

Section 1: Standards and quality of provision of RE

How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?	<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.
How does SACRE use information about standards and examinations to target support and training for schools?	<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.
How well does SACRE use knowledge of quality of learning to target support appropriately?	<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.
To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?	<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.
To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?	<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.
To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	<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><u>Recommendations:</u></p> <ul style="list-style-type: none"> 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

<p>How does SACRE review the success of the existing Agreed Syllabus?</p>	<p><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.</p>
<p>How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p><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.</p>
<p>How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p><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.</p>
<p>To what extent is the membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p><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.</p>
<p>How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p><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.</p>
<p>How well does the Agreed Syllabus make choices relating to the use of national documents?</p>	<p><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.</p>

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

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 	