



THE LONDON BOROUGH
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DATE: 3 November 2020

To: Members of the
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys, Kate Lymer, Keith Onslow and Chris Pierce

Church of England: Reverend Rachel Archer, Ms Jan Thompson and Mr Christopher Town

Teachers: Mrs Denise Angell, Ms Hannah Arnold, Mr Lee Kings, Ms Stella Odusola and Mrs Caroline Ringham

Other Faiths: Mr Daniel Coleman, Mrs Patricia Colling, Mrs Donna Gold, Mr Sanjay Gupta, Mr Saiyed Mahmood, Mr Arvinder Nandra, Dr Omar Taha and Mrs Edlene Whitman

A meeting of the Standing Advisory Council on Religious Education will be held on
WEDNESDAY 11 NOVEMBER 2020 AT 5.30 PM

PLEASE NOTE: This is a 'virtual meeting' and members of the press and public can see and hear the Committee by visiting the following page on the Council's website:

<https://www.bromley.gov.uk/councilmeetingslive>

Live streaming will commence shortly before the meeting starts.

MARK BOWEN
Director of Corporate Services

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

A G E N D A

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- 2 **APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS**
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The Bromley Agreed Syllabus and accompanying documents can be viewed via the following link:
<https://bromleyeducationmatters.uk/Page/15522>
- 8 **SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)** (Pages 13 - 14)
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- 12 **ANY OTHER BUSINESS**
- 13 **DATE OF NEXT MEETING**

6.00pm, Wednesday 3rd March 2021

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STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Minutes of the meeting held at 6.00 pm on 4 March 2020

Present:

Reverend Roger Bristow (Chairman)

Councillors Kevin Brooks, Robert Evans, David Jefferys,
Keith Onslow and Chris Pierce
Mrs Denise Angell, Reverend Rachel Archer,
Mr Daniel Coleman, Mrs Donna Gold, Mr Lee Kings,
Mr Saiyed Mahmood, Mr Arvinder Nandra,
Mrs Caroline Ringham, Dr Omar Taha, Ms Jan Thompson,
Mr Christopher Town and Mrs Edlene Whitman

Also Present:

Julia Andrew, LBB Head of School Standards
Carol Arnfield, LBB Head of Service for Early Years,
Schools Standards and Adult Education
Stacey Burman, SACRE RE Advisor

26 APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTE MEMBERS

Apologies for absence had been received from Councillor Kate Lymer, Hannah Arnold and Jared Nehra, LBB Director of Education.

The Chairman welcomed Mr Daniel Coleman and Mrs Caroline Ringham to the meeting and introductions took place. The Chairman advised Members that Mr Coleman would be representing the Roman Catholic faith, and Mrs Ringham would be a new teacher representative on the SACRE.

RESOLVED that:

- i) **Mr Daniel Coleman join the Bromley SACRE as a representative of the Roman Catholic faith; and,**
- ii) **Mrs Caroline Ringham, Tubbenden Primary School join the Bromley SACRE as teacher representative.**

27 DECLARATIONS OF INTEREST

None.

28 COMPLIANCE OF THE GENERAL DATA PROTECTION REGULATION (GDPR)

No breaches of the GDPR were reported.

29 MINUTES OF THE MEETING HELD ON 13TH NOVEMBER 2019

RESOLVED that the minutes of the meeting held on 13th November 2019 be confirmed as a correct record.

B) MATTERS ARISING

Minute 17B: Matters arising

The SACRE RE Advisor noted that Mrs Caroline Ringham had now joined the SACRE as an additional teacher representative.

The LBB Head of Service for Early Years, School Standards and Adult Education advised Members that the Local Authority did not have a Consultative Advisory Committee.

The Chairman informed Members that information was awaited in relation to the format changes being made to the programme of Councillor visits. The LBB Head of Service for Early Years, School Standards and Adult Education noted that the LBB Director of Education had been undertaking visits to schools to meet with Headteachers and Senior Leadership Teams, during which he had been discussing Religious Education where concerns had been raised.

The SACRE RE Advisor informed Members that a letter to Headteachers had been drafted, reminding them of the role of the SACRE. It had been provided to the LBB Head of School Standards for inclusion in the School's Circular and on the Bromley Education Matters website.

Minute 21: Bromley Education Matters website

The LBB Head of School Standards confirmed that the contact details of the Clerk had been added to the SACRE section of the Bromley Education Matters website.

Minute 22: Inter-faith Competition

The Clerk had circulated the draft calendar dates to SACRE Members for checking, and this would be discussed in more detail later in the meeting.

30 SACRE CONSTITUTION

Members were provided with the revised Terms of Reference, which incorporated the amendments discussed at the SACRE meeting on 13th November 2019.

A Member highlighted the use of the word 'monitoring' in clause 1.4, which may imply that the SACRE was inspecting schools. The Chairman noted that this was a valid concern, but the phrase 'monitoring' was being used in terms of seeing what was happening, and not to find faults. The SACRE RE Advisor informed Members that this was a phrase used by NASACRE, and one of the SACRE's duties was to report annually to the Department for Education (DfE). This had been discussed by Members at the last meeting, and the clause had been moved further down the Terms of Reference to reduce the emphasis on it.

A Member suggested that in addition to 'supporting the LA', the Terms of Reference should also mention the support offered to schools and teachers. Members agreed that an additional clause be added to the document, at 1.3, to reflect this. It was suggested that the wording for this additional clause be agreed between the Chairman, SACRE RE Advisor, LBB Head of Service for Early Years, School Standards and Adult Education and LBB Head of School Standards.

In response to a question, the Chairman said that the SACRE was required to advise the LA and the Director of Education. The LBB Head of School Standards noted that items relating to the SACRE, such as the Bromley Agreed Syllabus and RE Network meetings, were included on the Bromley Education Matters website and therefore accessible by all schools, including academies.

A Member suggested that the wording 'will remain in post' used in clause 2.2 should be revised, in order to reflect that Members were voted on to the SACRE for an open term. It was further recommended that clause 2.5 be amended to state that the SACRE would 'elect' its own Chairman and Vice Chairman, rather than 'appoint'. It was noted that advice on the wording used for these clauses be sought from the LBB Democratic Services Manager and LBB Director of Corporate Services. **ACTION: Clerk**

In response to a question, the Chairman said that it was the statutory duty of the SACRE to be as aware as they were able to be, in relation to the delivery of RE and collective worship in schools. Schools were required to publish which RE syllabus they used on their websites. The SACRE could make them aware of this, and if they continued to be non-compliant it could be reported to the DfE – however as the SACRE had these responsibilities, but with little power, they would give positive encouragement to schools.

The SACRE RE Advisor noted that when they had become aware that a school was non-compliant, the issues had been brought to the SACRE for discussion, and actions had been carried out. There was not a policy on how all schools would be dealt with, as any school would instead be dealt with on an individual basis. It was stressed that there was now a much better picture in regards to RE and collective worship in Bromley's schools than there had been a year ago.

In response to a question relating to the non-compliant school discussed at the last SACRE meeting, the Chairman advised Members that the LBB Director of Education had visited the school and a robust conversation had taken place with the Headteacher. The school were advised that the SACRE were aware of their non-compliance, and would be reviewing the situation. The SACRE did not have a lot of power, but would use what power it had in the best way it could.

The SACRE RE Advisor highlighted that the SACRE's main source of information came from the teachers attending the RE Network meetings. If required, she could search the school websites for information relating to their RE syllabus, but it would be very time consuming to do so.

The LBB Head of School Standards advised Members that it was the responsibility of school Governors to check that information relating to the syllabus was provided on their school website, and this was covered in the training for Governors. It was noted that Ofsted would also check if this information was available prior to their visits. The Chairman informed Members that he was scheduled to speak at a future School Governor Forum, and would remind them of this requirement. A Member suggested that as Ofsted were already looking at this analysis, and every Ofsted report was provided to the LA, a digest of the feedback from the reports relating to RE and collective worship could be provided to the SACRE.

ACTION: LBB Head of School Standards

A Member noted that producing the revised Bromley Agreed Syllabus was the best way to provide support to schools. There would be new impetus and lots of interest. The SACRE RE Advisor emphasised that following the launch of the revised Bromley Agreed Syllabus, it was intended that strategies to review and measure its use would be looked at.

RESOLVED that the Bromley SACRE Terms of Reference be approved, subject to the suggested changes being made, and the final version appended to the minutes.

31 DRAFT BROMLEY SACRE ANNUAL REPORT 2018-2019

SACRE Members were provided with a copy of the draft Bromley SACRE Annual Report 2018-2019.

The SACRE RE Advisor noted that the draft Annual Report included a picture of schools compliance. Page 3 of the document explained how this was being undertaken by the SACRE, and highlighted the engagement the SACRE had with schools. Members were provided with a list of schools that had attended the Primary and Secondary School RE Network meetings held in January 2020. It was noted that this was not the full list of the schools engaged with, and another new school had also booked to attend the next Primary RE Network meeting on the 19th March 2020.

It was highlighted that in the space of a year, the SACRE now had relationships with a third of the schools in the Borough, including academies. The number of schools continued to rise, and it was hoped that this would increase further with the launch of the revised Bromley Agreed Syllabus.

In relation to the section on 'Schools', a Member raised concerns regarding the wording used in the third paragraph and noted that it may be misconstrued. Following a discussion, it was agreed that the SACRE RE Advisor would amend this section of the SACRE Annual Report to reflect that the Church of England and Roman Catholic faith schools in the Borough ran their own network and training sessions for RE. The SACRE RE Advisor informed Members that an item for inclusion on the SACRE Action Plan for the following year would be to look at further developing relationships with these schools.

It was agreed that the revised Bromley SACRE Annual Report 2018-2019 document would be provided to the Clerk for circulation to Members, stating the deadline for further comments to be received.

ACTION: SACRE RE Advisor / Clerk

32 REVISED BROMLEY AGREED SYLLABUS

The SACRE RE Advisor reminded Members that copies of the documents to be included in the revised Bromley Agreed Syllabus had been provided to previous meetings of the SACRE. These documents were now being finalised, ready for uploading on to the Bromley Education Matters website, and included materials and resources for teachers to use.

A launch event for the revised Bromley Agreed Syllabus was currently in the planning stage, and it was hoped that it would take place during the week commencing Monday 18th May 2020. The SACRE Chairman had been speaking with Mr Lee Kings in regard to holding the launch at Bishop Justus Church of England School. Mr Kings said that it was looking hopeful, and he anticipated that he should be able to confirm if the school could host the launch that week. The Chairman advised that more details, including the timings of the launch, would be provided to Members once they were available.

The SACRE RE Advisor noted that the launch of the revised Agreed Syllabus would also incorporate the launch of the inter-faith calendar. It had been suggested that part of the launch would include hearing student voices about what RE meant for them. However it was noted that pupils would need to be accompanied to the launch by their parents, and if this was not viable, another option would be to display pupil work.

The SACRE RE Advisor was hoping that SACRE Members could be involved in an interactive inter-faith activity, such as them being interviewed by pupils or talking about an artefact of their religion, which could be recorded and used as a resource for teachers. Mr Mahmood suggested that it may be helpful for

Members to be provided with the questions that pupils would like to ask prior to the launch event, in order to prepare responses, or for them to be vetted by the teachers to decide if they were appropriate.

A Member noted that consideration could be given as to what SACRE representatives could offer to schools – such as question and answer sessions or resources that they could take into schools – and link them to lessons included in the revised Bromley Agreed Syllabus.

The SACRE RE Advisor informed Members that she was putting together a list of contact details for faith representatives and guest speakers who would be willing to go into Bromley schools. It was noted that the Clerk had contacted the individual faith representatives regarding this, and a number of responses had been received, the detail of which would be forwarded on to the schools. It was suggested that the Clerk email all SACRE Members asking them to forward on details of any contacts that may be interested.

ACTION: Clerk / SACRE Members

33 SACRE ACTION PLAN (INCLUDING RELATIONSHIPS WITH SCHOOLS)

Members had been provided with a copy of the SACRE Action Plan for 2019-2020, which had been produced by the SACRE RE Advisor.

The SACRE RE Advisor said that the document had been updated as of 5th February 2020, so the status of a number of items had since changed. All items were “on track”, and some items could now be marked ‘green’ as they had been completed, including the two ‘amber’ tasks listed under the Agreed Syllabus – Planning.

The SACRE RE Advisor noted that further details relating to the Agreed Syllabus – Share / Launch would be added to the SACRE Action Plan as she went through the process of organising it.

34 INTER-FAITH COMPETITION

The LBB Head of Service for Early Years, School Standards and Adult Education informed Members that the Local Authority had received the first funding payment for the inter-faith calendar competition, and the second payment would be received on completion of the project.

The SACRE RE Advisor informed Members that the artwork for the inter-faith calendar competition had been sent to the designer. A PDF of the design work would be circulated to SACRE Members.

ACTION: SACRE RE Advisor / Clerk

The Clerk had circulated the draft list of calendar dates to all SACRE Members for checking. The SACRE RE Advisor thanked Mrs Donna Gold for

her comments, and confirmed that, as last year, a general comment would be added to the calendar to reflect the fact that the Jewish festivals began on the evening before the festivals actually started, and confirmed that this would be included.

In response to Reverend Rachel Archer's question relating to the reason for splitting Christian into Catholic and Protestant, the SACRE RE Advisor said that on some occasions the festivals held were different. This would be specified in the calendar, and they would be colour-coded differently.

The SACRE RE Advisor also thanked Mr Mahmood and Dr Taha for providing their amendments, which she confirmed had now been incorporated in the list of festival dates.

Mr Arvinder Nandra noted that he had not received the email providing the draft calendar dates, and requested that it be resent to allow him to check the dates included for Sikh festivals. **ACTION: Clerk**

In response to a question, the SACRE RE Advisor said that once the design of the calendar was approved, copies would be printed in time for the revised Bromley Agreed Syllabus launch in May 2020.

35 ANY OTHER BUSINESS

NASACRE AGM

The Chairman advised Members that, along with the SACRE RE Advisor, he would be attending the NASACRE Conference and AGM. This year, it was being held on Monday 18th May 2020 at Crowne Plaza London - The City. The theme of the conference would be 'Authority in RE' and a report on the NASACRE Conference and AGM would be provided to the next meeting of the SACRE.

MindCare Dementia Support

The Chairman advised Members that the Clerk had received an email from Saira Addison, Dementia Services Manager – MindCare Dementia Support, who was looking to make contact with faith communities in order to provide support and input to services. It was suggested that, with Saira Addison's agreement, the email be forwarded on to SACRE Members for them to make contact with her directly. **ACTION: Clerk**

The Chairman noted that the next meeting of the SACRE would be taking place in the new municipal year, and extended his thanks and gratitude to all Members of the committee for their contribution to SACRE meetings, and their interest and engagement to encourage and support schools in the Borough.

36 DATE OF NEXT MEETING

6.00pm, Wednesday 24th June 2020
6.00pm, Wednesday 11th November 2020
6.00pm, Wednesday 3rd March 2021

The Meeting ended at 7.20 pm

Chairman

LONDON BOROUGH OF BROMLEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

1. TERMS OF REFERENCE

- 1.1 To advise the Local Authority (LA) upon such matters connected with collective worship in community schools and the religious education to be given in accordance with an Agreed Syllabus (including methods of teaching, choice of teaching material and the provision of training for teachers) as the LA may refer to SACRE or as SACRE may see fit.
- 1.2 To disseminate an understanding of the educational role of religious education and collective worship and to encourage the active involvement of local religious groups and organisations.
- 1.3 To support and encourage schools in their delivery of effective religious education and collective worship.
- 1.4 To advise on the effective and creative implementation of the collective worship requirements of the Education Act 1996 and to consider requests by schools for determination.
- 1.5 To support the LA in reviewing and monitoring the provision of religious education and collective worship in community schools within the Borough.
- 1.6 To encourage the implementation of the Agreed Syllabus and in this regard to monitor the production of teaching resources and support material.
- 1.7 To keep under review the effectiveness and appropriateness of the Agreed Syllabus until such time (and no later than five years after the publication of the last agreed syllabus) it decides to require the LA to convene an Agreed Syllabus Conference to institute a formal review.
- 1.8 To publish an annual report on its work specifying in particular any matters on which it has advised the LA, broadly describing the nature of that advice, and setting out the reasons for offering advice on any matters not referred to it by the LA.
- 1.9 To submit its annual report to the Department for Education each year as well as to local schools and other persons and organisations as it sees fit.

2. MEMBERSHIP OF SACRE

- 2.1 SACRE shall comprise four Committees, whose members are appointed by the LA, as follows:

Committee A: Christian denominations and other religions and religious denominations reflecting the principal religious traditions in the community.

- Free Church Christian members nominated by the Free Churches' Council
- Roman Catholic members nominated by the Roman Catholic Archdiocese of Southwark
- Representatives from other faiths

Committee B: The Church of England
Members nominated by the Diocese of Rochester

Committee C: Teachers' Associations
Members nominated by Professional Associations representing as far as is practicable, Primary, Secondary and Special Schools

Committee D: The Local Authority
Members nominated by Council

- 2.2 Members of Committees A, B and C, once approved by the Chairman, are voted on to SACRE for an open term. The level of membership of each Committee should be reviewed regularly and additional Members appointed to reflect the different communities in the locality.
- 2.3 Any member of SACRE may at any time resign his/her office and should attempt to source a replacement from the relevant nominating body.
- 2.4 SACRE shall have the right to co-opt additional Members who shall remain co-opted for as long as SACRE deems necessary or until such time as the co-opted Member resigns.
- 2.5 SACRE will appoint its own Chairman and Vice-Chairman annually from amongst its membership.

Decision-making

- 2.6 Voting at SACRE shall be on the basis of one vote per Committee and formal resolutions to the LA shall be passed only if all four Committees are in agreement. Within each Committee, voting shall be by single majority.

Attendance at Meetings

- 2.7 The membership of any member who fails to attend three consecutive meetings without good cause shall lapse and a replacement or reinstatement may be sought from the relevant nominating body.
- 2.8 SACRE meetings are to be considered quorate if one-third of members of SACRE are in attendance, rounded up to the nearest whole number, with at least one member from each of Committees A, B, C and D.
- 2.9 If neither the Chair or Vice-Chair are present, these roles can be elected for the duration of that meeting.
- 2.10 Meetings of SACRE shall be open to the public except under those circumstances where matters under discussion are considered by SACRE to be confidential.

Frequency of Meetings

- 2.11 There will usually be three SACRE meetings held each academic year.

	Need		Actions	Dates	Notes
	Letter to Schools		SB draft devise letter for schools circular, Governors, LEA website and SACRE page	9/9/19	Reiterate RE Requirements, raise awareness of SACRE role
			JA ensure upload/forward to the above		
RE Network Training for Schools	List of school contacts/RE Leaders		JA/CA collate RE Coordinator and Leaders in Bromley Schools	28/10/19	To include: defining what is good RE, title for subject, clarity AT2 and AT1; survey of RE provision; launch calendar competition; interfaith learning project (Places of Worship, artefacts, dialogue, art?). Contributing to: ASC; building links with other faiths and SACRE and how Syllabus could best support teaching and learning; clearer picture of school provision; building network support; improving pedagogy in T+L in schools;
	1 st Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	12/7/20	
			JA information released on school circulars and email	20/9/20	
		Plan and run Network	SB plan and run network	8/10/19	
	1 st Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	13/9/19	
			JA information released on school circulars and email	27/9/19	
	2 nd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	16/10/19	
			JA information released on school circulars and email	31/10/19	
		Plan and run Network	SB plan and run network	14/1/20	
	2 nd Secondary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	16/10/19	
			JA information released on school circulars and email	31/10/19	
		Plan and run Network	SB plan and run network	21/1/20	
	3 rd Primary Network	Invitations/promotion	SB to confirm venue and date, send materials for publicity	25/1/20	
			JA information released on school circulars and email	28/2/20	
Plan and run Network		Meeting cancelled due to Covid-19. Zoom meeting ran instead in May	21/5/20		
3 rd Secondary Network	Invitations/promotion	Meeting cancelled due to Covid-19. SB in email communication with schools.	21/5/20		
RE Calendar 2020 2021	Confirm funding		SB completed bid successfully. CA follow up receipt of funding, SB complete required info	July 2020	Supporting: SMSC in schools; develop interfaith understanding and communication; celebration of the subject; teaching resource; promoting awareness of SACRE and interfaith; boosting inter-borough school networks
	School Entries		SB email materials for school circular	14/10/19	
			JA information released on school circulars	31/10/19	
			Winners selection made at Network meeting(s)	21/1/20	
	Design		SB confirm design, details sent to create draft	30/3/20	
			SB send to Clerk to email SACRE Chair, CA and members draft for approval (and dates)	3/4/20	
	Production		Awaiting confirmation of schools/LBB offices opening. SB arrange printing x200 copies	7/9/2020	
Sharing		SB create accompanying wording for schools circular, Council and LA website, JA share	7/9/2020		
		JA ensure sent to schools, brought to SACRE Meet 3, CA sharing with relevant LEA team(s)	Sept. 2020		

Ramadan Guidance	Update	SB update Guidance with new dates	January 2020	SMSC; interfaith understanding and communication; teaching resource
	Sharing	SB to devise letter for schools circular, Governors, LEA website and SACRE page	January 2020	
		JA circulate on LEA website/ via Schools' circular	April 2020	
Annual Report 2018-19	Draft	JA ensure data sent to SB; RB provide relevant info	4/2/20	Fulfilling: statutory requirement
		SB write draft 1 for proofreading/check	5/2/20	
		SB amend draft, send revised draft to JP	3/3/20	
	Review	SACRE review at Meet 2	4/3/20	
	Share	SB amend accordingly	5/3/20	
JP to send to NASACRE		13/3/20		
JA to add to public SACRE page		13/3/20		
Agreed Syllabus	Planning	SB complete draft of section 1 'Introduction'	Oct 2019	Contributing to: ASC; building links with other faiths; clearer picture of school provision; improving pedagogy in T+L in schools
		SB collate 'pupil voice' entries- send to JA	14/2/20	
		SB complete draft of section 2 'Why RE?'	Oct 2019	
		SB draft section 3 'What RE'	Oct 2019	
		SB draft, share and trial assessment materials with schools	Sep-Oct 2019	
		SB teacher consultation and collate materials for Section 4 'Our RE'	March 2020	
	Approval	SB send completed draft to JP for SACRE meeting	4/11/19	
		SACRE approval at relevant meeting	13/11/19	
	Share/Launch	SB/JA meet with relevant IT to upload	4/3/20	
		No Launch event due to Covid-19. SB draft accompanying wording for notification (inc to add to website). JA send confirmation of upload to schools	26/6/20	
	Support Materials	SB worked with teacher volunteers to devise sample curriculum planning materials that support the requirements of the syllabus. Autumn units finalised and sent to teachers	July 2020	
		JA upload on to website	Sept 2020	
		Teachers use and collate feedback/pupil samples.	Spring 2021	
Clarification/moderation and support materials for assessment		Summer 2021		
SACRE Membership	Members	RB write letter to Southwark Roman Catholic Diocese	13/11/19	Fulfilling statutory requirement; building capacity of SACRE to support with RE and Collective Worship (CW) in schools
		SB ask teachers for further secondary and primary members	21/1/20	
		JP contact faith members who have not been able to attend more than one meeting with no communication	13/11/19	
		JP request contact information from faith members to support schools' CW and RE	4/3/20	
	Constitution	Collate SACRE comments	13/11/19, 4/3/20	
		SB make amendments	14/2/20, 5/3/20	
Collective Worship	Determinations	JP to upload to necessary forums etc following final SACRE approval	27/3/20	
		SB create guidance and application form, present to SACRE for comments	13/11/19	
		SB amend following above	4/3/20	
		JP upload following SACRE approval	13/3/20	

Report No.
CSD20114

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Date: Wednesday 11th November 2020

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

Title: SACRE SELF EVALUATION

Contact Officer: Carol Arnfield – Head of Service – Early Years, School Standards and Adult Education

Chief Officer: Jared Nehra, Director of Education

Ward: (All Wards);

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 year.

2. Recommendations;

The committee are requested 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 following 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.

Members are requested to email the SACRE clerk (joanne.partridge@bromley.gov.uk) their thoughts by **12.00pm** on **Friday 11th December 2020**, in order for responses to be collated and provided to the SACRE RE Adviser.

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:
-

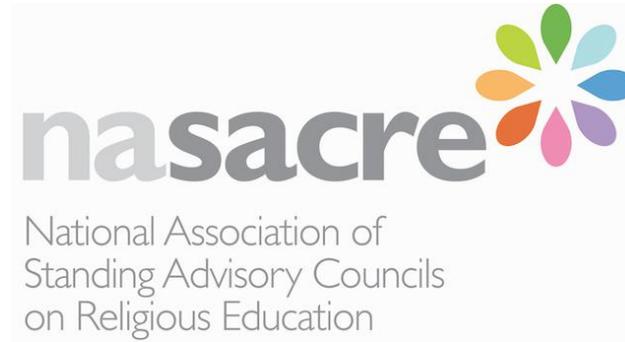
Customer Impact

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 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: 1a. RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

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

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i>		
Developing A SACRE with developing practice would:	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.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE. make clear the value of RE in school both in terms of learning and of wider issues.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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. have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.	<input type="checkbox"/>

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

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

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

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

Key Area: 2f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way. have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances. 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"/>

Where are we and where do we find evidence to support this?	
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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		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship. provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship. provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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

Key Area: 3c – Responding to requests for determinations		
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
Developing A SACRE with developing practice would:	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. be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. 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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. have a well-established and effective framework for responding to requests, with which members are familiar and comfortable. 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

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

How purposeful, inclusive, representative and effective are SACRE meetings?

<p>Developing A SACRE with developing practice would:</p>	<p>hold meetings regularly with:</p> <ul style="list-style-type: none"> ● routine administrative arrangements ● appropriate distribution of agendas and papers <p>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.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>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.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>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.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>		

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

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

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

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

Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4f – Relations with the Academies sector		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
Developing A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

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”¹.

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

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

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

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

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

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

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

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.

Section 1: Standards and quality of provision of RE

<p>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p><u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. Not every schools has engaged in these networks, so schools being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated.</p>
<p>How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p><u>Established:</u> LA provides examination data, and the presentation of GCSE results has been amended in the Annual Report so that a clearer picture of school standards and provision can be defined. Information regarding performance and standards has also been collated direct with schools engaging in the teacher networks. In addition, a cross phase assessment tool has been shared with subject leaders in the hope of consistent reporting of progression in the subject.</p>
<p>How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p><u>Established:</u> teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs.</p>
<p>To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?</p>	<p><u>Established:</u> SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. SACRE are also aware of Cllr visits to schools, and are investigating ways these visits could include reference/information finding about RE. SACRE is also building links with LA and have been invited to share messages directly to SLT via the LA Borough meetings.</p>
<p>To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?</p>	<p><u>Established:</u> All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information. In addition, RE Advisor has built a relationship with local ITT centre. RE Advisor will liaise/inform the RE training to new recruits currently delivered by a qualified SACRE member.</p>
<p>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p><u>Advanced:</u> Regular attendance to, engagement with and even hosting the teacher networks and input to ASC by academy schools, even hosting these networks.</p>

Recommendations:

- a. Strengthen information gleaning and sharing via LA run SLT meetings and SACRE led subject leader networks.
- b. Invite schools to launch event for SACRE Syllabus to help build relationships with SACRE
- c. Consider creating a school-friendly RE audit form that could be shared with schools via LA website, bulletin and teacher networks.

Section 2: effectiveness of the Locally Agreed Syllabus

How does SACRE review the success of the existing Agreed Syllabus?	<u>Advanced:</u> Effective working relationships have been established with schools through subject leader networks, and Agreed Syllabus Conferences have been attended by teachers and members from all 4 SACRE committees providing effective opportunities for consultation and have informed the revision of the Agreed Syllabus Borough. A budget is in place.
How well does the Agreed Syllabus promote effective teaching and learning in RE?	<u>Advanced:</u> LA has supported and endorses the revision of the syllabus which will include contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with Ofsted guidelines that prepares pupils for the further study of RE in Key Stage 4.
How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	<u>Established:</u> Systems are in place for all teachers to receive training via local teacher networks, and LA are in process of updating website that has open access. LA is also open to supporting training/promotion through head teachers forums. A budget is in place for the launch of the Syllabus once completed.
To what extent is the membership of the Agreed Syllabus Conference able to fulfil its purpose?	<u>Advanced:</u> two well-evaluated ASCs have been held that included training, one of which was attended by members from all 4 groups of SACRE. Outcomes from the ASC have been shared with all members of SACRE who have provided further comment.
How robust are the processes for producing a strong educational Agreed Syllabus?	<u>Advanced:</u> An open invitation has been sent to all SACRE members and teachers to inform the revision through plural ASC, SACRE meetings and teacher networks. Consultations have also been held with Diocese of Rochester officials, Ofsted representatives, other Advisors and through attendance to two relevant national conferences in the past year.
How well does the Agreed Syllabus make choices relating to the use of national documents?	<u>Advanced:</u> RE Advisor familiar with national documents and local Diocese materials and has delivered training to teachers, SACRE members ASC. Relevant elements of these materials will be included in the Syllabus.

Recommendations:

- d. Consider a launch event and/or publicity for the release of Syllabus one completed.
- e. Ensure consultation with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.

Section 3: Collective Worship

<p>What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?</p>	<p><u>Established</u>: some resources and materials have been provided to schools will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, but not all schools across the Borough, and currently no visits to schools have been arranged.</p>
<p>How does SACRE seek to influence the quality of collective worship in the LA's schools?</p>	<p><u>Established</u>: SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. CW has been discussed in SACRE meetings previously and were active in collating and sharing some guidance materials to schools.</p>
<p>How robust are SACRE's procedures for responding to requests from schools for a determination?</p>	<p><u>Established</u>: systems are in place were a school to request a determination, and further materials and resources have been procured by SACRE in readiness, but no requests have been received.</p>

Recommendations:
 See recommendation e
 f. SACRE could review current policy documents and guidance
 g. Following launch of the Syllabus SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document
 i. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.

Section 4: Management of SACRE and partnership with LA and other key stakeholders

How purposeful, inclusive, representative and effective are SACRE meetings?	<u>Advanced</u> : Meetings are well organised and attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE’s purpose?	<u>Established</u> : Membership reflects the diversity of the local community, and all SACRE members are invited be involved in and/or attend training opportunities.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	<u>Advanced</u> : Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, that is in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting.
How well supported and resources is SACRE?	<u>Advanced</u> : SACRE is now supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions, including the funding/resourcing.
How well informed is SACRE in order to be able to advise the LA appropriately?	<u>Advanced</u> : SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools.
What partnerships does SACRE have with key local and national stakeholders?	<u>Established</u> : SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor and Chair have also attended national conferences including NASACRE. More contact with further interfaith and HE groups would ‘boost’ our work.
How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	<u>Advanced</u> : Academies are already attending and contributing to teacher network meetings and SACRE also has a representative from one of the larger academies as a member. Academies have and continue to host the teacher network meetings and contribute to the ASC.

Recommendations:
 See recommendations b and e.
 j. To include in action plan reference to relevant LA initiatives
 k. Build links with other inter faith and higher education organisations that could contribute to SACRE

Section 5: Contribution of SACRE to promoting cohesion across the community	
How representative is SACRE’s membership of the local community?	<u>Established:</u> We have membership that broadly reflects the religious diversity of the local community. We have also amended presentation of attendance to SACRE by each group/committee in the Annual Report so that gaps can be more easily identified.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<u>Developing:</u> Limited knowledge about religious and cultural diversity in community
How much does SACRE understand the contribution that RE can make to a schools’ provision for community cohesion?	<u>Established:</u> In the last year Bromley SACRE has engaged pupils in creating artwork to promote and share dates of religious and secular celebrations in an interfaith calendar was sent to every school in the Borough. We also published a Ramadan Guidance as a learning resource as and to support schools in providing for their Muslim pupils.
How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?	<u>Developing:</u> We don’t receive enough information from the LA about their community initiatives.
<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> l. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps m. Investigate opportunities for members to share more information about local community/religious events in area n. Report specifically on SACRE activities that promote community cohesion to LA in the Annual Report o. Ensure reference to community cohesion is included in the Locally Agreed Syllabus currently being revised p. To include in agenda opportunities for LA to share relevant initiatives regarding community cohesion 	

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