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DATE: 4 July 2017

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

Reverend R Bristow (Chairman)

Councillors Kevin Brooks, 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, 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

A meeting of the Standing Advisory Council on Religious Education will be held at Bromley Civic Centre on **WEDNESDAY 12 JULY 2017 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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Wednesday 6<sup>th</sup> December 2017

Wednesday 28<sup>th</sup> February 2018

All meetings to start at 6pm

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## 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 7<sup>th</sup> 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 30<sup>th</sup> 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 30<sup>th</sup> 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 12<sup>th</sup> July 2017  
Wednesday 6<sup>th</sup> December 2017  
Wednesday 28<sup>th</sup> 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**

Rev. Roger Bristow

020 8462 1280

[SACRE.Chair@bromley.gov.uk](mailto:SACRE.Chair@bromley.gov.uk)

##### **Clerk to SACRE**

Mrs Jo Partridge

Bromley Council

020 8461 7694

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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;

17<sup>th</sup> November 2015

9<sup>th</sup> March 2016

29<sup>th</sup> 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

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

<b>D – Councillor representatives</b>	
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

<b>Wednesday 17<sup>th</sup> November 2015</b>	
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

<b>Wednesday 9<sup>th</sup> March 2016</b>	
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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<b>Wednesday 29<sup>th</sup> June 2016</b>	
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
<b>Standards and Quality of Provision of RE</b>				
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	
<b>The effectiveness of the locally Agreed Syllabus</b>				
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	
<b>Collective Worship</b>				
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	
<b>Management of SACRE</b>				
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	
<b>Contribution of SACRE to promoting cohesion across the community</b>				
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, 12<sup>th</sup> 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

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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?**

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**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

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23. Other comments about a nationally agreed RE syllabus.

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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.

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### 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.

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**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.)

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28.

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29.

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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

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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

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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.)

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

SCHOOL STRATEGY AROUND RE

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36.

SUPPORT FOR TEACHERS

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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?

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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!!

# Agenda Item 6

Report No.  
CSD17100

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Date:** 12<sup>th</sup> July 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);

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**1. Reason for report;**

The LBB Educational Advisor and members of the SACRE had visited Blenheim Primary School in the second half of the spring term, and Langley Park School for Girls in the first half of the summer term. Reports of the visits are attached.

Feedback forms from the visits to Ravens Wood School (Appendix 1) and Blenheim Primary School (Appendix 2) are also attached.

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**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 - 8<sup>th</sup> March 2017**

School visited	Blenheim Primary School 5-11 Primary School (one form entry) 224 children
SCARE Members	Rev. R Bristow Councillor K Onslow Rev. S Varney Mr A Nandra Mrs V Corbyn
Facilitator	Mr K Osborne

#### Reason for visit

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

#### Programme – 1.30pm

The Head welcomed the SACRE members and discussed the context of the school. The school serves one of the most deprived areas not just of Bromley, but of London.

There is a high percentage of disadvantaged and vulnerable children and many commence school significantly below the national expected level of academic, social and skills competencies. Moreover many will come from homes that do not necessarily value education or have stable family relations.

The school does not allow or accept these factors to limit the education, development or life chances of the children.

The school motto is Challenge, Strive, Succeed and Ofsted judged the school to be 'good' in 2014.

*'All members of the school community have a strong determination to do everything possible to break down barriers to learning. As a result standards across the school rose sharply in 2014 and all evidence shows that this strong picture is sustained in every year group.'* Ofsted 2014.

The school describes itself as 'like a tardis' with a small entrance that belies the amount of space for classrooms, special needs, nurture rooms, hall and communal areas and large outside and field areas. All are beautifully kept and stimulating displays are everywhere.

Nearly all of the children come from the Ramsden estate. There are a number of children looked after and also of 'static' traveller children.

Unusually 50% of the staff are male which supports positive role models that are missing in many of their lives.

In terms of parental returns regarding religion of the children:

- 44% recorded no religion
- 36% recorded as Christian
- 8% recorded as Muslim
- 3% recorded as Hindu
- 2% recorded as Buddhist
- 7% as 'other religion'

Only one pupil at present is withdrawn from Religious Education.

Religious education is taught weekly throughout the school. The locally agreed syllabus is followed for all year groups with modifications to assist differentiation and context. RE is popular with the children and links to PSHE and other subjects are established. RE is well resourced.

PSHE follows the jigsaw programme focused on supporting students to become emotionally literate, to have a sense of worth (self-esteem) and be empathetic. There is a strong element of mindfulness and spirituality in the programme. The jigsaw programme follows one theme per term throughout the whole school. This term the theme is health, physical, emotional and spiritual. The programme is only in its 10<sup>th</sup> week but is already very developed and impressively delivered. RE and PSHE are integrated where useful.

#### Collective Worship

Assemblies are primarily Christianity based. Fortnightly these are provided by Spinnaker and Rev. Brian McHenry (All Saints', Orpington) also has a weekly input to the assemblies.

At present, because it is early days, the PSHE and RE themes are not coordinated with assembly themes.

#### Link with local church

The whole school attends All Saints Church at Christmas and Easter. Only a few of the older Muslim children do not go.

The school community works with parents and the local community to establish trust and a welcoming, positive atmosphere e.g. with the office staff supporting parents with completing forms etc.

SACRE members were given tours in groups of 3 observing the following:

1. Reception class following the health theme with a song to support physical and mental health.
2. Nurture room where students who need social and emotional support can be given small groups and 1 to 1 support.
3. RE lesson Year 4 - learning about the story of Joseph in two parts to help pupils understand not just the narrative, but the meaning of the story and concepts such as jealousy.
4. RE lesson Year 2 – 'How do Muslims respect the Qur'an?' Pupils were writing and drawing how and why Muslims respect the Qur'an by washing their hands, not placing items on top of the Qur'an etc.
5. Year 4 PSHE Jigsaw lesson – an extremely impressive lesson where students were developing interpersonal skills (rules for taking turns, respectful and listening to others etc.)

Resilience – They sang a song 'Don't give up'.

Reflection and meditation – Learning calm breathing and focusing their mind.

Teamwork – Through a whole class 'round Mexican wave' aware where they had to fit in, take their turn and keep the wave going.

This was an outstanding lesson where students even at one point had to close their eyes and listen to achieve. The self-discipline and the development of reflection were impressive. Real grounds for spiritual development.

The visit concluded with a discussion with the Head and leader of RE/PSHE.

The issue of transition to secondary school was raised and how the skills and practices being developed by Blenheim pupils may be lost/ignored at secondary school.

The members of SACRE experienced their appreciation for and admiration of all the school does. Their high standards and expectations, the ethos and care and determination to give the pupils the best education and care possible and provide high quality RE, PSHE, and SMSC across the school is impressive.

## Report of SACRE School Visit – 24<sup>th</sup> May 2017

School Visited: Langley Park Girls School  
11-18 Girls Comprehensive School

SACRE Members: Reverend Roger Bristow  
Mr Mahmood  
Mr Arvinder Nandra

Facilitator: Mr Kieran Osborne

Length of visit: 9.25am-2.00pm

### Reasons 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 their organisation and delivery of RE, PSHCE and Collective Worship.
- c) To capture and share good practice.

### Programme

9.25am	Arrival and welcome
9.30am-10.30am	Visit to Year 8 RE lesson and Year 13 Philosophy and Ethics A level lesson
10.30am-10.50am	Meet Headteacher and observe students interacting at morning break
10.50am-11.50am	Visit to Year 11 GCSE RE lesson and Year 7 RE lessons
11.50am	Meet with Headteacher and senior staff responsible for the delivery of <u>SMSC</u> (Social, Moral, Spiritual and Cultural Education) and <u>PSHCE</u> (Personal, Social, Health and Citizenship Education) and <u>RRSA</u> (Rights Respecting School Award)
12.50pm	Lunch and discussion with students - School Council representatives, ambassadors of RRSA and RE students - Meet with RE teachers
1.40pm	Assembly

This was an extremely thorough and enlightening visit which aimed at showing how the school has established an impressively comprehensive programme to develop a 'Golden Thread' that runs through the school.

This 'Golden Thread' aims to develop students Spiritual, Moral, Cultural and Social awareness and responsibility. The 'Golden Thread' is evident in the curriculum both overtly e.g. RE, PSHCE, RRSA, including three specific whole PSHCE days. The 'Golden Thread' is evident in the ethos, atmosphere, relationships and expectations throughout the school. Assemblies and tutor time reinforce this.

### Religious Education

This is delivered to all years and is a GCSE and A level subject.

The lessons observed focused on:

1. Sikhism - especially the meaning and importance of symbols.
2. Religious Literacy - Year 11 preparing for their examinations discussing the importance of RE as a subject and how it has impacted on them.
3. Islam – Year 7 investigating the key elements of Islam.
4. Preparation for A level exam – Year 13 reflecting on how RE has changed their perspective and ability to reason through the use of Philosophy.

In every lesson the quality of students' engagement was impressive. The teaching was of a high standard. There is a very clear curriculum that aligns with the agreed syllabus. The GCSE and A level results are excellent. Hopefully the take up at A level will continue. Not having RE as an EBACC subject impacts on GCSE take up. This is a government issue.

Students value RE 'not having RE would limit you as a person' (Year 11).

#### Personal, Social, Health and Citizenship Education (PSHCE)

This is delivered through fortnightly lessons and through three specific whole dedicated days.

The Head of Year 7 delivers the programme to all Year 7 to assist transition and knowing the students.

The programme is very impressive and an incredible amount of work has gone into its construction, delivery and evaluation.

There is a mixture of guest speakers, trips and visits, input on identity and cultural identity and links to charity organisations.

An excellent and essential element of the programme focuses on mindfulness, well-being and stress management.

Key elements are the development of characters, resilience and tolerance. An essential element of the school's focus on producing aware, compassionate and responsible students is the Rights Respecting School Programme for which the school is only one of five London Schools to have received an award.

This programme takes the convention on the Rights of the Child and threads the 42 Child Centre rights into assemblies, schemes of learning, PSHCE days and school environment communications. The right that the school was focusing on during the week of the visits was Article 23 focused on the rights of a child with a disability.

There was evidence of the students focusing on the Syria crisis to increase their knowledge and empathy for refugees.

There is a steering group of students, staff and governors who are responsible for evaluating, embedding and developing Langley as a Right Respecting School – moving to the level 2 award.

The school also has a Community Languages International School Award reflecting its outward looking ethos and the fact there are 44 languages spoken at the school.

The students and staff were enthusiastic and committed to the 'Golden Thread' and to producing and becoming adults who are spiritually, socially, morally and culturally aware and active and responsible citizens. The key elements contribute to the school ethos that promotes respect, equality, safety and a celebration of differences based, as one student said, 'on facts not fear'.



## School Feedback Form following SACRE Visit

Name of School Ravens Wood School

Date of Visit 30.01.17

School Phase Secondary

Headteacher Sally Spence

Person responsible for RE and SMSC in the school Luke Baker (PRE) and Nicola Ashton (SMSC)

1) What were your feelings about and knowledge of SACRE before the visit?

I felt that it was an organisation which is necessary to maintain the independence of PRE departments from a national curriculum in KS3. However, in my experience their quality understandably varies from borough to borough. The Bromley Agreed Syllabus is reviewed by our department at the end of every year as a part of our SOW revision procedure. Overall, SACRE provides a point of continuity for PRE across the country whilst also allowing for freedom according to the local catchment

2) Have your views and understanding of SACRE changed? If so why?

To an extent. I was familiar with the hard facts of our local SACRE but the visit has increased my knowledge of the character, culture and ethos of our current SACRE committee. Having been visited by my local SACRE I am much more likely to involve them in the future planning of my department

3) In terms of the visit could you give us 3 WWW's (What Went Well) and 3 EBI's (Even Better If)

### WWW

1. Variety of beliefs/world views represented by the board. It was an excellent opportunity to speak to a variety of perspectives. This is particularly important with the new emphasis on denominational differences in the specifications
2. Insights regarding our SOW and pedagogy. Some comments made about the World Religions unit were acted upon immediately and had a direct impact on our provision in PRE
3. The committee had a combination of teachers and religious leaders

### EBI

1. There was more time for a direct dialogue with the SACRE. If not available a point of contact for each school would be good to continue the feedback/dialectical procedure
2. There was feedback closer linked to the teaching standards or SACREs own aims

4) Is there any other comment you would wish to make about SACRE or how we could help schools?

Is unbelief represented on our local SACRE? With the increasing prominence of atheism in the country and presence of humanism on some exam board specification I believe this is important and would like to do it myself if it is not being represented currently

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THE LONDON BOROUGH  
www.bromley.gov.uk

## School Feedback Form following SACRE Visit

Name of School:- [Blenheim Primary School](#) Date of Visit:- [8.3.17](#)

School Phase:- [Primary](#) Headteacher:- [Mrs Lynda Doel](#)

Person responsible for RE and SMSC in the school:- [Mrs Sue Doughty](#)

1) What were your feelings about and knowledge of SACRE before the visit?

[We had preconceived ideas of an official committee who would scrutinise us against formal procedures.](#)

2) Have your views and understanding of SACRE changed? If so why?

[Yes. We were delighted to have met such an open minded group of people.](#)

3) In terms of the visit could you give us 3 WWW's (What Went Well) and 3 EBI's (Even Better If)

WWW

- [1. All members listened to the school's philosophy for teaching RE and PSHE in our school.](#)
- [2. The SACRE team engaged openly with our children.](#)
- [3. Honest and open discussions took place.](#)

EBI

- [1. Maybe more time could have been spent at the school, particularly with our children.](#)

4) Is there any other comment you would wish to make about SACRE or how we could help schools?

[Perhaps the RE syllabus could be more engaging?](#)

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**NASACRE Conference and AGM  
16<sup>th</sup> May 2017  
York Hilton**

**Event Report for Bromley SACRE 12<sup>th</sup> July 2017 meeting**  
(Author – Reverend Roger Bristow, Chairman – Bromley SACRE)

This year's NASACRE Conference was held, for the first time, in York. I attended on behalf of Bromley SACRE. The conference theme **“Preparing for life in Britain today: the contribution of RE”** definitely resonated with our concerns locally as well as the national situation.

The keynote speaker in the morning was Dr Joyce Miller, a member of the Commission for RE and a former RE teacher and Chair of the RE Council. She gave a fairly comprehensive overview of both the history and current situation in respect of the Commission's work and its aim of gathering evidence to support future policy recommendations. This was set within a clearly recognised call for greater religious literacy in contemporary society and the role which the teaching of RE has to play in this.

The second keynote speaker was given the after lunch slot, potentially a time when people are less likely to be engaged. Professor Aaqil Ahmed, formerly Head of Religion and Ethics for both Channel 4 and the BBC and now returned to academia, proved to be a very lively and inspirational speaker. Whilst acknowledging that he was 'preaching to the converted', he gave an impassioned plea for measures to be taken to increase religious literacy amongst all sections of society and, in passing, laid some of the blame for its lack on those people of faith who had failed to communicate what that actually means in practice. He acknowledged that both broadcast and print media frequently took the soft option of resorting to stereotypical representations of religion or simply choosing not to engage with the complexities of religious belief and practice for fear of causing offence (which is the new unforgivable sin). This lack of understanding is then further exacerbated by the echo chamber of social media, where people reinforce their own prejudices concerning religious belief and thus increase fear and suspicion of those who are 'other than us'.

Between these two speakers there was a session of round table discussions with delegates sharing their experiences of the ways in which their local SACREs sought to support the delivery of quality RE which helped to prepare pupils for modern life. This was also a good opportunity for networking as the tables were broadly arranged in regional groupings. Sadly, there was no one present from either Croydon or Bexley.

The last part of the Conference, following Professor Ahmed's talk, was a general Q&A with a panel chaired by Rt. Hon Charles Clarke. This elicited some lively discussion on a range of topics sparked by the contributions of the two speakers but also exposing some specific concerns relating the local situations and particularly the role of SACREs in an ever changing educational landscape and diminishing financial support.

The day concluded with a relatively short Annual General Meeting, dealing swiftly with the business of electing the various officers and receiving the report on NASACREs finances. Further information about the Conference and other useful information about the RE Commission's current work, etc., can be found on the NASACRE website.

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# Agenda Item 8

Report No.  
CSD17101

London Borough of Bromley

PART ONE - PUBLIC

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**Decision Maker:** STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

**Date:** 12<sup>th</sup> July 2017

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

**Title:** SACRE SELF EVALUATION

**Contact Officer:** Kieran Osborne, LBB Educational Advisor

**Chief Officer:** Jane Bailey, Director of Education

**Ward:** (All Wards);

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**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.

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**2. Recommendations;**

At the Summer meeting the committee needs to look at the self-evaluation document which is attached, with the results from last year (Appendix 1), 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.

### 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:
- 

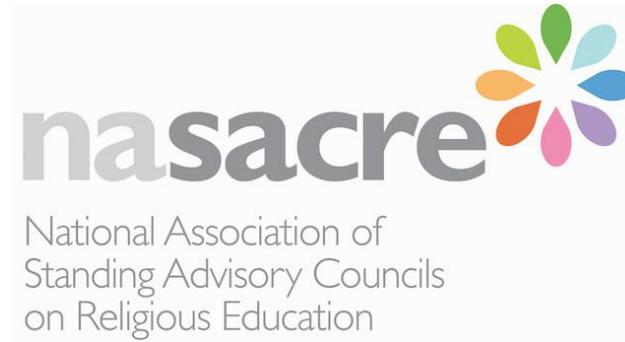
### Customer Impact

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

### Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable

Summary of Ward Councillors comments:



# SACRE RETool

# SACRE - Bromley

# **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 that 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: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. 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 [memsec@nasacre.org.uk](mailto:memsec@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. SACREs may also request information from Academies, academy chains and Free Schools where they educate pupils from the local authority which appointed SACRE. 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: <b>1a. RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence.  Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## 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 that is truly "fit for purpose".

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

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

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

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

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

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

**Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)**

*To what extent is the membership of ASC able to fulfil its purpose?*

<p><b>Developing</b> A SACRE with developing practice would:</p>	<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"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<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"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<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"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

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

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

<b>Where are we and where do we find evidence to support this?</b>	
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\*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**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

### 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**

*What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?*

<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>be unaware of the issues facing schools in providing collective worship.  provide little advice or support towards fulfilling pupil entitlement to collective worship.</p>	<input type="checkbox"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>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.</p>	<input type="checkbox"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>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.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

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

Key Area: <b>3c – Responding to requests for determinations</b>		
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Developing</b> A SACRE with developing practice would:	<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"/>
<b>Established</b> A SACRE with established practice would:	<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"/>
<b>Advanced</b> A SACRE with advanced practice would:	<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> <p>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.</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## 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>		
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>● routine administrative arrangements</li> <li>● appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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

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

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

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

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

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

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

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**

- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

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

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

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

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

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

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

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

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

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

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

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## 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 June 2016 results

Key Area		Developing	Established	Advanced
<b>Standards and Quality of Provision of RE</b>				
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	
<b>The effectiveness of the locally Agreed Syllabus</b>				
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	
<b>Collective Worship</b>				
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	
<b>Management of SACRE</b>				
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	
<b>Contribution of SACRE to promoting cohesion across the community</b>				
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		

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**SACRE DRAFT ACTION PLAN 2017-2018**  
**To meet the statutory duties of a SACRE**

<b>Objective</b>	<b>Action</b>	<b>Responsibility</b>	<b>Date</b>	<b>Success criteria</b>
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 Dec 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 Religious Education 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

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