the Chairman and RE Adviser had hoped to attend the conference but it had been oversubscribed. It was understood that the conference would be held again in January 2015 and further details were awaited.

d) SACRE Annual Report 2013-2014

The RE Adviser was in the process of completing the SACRE 2013-2014 Annual Report. Unfortunately she had not yet been able to obtain details of the examination results for the RE short course and would contact schools directly to ask for the information (**ACTION PSO**). *(It was noted that the RE short course did not count against school performance measures.)* When completed the Report would be passed to the Chairman for approval before being published. This would be distributed to SACRE Members, the Director and Assistant Director of Education, the Education Portfolio Holder, Members of the Education Policy Development and Scrutiny Committee, libraries, schools and NASACRE. It was also agreed that a copy of the annual report should be sent to Nicky Morgan, the Secretary of State for Education.

e) Islamic Competition

The prize giving for the Islamic Competition had taken place at Darul Uloom on 13th November 2014. Mr Mahmood had prepared a report which had previously been circulated to SACRE Members. Forty seven students aged 11 and 12 years from six schools, *(Farrington’s, Hayes, Priory, Bullers Wood, Bishop Justus and Langley Park Boys)* had submitted projects. Mr Mahmood remarked that the quality of projects had been very impressive and innovative.

The Chairman and RE Adviser had attended the event and commented positively on the very successful occasion. Jed Stone said that it had been a wonderful evening, and as always those who attended had been warmly welcomed. The parents and students who attended had been very complimentary. Mr Mahmood hoped that more schools would participate in the future. He agreed to send details of the 2015 competition to the RE Adviser for her to put on “Fronter”. The Chairman thanked Mr Mahmood for organising the Islamic Competition which promoted understanding of the Islamic faith and helped to build up good relationships.

(Councillor Jefferys arrived after consideration of this item.)

6 SACRE TRAINING -THE IMPACT OF RE
Item ED15121

Training sessions are occasionally held during the meeting to enable members to understand and carry out the duties of SACRE.

The training session which took place at the meeting focussed on the impact of RE on pupils. The RE Adviser informed members that on a recent SACRE visit to Bullers Wood School (*see minute 9 below*), a series of talks had been given by 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 lives.

The RE Adviser had prepared a summary of the presentations which was shown to SACRE Members. This included

- Why the pupils considered RE to be important
- Content of lessons
- Opinions
- Advantages of RE
- Fast track RE

Comments from the students included the following:

“We have learnt invaluable information that we believe will stay with us for the rest of our lives”.

“We have a lifelong passion and we don’t just do it because it looks good on a CV, but because we really enjoy learning about religions and philosophy”.

Councillor Onslow asked if any of the pupils concerned already had a religious belief. Jed Stone from Bullers Wood School said he did not have detailed information available and that this was something he would have to check, although he knew some of the pupils in year 7 were Roman Catholic. Councillor Onslow suggested that it would be a good idea for the presentations to be made available on “Fronter”.

In response to a question from Mr Mahmood, Jed Stone said that the number of RE lessons per week at Bullers Wood School varied enormously between year groups. The younger year groups had one 50 minute lesson per week but some pupils at Key Stages 3 and 4 had up to five per week covering Religious Studies and Philosophy.

Councillor Jefferys considered that the views expressed by the pupils were very encouraging and that the study of RE and Philosophy helped to open students eyes to higher education and to develop wider knowledge and life experiences. The Chairman commented that on the visit to Bullers Wood School he had been impressed by a display of several well thought through pieces of work on science and ethics.

Jessica Toogood from True Tube remarked that it was part of her job to visit schools and focus on feedback from both pupils and teachers on what RE resources were needed. *(Jessica had given a presentation to SACRE members at their meeting held on 12th March 2014.)*

In concluding the SACRE training session the RE Adviser informed members that she had received responses from several schools to say that the new Bromley RE Syllabus was making an impact and they had stated that it was more interesting and diverse.

7 SELF EVALUATION AND NASACRE SURVEY ***Item ED15122***

The Annual Report of Bromley SACRE contains a self-evaluation of SACRE which is updated each year. Previously it was agreed that the RE Adviser should carry out the self-evaluation of Bromley SACRE and report as necessary. However, this meant that the members do not have an input into the document and might not have knowledge of the categories which lead to a successful SACRE committee.

The Bromley SACRE Self Evaluation for May 2013 was attached to the agenda item, together with the SACRE RE Tool: Reporting and Evaluating Toolkit. This was to enable members to look at the documents in advance of the Spring Term meeting. It was recommended that when looking at the SACRE Self Evaluation ready for discussion at the next meeting, teachers should focus on Section 1 (Standards and Quality of Provision of RE), representatives from the Church of England should look at Section 3 (Collective Worship), Councillors should look at Section 4 (Management of SACRE), and other faiths focus on Section 5 (Contribution of SACRE to promoting cohesion across the community). The different SACRE groups could of course comment on other sections if they so wished. The Clerk was asked to forward relevant contact details for SACRE members to each SACRE group, so that if they wished to do so they could discuss the matter with each other prior to the next meeting, **(ACTION CR)**.

In the meantime it was noted that the National Association of SACREs had sent out a survey which asked for details of the top three priorities for each SACRE and also how NASACRE could help and support them. The survey needed to be completed by 15th December 2014. Following discussion the following priorities were agreed:

- (i) Supporting schools in the light of new expectations for Spiritual, Moral, Social and Cultural development. *(New guidance had recently been published by the Department for Education.)*
- (ii) To connect with the interfaith groups in Bromley and other faith communities. *(It was suggested that with regard to Section 5 of the Evaluation document relating to community cohesion, it would be helpful to obtain Census data for Bromley in relation to the local religious, cultural and ethnic*

community. It was also suggested it might be helpful to establish links with the Ethnic Communities Programme Manager.)

(iii) Further raise the visibility of SACRE in schools and obtain information from them. *(It was suggested that perhaps the collective worship booklet published a few years ago could be reissued.)*

With regard to help from NASACRE it was likely that LB Bromley would only have Academies from September 2015 and it was hoped that NASACRE would be able to ensure Academies understand the role of SACRE.

The RE Adviser confirmed she would complete the NASACRE survey on behalf of Bromley SACRE

Jessica Toogood from True Tube suggested that perhaps one way to raise the profile of SACRE would be to use social media such as twitter. A Member thought it might be a good idea for Jessica to be co-opted onto Bromley SACRE and the Chairman confirmed it would be possible for this to be done. Jessica advised that this was something she would need to discuss with her manager.

RESOLVED that

(i) the RE Adviser should complete the NASACRE Survey on behalf of Bromley SACRE and

(ii) Self-Evaluation of SACRE to be discussed at the next meeting.

**8 SCHOOL VISITS - GUIDELINES
Item ED15123**

The RE Consultant had been asked to provide a document for members to use which would help when making SACRE school visits. The guidelines which had been prepared were not inspection forms and were not intended to be taken into the classroom. They were to be used as an aide memoire and for comments to be recorded by SACRE members after the school visit. The forms were then to be passed to the RE Adviser to help her with the preparation of her report for SACRE.

The final draft guidelines were submitted to SACRE members for approval following minor changes which had been suggested at their previous meeting.

RESOLVED that the final draft guidelines be approved.

**9 SCHOOL VISITS
Item ED15124**

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 17th October 2014 the Chairman, RE Adviser and Samantha Barnett, the SACRE Jewish representative visited Bullers Wood School. A detailed report on the very impressive school visit was considered by SACRE Members. (See also minute 6 above.)

It was noted that there had been two other school visits during the term, to Warren Road Primary School on 10th November and to Poverest Primary School on 24th November 2014. Reports on the visits would be submitted to the next SACRE meeting.

The RE Adviser informed SACRE Members that visits in the Spring Term would be made to Chislehurst School for Girls on 3rd February 2015, and to Darrick Wood School on 2nd March 2015. Members were asked to let the RE Adviser know if they would be able to accompany her on the visits.

RESOLVED that

- (i) the report of the visit to Bullers Wood School be noted, and**
- (ii) SACRE members should notify the RE Adviser if they would be able to attend the school visits planned for the Spring Term.**

10 STARTING TIME OF SACRE MEETINGS

Following discussion it was agreed that the next SACRE meeting would commence at 6pm.

11 ANY OTHER BUSINESS

Primary Schools – Pilot Saving Schemes

The Archbishop of Canterbury had initiated a project to encourage teaching in primary schools on how to manage money and raise children's financial awareness. It was proposed there would be a network of clubs, run by credit unions, and managed by volunteers and local churches. The Chairman said that he had been asked to be part of a steering group to look at such a pilot project. He asked SACRE Members to let him know if they knew of any suitable schools which would be interested in taking part in the pilot scheme.

Open Consultation for GCSE and A level reform for religious studies.

The RE Adviser informed SACRE members that the Department for Education was carrying out an open consultation for GCSE and A level reform for religious studies. The consultation was due to close on 29th December, and SACRE Members could respond directly to the consultation if they so wished. (*The SACRE Clerk would send them an email link to the consultation.*) Alternatively if members had any comments to make they were asked to send these to the RE Adviser by 15th December 2014.

One of the visiting teachers asked if this subject could be discussed at a future SACRE meeting as it would potentially mean a massive change with big implications.

12 DATE OF NEXT MEETING

The Spring Term meeting would be held on Tuesday 17th March 2015 and the Summer Term meeting on Wednesday 1st July 2015.

The Meeting ended at 8.45 pm

Chairman

BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2013-2014



BROMLEY SACRE is a member of the National Association of SACREs

Introduction to the Annual Report 2013-14. Bromley Standing Advisory Council on Religious Education (SACRE)

The legal responsibilities of the LEA are to:

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

The SACRE must:

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

The SACRE is also likely to

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

Every Local Authority is required to have a SACRE which is made up of four groups, Faith representatives, The Church of England, Teachers and Councillors. The committee should reflect the make up of the community.

A SACRE can also require the local authority to review its current agreed syllabus for RE (s.391(3)) and must consider applications made by a head teacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

The content of a SACRE's annual report should, as a minimum, indicate how each of the functions has been discharged during the reporting year. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement. The Bromley SACRE annual report includes a table of the self evaluation results of the SACRE, using the NASACRE self-evaluation tool and an account of the Islam competition prize giving event.

Contacts:

Clerk to SACRE

Mrs Christine Reeks
Bromley Council
020 8461 7638
christine.reeks@bromley.gov.

Religious Education Consultant

Mrs Penny Smith-Orr
020 8653 8606
penny.smith-orr@bromley.gov.uk

SACRE Membership

Committee A

Christian and other religious denominations

Mrs Edlene Whitman	Free Church
Mr S Gupta	Hindu
Mr S Mahmood	Muslim
Mr S Riat	Sikh
Mr Ray Hagley	Free Church
Mrs S Polydorou	Humanist Co-opted
Mrs Patricia Colling	Roman Catholic
Mrs Samantha Barnett	Jewish

Committee B

Church of England Representatives

Mr C Town	
Revd. S Varney	
Mrs Virginia Corbyn	
Revd. R Bristow	(Chair from Summer Term 2014)

Committee C

Teacher Representatives

Mr Jed Stone
Mrs Fiona Hawkes
Mrs Jackie Tranchina
Ms E Honey
Mrs Arlene Fane

Committee D

LEA Representatives as at July 2013

Cllr R Adams
Cllr S Carr
Cllr. R Charsley
Cllr D Jefferys
Cllr Mrs A Manning (Chair until May 2014)
Cllr G Norrie
Cllr K Lymer

Officers

Mrs P Smith-Orr - RE Consultant
Mrs Christine Reeks – Clerk

Overview

This report covers the academic year 2013-2014, three meetings of SACRE were held on the following occasions;

6th November 2013 at Bromley Civic Centre

12th March 2014 at Bromley Civic Centre

1st July 2014 at Bromley Civic Centre

All the work of Bromley SACRE is done with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development.

In addition to the normal work of SACRE this year, the priorities of Bromley SACRE have been;

- To further develop members understanding of religious education in schools
- To finish and launch the new Agreed syllabus

Section 1

Standards and Quality of Provision of Religious Education:

Religious Education (RE) provision across the LA and Quality of learning and teaching.

Almost all the schools in Bromley are now Academies but the Council has a good relationship with these and teacher members of SACRE come from Academies. It is difficult to completely ensure that RE is being taught as although the SACRE has a remit to monitor the provision of religious education it has no actual powers to demand the right to monitor. The RE Consultant is available to answer questions by email and telephone and the coordinator meetings and requests for information help to build up a picture of RE and Collective worship (CW) in Bromley schools. It is the practice of Bromley SACRE to conduct two visits each term to schools to offer support to the RE Coordinator and to allow members to see religious education being taught and to see Collective Worship in the school. During this year members and the RE Consultant visited ;Darrick Wood Secondary, Bishop Justus C of E Secondary, Cudham C of E Primary, Valley Primary, Clare House, Keston C of E Primary. An aide memoire was devised for members to better understand and comment on what they see on the school visits.

During the year the RE Consultant held three RE coordinator meetings allowing Coordinators to share good practice and ideas and a course on 'teaching other faiths' was held in June. During one SACRE meeting there was a presentation on TrueTube and information on this resource was sent to schools. Members also spent time at the Church Schools Festival, held in Bromley Town this year, and were impressed by all the activities on offer.

Public Examinations

The public examination results give information on standards and are provided for SACRE by the LA and include Academies. All results at this stage are still provisional.

Once again the results for Bromley schools are good and above the national average for full course GCSE. All schools except for the Priory entered many more pupils than in past years sometimes up by more than one hundred pupils, this is probably because the GCSE short course is now not being used as a measure of a schools performance and the results are not available nationally.

In A level Religious Studies the results were good for both AS and A2 level with more pupils being entered for the AS levels. 26% of pupils taking the AS level exam gained an A8-B grade and 56% of pupils entered in Bromley for the A2 level RS gained A*-B grades. All the results in Bromley are well above the National Average results which is a credit to the teachers in KS4 and KS5.

GCSE Full Course in Religious Studies 2011-2014

Year of examination	Number of Bromley schools	Number of Bromley Candidates	Bromley schools: % of students with A* - C	Schools nationally: % of students with A* - C
2011	12	1082	85.8	73.3
2012	15	1466	80.8	74
2013	13	1748	80.6	73.5
2014	16	1975	75%	71%

SCHOOLS (no. of pupils): Bishop Justus (162), Beaverwood (108) Bullers Wood (158) Coopers (48) Darrick Wood (241), Harris Academy Beckenham (27) Harris Academy Bromley (168) Hayes (217), Kemnal technology College (143) Langley Park Boys (34), Langley Park Girls (69), Newstead Wood (136), Ravens Wood (192), St Olaves and St Saviours (2) The Priory (79), The Ravensbourne (191)

AS Level in Religious Studies 2011-2014

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students with grades A-E	% students nationally with grades A-E
2011	10	31	90.3	
2012	13	52	96.2	64.5
2013	13	54	87.3	
2014	12	58	95	86

SCHOOLS (no. of pupils): Beaverwood (2) Bishop Justus (7) Bromley College (12) Bullers Wood (8) Darrick Wood (5), Kemnal (1) Hayes (4), Langley Park Boys (9) Langley Park Girls (1), Newstead wood (3) Ravens Wood (4) St Olaves & St Saviours (2)

A level in Religious Studies 2011-2014

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students grades A-E	% students nationally grades A-E
2011	10	142	100	80.4
2012	13	120	100	80.6
2013	14	141	100	
2014	13	136	100	99

SCHOOLS (no. of pupils): Beaverwood (6) Bishop Justus (14), Bromley College (3) Bullers Wood (16), Darrick Wood (7), Harris Academy Bromley (6) Hayes (19), Langley Park Boys (13), Langley Park Girls (7), Newstead Wood (34), Ravens Wood (4), St Saviours and St Olave's (3), The Ravensbourne (5)

Quality of leadership and management, including the provision and management of resources.

There is mostly strong support for RE in schools in the borough and SACRE is well respected. Most coordinators report that they are well supported in schools and new coordinators often request a visit from the Consultant to help them get started in their role. Some Bromley schools have recently signed up to the Croydon Faith Education Resources library and many schools have purchased resources and use the internet to good effect. The new syllabus cd has a number of pages of resources to assist in teaching the suggested activities. The Bromley SACRE page on Fronter also has a number of resources and the syllabus can be found on it and on the Council website along with the Collective Worship guidance document.

Recruitment and retention of skilled specialist RE staff.

SACRE has little knowledge of this aspect. Many more Primary RE coordinators are reporting that RE is carried out by teaching assistants or cover teachers during planning time. Within the Secondary schools there is usually more than one RE specialist, with a number of schools having all RE taught by specialists.

Relations with academies and other non-LA maintained schools

All the Secondary schools in Bromley are now academies which have mainly retained the same RE staff and members of the teacher group on SACRE include teachers from academies. It is unfortunate that many of the academy RE coordinators are not able to attend the coordinators network meetings as they have their own cluster meetings, this means that they are not able to access new information and national updates.

Section 2: Management of SACRE and Partnership with the LA and other stakeholders

Three meetings per year are held at the Civic Centre, this year one meeting was inquorate, the meeting took place and the discussion was ratified at the following quorate meeting. The clerk to SACRE, both for administration and minute taker at meetings, was Mrs Christine Reeks. Due to reorganisation and new systems within Bromley Council the RE consultant went through a process of reemployment and the number of days for SACRE work was reduced from 35 to 20 during this year. A development plan is produced for SACRE each year aligned with the financial year of the council, this year a small working party met to discuss which parts of the work would be removed and regrettably this has necessitated the disbanding of the Youth SACRE. The Head of Schools and Early Years Commissioning and Quality Assurance from the Councils Education Department has attend the pre meeting of SACRE and also attends the main meeting when there is an item that requires this. The RE Consultant spent time updating the Bromley SACRE page on the Fronter system for teachers to access resources and information on Bromley SACRE. Teachers and head teachers also frequently email with questions or asking for advice.

Bromley SACRE is a member of the National Association of SACREs.

The Chair and the RE Consultant attended the AGM of NASACRE in London in May, the Muslim representative also attended and made a presentation on the value of the annual competition in Bromley on the true meaning of Islam which was very well received. The presentation was shown at the next meeting of SACRE and a report on the results of this year's competition can be found at the end of this report. During meetings issues of the future of RE, taking RE forward in Bromley, the All Party Parliamentary Group for RE and the new RE Quality Mark were also debated, The Bromley SACRE members heard about the All Party Parliamentary Group on RE and work on the value of SACRE and the importance to community of religious education.

Section 3: The Effectiveness of the Locally Agreed Syllabus

The new syllabus now has units for the six main religions and also thematic units for each key stage. There are also a large number of resources incorporated into the finished CD. Due to changes in Bromley Council and the need to do extra work on Key Stage 3 there was a hold up and the launch of the Syllabus was postponed until November 2013. The drafts of the National RE Review (launched in October 2013) were seen by the RE Consultant who made sure that national guidance was incorporated into the new syllabus. Almost all of the schools in the Borough of Bromley are now academies, the aim is that all will be so by September 2015, and no longer under control of the council. The new Bromley syllabus was launched at an event in the Civic Centre in November 2013 attended by the Mayor of Bromley, our retired Chair, Martin Sweet who spoke about The Importance of RE in the 21st Century, and three quarters of Bromley schools were represented. The CD of the syllabus was subsequently sent to all the remaining schools including Academies and Independent schools. The new syllabus introduced more religions into KS1 and KS2 and included some new Theme units. The KS3 part was also updated to accommodate the fact that

pupils will have been introduced to all the major religions by the time they leave Primary School. From feedback received the new syllabus is now being used by most schools whether academy or maintained, this will be a priority to investigate usage during the next year once it is embedded in schools.

This new syllabus has been praised by teachers as being more inclusive and comprehensive than the previous syllabus. A priority for the coming year will be to make sure that the syllabus is embedded in schools and being used effectively.

Section 4: Collective worship

On visits to schools members are able to view Collective worship and this gives information as to how it is conducted in schools. It has to be said that more often than not the pupils are given a thought to reflect on rather than a prayer. Bromley guidance with ideas and suggestions for quality collective worship is still on the Fronter system accessed by schools and is available as a hard copy for schools who request this.

There have been no determinations regarding collective worship this year.

Section 5:

Contribution of SACRE to promoting cohesion across the Community

The Borough of Bromley continues to be less religiously diverse than other London boroughs; however the SACRE committee is largely representative of the groups found in Bromley.

The Muslim representative once again organised the annual competition for schools on the 'True Meaning of Islam' and this year six schools entered. A report on the prize giving event at Darul Uloom School in Chislehurst, is to be found below.

Members of the committee are involved in interfaith activities in Bromley. The Consultant works with other SACREs which supports the information available to the committee. Members of SACRE were invited to a morning conference with an interfaith agenda during the spring. The subject was 'A multifaith partnership approach to major incidents in Bromley' and this was subsequently discussed at our meeting.

SACRE is given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.



The True Meaning of Islam Competition Summary of Projects **2013**

As a member of the Standing Advisory Council for Religious Education (SACRE), I am proud to be part of a team working within the Borough of Bromley to help and support religious education in schools. I am very thankful to Mufti Mustafa, the Principal of Darul Uloom, for sponsoring this competition

to encourage interest in RE and, in particular, an understanding of the true meaning of Islam. This competition was organised with the support of Standing Advisory Council for Religious Education (SACRE) and the generous help of teachers from participating schools.

The title of the project set was "The True Meaning of Islam". Pupils have been asked to explain what they consider 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 have gained from their work.

This year 41 students aged 11 and 12 years from Farringtons, Coopers Technology, Harris Academy, Bullers Wood and Langley Park Boys have submitted projects. Most of the students have understood the basic foundations of Islam correctly and presented the key aspects of religion clearly. Almost all have documented that Islam means 'submission to Allah' and also means 'peace'. For a Muslim, obedience to Allah's commands, as embodied by the last Messenger of Allah, is the path to inner peace. They also understood that Muslims believe that the Holy Qur'an is the word of Allah in its entirety, not a single word of which has been changed since its revelation, and that it will always remain so, protected forever by Allah.

Some students have discussed terrorism and clearly documented that it has nothing to do with Islam. A few of them, mostly girls, described detailed information about Hijab.

Overall, the quality of projects submitted is very impressive and their presentation often innovative. The majority of the students have understood Islam and Muslims. They have presented well-researched information and have documented their findings beautifully. The snapshots, the art and decorative style of presentation are admirable.

Marking was carried out relative to the best performer who was awarded first prize for outstanding work. 75% of marks were for content including breadth of scope, accuracy and clarity of explanation and 25% of marks were for presentation and organisation of information. Marks were deducted for mistakes and inaccuracies; which includes sensitive pictures. Please note that pictures of the prophets are strictly forbidden in Islam and also that the Zakat is 2.5% of wealth not income.

This year, in addition to two first and a second prize, four third prizes, 16 consolation prizes and 18 commendations were awarded. Each participant is acknowledged by a prize of a book about Muhammad written by the late Afzalur Rahman, who was both a London school teacher and an Islamic scholar. Also, a small booklet on 'Islam' by Dr Manazir Ahsan, Director of the Islamic Foundation is to be presented. A certificate from Darul Uloom London is also provided to each student.

Mahmood, 7 November 2013

Bromley SACRE Self Evaluation May 2014 results
Undertaken by RE Consultant

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

Report No.
ED 15170315

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: Standing Advisory Council on Religious Education

Date: 17th March 2015

Decision Type: Non-Urgent

Title: REPORTS FROM THE RE CONSULTANT

Contact Officer: Penny Smith-Orr, RE Consultant
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

- A) Letter from Lord Nash - Discussion and response
- B) SACRE Self Evaluation
- C) SACRE Draft Development Plan
- D) School Visits

Reports from the RE Consultant

A) Letter from Lord Nash

1. Reason for Report;

To inform members of an important letter regarding SACREs

2. Commentary;

Lord Nash, the Parliamentary Under Secretary for Schools, has sent a letter to all local authorities outlining the workings of SACRE and discussing a number of items regarding Religious Education. (see Appendix 1).

3. Recommendations;

Members to read the letter and discuss the contents. It is suggested that Bromley SACRE should write a response. The letter has been forwarded to all schools in Bromley.

Reports from the RE Consultant continued

B) SACRE Self Evaluation

1. Reason for report;

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

2. 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 sent out a survey which asked for details of the top three priorities for each SACRE and also how NASACRE can help and support us. The priorities were decided at the autumn meeting and the self-evaluation document was circulated to members to look at and discuss in their groups in order to come to this meeting ready to evaluate the current work of Bromley SACRE. The SACRE RE Tool: 'Reporting & Evaluation Toolkit' is attached as Appendix 2.

3. Recommendations;

It is recommended that when looking at the SACRE Self Evaluation ready for discussion at the meeting, teachers should focus on Section 1 (Standards and Quality of Provision of RE), representatives from the Church of England should look at Section 3 (Collective Worship), Councillors should look at Section 4 (Management of SACRE), 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.

During the meeting, with guidance from the RE Consultant, the self-evaluation document will be filled in for this April 14-March15.

Reports from the RE Consultant continued

C) SACRE Draft Development Plan April 2015 to March 2016

1. Reason for Report;

A development plan is drafted each year by the RE Consultant which outlines the work plan for the forthcoming year.

2. Commentary;

A draft development plan is attached for the next year (see Appendix 3) for members to discuss and agree the work for SACRE to undertake. The plan includes the priorities that were decided by members and sent to NASACRE in December 2014.

3. Recommendations;

- Members to agree that this plan encompasses all the work for Bromley SACRE during the forthcoming year.
- To discuss the need for members and RE Consultant to undertake actions according to the plan within the time available.

Reports from the RE Consultant continued

D) School Visits

1. Reason for report;

To present information to all members on two of the school visits undertaken by the RE Consultant and some members during the Autumn term.

2. Commentary.

Two reports of school visits to Warren Road Primary School and Poverest Primary School are attached (see Appendix 4). These visits were made during the Autumn term 2014. One other visit during the Autumn Term was to Bullers Wood Secondary school and was discussed at the Autumn meeting. It is important for members of the committee to try and attend school visits at least once a year so that they can see religious education and collective worship in action.

3. Recommendations;

Members to note the reports and comment as necessary.

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Lord Nash

Parliamentary Under Secretary of State for Schools

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT tel: 0370 000 2288
www.education.gov.uk/help/contactus

7 January, 2015

Dear colleague

I am writing to you as Minister responsible for faith schools. I have recently had many conversations about the important role SACREs and local authorities have in supporting this area, which have encouraged me to write.

I would like to emphasise the importance of good teaching of religious education and the central role of SACREs and local authorities. All pupils benefit from good quality religious education teaching. RE makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are vitally important in our diverse society. The recent events in some schools in Birmingham have highlighted the importance of promoting the crucial values of respect and tolerance in our schools.

The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training.

It is vital to continue to improve the academic rigour of RE in schools so that pupils develop their knowledge and understanding of this subject. The last Ofsted review of the subject found that the potential of RE was not being realised in many schools. The introduction of the new and more demanding national curriculum makes the importance of improving religious education even clearer.

The recent events in Birmingham schools have also highlighted the importance of all schools promoting the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In some schools in Birmingham, inappropriate religious education teaching and a distorted school ethos served to undermine those fundamental British values. We have recently publishing guidance for all schools to make clear their responsibilities in this area, and have introduced new legislation for independent schools, academies and free schools to actively promote fundamental British values. The guidance is available at

<https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils>
<https://www.gov.uk/government/publications/improving-the-sm-sc-development-of-pupils-in-independent-schools>.

Good progress has been made recently to improve religious education. All students studying a GCSE in religious studies will now be expected to study two religions along with textual analysis, or philosophy and ethics, which will broaden their knowledge and understanding. We have also taken measures to ensure we have sufficient high-quality religious education teachers, who have detailed subject knowledge and expertise. We have introduced a new bursary scheme for the recruitment of high-quality RE teachers in 2015/16. Trainees who hold a 1st class degree qualify for a £9,000 bursary, and those with a 2:1 £4,000.

SACREs are well placed to contribute to this important work through their development of appropriate and demanding RE syllabuses, and their support to schools on the effective teaching of RE, including continuing professional development for RE teachers.

It is inappropriate for any school, whether they are a faith school or not, to offer their pupils a narrow interpretation of religious education. All schools should ensure their pupils are aware of the tenets of all the major faiths represented in Great Britain. SACREs can support this through their development of locally agreed RE syllabuses, and their advice to schools on collective worship and on effective RE teaching. I would encourage SACREs to consider the ways in which their locally agreed syllabus helps pupils to develop an understanding of Christianity, whilst also learning about the teaching and practices of the other principal religions represented in Great Britain.

As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. A report must also be produced annually outlining the activities of the SACRE. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website to enable members to showcase the important work that is going on around the country, share knowledge and learn from best practice. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.

SACREs would not be able to exist without the advice, help and support of the many dedicated individuals and communities, who work together to fulfil their many and varied roles. I understand that many members offer their time and expertise voluntarily, and they continue to offer professional and personal support to schools and communities in an increasingly complex and demanding environment. I would like to offer my sincere thanks to everyone who serves the pupils in their area in such a way.

Yours sincerely



JOHN NASH

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. 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:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- 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: 1a. RE provision across the LA. <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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b. Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>

Where are we and where do we find evidence to support this?	
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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?

Developing 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"/>
Established 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"/>
Advanced 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"/>

Where are we and where do we find evidence to support this?	
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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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 2e - Developing the revised agreed syllabus <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 2f - Making best use of National Guidance <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote *)</i>		
Developing 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"/>
Established 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"/>
Advanced 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.	
Where are we and where do we find evidence to support this?		
*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:

- For the SACRE

- 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: 3a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – Enhancing the quality of provision of collective worship		
<i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Developing 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"/>
Established 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>Advanced 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>Where are we and where do we find evidence to support this?</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>Developing 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>Established 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>Advanced 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.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **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: 4a – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> ● routine administrative arrangements ● appropriate distribution of agendas and papers 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4b – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4c – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4d – Professional and financial support		
<i>How well supported and resourced is SACRE?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 4f – Relations with the Academies sector		
<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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **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”¹.

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.

¹ 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 Cantle Report in 2001.

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE’s understanding of the local area		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

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>		
Developing 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"/>
Established 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"/>
Advanced 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"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **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:

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

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- 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:

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

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- 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.

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

Objective	Action	Responsibility	Date	Costs	Success criteria
<p>Evaluate SACRE work and establish priorities</p> <p>To prepare agenda, respond to any action from previous meetings and plan ongoing programme for SACRE committee meetings.</p> <p>Occasional preparation of continuation of training for SACRE members</p>	<p>Continuous self-evaluation process using the NASACRE self-evaluation document</p> <p>Arrange and attend 3 pre agenda meetings per year</p> <p>Write papers and reports for the meeting to LA timetable</p> <p>RE Consultant to prepare for and deliver training during termly meetings.</p>	<p>RE Consultant</p> <p>All SACRE members to discuss in Spring term.</p> <p>Clerk, Chairman, RE consultant</p> <p>RE Consultant</p> <p>RE Consultant and Committee members</p>	<p>Annual update of self-evaluation (Advisor and members) (Include in the Annual Report – Autumn 2015)</p> <p>Termly meetings</p> <p>Including SACRE meetings – 6 days</p> <p>At SACRE meetings</p>	<p>RE Consultant 6 Days</p>	<p>Identify further areas for development towards an advanced SACRE – to be incorporated as appropriate into future development plans. Results to be incorporated into the annual report. Effective meetings with Action points carried out by Members between meetings.</p> <p>Members have a working knowledge of the new syllabus and an understanding of the responsibilities of SACRE</p>
<p>SACRE consider reports and initiatives from NASACRE</p> <p>Monitor National RE reports from OfSTED or DFE</p> <p>Ensure schools are aware of the statutory nature of RE</p>	<p>Consider relevant material from National SACRE Conference and NASACRE AGM</p> <p>Send Lord Nash letter to all schools</p>	<p>RE Consultant/ Chairman and nominated rep</p> <p>School Improvement Service: head of Learning</p>	<p>Following NASACRE meetings -summer term</p> <p>Termly summary of any relevant Ofsted outcomes to SACRE</p>	<p>Cost of one annual conferences and travel 1days Advisor time</p> <p>NASACRE conference costs annually</p> <p>Included in meeting time</p>	<p>Discussion and actions taken on the future of RE and CW</p> <p>Attend the NASACRE annual conferences and report back</p> <p>Advisor and interested members attendance and discussions held in summer term</p>

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

Objective	Action	Responsibility	Date	Costs	Success criteria
To report annually on the work of SACRE.	Collect information on exam data and SACRE work RE Consultant to write an annual report by December on the previous academic year.	RE Consultant to write, Chairman to read, Clerk to circulate.	Deadline end December 2015	RE Consultant time 3 days	copies provided for SACRE members and usual distribution list
To monitor standards of RE and CW in Bromley Schools.	1. Attend school visits and consider reports	RE Consultant- All SACRE members at least one per year	Up to 6 school visits each year (2 per term)	RE Consultant – 6 half day visits and 6 half day report writing (6 days) to enable SACRE to monitor standards	Meaningful visits or discussion completed and reports discussed at SACRE meetings.
	2. Look at alternative ways to monitor standards				
	3. Discuss reissuing the Collective worship booklet for Bromley Schools	Members and RE Consultant Clerk to send	Summer 2015	Email reissue so no cost	Schools using the ideas and activities in the CW booklet
	4. Invite more teachers to be members of SACRE	RE Consultant and Clerk	ongoing	zero	More teachers giving input on schools to SACRE
	5. Provide data for members on RE examination results in Secondary Schools.	Data team at Civic Centre RE Advisor	Part of annual report. Discuss at Spring meeting	Part of the Annual report writing time-see above	Data provided, with analysis for Spring meeting
Annual Event	SACRE committee to decide on topic of event- possibly a 'question time' for pupils or 6 th form conference	RE Consultant- and teacher members of SACRE committee	Autumn 2015	1 days Consultant Time plus time of members of SACRE + Venue Costs	Event which highlights work of SACRE to consumers and enhances knowledge of pupils
To update Fronter with resources for the new syllabus. To reply to queries from schools regarding the new syllabus and general support	Upload resources onto the Fronter system. Replying to telephone and email requests for resources and advice.	RE Consultant	One day per term	3 days annually	RE Coordinators able to access resources and implement the new syllabus and supported.

**Draft SACRE DEVELOPMENT PLAN – April 2015– March 2016. All the objectives are connected to the statutory duties of a SACRE.
Annual Financial Year allocation of Advisor Days –20**

Objective	Action	Responsibility	Date	Costs	Success criteria
<p>NOT PART OF SACRE BUDGET</p> <p>To lead an RE Coordinators network meeting termly</p> <p>To lead training of RE on various subjects including supporting schools in light of the new expectations for SMSC</p>	<p>Arrange dates for 3 meetings. Plan information/activities and present to meeting</p>	<p>RE Consultant</p> <p>RE Consultant</p>	<p>Termly</p>	<p>All Payment from CPD budget NOT from SACRE budget</p> <p>3 days including meetings</p>	<p>RE coordinators kept up to date with teaching and learning strategies and have an understanding of the syllabus</p>

Visit to Warren Road Primary School on 10 November 2014

This visit was undertaken by The Chairman of SACRE, Rev Roger Bristow, and the RE Consultant Mrs Penny Smith-Orr, having been invited by the RE Coordinator Mrs Denise Angell.

We were given a tour of this very large four form entry school in Orpington. Mrs Angell is using the new Bromley Syllabus and has worked out a scheme of work which can be seen on the school website. The RE lessons are organised to take two hours each fortnight to allow for plenty of time for pupils to complete the activities provided.

We went into a Year 3 lesson taught by Mrs Gallagher who is a part time teacher covering PPA time. The lesson was from a unit on Hinduism where the pupils first looked at a clip from the BBC on Diwali and then discussed what they had noticed. They then had to arrange a set of words connected with Diwali around a picture of a Diva. These pupils had already made Rangoli patterns and had looked at Hindu worship using the five senses. The extension to the lesson was for pupils to think about the similarities between the celebration of Diwali and another celebration that the pupils had experienced.

We were also able to join in with a Collective Worship (CW) led by Miss Fletcher, the Deputy Head Teacher. This was on the subject of Bullying linked to Remembrance Day which was during the week. The pupils were engaged with the subject and joined in with singing.

Mrs Angell is very passionate about the value of religious education and runs two lunchtime clubs, one for Y3 and Y4 called REACT which stands for Religious Education Arts and Crafts and one for Y5 and Y6 which is a book club linking RE and Literacy. The stories are from different faiths and pupils are encouraged to discuss the morals or to think about solving a dilemma from the Christian point of view.

The school has links with nearby Christ Church, make visits to the local Baptist church, and a number of speakers from 'other faiths' have been invited to the school. We also discussed resources of which the school have a good selection and Mrs Angell expressed interest in coming to a SACRE meeting as an observer in the first instance.

Visit to Poverest Primary School on 24 November 2014

This visit to Poverest Primary School in St Mary Cray was undertaken by the RE Consultant, Mrs Penny Smith-Orr, the Chairman of SACRE, Rev Roger Bristow, the Free churches representative, Mrs Edlene Whitman and Cllr Keith Onslow. We were shown around the school by Mrs Santineer who is the RE Coordinator and the specialist teacher in charge of an ASD special needs provision unit in the school. This is a one form entry school with a unit for ASD provision and we were struck by the number of displays relating to religious education throughout the school. We were not able to see an RE lesson during our visit but there was evidence in each classroom that RE had taken place. In reception they had been looking at Diwali and there were displays of Divas, cards and Rangoli Patterns. In Year 1 there was a window display of Christianity, Year 2's topic was The Fire of London and the pupils were designing a new St Paul's Cathedral. In Year 3 they had been studying Judaism. Year 4 were looking at Islam and there was a discussion about the viability of a visit to a Mosque and year 6 were studying Buddhism. The Provision class topic was Judaism and the Creation. A very moving display was related to Remembrance Day and the pupils had taken part in a balloon release linked to this.

We were able to see a collective worship which was a celebratory occasion and subsequently we discussed how the school could make this activity into a worship time using the ideas from the Collective Worship guidance for Bromley Schools and discussed the introduction of a school prayer for the purpose.

The enthusiasm and commitment of the RE Coordinator was evident and she has been developing the RE and SMSC curriculum to be part of the Creative Curriculum throughout the school. They are following the new Bromley Syllabus and have matched some of the theme units to their SMSC work. The school have links with the local church and Minister and celebrate Harvest and Christmas. The school also put effort into National Anti-Bullying week and celebrate Black history month and took part in the Bromley Schools church festival day in the summer. This was a good visit to a school that clearly takes the Religious Education and Spiritual, Moral, Social and Cultural education of the pupils very seriously.

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