

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 8 March 2017

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Russell Mellor and Keith Onslow
Ms H Arnold, Mrs V Corbyn, Mr S Mahmood, Mr A Nandra,
Mr J Stone, Mr C Town and Reverend S Varney

Also Present:

Carol Arnfield, LBB Head of Service, Education
Kieran Osborne, Educational Advisor

20 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Councillor Robert Evans, Councillor David Jefferys, Councillor Sarah Phillips, Denise Angell, Samantha Barnett, Ray Hagley and Edlene Whitman.

21 DECLARATIONS OF INTEREST

None.

22 A) MINUTES OF THE MEETING HELD ON 7TH DECEMBER 2016

RESOLVED that the minutes of the meeting held on 7th December 2016 be confirmed as a correct record.

B) MATTERS ARISING

Minute 15c: Tell MAMA Report

The Chairman confirmed that the minutes of the SACRE meeting were sent to the Local Authority and would therefore have been advised of the report.

Minute 16: SACRE Draft Action Plan and Feedback from September Meeting
Virginia Corbyn confirmed that Lee Kings at Bishop Justus Secondary School, part of the Aquinas Trust, would be happy to work with her to facilitate networking meetings for teachers from September 2017. The Chairman advised members that further networking events could be organised by Luke Baker, Head of PRE Department at Ravens Wood School. The Ravens Wood

School network was felt to be largely exam orientated, whilst the Aquinas Trust network was considered more general and incorporated primary schools. The Chairman planned to speak with Mr Baker regarding the possibility of him working together with Mr Kings, and would allow the networking to cover a wider group of teachers.

23 ORAL UPDATE & PUBLICATIONS

a) SACRE Annual Report 2015-2016

A draft copy of the SACRE Annual Report 2015-2016 was circulated to members. The Chairman advised that the report was mainly factual and included exam results tables, membership and attendance at meetings. Members were asked to take the report away, read it, and email the Chairman, Educational Advisor, LBB Head of Service – Education and the Clerk to advise of any glaring errors by Friday 10th March 2017. This would allow the final version of the report to be officially submitted the following week. A copy of the SACRE Annual Report 2015-2016 was appended to the minutes.

b) NASACRE AGM

The Chairman would be attending the NASACRE Conference and AGM which was being held on Tuesday 16th May 2017 in York. As the Educational Advisor was unable to attend, there was scope for another member of the SACRE to take this place. The provisional conference programme stated that arrival and registration would take place from 11.00am, with the close of the conference at 4.30pm. Members were advised to contact the Clerk as soon as possible if they would like to attend.

The Chairman would report back on the Conference and AGM at the next meeting.

24 THE BIG NASACRE SURVEY 2017

In the January 2017 edition of the NASACRE – SACRE Briefing (Issue 13), NASACRE launched The BIG NASACRE Survey. This was an online questionnaire that they had asked SACREs to take some time to discuss and answer.

Prior to the meeting, the Chairman had informally approached a few SACRE members and requested they look at the survey document from their particular perspective, and answer the questions as best they could in order to aid Bromley SACRE in making a response to NASACRE. Copies of the responses received were provided to all SACRE members, and they were asked to review the survey questions, consider and comment on them. Members were further asked to agree the final responses to be submitted to NASACRE on behalf of Bromley SACRE.

At the meeting, the Chairman guided members through each individual question, and a consensus was agreed for the answers that would be submitted to NASACRE. The agreed final responses can be seen appended to these minutes.

25 SCHOOL VISITS

SACRE members visit local schools to observe Collective Worship and the teaching of Religious Education. On Monday 30th January 2017, the Chairman and the Educational Advisor had visited Ravens Wood School, along with SACRE members; Ms Hannah Arnold, Mr Arvinder Nandra and Reverend Steve Varney. A detailed report of the school visit was considered by SACRE members.

The Chairman commented that the SACRE members had very much enjoyed the time they spent at Ravens Wood School. They had met with an extremely eloquent Year 9 student who had described his experience of RE and how the school used assemblies as a time for silence and reflection. Members had also been extremely impressed with the 'Philosophy Kings', a group of KS4 and KS5 students that met with teachers to consider the great philosophical issues and philosophers.

The Chairman said he had subsequently met with the Headteacher, Ms Sally Spence, who was extremely positive and keen to explore further links between Ravens Wood School and Holy Trinity Church.

It was noted that the Chairman, Educational Advisor and SACRE members had completed a visit to Blenheim Primary School earlier in the day. The Chairman commented that it had been a very positive experience and he was encouraged to see a huge change from the school he visited eight years ago. The Educational Advisor informed members that the school served a disadvantaged community and had a diverse intake of faiths, yet had managed to produce an impressive strong and cohesive programme.

Members queried how the school's success could be explained. The Educational Advisor responded that he felt the most important factor was the Headteacher, Mrs Lynda Doel. Secondly, he believed that focussing on the community that the school served and working with the parents had created a holistic approach. They had created a school community which had respect for others, and had guidelines on how to engage with each other.

Members enquired as to whether the schools provided any comments on how they felt about the visit of SACRE members. The Chairman said that the Headteacher at Ravens Wood School had felt the visits were a good and positive experience for the school, and the Headteacher at Blenheim Primary School appreciated the SACRE members showing an interest. The Educational Advisor agreed and said he felt that before the visits, the Headteachers would probably have thought the SACRE would be holding

them to account. It was important that when SACRE members attended Headteacher events they emphasised they were here to work with the schools in a supportive role.

Councillor Onslow enquired as to whether any official feedback was received from the schools regarding the visit of SACRE members. The Educational Advisor suggested that when he sent a letter of thanks to the Headteachers he could include a copy of his visit report and a questionnaire asking for feedback. SACRE members agreed that this should be actioned and said it would be useful to have a sentence added into the school visit reports stating what the school had thought about the visit.

ACTION: Educational Advisor

The Chairman informed members that he had received an invite from James Dixon Primary School in Anerley to attend their RE Day. It would take place on the morning of Thursday 30th March 2017, and classes would be looking at different world faiths and what they believed about life, and faith groups would be visiting the school. The Chairman had asked the school if it would be possible to extend the invitation for SACRE members to attend with him, and he was currently awaiting a response. A number of SACRE members indicated that they would be interested in attending if the invitation was extended, and the Chairman confirmed he would advise all SACRE members if it was agreed.

A report on the visit to Blenheim Primary School would be provided at the next meeting along with any further visits made and feedback received.

RESOLVED that:

- (i) the report of the visit to Ravens Wood School be noted.**
- (ii) the Clerk to notify SACRE members of arrangements for school visits during the summer term.**

26 SACRE DRAFT ACTION PLAN

SACRE members had been provided with a draft action plan that had been drafted in June 2016, which outlined the core activities for the autumn term 2016 and spring term 2017 based on previous year's activities.

A member commented that objective number 4 – *'Engage with local schools to observe and understand Collective Worship approaches'*, should be amended. They felt it should not just be 'Collective Worship' and that 'Religious Education' should be added to read: *'Engage with local schools to observe and understand Religious Education and Collective Worship approaches'*.

Another member highlighted objective number 7 – *'Signposting to or guidance for schools (including Governing Bodies) on duties related to collective worship, particularly for Academy schools'*, and asked if school Governors

were ever present for the visit of SACRE members, and whether they should be invited. The Chairman agreed that this was an interesting point, as when he had previously spoken with school Governors at events, they had not known about the SACRE and did not know what should take place in schools with regards to Religious Education and Collective Worship.

The Educational Advisor informed members that his report of the SACRE visit to Ravens Wood School had been passed on to the school Governors, and he felt there was no reason why they could not say to the schools that the SACRE would welcome the involvement of Governors during the visit. Members questioned whether the presence of school Governors would inhibit the Headteacher. The Educational Advisor said that he did not think this would be the case and that the Headteachers would welcome the Governors being involved. It was noted that many school Governors had roles for overseeing specific areas of the curriculum, one of which was spiritual, moral, social and cultural development, so could have an interest in attending the visit, but it may be a case that they would be unavailable to attend during the day.

The Chairman commented that any invite would need to be worded carefully to ensure that the school did not feel like the visit was an inspection. There was a need to be subtle and diplomatic and could maybe just enquire if there was a Governor that had an interest in being present during the visit.

27 ANY OTHER BUSINESS

Members commented that in the SACRE Annual Report 2015-2016, the GCSE Full Course in Religious Studies had a divergence of entries and some schools appeared to enter a low number of students. It was queried if anything could be done about this, and members wondered if it was an issue of compliance. The Educational Advisor noted that these were only the figures for the full course, and that a number of schools would only have put students in for the short course. The Chairman said that it would be interesting to compare the figures in the next Annual Report, as no short course option would be available for Religious Studies.

28 DATES OF NEXT MEETING

Wednesday 12th July 2017
Wednesday 6th December 2017
Wednesday 28th February 2018

All meetings to start at 6pm

The Meeting ended at 7.35 pm

Chairman

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BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE

ANNUAL REPORT

FOR THE ACADEMIC YEAR 2015-2016



BROMLEY SACRE is a member of the National Association of SACREs

Introduction to the Annual Report 2015-16

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:

SACRE Chairman

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Clerk to SACRE

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Bromley Council

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Overview

This report covers the academic year 2015-2016. Three meetings of SACRE were held at Bromley Civic Centre on the following occasions;

17th November 2015

9th March 2016

29th June 2016

Chair's Introduction

I am indebted to Joanne Partridge who has taken on the role of Clerk to SACRE, and is proving a worthy replacement for Christine Reeks. We are very sorry to lose the services of Penny Smith-Orr who has been our RE Advisor for several years. Her counsel and advice, coupled with her enthusiasm for the work of SACRE, will definitely be missed. We are, however, delighted to welcome Kieran Osborne as LA advisor to Bromley SACRE and look forward to working with him to ensure that our work continues to achieve its purpose.

In an increasingly pluralistic world, with an alarming increase in religious extremism, nationalism, prejudice 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.

Rev. 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 together with the Borough's linked officer. Information from this was discussed at the meetings and with education services representatives. The minutes of meetings are also sent to the Portfolio Holder for Education.

Schools

All bar one of the Secondary and the majority of Primary schools in Bromley are now academies. The RE Consultant has run 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 local agreed syllabus and the results of a survey of RE teachers as to its use in Bromley's schools
- teaching and learning of British Values
- the challenges facing SACREs nationally in the light of the changing educational landscape
- a review of the specific situation facing Bromley SACRE in light of budget constraints and the small remaining number of LA schools.

Members of Bromley SACRE went on visits to just two schools during the year; a CofE primary and a school for children with diverse special needs, and observed religious education lessons and collective worship and offered support to the heads of RE. The RE Consultant had 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. Each of these visits were reported on and discussed at the SACRE meetings. The RE Consultant also made visits to schools to give individual support to new coordinators.

Government

The 2014-15 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.

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.

The full course GCSE results for Bromley schools are very good and well above the national average. The number of pupils entered compared to the previous year increased and the overall percentage of pupils getting A*-C remained at 78% whilst the national average fell by 1 percentage point.

For A level Religious Studies the results were good for both AS and A level. The number of entries at A-level increased for the second consecutive year with the percentage of pupils achieving A*-B grade being significantly higher than the national average.

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 2013-2016

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
2013	13	1,484	80%	72%
2014	16	1,987	74%	70%
2015	15	1,537	78%	71%
2016	16	1,588	78%	70%

SCHOOLS (no. of pupils 2016):

Bishop Justus CE School (169), Bullers Wood School (48), Chislehurst School for Girls (65), Coopers School (21), Darrick Wood School (239), Harris Academy Beckenham (55), Harris Girls' Academy Bromley (142), Hayes School (221), Kemnal Technology College (113), Langley Park Boys (29), Langley Park Girls (62), Newstead Wood School (134), Ravens Wood School (43), St Olave's and St Saviour's Grammar School (10), The Priory (27), The Ravensbourne School (210)

AS Level in Religious Studies 2013-2016

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% of Bromley students gaining A-B grades	Schools nationally: % of students A-B grades	% of Bromley students with A-E grades	Schools nationally: % of students A-E grades
2013	13	185	49%	42%	97%	92%
2014	15	239	39%	42%	90%	91%
2015	14	270	46%	43%	96%	92%
2016	13	239	48%	45%	93%	93%

SCHOOLS (no. of pupils 2016):

Bishop Justus CE School (27), Bullers Wood School (21), Chislehurst School for Girls (13), Darrick Wood School (11), Harris Girls' Academy Bromley (14), Hayes School (23), Langley Park Boys (14), Langley Park Girls (12), Newstead Wood School (24), Ravens Wood School (17), St Olave's and St Saviour's Grammar School (21), The Priory (9), The Ravensbourne School (33)

A level in Religious Studies 2013-2016

Year of examination	Number of Bromley schools	Number of Bromley Candidates	% of Bromley students gaining A*-B grades	Schools nationally: % of students A*-B grades	% of Bromley students with A-E grades	Schools nationally: % of students A-E grades
2013	13	138	62%	55%	99%	99%
2014	13	137	56%	54%	100%	99%
2015	14	156	56%	55%	98%	99%
2016	13	177	64%	54%	100%	99%

SCHOOLS (no. of pupils 2016):

Bishop Justus CE School (21), Bullers Wood School (9), Chislehurst School for Girls (8), Darrick Wood School (9), Harris Girls' Academy Bromley (9), Hayes School (16), Langley Park Boys (16), Langley Park Girls (13), Newstead Wood School (18), Ravens Wood School (12), St Olave's and St Saviour's Grammar School (11), The Priory (4), The Ravensbourne School (31)

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 by teaching assistants during teachers planning time. A letter was sent from SACRE to Bromley schools, many of which are Academies, suggesting that they use the Bromley Agreed Syllabus rather than purchasing another one. A survey was sent to teachers on the use of the local Agreed Syllabus during the 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

Bromley's Agreed Syllabus was launched in the Autumn term of 2013. The teacher survey has shown that it is being used in the majority of Bromley schools although some schools have either supplemented it or are using a different syllabus (i.e. the CofE schools use the Rochester Diocesan Syllabus).

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 Rev. Roger Bristow from the Church of England representative Group B and the Vice Chair is Councillor Keith Onslow from the Councillor representative Group D. During this year the Council representative changed. The local authority has not reappointed the RE consultant.

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, (Appendix 1) and also looked at and discussed the challenges for SACREs nationally.

One of the priorities has continued to be to involve more teachers in the SACRE. A number of teachers from both primary and secondary and Academy and maintained schools have responded to an invitation to explore joining the committee. All new members are given a copy of the NASACRE SACRE handbook when they join.

Membership of Bromley SACRE during 2015-16

A – Other Faith representatives		
A	Mrs Samantha Barnett	Jewish
A	Mrs Patricia Colling	Roman Catholic
A	Mr Sanjay Gupta	Hindu
A	Mr Ray Hagley	Free Church
A	Mr Saiyed Mahmood	Muslim
A	Mr Swarm Riat (until March 2016)	Sikh
A	Mr Arvinder Nandra (from March 2016)	
A	Mrs Edlene Whitman	Free Church
A	Mrs Sue Polydorou	Humanist Co-opted

B – Church of England representatives	
B	Rev. Roger Bristow (Chairman)
B	Mrs Virginia Corbyn
B	Mr Christopher Town
B	Rev. Steve Varney
C – Teachers representatives	
C	Mrs Denise Angell
C	Ms Hannah Arnold
C	Ms Catherine Shelley
C	Mr Jed Stone
C	Ms Anna Winson

D – Councillor representatives	
D	Councillor Kevin Brooks
D	Councillor Mary Cooke (until May 2016)
D	Councillor Robert Evans
D	Councillor David Jefferys

D	Councillor Russell Mellor (from May 2016)
D	Councillor Keith Onslow
D	Councillor Sarah Phillips

Officers

Mrs Penny Smith-Orr – RE Consultant

Mrs Julia Waldman – Interim Head of Schools and Early Years Quality Assurance and Commissioning

Mrs Jo Partridge – Clerk

Attendance of Bromley SACRE during 2015-16

Wednesday 17th November 2015	
A	Mrs Samantha Barnett Mr Saiyed Mahmood
B	Rev. Roger Bristow (Chairman) Mrs Virginia Corbyn Mr Christopher Town Rev. Steve Varney
C	Mrs Denise Angell Ms Catherine Shelley Mr Jed Stone
D	Councillor Kevin Brooks Councillor Mary Cooke Councillor Robert Evans Councillor Sarah Phillips
Apologies	Mrs Patricia Colling Mr Sanjay Gupta Mr Ray Hagley Mr Swarm Riat Mrs Edlene Whitman Mrs Sue Polydorou Ms Hannah Arnold Councillor David Jefferys Councillor Keith Onslow

Wednesday 9th March 2016	
A	Mrs Samantha Barnett Mr Saiyed Mahmood Mr Arvinder Nandra
B	Rev. Roger Bristow (Chairman) Mr Christopher Town Rev. Steve Varney
C	Mrs Denise Angell
D	Councillor Kevin Brooks Councillor Mary Cooke Councillor David Jefferys Councillor Keith Onslow

Apologies	Mr Swarm Riat Mrs Edlene Whitman Mrs Sue Polydorou Mrs Virginia Corbyn Ms Hannah Arnold Mr Jed Stone Councillor Robert Evans Councillor Sarah Phillips
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Wednesday 29th June 2016	
A	Mr Arvinder Nandra Mrs Edlene Whitman Mrs Sue Polydorou
B	Rev. Roger Bristow (Chairman) Mrs Virginia Corbyn
C	Mrs Denise Angell Ms Hannah Arnold Ms Catherine Shelley Mr Jed Stone
D	Councillor Kevin Brooks Councillor Robert Evans Councillor David Jefferys Councillor Sarah Phillips
Apologies	Mrs Samantha Barnett Mr Saiyed Mahmood Mr Christopher Town Rev. Steve Varney Councillor Russell Mellor Councillor Keith Onslow

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 Muslim representative once again organised the annual competition for schools on the 'True Meaning of Islam'. This competition involves students in years 7 & 8 producing a project on the topic. A report on the prize giving event in Darul Uloom School in Chislehurst, can be found in Appendix 2.

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		x	
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		

The True Meaning of Islam – Summary of Projects 2015

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 London, 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 40 students aged 11 and 12 years from five schools; Farringtons, Hayes, Priory, Bullers Wood and Bishop Justus 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.

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. I am pleased to say that everyone has understood 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 three third prizes, 13 consolation prizes and 22 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, 12th November 2015

FOR DISCUSSION PURPOSES ONLY.
 ONE MEMBER OF YOUR SACRE SHOULD COMPLETE THE SURVEY ONLINE
 USING THE LINK WHICH APPEARS IN THE FOOTER OF EACH PAGE.

The BIG NASACRE Survey 2017

In order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers, it is important that we try to develop as full an understanding of the views of our members as possible. This is the reason for this quite lengthy research survey being conducted by the NASACRE Chair, Paul Smalley who is also a Senior Lecturer in RE at Edge Hill University. Data from this will be anonymised before being discussed with the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country. It is also hoped that the results of this research will be published more widely in suitable journals to inform the wider RE community.

We would ask that you discuss these questions at a SACRE meeting before sending in your answers. You will need to click through to the last question to submit your answers, but it is possible to leave questions blank. It may be that you choose not to answer all questions, or you may answer different sections at different times, however the survey will end on 30 April 2017. We want to build up a true picture of what the State of the Nation's SACREs is, so please be honest, whether you do a lot, a little or nothing and answer to that effect.

This project adheres to British Educational Research Association Ethical Guidelines (BERA 2011) and Edge Hill's Code of Practice for the Conduct of Research and will be subject to ethical approval by the Faculty of Education Research Ethics Committee. By completing this survey, you are consenting to your anonymised data being used as detailed above. The data will be stored electronically and secured by a password. Complaints about the conduct of this research should be made through Edge Hill University's complaints policy. The full report from this research will be made available to SACREs when it is complete.



Section 1

1. Name of SACRE

BROMLEY

Section 2: Questions about the Agreed Syllabus

2. In what year was your Agreed Syllabus last reviewed?

2013

3. Is your Agreed Syllabus currently being reviewed?

Mark only one oval.

Yes

No

4. Is your local Agreed Syllabus:

Check all that apply.

- unique?
- shared with another SACRE(s) (please say which under Other)?
- jointly agreed with other SACRE(s) (please say which under Other)?
- adapted from another SACRE (please say which under Other)?
- bought 'off the shelf' from another provider (e.g. RE Today, please say which under Other)?
- Other: COMBINATION OF THE ABOVE - UNIQUE, BUT SHARES PARTS WITH THE RE CONSULTANTS OTHER SACRES

5. In your Agreed Syllabus, what are the statutory requirements for KS4?

Mark only one oval.

- an accredited course required
- an accredited course recommended
- Other: _____

What does your SACRE believe about the main strengths of a Locally Agreed Syllabus?

6. A strength of a locally agreed syllabus is that it enables pupils to learn about religions where they live.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

7. A strength of a locally agreed syllabus is that the writing process helps understanding of RE locally.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. A strength of a locally agreed syllabus is that teachers feel that they own the syllabus and are more committed to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. What other strengths of a locally agreed syllabus would you agree with?

INCREASING PROFILE AND OWNERSHIP OF RE BY LOCAL AUTHORITY AND FAITH COMMUNITIES

What does your SACRE believe about the main weaknesses of a Locally Agreed Syllabus?

10. A weakness of a locally agreed syllabus is that it does not have an agreed national standard attached to it.

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. A weakness of a locally agreed syllabus is that it is unduly labour intensive

Mark only one oval.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. A weakness of a locally agreed syllabus is that schools don't understand its status as a statutory curriculum document

Mark only one oval.

Strongly agree

Strongly disagree

13. What other weaknesses of a locally agreed syllabus would you agree with?

- KNOWLEDGE BASE LOW ON SACRE AMONG SOME COMMITTEES
- ELEMENT OF 'REINVENTING THE WHEEL'
- LACK OF PROPER ACADEMIC UNDERSTANDING OF THE SUBJECT ITSELF

14. Would your SACRE favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

Mark only one oval.

Yes Skip to question 15.

No Skip to question 21.

Maybe/unsure/other

Section 3

To be answered if your SACRE would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

15. Should a nationally agreed RE syllabus be statutory for academies and free schools?

Mark only one oval.

- Yes
 No

16. Should a nationally agreed RE syllabus be statutory for faith schools?

Mark only one oval.

- Yes
 No

17. Should a nationally agreed RE syllabus be statutory for independent schools?

Mark only one oval.

- Yes
 No

18. Should a nationally agreed RE syllabus be part of the National Curriculum?

Mark only one oval.

- Yes
 No

19. Should a nationally agreed RE syllabus contain a significant local component?

Mark only one oval.

- Yes
 No

20. Other comments about a nationally agreed RE syllabus.

IT MUST BE WRITTEN IN CONSULTATION WITH REPRESENTATIVE
 CHURCH AND OTHER FAITH BODIES, NOT LEFT TO 'PROFESSIONALS'

Skip to question 25.

Section 4

To be answered if your SACRE would not favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

21. Is the current system of producing a locally agreed syllabus the best way to arrive at a locally agreed syllabus?

Mark only one oval

- Yes
- No
- Unsure

22. Please give reasons for your answer to 8 vii

23. Other comments about a nationally agreed RE syllabus.

Skip to question 25.

Section 5

To be answered if your SACRE has not said if it would favour a nationally agreed RE syllabus, in place of the current locally agreed syllabuses?

24. Please explain your thinking about local and national RE curricula in no more than 100 words.

Section 6

25. Has your SACRE thought about ways that SACREs should be involved in future national developments concerning RE and collective worship?

Mark only one oval

- Yes
- No

26. If so, please explain your thinking in no more than 100 words.

Section 7: Questions about the current activities of SACRE

Many SACRES are under enormous pressure to deliver services with shrinking resources at the moment. Given these constraints:

27. Please describe three main areas of work of your SACRE, in order of the amount of time devoted to this work (e.g. teacher training, guidance materials, exemplar Schemes of Work, conferences, etc.)

28.

29.

30. Does your SACRE (including in partnerships with the LA or others) currently facilitate local RE teacher networks, or other forms of school-to-school support for RE? If so, what? (e.g. organise twinning arrangements between schools or pairing schools with faith communities)

HAVE DONE PREVIOUSLY, AND SEEKING NEW WAYS TO DO SO

31. Does your SACRE monitor the compliance and quality of RE provision in the schools in your area?

Mark only one oval.

- Yes
- No

32. If YES, how does it do this?

MAINLY BY VISITS AND PUBLISHED EXAM RESULTS

33. Does your SACRE have access to specialist RE adviser(s)?

Mark only one oval.

- Yes
- No

34. If YES, how much are you able to utilise their services? (e.g. salaried full time RE adviser, or a contracted number of days or hours per year, etc.)

35. Looking to the future, what are the three most important activities your SACRE would like to focus on?

SCHOOL STRATEGY AROUND RE

36.

SUPPORT FOR TEACHERS

37.

IMPROVING QUALITY OF COLLECTIVE WORSHIP

Section 8: Questions about collective worship

38. In the last five years, has your SACRE produced guidance materials about delivering collective worship?

Mark only one oval.

- Yes
- No

39. In the last five years, how many determinations (to vary the form of collective worship from being of 'broadly Christian character') has your SACRE made?

NIL

40. Does your SACRE monitor the compliance of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

41. Does your SACRE monitor the quality of collective worship provision in the schools in your area?

Mark only one oval.

- Yes
- No

42. If YES, how does your SACRE monitor the compliance and/or quality of collective worship provision?

43. Does your SACRE have any ideas about additional ways you could monitor and support the delivery of collective worship?

ONLY BY A SYSTEMATIC PROGRAMME OF VISITS AND WITH APPROVAL OF HEADTEACHERS

Section 9: Questions about wider roles of SACRE

44. Does your SACRE currently have any kind of role beyond school religious education & collective worship? (e.g. in relation to community cohesion or inter-faith, faith/society relations, or in promoting wider understanding of religion and belief)

IMPROVING RELATIONSHIP BETWEEN INDIVIDUAL FAITH MEMBERS. THROUGH ISLAMIC COMPETITION PUPIL AND PARENT ENGAGEMENT IN COMMUNITY

45. Would your SACRE like to play a wider role in relation to community cohesion and inter-faith and faith/society relations more generally?

Mark only one oval.

- Yes
 No

Section 10: Questions about meetings and money

46. How often has your SACRE met in the calendar years 2015 and 2016?

6

47. How often have all four committees not been represented in those meetings?

NIL

48. Where does your SACRE meet?

Check all that apply.

- council offices
 schools
 faith venues
 private / commercial venues
 Other: _____

49. Does your SACRE believe that the current membership structure for SACREs is fit for purpose?

Mark only one oval.

- Yes
 No
 Don't Know

50. If NO, how would you change it?

KEY IS PROCESS OF APPOINTMENT OF MEMBERS WHICH CURRENTLY DOES NOT NECESSARILY DRAW IN BEST EQUIPPED CANDIDATES

51. How much is your SACRE's budget for the current year (or the last year that the AS was not reviewed)?

Mark only one oval.

- no budget
 less than £1,000
 more than £1,000 but less than £2,000
 more than £2,000 but less than £10,000
 more than £10,000 but less than £50,000
 over £50,000

52. How much was your SACRE's budget during the year the Agreed Syllabus was last reviewed?

Mark only one oval.

- no budget
 less than £1,000
 more than £1,000 but less than £2,000
 more than £2,000 but less than £10,000
 more than £10,000 but less than £50,000
 over £50,000

53. Is advisory time additionally funded?

Mark only one oval.

- Yes
 No

Section 11: Case Studies

Thank you for completing the BIG NASACRE Survey 2017. We hope to be able to share 'headlines' from the research at the AGM/Conference in May and will look to report fully before the end of 2017.

If you have a good story that NASACRE could write up as a case study to show what SACREs can do, please supply a contact name and email below. This may be passed on to a NASACRE Exec member separately from your other answers, in order for them to contact you and hear your good news!!