



THE LONDON BOROUGH
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DATE: 28 February 2017

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend R Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys, Russell Mellor,
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, Mrs A Ball, Ms S Odusola and Mr J Stone

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 8 MARCH 2017 AT 6.00 PM**

MARK BOWEN
Director of Corporate Services

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

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- 1 **APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
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 - b) NASACRE AGM
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9 DATES OF NEXT MEETING

Wednesday 12th July 2017

Wednesday 6th December 2017

Wednesday 28th February 2018

All meetings to start at 6pm

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.30 pm on 7 December 2016

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys, Russell Mellor, Keith Onslow and Sarah Phillips
Mrs D Angell, Ms H Arnold, Mrs V Corbyn, Mr S Gupta, Mr A Nandra, Mr C Town, Reverend S Varney and Mrs E Whitman

Also Present:

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

12 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence were received from Samantha Barnett, Ray Hagley, Mr Mahmood and Sue Polydorou.

Councillor David Jefferys and Councillor Keith Onslow apologised for having to leave the meeting early due to other commitments.

The Chairman welcomed Carol Arnfield, LBB Head of Service – Education and Kieran Osborne, LBB Educational Advisor to the meeting.

13 DECLARATIONS OF INTEREST

None.

14 A) MINUTES OF THE MEETING HELD ON 29TH JUNE 2016

RESOLVED that the minutes of the meeting held on 29th June 2016 be confirmed as a correct record.

B) MATTERS ARISING:

Minute 9: SACRE Draft Action Plan

The Chairman noted that Julia Waldman had been unable to draft the SACRE Annual Report before leaving her post at the Local Authority. This was

currently in hand, but members were advised that it would not be published before the end of December 2016.

15 ORAL UPDATE & PUBLICATIONS

a PROPOSED NASACRE CONSTITUTION 2016

At the NASACRE AGM on 17th May 2016, it was agreed that NASACRE had a constitution that was no longer fit for purpose. Their executive had worked to produce a new proposed constitution which would enable them to continue to serve members by representing their interests at a national level and supporting the work carried out by local SACREs. It was suggested that an electronic vote be conducted to ascertain that member SACREs agreed to the new constitution.

Members of the SACRE were provided with a copy of the proposed NASACRE Constitution 2016 prior to the meeting. A member enquired as to how the NASACRE subscription would be paid due to there no longer being a budget assigned to the SACRE. The Chairman said that although there was no specific budget for the SACRE, money could be requested to pay for certain things that were required. Councillor Jefferys advised members that this had been confirmed by Councillor Peter Fortune, Portfolio Holder for Education when the SACRE Councillor representatives had met with him.

The Chairman notified members that NASACRE just wanted confirmation that the Bromley SACRE agreed the proposed constitution and had not requested any comments or feedback. A discussion took place and SACRE members voted to agree the new constitution and the clerk to the meeting would inform NASACRE of the decision.

ACTION: Clerk

RESOLVED that the proposed NASACRE Constitution 2016 be agreed by the Bromley SACRE.

b COMMISSION ON RE

SACRE members were provided with a copy of the Commission on RE. An independent Commission had been established by the Religious Education Council (REC) to make wide-ranging recommendations in relation to RE in schools. The Commission had been asked by the REC to review the legal, education and policy frameworks for RE in all primary schools, secondary schools and further education colleges in England.

NASACRE had requested that SACREs make their members aware of the Commission and advised that any recommendations or suggestions could be sent to the Chair of NASACRE.

c TELL MAMA REPORT

The Tell MAMA Annual Report was launched in Parliament on 29th June 2016, and highlighted hate crime against Muslims in the UK. NASACRE advised that SACREs may wish to look at the report in full and ask their Local Authority what it is doing in light of the report.

16 SACRE DRAFT ACTION PLAN AND FEEDBACK FROM SEPTEMBER MEETING

Mr Kieran Osborne informed members that he had been asked by Jane Bailey, LBB Director of Education, to act as an Educational Advisor for a number of areas including the Schools Partnership Board and SACRE. He had been an RE teacher throughout his career and up until September 2016 had been Principal at Hayes School, where he was now acting as CEO. It was noted that the SACRE no longer had the budget and post associated with an RE Advisor, whose role would be more involved with aspects of the RE syllabus, but there was a commitment that funds needed by the SACRE would be met if justified.

Prior to the meeting, the Educational Advisor had met with Councillors and the SACRE Chairman. They had passed on concerns and questions raised at an additional meeting of the SACRE on 27th September 2016, where some members had met to consider further the priorities and potential for Bromley SACRE's future. The Educational Advisor had responded with his thoughts and observations and these had been distributed to members with his introductory letter. Councillor representatives confirmed that as a result of the internal meeting members were less anxious about the continuation of support for SACRE. They also agreed that they had found the letter from the Education Advisor to be reassuring.

A discussion took place to consider what the role of the SACRE should be with all schools. Academies were not required to deliver the agreed syllabus, but an understanding with the schools needed to be re-established to allow the SACRE to meet its remit to enhance and develop collective worship and spirituality. Members agreed that the activities of the SACRE should continue as the message coming from Central Government was for 'business as usual', but that it needed to take a step back and consider its prime aim and how that was to be fulfilled.

Members felt the main aim of the SACRE was to spread good practice, but appreciated that its approach needed to recognise academisation. It was believed that most primary and secondary schools in the borough would be delivering RE, but not necessarily collective worship. Some members felt that schools saw the SACRE as holding them to account, and if they were not delivering certain aspects would avoid interaction by putting up barriers to external groups. The schools that wanted to engage with the SACRE were likely to be those that were proud and active in delivering RE and collective worship, and were the schools that tended to request visits.

A member enquired whether the SACRE could find out what Academy Trusts were doing to support RE, as it was noted that they tended to all vary. The Education Advisor suggested that it would be a useful project to produce a map of RE provision across the schools in the borough. This could include what the schools did in regards to dedicated time, the use of specialists in the school, the delivery of collective worship and / or moral values and their PSHE programmes. It was highlighted that it would take time to obtain this information, and that people would question why the SACRE was requesting it, but it was a way of reassuring schools that the aim was to encourage them and capture good practice. Members agreed that they considered the mapping work to be a good idea, however if there were too many questions, schools may not respond.

Another member expressed the opinion that as an authority, Bromley had said they were not interested in the schools and it would now feel that they were reversing that decision. The Education Advisor agreed that the schools may presume that this work was being undertaken due to Ofsted's inadequate judgement. He suggested that he could talk to secondary and primary Headteachers face to face at the Schools Partnership Board, and could invite the SACRE Chairman to attend the meeting. This would allow the Chairman to introduce the SACRE to the schools and emphasis that it was in place to help them in an advisory role. Members agreed that it would be a good opportunity to speak to Headteachers through the Board as it would bring together a much wider audience.

(Councillor Jefferys and Councillor Onslow left the meeting at 7.00pm.)

Reverend Varney said that communication had always been a challenge for the SACRE and it was now even more difficult to engage with the schools. They would need to work hard to ensure that it was done in an effective way, but the key question was who would be doing this work as there was no longer a paid RE Advisor. It was noted that members had knowledge and expertise, but were limited on time to fulfil this and offer advice and guidance around collective worship. The Education Advisor responded that if the SACRE advised him of what they would like in terms of communication with the schools, he would be happy to facilitate this as part of his role. It was felt that schools would be less likely to dismiss his request as he had recently been a Headteacher, but suggested that it would be better that any communication went via the SACRE and not the Local Authority. The Educational Advisor would be able to do the background work, but the biggest task would be getting the information back from the schools. It was agreed that he would need to ensure that the questions asked were the right ones, and that the Headteachers on the Schools Partnership Board could be consulted which would make them feel that they had been involved in the process.

Councillor Brooks suggested that as Bromley was considered to be at the forefront of academisation, contact could be made with other boroughs in a similar position through NASACRE to see about the possibility of sharing ideas. It was agreed that this could be looked into, and it was noted that LB

Bexley were in a similar position and it would be interesting to compare. LB Bexley were felt to be better at getting information from their schools and still funded an RE advisor and provided networking events for the schools and academies. They had nearly as many academies as Bromley, but the support had still been maintained. It was felt that the message from Bexley was to encourage schools to convert to academies and they would assist them. In contrast, Bromley said they wanted school to do it, and do it quickly, which had resulted in the schools saying that Bromley had pushed them away. Ultimately, no one knew where SACREs would be left if they did not have many maintained schools left in the Local Authority. The Chairman stated that he had put this to NASACRE who had responded that the Department for Education was still saying that they had not decided on the future of SACREs.

ACTION: Chairman

Members enquired whether there was the potential for the SACRE to work with the Aquinas Trust or Diocese of Rochester. They were advised that Lee Kings, Bishop Justus Secondary School was the RE lead for the Trust and arranged network meetings for teachers of the schools within it. He had considered extending the offer to attend these meetings to teachers wider than the Trust, but was unsure how to go about it and how the other schools could buy in. It was noted that there were a series of meetings that would be relevant for non-church schools. It was felt that a communication system needed to be put in place and it was suggested that Lee Kings should be invited to a future SACRE meeting.

RESOLVED that the following be requested from the Local Authority:

- (i) Face to face meetings with Headteachers**
- (ii) Mapping work of schools RE and collective worship offer**

17 SCHOOL VISITS

School visits were considered to be a focal point to affirm and inform the schools of what the SACRE did. It was proposed that a bid to support three school visits for the spring or summer term 2017 should be written. Funding would be needed for someone to lead on this project, to setup, guide and write up the reports of these visits. Members of the SACRE expressed that they were willing to take part in the school visits if their diaries permitted.

RESOLVED that three school visits be undertaken by the SACRE during the spring or summer term 2017.

18 ANY OTHER BUSINESS

Islamic Competition

In Mr Mahmood's absence, SACRE members were advised by the Chairman that the prize giving for the Islamic Competition had taken place at Darul

Uloom on Thursday 10th November 2016 and he had attended the ceremony on behalf of the SACRE.

Members were informed that this competition was run annually by Mr Mahmood and was open to all Bromley schools. The school projects were based on the concept of 'The True Meaning of Islam'. The Chairman said that he had been astonished by the quality of the projects and that it had been a thoroughly enjoyable evening. Mr Mahmood had produced a report on the project which would be circulated to SACRE members.

ACTION: Clerk

The Chairman noted that it was a pity that there was only one school faith event that took place across the borough. It was suggested that at a future SACRE meeting thought could be put into how the SACRE could facilitate other faith events.

(Councillor Jefferys returned to the meeting after consideration of this item.)

Reverend Varney informed SACRE members of some initiatives that he was involved with. The first of these was the Three Faiths Forum in Bromley. Representatives from the Muslim, Jewish and Christian faiths met regularly to gain an understanding and fellowship. During the autumn, they had worked together to raise money to send to 'The Jungle' in Calais which was an example of their positive outreach work.

The second initiative was through the Bromley Police and the Safer Bromley Partnership. They were looking to launch an ambitious programme with faith leaders to support the local community and build community cohesion. This would include mentoring, youth projects and police activities, and would be amazing if it all came together. SACRE members were urged to respond positively to this if contacted by faith leaders in their community. Preliminary meetings for the project were currently taking place and it was scheduled for an official launch in February / March 2017.

19 DATE OF NEXT MEETING

Wednesday 8th March 2017

All meetings to start at 6pm

The Meeting ended at 7.30 pm

Chairman

Report No.
CSD17043

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: 8th March 2017

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

Title: THE BIG NASACRE SURVEY

Contact Officer: Kieran Osborne, LBB Educational Advisor

Chief Officer: Jane Bailey, Director of Education

Ward: (All Wards);

1. Reason for report;

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

The Chairman informally approached a few SACRE members requesting they look at the survey document from their particular perspective, and answer the questions as best they could in order to aid us in making a response from Bromley SACRE to NASACRE. Please find a copy of the responses received attached.

2. Recommendations;

Members are asked to review the survey questions, consider and comment on the responses received.

Members are further asked to agree the final responses to be submitted to NASACRE on behalf of Bromley SACRE.

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:

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: _____

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 type="radio"/>	<input checked="" 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 LA 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 type="radio"/>	<input type="radio"/>	<input checked="" 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

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

WHAT IS MEANT BY FAITH SCHOOL?
CE DOES NOT USE THIS TERM

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

INSUFFICIENT INVOLVEMENT OF SACRE MEMBERS

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

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

INSUFFICIENT INVOLVEMENT OF SACRE MEMBERS

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

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

Mark only one oval.

- Yes
- No

(NOT EFFECTIVELY SINCE ACADEMISATION)

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 CW

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 HTs

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)

ONLY IMPROVING RELATIONSHIP BETWEEN
INDIVIDUAL FAITH MEMBERS

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?

3 + 3

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!!

Agenda Item 6

Report No.
CSD17044

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: 8th March 2017

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

Title: SCHOOL VISITS REPORT

Contact Officer: Kieran Osborne, LBB Educational Advisor

Chief Officer: Jane Bailey, Director of Education

Ward: (All Wards);

1. Reason for report;

In the first half of the spring term, the LBB Educational Advisor and members of the SACRE visited Ravens Wood School. A report of the visit is attached.

2. Recommendations;

Members to read the report and comment as necessary.

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;

Report of SACRE School Visit – 30th January 2017

School visited	Ravens Wood School 11-18 Mixed comprehensive Boys 11-16 Mixed 16-18
SACRE Members	Rev. R. Bristow Rev. S. Varney Mr A. Nandra Ms H. Arnold Mrs S. Barnett (<i>unable to attend</i>)
Facilitator	Mr K. J Osborne
Length of visit	Monday 30 th January, 8.15am-11.15am

Reason for Visit

- a) To give the members of SACRE ongoing information about religious education and collective worship in the Borough's schools.
- b) To show support for schools in the organisation and delivery of RE and collective worship.
- c) To capture and share good practice.

Programme

8.15am **Welcome by Ms Spence, Headteacher**
School context, vision, mission and outcomes

The Head talked about the context of the school as an 11-18 boys comprehensive (girls in the 6th Form).

The core purpose of the school as represented in the three Ls:

1. Leaders
2. Learners
3. Ladies and Gentlemen

and the 3 Cs:

1. Culture
2. Character
3. Currency

The Head confirmed that the systems and processes in the school were aimed at creating an ethos where these 3Ls and 3Cs would drive the development of the students and impact not just on their exam outcomes, but their personal, social and moral development.

RE is delivered to all students 11-16 with one hour per week increasing to two hours for KS4 who will all take the GCSE. There are currently no students withdrawn from RE.

Assemblies are held daily at the end of the day. Due to the restrictions on space, students have two assemblies per week; one for their year group and one with one or two other year groups.

These assemblies have moral, social, spiritual and current affair themes and aim to encourage students to reflect on big issues, ultimate questions and personal responsibility. There is generally a time for silent reflection. Religious festivals and special focus days (Holocaust etc.) are part of the assemblies programme.

The school day begins with reflection for all students in the 'Ready to Learn' sessions. The students reflect and discuss 4 stimulus items aimed at stimulating their thinking on moral and social issues as well as creative, numeracy and literacy issues.

8.30am-8.40am Visit to 'Ready to Learn' session

This is the same activity for all students conducted in form groups. SACRE members observed four classes in Year 7. Students were leading the sessions and the reflection pieces included one on 'what heaven and hell might be like?' and another on the morality of waterboarding as torture.

8.40am-9.40am Year 8 Philosophy, Religion and Ethics (PRE) Class

The students were studying ultimate questions regarding the existence and attributes of God. Students were challenged and engaged.

The group met with the Head of PRE who took them through the RE curriculum. This has taken the agreed syllabus and built on it including a great deal of philosophy as well as the study of the main religions. Two main religions focused on are Christianity and Islam.

All students study GCSE RE at KS4. A level Philosophy and Ethics is studied by 20 students in Year 12 and a similar cohort in Year 13 and is growing in numbers. The results in GCSE and RE are very good.

9.40am-10.20am Year 12 Philosophy A Level Class

Students were studying moral law. Stimulating and challenging lesson focused on answering AL exam questions.

The members met with a Year 9 student. The student described his experience of RE and how the school used assemblies, ready to learn and PSHE to explore religions and moral issues, promote core values and promote their reflective skills. Articulate and reflective, he was able to express how the schools RE lessons, assemblies and ethos challenged and supported their moral and spiritual awareness and development.

10.20am-10.40am KS4 and KS5 'Philosophy Kings'

Two presentations by the extra-curricular 'Philosophy Kings' students. This group meet with teachers to consider the great philosophical issues and philosophers.

The depth and maturity of their discussions and reflection were very impressive.

10.40am Discussion and Reflection with the Head and Head of PRE

The Head of PRE is very active in establishing a network of RE teachers to support and share ways of teaching Philosophy and RE and continuing to build the subject in schools. This is something SACRE could promote.

The good practices in both the teaching of RE and the correlation of spiritual and moral issues with ready to learn is also something that could be shared with other schools.

The visit concluded with SACRE members thanking the Principal, staff and students for their willingness to share their teaching practices and procedure to support the students' knowledge, understanding and opportunity to develop their religious education and spiritual and moral awareness.

SACRE DRAFT ACTION PLAN SEPTEMBER 16 - MARCH 17
To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
1. SACRE meetings are planned and dates published annually	Agenda planning Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes	Clerk, Chairman, Education Services	Termly committee meetings	Effective meetings with action points carried out. Members have a working knowledge of the syllabus and an understanding of the responsibilities of SACRE
2. SACRE consider reports and initiatives from NASACRE	Consider relevant material from NASACRE	Chairman and nominated rep	As information is published	Attendance at relevant NASACRE meetings Minutes record discussions
3. Produce annual report of SACRE.	Collate information and write report based on NASACRE template	Education services to write Chairman to read Clerk to circulate.	by end March 2017	Completed on time and copies provided for SACRE members, Director, Assistant Director, CYP portfolio holder, libraries, schools and their governing bodies. NASACRE and the secretary of State for Education
4. Engage with local schools to observe and understand collective worship approaches	1. Invite school visits 2. Members undertake school visits 3. Committee considers school reports	SACRE members at least one per year	Up to 4 school visits - 2 per term	Meaningful visits or discussion completed and reports discussed at SACRE meetings.
5. Provide information on curriculum to schools	Upload resources onto the Fronter system.	Education services	Occasional updating	Schools able to access syllabus
6. Evaluate SACRE work and establish priorities	Item at each meeting - using the NASACRE self-evaluation document	All SACRE members	Summer term meeting	Evaluation identified success criteria are met
Possible additional work areas				
7. Signposting to or guidance for schools (including Governing Bodies) on duties related to collective worship, particularly for Academy schools		Education Services Committee	By end Dec 2016	Information produced and disseminated
8. Identification of number of schools using the local syllabus via Phone calls to RE subject leads or HTs		Education Services	By end Dec 2016	Calls completed with information obtained
9. Actions to contribute to community cohesion and promotion of social and racial harmony		Education Services Committee	Spring 2017	Action agreed and implemented by committee

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