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DATE: 1 March 2016

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend R Bristow (Chairman)

Councillors Kevin Brooks, Mary Cooke, Robert Evans, David Jefferys, Keith Onslow and Sarah Phillips

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

Teachers: Mrs D Angell, Ms H Arnold, Ms C Shelley, Mr J Stone and Ms A Winson

Other Faiths: Mrs S Barnett, Mrs P Colling, Mr S Gupta, Mr R Hagley, Mr S Mahmood, Mr A Nandra and Mrs E Whitman

Mrs S Polydorou (Co-optee)

A meeting of the Standing Advisory Council on Religious Education will be held at Bromley Civic Centre on **WEDNESDAY 9 MARCH 2016 AT 6.00 PM**

MARK BOWEN

Director of Corporate Services

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

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 17 November 2015

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Mary Cooke, Robert Evans, and Sarah Phillips, Denise Angell, Samantha Barnett, Virginia Corbyn, Saiyed Mahmood, Catherine Shelley, Jed Stone, Christopher Town and Reverend S Varney

Also Present:

Penny Smith-Orr, RE Consultant/Advisor
Stephen Wood, Clerk to SACRE

27 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies were received from:

- Raymond Hagley
- Cllr Keith Onslow
- Cllr David Jefferys
- Hannah Arnold
- Sanjay Gupta
- Sue Polydorou
- Mr S Riat
- Edlene Whitman
- Mrs P Colling
- Julia Waldman

Notification was received in advance of the meeting from Cllr Sarah Philips that she would be arriving around 6.20pm.

It was noted at the commencement of the meeting that three of the Councillors present would have to leave the SACRE meeting at 7.00pm to attend a meeting of the Care Services PDS Committee that was set for the same evening.

28 DECLARATIONS OF INTEREST

There were no declarations of interest.

29 MINUTES OF THE MEETING HELD ON 1ST JULY 2015

The minutes of the meeting held on the 1st July 2015 were agreed.

RESOLVED that the minutes of the meeting held on the 1st July 2015, be agreed and confirmed as a correct record of the meeting.

30 ORAL UPDATE AND PUBLICATIONS

Updates on previous Matters Arising:

Cllr Mary Cooke referred to a previous matter, where it was noted that arrangements were being made for the SACRE Chairman to meet with the Chairman of Croydon SACRE. It was noted that this meeting had not taken place as yet. However, the Chairman was now in possession of the email contact details for the Croydon SACRE Chairman, and it was anticipated that a meeting would be arranged for the near future. Members would be updated in due course.

The Chairman updated Members concerning the attempts that had been made by the Archdeacon's Office to email incumbents on behalf of SACRE in an attempt to gain details of small religious groups that were meeting in the Borough. It had been agreed previously that churchwardens should be copied into the email sent to incumbents. This was done, and seven responses were received, but they were not particularly helpful. The Chairman was grateful for the responses that had been received, and it was noted that at least on this occasion, some responses had been generated, and this was an improvement on the last exercise.

The RE Consultant informed SACRE Members that she had recently met the Archdeacon at Scotland Yard. The Archdeacon had noted that inter faith meetings had been established in the borough of Croydon, and he was interested in doing the same in Bromley. A meeting would be set up soon to look at this, and SACRE Members would be updated in the near future.

It was also noted that it had been agreed to purchase the document on "British Values", and that this would soon be distributed to all maintained schools in Bromley; these were mainly primary schools.

Islamic Competition:

SACRE Members were reminded that the prize giving for the Islamic Competition had taken place at Daryl Uloom on 12th November 2015. The competition had been set around the concept of "The True Meaning of Islam". Pupils had been required to explain what they considered to be the essential teachings of Islam, and to discuss the implications of these teachings for contemporary issues. They also had to finish with a statement to explain what they had gained from their work. Forty students had competed from five different schools.

A document was tabled at the meeting that highlighted extracts from some of the entries submitted. The extracts tabled looked at various themes such as:

- The perception of Islam in the Media
- Jannah and Jahannam
- The Sharia Law
- The Teachings of the Prophet Muhammad

Mr Jed Stone remarked that the event had been a very interesting and enjoyable evening, and that he was impressed by the projects and the extracts. He stated that both pupils and parents were impressed, felt welcome and enjoyed the experience. He felt that new friendships had been made, and that those in attendance would have gained a greater understanding of Islam. Mr Mahmood stated that the extracts had been displayed to show the quality of the entries, and that the focus of the projects was on God. It was important to see where the focus was. The RE Consultant stated that she had taken the opportunity to discuss religious education with the head teacher.

It was noted that the former Clerk to the Committee (Ms Christine Reeks) had emailed the new login details for the NASACRE website before she had left Bromley Council. The RE Consultant stated that she would re-email the login details for the website.

It was further noted that a new generic email for Bromley SACRE had now been set up, and this was:

SACRE.Chair@bromley.gov.uk

This could now be used for all future SACRE emails.

RESOLVED that:

(1) The RE Consultant email SACRE Members with the login details for the NASACRE Website.

(2) SACRE Members would be updated in due course concerning the anticipated meeting between the Chairman of Croydon SACRE and Bromley SACRE

(3) The RE Consultant would update the SACRE Members in due course concerning the establishment of an inter faith group in Bromley

31 REPORTS FROM THE RE CONSULTANT

SACRE Analysis of Top Challenges for SACREs.

SACRE Members heard that the Chairman and the RE Consultant attended the NASACRE AGM in May 2015, at which there was a discussion concerning the top challenges facing SACREs.

The challenges that were discussed were:

- Problems encountered when trying to engage with schools
- Problems with a lack of consistency in RE teaching across schools
- Confusion around the role of SACREs in relation to Academies and Free Schools
- The perceived decline of RE in Academies and Free Schools
- Problems encountered in engaging with Academies to develop better working relationships
- Problems encountered in sharing good practice across SACREs
- Sharing of resources with neighbouring SACREs
- Challenges faced in promoting the importance of RE in schools, and also with local authorities and with the Department for Education

The RE Consultant had noted on the SACRE Discussion Support Sheet (Appendix A) that OFSTED were looking at British Values, and that SMSC (spiritual, moral, social and cultural values) would help to highlight the importance of RE. The RE Consultant had sent a survey to all schools in Bromley, and one of the aims of this was to collate email addresses for RE teachers and Co-ordinators. This would help with the process of engaging with schools.

The RE Consultant noted on Appendix A that there was not much evidence of the decline of the teaching of RE in Bromley, although it may be the case that collective worship was in decline. The RE Consultant noted that there was a need to try and get into more schools, and that new ways of being invited into schools should be investigated.

The RE Consultant asked the SACRE Members if they would like to comment further on the problems facing SACREs.

A Member expressed the view that it was difficult to know what to do as the SACRE had no powers to go into a school and investigate—they had to wait to be invited. Not much information was coming from schools, apart from at the termly network meetings although these were just with primary schools. A Member expressed the view that perhaps it would be possible to include secondary schools as well, if they were open to dialogue with Bromley SACRE.

The RE Consultant asked if Councillors visited schools, and that if they did, perhaps they could start talking about the importance of RE in schools. The Chairman felt that the Bromley situation was more difficult because SACRE was dealing mainly with Academies. He felt that maintained schools were generally more open to engaging with SACREs. Cllr Kevin Brooks suggested that it may be a good idea if the Leader of the Council, or the Portfolio Holder for Education sent a letter to Academies to encourage engagement with SACREs. Cllr Mary Cooke suggested that it may be a good idea to draw up a draft letter as a guide.

Samantha Barnett, informed SACRE Members that she was trying to arrange for more regular meetings of the Jewish Forum. Mr Mahmood stated that the Darul Uloom School participated in various events when invited, and that he was a regular visitor at school classes and assemblies. It was also noted that some schools in the Borough had been visited by representatives of the Hindu community, and that some primary school children would be visiting a Hindu Temple in the near future.

Teaching and Learning of British Values

The RE Consultant had drafted a report dealing with the Teaching and Learning of British Values in the curriculum and its relationship with Religious Education. This was because the new Ofsted Common Inspection Framework included the teaching of British Values.

The report was broken down into 5 core areas which were:

- Religious Tolerance
- Mutual Respect
- Democracy
- The Rule of Law
- Individual Liberty

The document contained examples of comments that had been made on the teaching of British Values from early inspection reports. The RE Consultant noted that there had been three different frameworks in the last 18 months. Because of this, retraining had been required, and so not many inspections had taken place last term; one day's notice only was required for inspections. The SACRE was informed that the new inspections had arisen out of the "Trojan Horse" affair. It was noted that the inspections applied to both primary and secondary schools. Mr Mahmood expressed the view that "British Values" were a small subset of Islam.

Reverend Varney stated that he was not keen on the concept of "British Values" in its current form as he felt that the agenda was too narrow. He expressed the view that the introduction of the teaching of democratic values had been brought about in an undemocratic manner, and that no qualities were absolutes. He was of the opinion that there were other moral and spiritual values that transcended the idea of "British Values" and that it was

the duty of the SACRE to make this clear. He felt that politicians had little concept of what gave individuals identity, and held communities together.

The Chairman commented that “British Values” was in danger of being muddled with spiritual, moral, social and cultural values. Cllr Sarah Philips felt that the issue was a matter of great significance, and that people were now really giving these matters great consideration. Denise Angell commented that everyone had a responsibility to live their life in a moral fashion, and Jed Stone felt that schools were not giving proper thought to how the subject was being taught. The Chairman expressed concern about the frequency of changes to the Ofsted Common Inspection Framework. Cllr Kevin Brooks disagreed with some of the previous comments, and stated that even if the changes were just headlines, they were important.

Cllr Mary Cooke, referred back to the previous comments made by Rev Varney, and asked what he meant when he had said that the introduction of the teaching of British Values had been undemocratic. Reverend Varney responded by stating that there had been no consultative process with any other bodies, both political and non-political. Cllr Cooke commented that the new framework had been introduced by elected leaders; Reverend Varney responded that he had not elected them.

Reverend Varney maintained his view that the policy of teaching “British Values” in schools had been introduced through a process that was undemocratic. A brief discussion followed, concerning the relationship between the Christian Faith and Democracy. He stated that God was not democratic, and that God was not open to us voting for him. The Bible was not democratic because God was the moral Absolute. Christianity was a Theocracy as opposed to a Democracy.

At this point it was 7.00pm, and the Cllrs serving on the Care Services PDS Committee had to leave—these were Cllrs Mary Cooke, Cllr Robert Evans, and Cllr Kevin Brooks. However, because Cllr Sarah Brooks was present, the meeting was still quorate.

Bromley SACRE Teacher’s Survey

A Teacher Survey had been sent out by Bromley SACRE to try and ascertain the needs of RE Coordinators in Bromley. Out of 95 Maintained and Academy Schools in Bromley, only 16 responded. The results of the survey were tabled at the meeting.

It was noted that 12 schools used the Bromley Syllabus, and that the schools that did not use the Bromley Syllabus were in the main Church Schools. Twelve schools stated that the Bromley Syllabus was easy to adapt, which was good, and similarly, 11 schools stated that they did not have any implementation difficulties which was also good. In the three instances where there were implementation difficulties, 2 instances related to newly qualified teachers, and 1 to a Special School. The RE Consultant was planning to visit these schools to try and assist with implementation.

It was noted that 13 respondents stated that they were not able to access the SACRE website via Fronter. The same number of respondents did not subscribe to a Resource Centre, which would explain why they suffered from a lack of resources. Some teachers and RE Coordinators had no idea what Fronter was, and it was not available in all schools. Members of the SACRE felt that this was a matter for the Council to deal with.

The SACRE saw from the data on the tabled report, that nine schools did not want a visit from SACRE, three were open to a visit, including St John's and Trinity.

Reverend Varney enquired who the survey was sent to. The RE Consultant responded that it had been sent to all Head Teachers to forward to RE Teachers and Re Coordinators. Reverend Varney suggested that a follow up email be sent to Head Teachers in case an RE Coordinator had not responded. There was still time to respond. Mr Mahmood suggested that the SACRE remind schools that their role was a supporting one, and that they were not inspecting schools.

School Visits

A report had been made concerning a visit undertaken by the RE Consultant and Mr Town to the Hayes School in June 2015.

The Sacre Members were informed that previously the RE Department at Hayes was not very well supported. However, this was definitely not the case now, and the situation has turned around. It was concluded that this was now a very good school where religious education was thriving.

Reverend Varney asked how the SACRE could identify failing schools. It was suggested that Julia Waldman (Interim Consultant, Schools and Early Years Commissioning and Quality Assurance) be tasked with identifying failing schools.

RESOLVED that:

- (1) The Members of SACRE consider new ways of getting into schools**
- (2) SACRE to reinforce the message that their role was to support, not inspect**
- (3) Councillors be encouraged to promote the importance of RE in Bromley schools**
- (4) A guide letter be drafted that could be used by the Leader and the Portfolio Holder for Education to write to Academies and encourage their engagement with Bromley SACRE**

32 ANY OTHER BUSINESS

The revised SACRE DEVELOPMENT PLAN was tabled for the attention of the SACRE Members. The RE Consultant asked Members to go away and consider the document. Mr Mahmood expressed the view that the Councillors that had left for the PDS Committee should be included in the consideration of the document.

RESOLVED that Members of the SACRE consider the revised SACRE Development Plan, and that the Plan be discussed at the next meeting

33 DATES OF NEXT MEETINGS

The next SACRE meeting is scheduled for 9th March 2016.

The Meeting ended at 7.30 pm

Chairman

BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2014-2015



BROMLEY SACRE is a member of the National Association of SACREs

Introduction to the Annual Report 2014-15. Bromley Standing Advisory Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups, A, Faith representatives, B, The Church of England, C, Teachers and D, Councillors. The committee should reflect the faiths within the community. SACREs have responsibility for advising a Local Authority (LA) on religious education and collective worship in its schools. SACREs have a duty to publish an annual report, The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

Contacts:

Clerk to SACRE

To be replaced
Bromley Council
020 8461 7638

Religious Education Consultant

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

SACRE Chair

Rev. Roger Bristow
020 8462 1280
SACRE.Chair@bromley.gov.uk

Overview

This report covers the academic year 2014-2015. Three meetings of SACRE were held at Bromley Civic Centre on the following occasions;

2nd December 2014

17th March 2015

1st July 2015

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.

Chair's Introduction

This is now my second year as Chair of Bromley SACRE. I have been indebted to Christine Reeks who, as Clerk to SACRE, has been an invaluable source of knowledge and advice. We wish her every blessing in her retirement. In an increasingly pluralistic world, with an alarming rise of both religious extremism and general ignorance about religious beliefs as held and lived by the majority of people of faith, it has never been more important that our children and young people are given the opportunity to both learn about and engage with those same beliefs and practices. Bromley SACRE seeks to encourage and support those who deliver RE and lead Collective Worship in Bromley's schools (whether maintained or not) and I commend this report of the past year's activity in pursuit of this aim.
Revd. Roger Bristow.

Advice to Statutory Bodies

Local Authority

Discussions at SACRE meetings included the fact that SACRE has no authority to insist on visiting a school to monitor the religious education and collective worship. Councillors have been asked to look at these issues on their Councillor visits to schools. During the year the chair and the RE Consultant attended the NASACRE AGM and a conference on the 'Aftermath of the Trojan Horse'. Information on both of these were discussed at the meetings and with education services representatives. The minutes of meetings are also sent to the Portfolio holder for Education. The Chair requested that the "RE Today" booklet entitled 'Religious Education and British Values', giving up to date guidance and practical suggestions to help teachers of RE in UK schools to respond to government requirements to promote British Values should be purchased by the Council and sent to all Bromley maintained schools and this was agreed to.

Schools

All the Secondary and the majority of Primary schools in Bromley are now academies.. The RE Consultant runs a termly RE Coordinator network meeting attended by up to 20 coordinators. It is unfortunate that some of the academy RE coordinators are not able to attend the coordinators network meetings as they have their own cluster meetings, and have said that they are not able to access new information and national updates. During this year discussions were on

- the new syllabus and how to manage the change from the old one, assessment of RE,
- a speaker from the Hindu community gave a talk
- ideas for teaching Easter, Ascension and Pentecost were shared.
- Two twilight courses were also given to coordinators from the Church of England Primary schools on teaching the other faiths.

Members of Bromley SACRE went on visits to four secondary and one Primary school during the year and observed religious education lessons and collective worship and offered support to the heads of RE. The RE Consultant provided a guidance 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. All of these visits were reported on and discussed at the SACRE meetings. The RE Consultant also made two visits to Primary schools to give individual support to new coordinators.

Government

The 2013-14 annual report was sent to the Secretary of State for Education and was acknowledged by the Ministerial and Public Communications Division at the Department of Education. Lord Nash, the Parliamentary Under Secretary for Schools, had sent a letter to all local authorities outlining the workings of SACRE and discussing a number of items regarding Religious Education. The Bromley SACRE discussed this and sent a response to some of the points raised in the letter.

Standards and Quality of Provision of RE Public Examinations

The public examination results give SACRE 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. Less pupils were entered for the GCSE than in previous years but the number of pupils getting A*-C was higher. In ten schools 99% of pupils achieved A*-G grades and 35% of pupils achieved A*-A in their exams.

For A level Religious Studies the results were good for both AS and A level, with more A level entries than last year. 17% of pupils taking the AS level exam gained an A-B grade; slightly less than last year. 56% of students got A*-B grades in the A level exam.

All the results in Bromley are in line with or above the National Average results which is a credit to the teachers in KS4 and KS5.

GCSE Full Course in Religious Studies 2012-2015

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
2012	15	1466	80.8	74
2013	13	1748	80.6	73.5
2014	16	1975	75%	71
2015	15	1518	79%	72

SCHOOLS (no. of pupils): Bishop Justus (161), Bullers Wood (23) Chislehurst School for Girls (114) Coopers (36) Darrick Wood (234), Harris Academy Beckenham (23) Harris Academy Bromley (127) Hayes (213), Kemnal technology College (118) Langley Park Boys (22), Langley Park Girls (54), Newstead Wood (131), Ravens Wood (21), The Priory (43), The Ravensbourne (198)

AS Level in Religious Studies 2012-2015

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students with grades A-E
2012	13	52	96.2
2013	13	54	87.3
2014	12	58	95
2015	13	46	85

SCHOOLS (no. of pupils):

Bullers Wood (3), Chislehurst School for Girls (3), Darrick Wood (2), Harris Academy Beckenham (1), Harris Academy Bromley (2), Kemnal (7) Hayes (11), Langley Park Boys (4) Langley Park Girls (2), Newstead wood (3) Ravens Wood (2) St Olaves & St Saviours (2) The Priory (3)

A level in Religious Studies 2012-2014

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% Bromley students grades A-E	% students nationally grades A-E
2012	13	120	100	80.6
2013	14	141	100	
2014	13	136	100	99
2015	14	150	98	98

SCHOOLS (no. of pupils): Bishop Justus (8), Bullers Wood (21), Chislehurst School for Girls (16) Darrick Wood (10), Harris Academy Bromley (8) Hayes (19), Kemnal technology (6), Langley Park Boys (11), Langley Park Girls (10), Newstead Wood (17), Ravens Wood (6), St Saviours and St Olave's (6), The Priory (3) The Ravensbourne (9)

Attainment and Quality of RE

Currently the main way of monitoring RE and CW is through visiting schools. Schools visited during this academic year displayed very good religious education with a good number of RE specialists teaching in the secondary schools. In the primary schools some RE teaching is carried out during teachers planning time. During discussions in school and at the Coordinator network meetings the new syllabus with its numerous resources is reported as making this easier to manage and is proving popular. A letter was sent to Bromley schools, many of which are Academies, from SACRE suggesting that they use the Bromley Agreed syllabus rather than purchasing another one. It was decided that a survey would be sent to teachers on the use of the new syllabus during the next academic year.

The Bromley SACRE page on Fronter 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.

During the year there were no complaints about religious education referred to SACRE.

Agreed Syllabus

As discussed elsewhere in this report a new Agreed Syllabus was launched in the Autumn term of 2013. A survey will be sent out in the next academic year to ensure that it is now embedded within schools.

Collective worship

During their visits to schools members are able to view how Collective worship is conducted. Bromley guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Fronter system accessed by some schools and is available as a hard copy for schools who request this.

There have been no determinations regarding collective worship this year.

Management of SACRE

The Chair of Bromley SACRE is Revd. Roger Bristow from the Church of England, group B and the Vice Chair is Cllr Keith Onslow from the Councillor group D. During this year the Council representative changed and at the end of the year the very efficient clerk, provided by Bromley Council, retired. The local authority reappointed the RE consultant to work for 20 days per year.

A development plan is produced for SACRE each year aligned with the financial year of the council and during the year the committee updated the self-evaluation of SACRE document, (see below) and also looked at and discussed the top 8 challenges for SACREs nationally..

One of the priorities was to involve more teachers in the SACRE. An invitation was sent out and a number of teachers responded from both primary and secondary and Academy and maintained schools. All new members are given a copy of the NASACRE SACRE handbook when they join.

Training of members has included a summary of presentations by pupils at Bullers Wood school on the impact of RE on pupils. Comments from the pupils included, *"We have learnt invaluable information that we believe will stay with us for the rest of our lives"* and *"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"*.

A speaker from the company which runs Truetube was invited to one meeting.

Membership of Bromley SACRE during 2014-14 is as follows;

A- Other faiths B- Church of England C –Teachers D-Councillors

A	Patricia Colling	C	Jed Stone
A	Sanjay Gupta	C	Anna Winson
A	Ray Hagley	C	Catherine Shelley
A	Swarn Riat	C	Jackie Tranchina
A	Saiyed Mahmood	C	Hannah Arnold.
A	Samantha Barnett	C	Denise Angell
A	Edlene Whitman	D	Councillor Keith Onslow
A	Sue Polydorou.		Councillor Sarah Phillips
B	Virginia Corbyn	D	Councillor David Jefferys
B	Christopher Town,	D	Councillors Kevin Brooks,
B	Revd. Steve Varney	D	Councillors Mary Cooke
B	Revd. Roger Bristow	D	Councillor Robert Evans,
	Mrs P Smith-Orr – RE Consultant		Julia Waldman - Interim Consultant, Schools and Early Years, Commissioning & Quality Assurance
	Mrs Christine Reeks – Clerk		

Contribution of SACRE to the wider Local Authority Agenda

Bromley SACRE does not have the opportunity to contribute to the wider agenda of the local authority.

The SACRE committee is largely representative of the groups found in Bromley. It was decided to send a letter to the Archdeacon of Bromley to find out about meetings of other faith communities in the individual Parishes.

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

The Jewish representative attended and reported on a meeting of Jewish representatives on SACRE committees organised by the British Board of Deputies.

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. It was decided that the Chairs of Bromley and Croydon SACREs would meet during the next year.

Bromley SACRE Self Evaluation March 2015 results

Appendix 1

Key Area		Developing	Established	Advanced
Standards and Quality of Provision of RE				
1A	RE provision across the LA		x	
1B	Standards and achievement		x	
1C	Quality of learning and teaching		x	
1D	Quality of leadership and management		x	
1E	Recruitment and retention of skilled specialist RE staff		x	
1F	Relations with academies and other non-LA maintained schools		x	
The effectiveness of the locally Agreed Syllabus				
2A	Review of the Agreed Syllabus			x
2B	The quality of the Agreed Syllabus			x
2C	Launching and implementing the Agreed Syllabus		x	
2D	Membership and training of the Agreed Syllabus Conference		x	
2E	Developing the revised agreed syllabus			x
2F	Making best use of National Guidance			x
Collective Worship				
3A	Supporting pupil entitlement in LA's schools		x	
3B	Enhancing the quality of provision of collective worship		x	
3C	Responding to requests for determinations	Considered not to be applicable – will put procedures in place if and when required.		
Management of SACRE				
4A	How purposeful, inclusive, representative and effective are SACRE meetings?)		x	
4B	Membership and Training		x	
4C	Improvement/development planning			x
4D	Professional and financial support		x	
4E	How well informed is SACRE to be able to advise the LA appropriately?	x		
4F	Partnerships with key stakeholders		x	
4G	Relations with the Academies sector		x	
Contribution of SACRE to promoting cohesion across the community				
5A	Representative nature of SACRE in the local community			x
5B	SACRE's understanding of the local community in its religious, cultural and ethnic dimensions		x	

5C	SACRE's engagement with the community cohesion agenda			x
5D	SACRE's Links to LA initiatives promoting community cohesion		x	

Appendix 2

Summary of Projects 2014 **The True Meaning of Islam**

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 SACRE and the generous help of teachers.

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 47 students aged 11 and 12 years from six schools; Farringtons, Hayes, Priory, Bullers Wood, Bishop Justus 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' which leads to '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 mentioned that in Islam 'everything is the fault of the woman'. This is a complete misunderstanding about Islam. Allah has given a great deal of respect to and an important role for women in Islam, and Allah judges all equally and fairly according to their faith and their deeds regardless of their race, colour and gender.

Overall, the quality of projects submitted was 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 first, second and third prizes, 17 consolation prizes and 27 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, 13 November 2014

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Agenda Item 5

Report No.
SA16001

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: 9th March 2016

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

Title: NASACRE BULLETIN INFORMATION DISCUSSION

Contact Officer: Jane Bailey, Assistant Director: Education
Tel: 020 8313 4146 E-mail: jane.bailey@bromley.gov.uk

Chief Officer: Assistant Director: Education (ECHS)

Ward: (All Wards);

1. Reason for report;

To inform Committee members of the potential national developments impacting RE and SACREs.

2. Recommendations;

For members of SACRE to discuss the recommendations of the reports cited in the bulletin

Corporate Policy

1. Policy Status: Existing Policy
 2. BBB Priority: Children and Young People: this report relates to schools and their role in supporting Bromley's children to attain and achieve to their potential.
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: n/a
 3. Budget head/performance centre:
 4. Total current budget for this head:
 5. Source of funding: n/a
-

Staff

1. Number of staff (current and additional): n/a
 2. If from existing staff resources, number of staff hours: n/a
-

Legal

1. Legal Requirement: Statutory Requirement:
 2. Call-in: Not Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected): n/a
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. Commentary;

- 3.1 In the NASACRE January 2016 Briefing (Number 10) a summary of recent key reports was included which relate to Religious Education and collective worship, and their relevance to SACREs. These may helpfully inform discussions and dialogue in Bromley.
- 3.2 Table 1 shown below has been extracted from the briefing and provides a summary of the reports' recommendations. We recommend Committee members read the NASACRE briefing before the Committee meeting in March.
- 3.3 Full details of the reports may be found at <http://us6.campaign-archive2.com/?u=b1bda1b734&id=1896004ba0&e=1e34#FutureSACREs>

Table 1 – extract from NASACRE bulletin showing the areas covered by the reports and the High Court judgement

	SACREs	ASCs	RE	Collective worship
A New Settlement: Religion and Belief in schools	SACREs would remain to support RE locally	Abolished	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
LIVING WITH DIFFERENCE community, diversity and the common good	No comment is made on SACREs	Not mentioned in the report but to be abolished in light of national determination	Nationally determined	To remove the requirement for collective worship but to have inclusive assemblies
REforREal	The need to review their purpose and remit	Abolished in light of the recommendation for a national curriculum framework for RE	Nationally determined	Mentioned in relation to learning in RE
Mr Justice Warby	Not a concern for this report	Religious education is different from religious studies and should include non-religious belief systems	Not a concern for this report	Not a concern for this report

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Agenda Item 6

Report No.
SA16002

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: 9th March 2016

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

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: Jane Bailey, Director of Education

Ward: N/A

- A) SACRE Self Evaluation
- B) SACRE Draft Action Plan
- C) School Visits

Reports from the RE Consultant

A) SACRE Self Evaluation

1. Reason for report;

The self-evaluation of SACRE is a continuous process which informs the development of the committee and the annual report to the DfE each December.

2. Recommendations;

At the Spring meeting the committee needs to look at the self-evaluation document which is attached (Appendix 1), with the results from last year (Appendix 2), and revisit the effectiveness of Bromley SACRE.

It is suggested that in advance of the meeting Group A members (representatives of other faiths and Christian denominations) look at section 5, Group B members (the Church of England) look at section 3, Group C members (teachers) look at section 2 and Group D members (Councillors) look at section 4 and come ready to discuss their thoughts.

B) SACRE Draft Action Plan

1. Reason for Report;

The number of schools in Bromley that are maintained by the Council has reduced and a discussion on the future of SACRE will be undertaken during the meeting. The current development plan finishes at the end of March 2016 and attached is a draft action plan for the Summer term 2016 (Appendix 3).

Included in this plan, on the second page, are some items that must be addressed after the summer which the members of SACRE should be aware of.

2. Recommendations;

Members to consider the action plan and be ready to discuss any changes they would like to make.

C) School Visits

1. Reason for Report;

In the Autumn term the RE Consultant visited two schools as a result of requests from the new RE Coordinators. A report of the two visits is attached (Appendix 4).

2. Recommendations;

Members to read the reports and comment as necessary.

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 Cattle 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.

Bromley SACRE Self Evaluation March 2015 results

Key Area		Developing	Established	Advanced
Standards and Quality of Provision of RE				
1A	RE provision across the LA		X	
1B	Standards and achievement		X	
1C	Quality of learning and teaching		X	
1D	Quality of leadership and management		X	
1E	Recruitment and retention of skilled specialist RE staff		X	
1F	Relations with academies and other non-LA maintained schools		X	
The effectiveness of the locally Agreed Syllabus				
2A	Review of the Agreed Syllabus			X
2B	The quality of the Agreed Syllabus			X
2C	Launching and implementing the Agreed Syllabus		X	
2D	Membership and training of the Agreed Syllabus Conference			X
2E	Developing the revised agreed syllabus			X
2F	Making best use of National Guidance			X
Collective Worship				
3A	Supporting pupil entitlement in LA's schools		X	
3B	Enhancing the quality of provision of collective worship		X	
3C	Responding to requests for determinations	Considered not to be applicable – will put procedures in place if and when required.		
Management of SACRE				
4A	How purposeful, inclusive, representative and effective are SACRE meetings?)		X	
4B	Membership and Training		X	
4C	Improvement/development planning			X
4D	Professional and financial support		X	
4E	How well informed is SACRE to be able to advise the LA appropriately?	X		
4F	Partnerships with key stakeholders		X	
4G	Relations with the Academies sector		X	
Contribution of SACRE to promoting cohesion across the community				
5A	Representative nature of SACRE in the local community			X
5B	SACRE's understanding of the local community in its religious, cultural and ethnic dimensions		X	
5C	SACRE's engagement with the community cohesion agenda			X
5D	SACRE's Links to LA initiatives promoting community cohesion		X	

SACRE Action Plan Summer Term 2016				
Objective	Action	Responsibility	Date	Success criteria
Evaluate SACRE work and establish priorities.	Continuous self-evaluation process using the NASACRE self-evaluation document.	All SACRE members to discuss in Spring term	Progress item at June meeting	Identify further areas for development to be incorporated as appropriate into future development plans. Results to be reported in the annual report.
To prepare agenda, respond to any action from previous meeting and plan on going programme for SACRE committee meetings.	<p>Arrange and attend pre agenda meeting.</p> <p>Attend meeting on 29th June.</p> <p>Write papers and reports for the meeting to LA timetable.</p>	<p>Clerk, Chairman, LA representative</p> <p>All members</p>	June meeting	Action points carried out by Members between meetings. Members have an understanding of the responsibilities of SACRE.
To complete a review of the scope and activities of Bromley SACRE.	Committee to consider reports and agree and implement a review action plan.	LA representative and Chairman leading SACRE members	By 20/7/16	New Review completed and changes agreed with implementation from September 2016.
To monitor standards of RE and CW in Bromley Schools.	<p>Members to respond to requests for visits from maintained schools and consider reports.</p> <p>Members to look at alternative ways to monitor standards e.g. OFSTED reports.</p>	All SACRE members	Up to 2 visits per term	Meaningful visits or discussion completed and reports discussed at SACRE meetings.

School visit reports

**Visit to Pickhurst Primary on 25th November 2015
By Penny Smith-Orr, RE Consultant**

As a result of the teachers survey that Bromley SACRE sent in the Autumn term Fiona Barr from Pickhurst Primary contacted me asking for a support visit as she was an NQT last year and is now the RE Coordinator.

We met in the classroom and discussed the role of the RE Coordinator, particularly the importance of enthusing the other teachers of RE and ensuring that there are enough teaching resources available. We discussed the Bromley syllabus and how to use it and looked at different ways of dividing the units to get the best coverage. We also discussed assessment without levels. RE Coordinators need to have information on how to approach this. The current advice is to continue to use the guidance in the syllabus until there is a national RE assessment document.

We discussed resources and where to get further items as she felt that they needed more physical resources and also suitable Internet sites. This school does not have access to Fronter so she is unable to access the resources on the website. I gave suggestions on the type of books that schools use for recording and some ideas for activities that are popular with pupils, and activities that do not require much written work.

We discussed the introduction of British values and OFSTED's inspection of this and of Spiritual, Moral, Social and Cultural education through the school and how RE can contribute to this.

Visit to Darrick Wood Infants on 2nd December 2015

Also as a result of the teachers survey Isabella Samuels asked for support with being the RE Coordinator as she too had been an NQT in the previous year. The school had only started to use the new Bromley syllabus fully from the Summer term.

Generally we discussed much the same items as above. Miss Samuels talked about the school's collective worship and how they divide the learning objectives for teaching Christmas between the classes. She also showed me round the school and we looked at the RE displays in the corridors and classrooms. She said she would like the opportunity to see photographs of other schools' displays based on the Bromley Syllabus and this is now planned in to the January RE Coordinators network meeting. She informed me that the school has access to Fronter and she is awaiting a new password to access this.