

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. The network sessions now attract nearly half of all schools, and all members are notified of attending schools at SACRE meetings. Not all schools have engaged in these networks, so schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated. Further, following the Syllabus launch, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.</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. However, this will not be able to be the case for the 2019 examinations. 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 included in the new Agreed Syllabus and 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. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured and will be made available to Bromley schools in due course.</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.</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. 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?	<p><u>Advanced:</u> The new syllabus was launched in 2019, and includes contributions from teachers and members from all 4 SACRE committees. It was unanimously and enthusiastically Agreed and is now available on the SACRE website. Schools are already adopting the Syllabus, and Advisor is gaining informal feedback through well attended teaching networks, as well as through email communication direct from schools.</p> <p>Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured, and it is hoped that pupil work samples can be used as evidence in support of a review. Further, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.</p>
How well does the Agreed Syllabus promote effective teaching and learning in RE?	<p><u>Advanced:</u> LA has supported and endorses the revision of the syllabus that now includes contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with the latest Ofsted guidelines that prepares pupils for the further study of RE in Key Stage 4.</p>
How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	<p><u>Advanced:</u> The launch of the syllabus was delayed due to Covid 19, but plans and a budget were in place. However, there are systems in place for all teachers to continue receiving training via local teacher networks, and LA have updated their website provision so that SACRE has its own page and the Syllabus is available via this. Emails from schools demonstrate that this has been accessed. In addition, the LA is also open to supporting training/promotion through head teachers' forums, and has communicated with these groups regarding the syllabus.</p>
To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	<p><u>Advanced:</u> The completion of the syllabus and its unanimous agreement would not have been achieved without two well-evaluated ASCs, which was attended by members from all 4 groups of SACRE.</p>
How robust are the processes for producing a strong educational Agreed Syllabus?	<p><u>Advanced:</u> LA budgeting allowed widespread and in depth ASC consultations made available to all SACRE members and all Bromley schools. These were well attended. Consultations have also been held with Church of England and Catholic Diocese officials, Ofsted representatives, and through attendance by the Advisor to two relevant national conferences and in meetings with other Advisors.</p>
How well does the Agreed Syllabus make choices relating to the use of national documents?	<p><u>Advanced:</u> RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials and has delivered training to teachers, SACRE members and ASC. Relevant elements of these materials have been included in the Syllabus. Teachers have received training about the principles and key documents behind it.</p>
<p><u>Recommendations:</u> In addition to a. above: b. Ensure continued consultation and review with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.</p>	

Section 3: Collective Worship	
What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<u>Established</u> : some resources and materials have been provided to schools and will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, but not all schools across the Borough have provided feedback.
How does SACRE seek to influence the quality of collective worship in the LA's schools?	<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 and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools. Focus this last academic year has been on the Agreed Syllabus.
How robust are SACRE's procedures for responding to requests from schools for a determination?	<u>Advanced</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. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.
<p><u>Recommendations:</u></p> <p>c. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document</p> <p>d. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.</p>	

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, and 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 supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions. SACRE is supported with funding/resourcing, and additional funds were achieved in 2019 through successful application of a bid.
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 offered, and continue, to host the teacher network meetings and contribute to the ASC.
<p><u>Recommendations:</u></p> <p>e. 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?	<p><u>Established:</u> We have membership that broadly reflects the religious diversity of the local community. We amended presentation of attendance to SACRE by each group/committee in the Annual Report from 2018 onwards, so that gaps can be more easily identified. Following this, additional/alternative members have been sourced and invited to join SACRE.</p> <p>Attendance from membership from some faiths continues to be noted and will be acted upon accordingly. It has been suggested that the Census in 2021 may assist in identifying further groups that may require representation.</p>
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<p><u>Developing:</u> Interfaith activities and exchanges had been planned for the launch of the Syllabus for this year. However, these had to be cancelled due to Covid 19.</p> <p>There is certainly room for more active involvement with local groups in collaboration with SACRE to help promote religious, cultural and ethnic diversity. Therefore, a project for academic year 2019-2020 to devise and create 'REal Resources' for schools will engage SACRE members in making and sharing videos of responses to key religious questions, and will hopefully boost knowledge about religious and cultural diversity in community. In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, which will be made available on the SACRE website.</p>
How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p><u>Established:</u> The new local curriculum (locally agreed syllabus) encourages a much deeper understanding of all religions and engagement with why followers feel and behave as they do. This deeper understanding can only lead to improved cohesion. The syllabus includes references to how RE supports community cohesion. Bromley SACRE also continues to engage 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. We will also include specific reference to how actions and activities of the SACRE have contributed to community cohesion in the next Annual Report, and members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities with SACRE during meetings.</p>
How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?	<p><u>Developing:</u> We are not aware of LA initiatives linked to the promotion of community cohesion. Any events etc. must be advertised to the wider community as otherwise only those directly involved will be aware of the efforts and will have minimal impact.</p>
<p><u>Recommendations:</u></p> <p>f. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps</p> <p>g. Devise a project for next academic year which develops SACRE members knowledge and contribution to understanding of other faiths in the community</p>	