

A G E N D A

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the Council Chamber, Sessions House, County Hall, Maidstone on Tuesday, 6th March, 2018 at 9.30 am

NB Group pre-meetings at 9.15am in the meeting room

Refreshments will be available from 9.15am

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1. Membership

To note the membership of the Standing Advisory Council on Religious Education as follows:

Group 1 (Christian and Other Religious Denominations)

Mr R Chakkedath, Mrs C Elapatha, Mrs J Grant, Mrs F Hawkes, Miss S Malone, Mrs E May, Mr Papadopoulos, Miss J Webb, Mrs J Wigg, Mrs N Younosi

Vacancy:

Judaism representative, Methodism representative, Sikhism representative

Group 2 (Church of England)

Ms C Bostock, Ms N Brownfield, Mrs V E Corbyn, Mrs B Naden, Mrs R Swansbury, Miss R Walters

Group 3 (Teacher Associations)

Ms K Burke, Mrs C Caisley, Mr W Chambers, Mr A Fowler, Mr R Joyce

Group 4 (Local Authority)

Mrs C Bell, Mrs T Dean, Mr S Manion, Mr M J Northey

Vacancy:

Kent County Council representative

(Co-opted members)

Miss T Kelvie, Miss E Pope

Vacancy:

Co-opted representative

2. Apologies for Absence/Substitutes
To receive apologies for absence and notification of any substitutes present
3. Declarations of Interests
To receive any declarations of interests
4. Minutes of the last meeting held on 28 November 2017 (Pages 5 - 10)
To receive and agree the minutes of the last meeting of the SACRE on 28 November 2017
5. Kent SACRE Annual Report 2016 - 2017 (Pages 11 - 28)
To receive and note the Kent SACRE Annual Report.
6. Completing the SACRE Toolkit and Work Programme (Pages 29 - 62)
A SACRE should be doing the following activities and the RE Tool is a helpful document for making the next development plan and agreeing what activities need to be done by Kent SACRE:

- Monitor standards and achievement in RE in the LA through agreed school visits and analysis of appropriate data including external examination results,
- Have a clear, realistic development plan which raises both the profile of, and achievement in RE,
- Enrich the quality of RE through specific projects e.g. raising boy's attainment,
- Build strong and positive partnerships with schools, colleges and universities, local faith and belief communities and keep informed of key national developments in RE; and
- Provide effective support on the effective teaching of RE including planning, methods and resources

SACRE members will work through the RE Tool at the meeting and focus on sections 1,3,4 and 5. Members will be divide into 4 mixed groups and discuss each section for 10 minutes, and then have a 20 minute discussion to come to a consensus on each category.

Also attached is the Development Plan 2015-2017 appendix that should be reviewed in conjunction with the RE Toolkit.

7. Monitoring Religious Education and Collective Worship in Schools (Pages 63 - 64)
To comment and endorse the proposal to use the Kent SACRE Website Check form to monitor Religious Education and Collective Worship in school.

8. Membership to the National Association of Standing Advisory Councils on Religious Education (NASACRE)
To consider and agree on the proposal for Kent SACRE to continue as members of NASACRE.
9. The National Association of Standing Advisory Councils on Religious Education (NASACRE), Annual Meeting on 24 May 2018
To receive an update on the upcoming annual NASACRE meeting being held on 24 May 2018.
10. Verbal Report on the Kent Syllabus Launches
To review the events held in January 2018 and February 2018 to launch the Agreed Syllabus on Religious Education for Primary and Secondary Schools.
11. Budget Update (Pages 65 - 68)
To receive the SACRE Budget Report 2017-2018.

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

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Monday, 26 February 2018

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

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KENT COUNTY COUNCIL

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the Darent Room, Sessions House, County Hall, Maidstone on Tuesday, 28 November 2017.

PRESENT: Mr S C Manion (Chairman), Mrs N Younosi (Vice-Chairman), Mrs C Bell, Miss C Bostock, Ms N Brownfield, Ms K Burke, Mr W Chambers, Mrs V Corbyn, Mr A Fowler, Ms F Hawkes, Mrs R Joyce, Miss S Malone, Mrs B Naden, Mrs L Game (Substitute for Mr M J Northey), Mr M Papadopoulos, Miss E Pope, Miss R Walters, Miss J Webb and Mrs J Wigg

ALSO PRESENT: Miss P Smith-Orr (Consultant) and Georgina Little (Clerk)

UNRESTRICTED ITEMS

147. Membership

(Item 1)

1. The Chairman agreed to contact the Assistant Secretary of Gravesend's Gurdwara to invite a Sikh representative to join the Standing Advisory's Council on Religious Education (SACRE).
2. Mr Gillespie had moved to Northumberland and would no longer be contributing as a co-opted Member.
3. Mrs N Paterson provided formal notice of her resignation to the Chairman that would come into effect on 31 December 2017. The Canterbury Diocesan Board of Education sought to nominate a new representative.

148. Apologies and Substitutions

(Item 2)

Apologies for absence were received from Mrs N Paterson and Mr M J Northey.

Mrs L Game attended as a substitute for Mr M J Northey.

149. Minutes of the last meeting

(Item 3)

1. Resolved that the minutes of the previous SACRE meeting held on 14 June 2017 are a correct record and that they be signed by the chairman subject to the following amendments:

- (a) Apologies to be recorded for Mrs F Hawkes , Ms N Brownfield, Mrs R Walters, Mrs R Joyce, Miss S Malone and Mr A Fowler

150. Minutes of the SACRE Conference

(Item 4)

1. Resolved that the minutes of the previous SACRE Conference held on 14 June 2017 are a correct record and that they be signed by the Chairman and that the Agreed Syllabus Conference had now disbanded.

151. Declaration of Interest

(Item 5)

None declared

152. National Reports

(Item 6)

1. Ms Smith-Orr gave a brief summary of the national reports:
 - Commission on Religious Education Interim Report Consultation
<https://www.surveymonkey.co.uk/r/CoREConsult1>
 - The State of the Nation: A report on Religious Education provision within secondary schools in England:
<http://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/07/State-of-the-Nation-Report-2017.pdf>
2. Particular attention was paid to the Interim Report on Religious Education for All that provided a comprehensive overview of the legal, educational and policy frameworks for Religious Education (RE) for schools in England. The Commission on Religious Education asked that a survey be completed and Ms Smith-Orr requested that all Members of SACRE submit their answers by 1 December 2017.
 - Interim report on Religious Education for All:
<http://www.commissiononre.org.uk/wp-content/uploads/2017/09/Commission-on-Religious-Education-Interim-Report-2017.pdf>
3. Members were asked to voice their concerns and submit these to The Commission on Religious Education.
4. RESOLVED that the reports be noted.

153. Annual Report 2016/17 - Verbal Update

(Item 7)

1. Ms Smith-Orr provided a verbal update to Members and said that it was a legal requirement that SACRE publish an Annual Report to inform relevant parties of the advice that SACRE had given to Local Authorities and any actions taken to support RE in schools. However due to late publication of exam results Ms Smith-Orr was unable to conclude the Annual Report and sought agreement from Members to publish the report as it stood and finalise it once results had been confirmed.
2. The Chairman agreed to write a short statement for the Annual Report and for Ms Smith-Orr to include this within the final version.
3. Ms Smith-Orr said that all members would receive a draft copy of the report and requested that all feedback be sent to her by 5 December 2017 before sign off.
4. RESOLVED that the report be noted.

154. Budget Update

(Item 8)

1. Ms Smith-Orr introduced the Budget Update 2017-2018 and advised Members that increased financial pressure on Kent County Council to make a £62.5m saving might have an impact on the funding allocated to SACRE.
2. Mr Manion said that a draft budget would be published in December 2017 and finalised at County Council in February 2018. SACRE will then have a finalised budget for March 2018.
3. Mr Manion said that he would discuss central government funding for SACRE at the Children's, Young People and Education Cabinet Committee on 5 December 2017 and report back to SACRE Members.
4. Ms Smith-Orr advised Members that there should not be any surplus monies by the end of the financial year. She agreed however that should this be the case, a criterion would be drawn up for Primary and Secondary schools who wish to apply for additional funding. Mr Manion agreed to discuss the matter with Mr Gough.
5. RESOLVED that Members noted the budget update.

155. Proposed Amendment to the SACRE Constitution

(Item 9)

1. Ms Smith-Orr introduced the report that proposed an amendment to the Kent SACRE constitution which would align it with the Circular published by the Department of Education governing the operation of SACREs.
2. RESOLVED that the proposed decision to agree an amendment to paragraph 5 of the constitution to read "SACRE may also include co-opted members. Co-opted Members will be appointed to the most appropriate group and will have a voice but not a vote within that group," be endorsed.

156. Kent SACRE Development Day
(Item 10)

1. Ms Smith-Orr introduced the report that set out the draft agenda for the Kent SACRE Development Day that was due to be held on 13 June 2018. She said that the National Association of Standing Advisory Councils on Religious Education (NASACRE) encouraged SACRE members to enrol on team building days and this was proposed at the SACRE meeting held in the summer of 2017.
2. Views were expressed by Members that a Development Day was not an efficient use of time or money. Instead, it was agreed that NASACRE's Self-evaluation Tool-kit would be completed within the SACRE meeting and used to determine areas for future development. It was agreed that this would be incorporated as training at the SACRE meetings.
3. RESOLVED that members did not agree to the Kent SACRE Development Day as it was not an appropriate use of funding.

157. Report on the recent meeting of SACRE Chairs
(Item 11)

1. Mrs Younosi introduced the report that provided an update to Members on the SACRE Chairs' meeting.
2. In response to Members concerns about monitoring RE within schools in Kent, Ms Smith-Orr said that she had carried out an exercise with other SACRE's across the country and gave each member a list of schools. It was agreed that this exercise could be done within Kent and a decision on this would be made on 6 March 2018.
3. RESOLVED that the report be noted.

158. Launch of the Interfaith Forum in Kent
(Item 12)

1. Ms Smith-Orr and Mrs Younosi introduced the report that provided an update on the launch of the Interfaith Forum on 14 November 2017. She said that Mr Hill (Cabinet Member for Community and Regulatory Services) had supported the view that a website could be created to capture Interfaith activity and would act as a central point for people to log contact details. Mr Hill agreed that a meeting will be held in May 2018.
2. Mrs Younosi advised Members that an Interfaith Group was established in Maidstone and led by the Vicar of the United Reformed Church
3. RESOLVED that Members of SACRE note the report.

159. Agreed Syllabus on Religious Education for Schools - Review of First Two Launches
(Item 13)

1. Ms Smith-Orr provided a verbal update on the Syllabus launch and said that she had received positive feedback from all whom attended. Further meetings were due to be held on the following dates:
 - 23 January 2018 and 24 January 2018 (primary school)
 - 19 February 2018 (secondary schools)

Link to syllabus launch dates:

<https://www.kelsi.org.uk/news-and-events/news/primary/launch-of-the-new-agreed-religious-education-syllabus-for-kent-schools>

2. Ms Smith-Orr advised Members that RE Today would consider additional dates if it could not facilitate the volume of interest.
3. RESOLVED that members note the update.

160. Training
(Item 14)

Prevent Briefing for SACRE Members

Following the meeting there was a 30 minute Prevent Briefing for SACRE Members. This was not part of the public meeting.

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To: All SACRE Members, Council Members,
Kent County Council Corporate Director, Children, Young People and Education,
Head Teacher / Chair of Governors all schools in Kent NASACRE

**KENT STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT
2016-2017**

The Statutory Duties of a SACRE

All LAs are required to establish and support a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

“To advise the Local Education Authority upon such matters connected with religious worship in County schools and the Religious Education to be given in accordance with the Agreed Syllabus as the Authority may refer to the SACRE or as the SACRE may see fit”. (s.391 (1) (a))

Such matters include: -

“Methods of teaching, the choice of materials and the provision of training for teachers”.

A SACRE also:

- Requires the LA to support a five-yearly review of its current Agreed Syllabus (s.391(3))
- Must consider applications made by a head teacher that the requirement for Collective Worship in County schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of the pupils in a particular school - “determinations”. (s.394(1))

It is a legal requirement that the SACRE publish an Annual Report to inform relevant parties, including schools, of the advice that SACRE has given to the Local Authority and of the actions taken to support RE and Collective Worship in schools using the Agreed Syllabus, that have resulted from this advice.

The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in schools through:

- Giving advice on methods of teaching using the Agreed Syllabus Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to by the LA;
- Asking the LA to review its Agreed Syllabus.

Opening remarks from the Chair of SACRE

Welcome to the 2016 - 17 Annual Report of the Kent SACRE.

The SACRE has met three times during the academic year. We have continued our commitment to hold at least one meeting each year in a venue away from County Hall. This year's June meeting was hosted by 'The Quaker Meeting Rooms' in Canterbury. This reflected SACRE's ongoing desire to engage with the broad range of faith and denominational groups that are component parts of Kent SACRE.

SACRE has continued to make efforts to engage with all schools across Kent, to ensure their compliance with requirements to provide high quality Religious Education and opportunities for Collective Worship. SACRE has worked with the Kent Association of Head teachers to seek membership of representatives from Primary and Secondary school head teachers. Through the communications with national appointing bodies, SACRE has tried to quickly fill vacancies that arise in the Groups. We believe it is important that we have a membership drawn from the Faith Groups and the range of schools found locally as they help to ensure that SACRE is reflective of the diversity found in Kent.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican Diocesan Education boards of Canterbury and Rochester and with Canterbury Christ Church University. We are also thankful for the support that is provided by our former AST colleagues. Not only are they each a member or co-opted to SACRE, but they do provide a valuable link between Secondary Schools / Academies and ourselves.

SACRE has also been undertaking the review of the Kent Agreed Syllabus as this is a task which is undertaken every 5 Years. This has resulted in extra work and I am grateful for the support of the KCC cabinet member for Education Mr. Roger Gough.

Kent SACRE has also been active in contributing to national initiatives such as the Commission on Religious Education.

This year Kent SACRE has also become part of a wider grouping of SACRES in the South East and we look forward to working with this group to share best practice.

As Chairman, I would like to give a very special mention and express thanks to the officers from Democratic Services who have supported our meetings. I would like to thank all those who serve on Kent SACRE, teachers, Diocesan and faith group representatives, and fellow County Councillors. The professional support of our consultant /adviser and the democratic support are also gratefully acknowledged. This team has worked very hard this year to provide support so that we are able achieve our aims despite challenges in a time of ongoing austerity.

We are grateful for the ongoing support and interest of the Local Authority and for the active involvement of senior officers and Members in our activities. I would like to pay a special thanks to the Vice Chairman Mrs. Nicky Younosi who has provided invaluable support through the year and Penny Smith-Orr for her work as the consultant advisor to Kent SACRE.

I believe that Kent SACRE is very well placed to face the challenges ahead as we continue to ensure that Religious Education and Collective Worship retain their rightful place at the heart of our schools.

Councillor Steve Manion, Chairman, Kent SACRE

Management of Kent SACRE

The Council engages an RE Consultant to attend meetings and give advice to schools. A clerk to SACRE is also provided and administrative support between meetings. The Council also provide an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions and space on KELSI web pages for RE and Collective Worship resources.

Three SACRE meetings were held in this academic year, two in the Council offices in Maidstone and one at The Friends Meeting House in Canterbury, these were all quorate. Three SACRE briefing meetings were held with the chairs of each of the constituent groups where the agenda was set.

Details of SACRE Membership and attendance at meetings can be found in Appendix 3 and agendas and minutes of meetings can be found on the KCC website - www.Kent.gov.uk/SACRE.

The report is sent to the Head teachers/Chair of Governors of all schools in the county, The National Association of SACREs (NASACRE), The Department of Education and the Local Authority. The report is also available on the SACRE pages of the Kent website.

Kent SACRE is a member of NASACRE (National Association of SACREs) and representatives attend national meetings. A representative also attends the regional meetings for SACRE.

Kent SACRE does not have an opportunity to contribute to other agendas within the Council.

This report covers the work of the Kent SACRE during the academic year from September 2016 to August

Advice to the Local Authority (LA)

The SACRE advises the LA to bring this report to the attention of schools and governing bodies and, in particular, to highlight the following points:

The existing statutory requirements of the Kent Agreed Syllabus (2012) are still valid until September 2018 although schools are encouraged to start implementing the new Agreed syllabus during the Summer term 2018. Schools should use this syllabus as the basis of their R.E. curriculum planning. The statutory requirements and the non-statutory guidance of this syllabus are available for download from the KELSI website. <http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>

In all maintained schools other than Voluntary Aided schools or schools of a religious character, but including Voluntary Controlled Schools, Religious Education has to be taught according to the Kent Agreed Syllabus. The Diocese of Canterbury continues to recommend that all Church of England schools also follow the Kent Agreed Syllabus and the Diocese of Rochester recommends that its Voluntary Controlled schools use the Kent Agreed Syllabus;

Academies are reminded of their statutory requirement to teach Religious Education in accordance with their Funding Agreement. Academies in Kent are recommended to use the Kent Agreed Syllabus to ensure that they fulfil their statutory requirements;

In accordance with the expectations of the Kent Agreed Syllabus, schools are reminded of the requirement to assess pupils' progress in Religious Education and to report separately in the Summer reports.

Secondary schools are reminded that Religious Education is a statutory subject and that all KS4 students should follow an accredited course as required in the Agreed Syllabus.

All schools are reminded of their responsibilities to provide opportunities for daily Collective Worship. The place of collective worship in schools is upheld by statute and has been so since 1944. The basic requirement is that all registered pupils shall take part in an act of collective worship every day. There are only two exceptions to this: parents have the right to withdraw their child from collective worship and pupils in school sixth forms are permitted to decide for themselves whether to attend or not. The Education Reform Act (ERA) 1988 stipulates collective worship must be 'wholly or mainly of a broadly Christian character'; it is deemed to be fulfilling this description if it 'reflects the broad traditions of Christian belief, without being distinctive of any Christian denomination'.

Schools need to be aware that only a limited CPD programme for RE is currently being initiated by the LA; instead schools are expected to identify and access their own training needs through local and national organisations; Senior Leaders and Governing Bodies are urged to ensure that RE Subject Leaders/RE Co-Ordinator's are adequately supported in terms of professional development, opportunities to monitor and evaluate the subject, opportunities to train and support colleagues and in having an adequate budget in order to help raise standards in Religious Education;

Schools are encouraged to apply for the RE Quality Mark (REQM). Three levels – Bronze, Silver and Gold can be achieved, and schools will be able to demonstrate their good practice in RE and have hard work recognised and rewarded (www.reqm.org); This is also a useful tool to use as a bench mark for excellent RE.

Kent SACRE continues to work with KCC to ensure that essential and appropriate supporting materials and resources are made available on the Kent Education Learning and Skills Information (KELSI) web pages. Currently the Agreed Syllabus and Non-Statutory Guidance can be accessed here:
<http://www.kelsi.org.uk/Curriculum/curriculum-resources/standing-advisory-council-for-religious-education>

Religious Education

Kent Agreed Syllabus; It was decided at the 5-yearly review of the Kent Agreed syllabus 2012 that a new syllabus was required. This has been purchased from RE Today Services and much of the work during this year has been centered on this work. A working group was convened in March and met three times to ensure that the purchased syllabus had a relevance to Kent schools. An introduction was written by this group and the Diocesan Advisers wrote a curriculum plan for the church schools to use which fits in with their use of the Understanding Christianity materials which they had implemented the year before. The SACRE rep for Islam also rewrote some parts of the Islam sections. It was decided to provide material on the basic teaching of the six major faiths in the syllabus. The launch of the Syllabus was set for Autumn and Spring in the 2017-18 academic year and full implementation of the new syllabus will take place from September 2018.

With the increased number of Academies, it is difficult to ascertain the level of specialist RE teachers in Kent schools and monitoring of the quality of religious education. With the number of schools in Kent it is hard to fulfill the monitoring role of SACRE and this has been discussed during meetings during the year. There is no provision for RE Coordinator network meetings although an RE Teacher's Hub has held meetings in collaboration with Canterbury Christ Church University and Teacher Associations.

A Primary conference was held in July with 27 schools taking part in a day of activities. The day was organised by the Diocesan Advisers of Canterbury and Rochester and was held at Highworth School in Ashford and was very successful, several members of SACRE attended and the faith representatives volunteered to give workshops on aspects of their own faiths.

There were no formal complaints about Religious Education referred to Kent SACRE during this year.

Exam results for Kent schools

With the increased number of Academies it is difficult to ascertain the level of specialist RE teachers in Kent schools and monitoring of the quality of religious education. There is still a system of grammar school education in Kent. Seventy-three schools entered pupils into the full course GCSE. Thirteen schools achieved 100% A*-C grades with four schools achieving 98% or above at A*-C. Only four of the total number of schools entered the whole cohort into the religious education exam.

The short course RE GCSE is much less popular with schools now that it doesn't contribute to their statistics. In Kent 1372 pupils were entered for the short course and nationally 10269 pupils were entered.

SACRE would like to acknowledge the successes of Kent students and recognise the continued dedication of RE teachers across the county whose skill and hard work have supported students in their achievements at all levels.

SACRE continues to be concerned about the decline in the number of students being entered for GCSE Religious Studies courses, and also about the increasing number of schools that are entering no students at all for GCSE Religious Studies

Full Course GCSE summary for Kent Schools and Academies

	2017
%A*-C	67%
%A*-G	97%
Girls A*-C	76%
Boys A*-C	58%
Number entered	6495
National Number entered	248210

Summary of the AS and A level results for Kent schools and Academies

AS Level	2017	A Level	2017
National % A*-B	47%		55%
Kent A*-B	32%		44%
Kent A*-E	83%		88%
No. of Schools	32		43
Number entered	230		581
National number	13910		21289

The number of entries for the AS level were much reduced nationally which was reflected in Kent schools.

Collective Worship

The SACRE's Determinations procedure is available on request. There have been no applications for a determination this year. There have also been no complaints concerning Collective Worship referred to SACRE during this academic year.

AN OVERVIEW OF THE SACRE'S WORK:

The full SACRE has met three times over the academic year, an Agreed Syllabus Conference was reconvened and met twice during the year. Group pre-meetings are held from 9:00 a.m. The full meeting beginning at 9:30 a.m. Meetings end at 12:30p.m.

November 29th, 2016

The RE Adviser for Kent, Mr. Alan Foster, told the meeting that he was retiring and introduced the new RE Consultant, Penny Smith-Orr, who would be engaged by KCC to continue this work. There was also a new clerk to SACRE at the meeting.

The budget for SACRE as discussed including the use of money offered to schools towards the cost of applying for the RE Quality Mark. A Primary school event had been planned to take place in October but had been postponed until July 2017. There was a discussion on the best ways to contact all the schools to encourage them to come to the event. A Secondary school event due in November had been cancelled and a discussion took place on how to engage the Secondary schools. It was suggested that a type of 'Roadshow' could be looked into and this would possibly take place in 2017-18.

The Annual Report was presented and discussed, it was agreed although the exam results for Kent schools were not available yet and would be added at a later date.

The Agreed Syllabus review was continued, Mr. Foster was concerned that the budget was still not showing the costs related to a new syllabus. He had held discussions with RE Today Services and presented two options that he had negotiated. The first was to assist Kent in writing their own syllabus, although this option was likely to be expensive. The second option was to purchase a model syllabus the cost of which would be supported by schools being able to buy in to modules, after some questioning about the RE Today syllabus it was agreed that there would be a presentation at the next meeting.

Finally, the SACRE had a presentation from Rudolf Elliott Lockhart Chief Executive Officer of the RE Council who talked about the RE Council's Commission on RE. Kent SACRE subsequently sent in an initial response to the commission.

March 7th, 2017

SACRE met and discussed the budget for the syllabus, the Local Authority had promised £10,000 for the costs. Arrangements for the Primary conference in July were outlined and it was reported that 22 schools had booked. It was agreed that the Secondary conference would take place after the launch of the new syllabus.

The meeting was followed by the reconvened Agreed Syllabus Conference and the committee had a presentation by two members of RE Today Services. The constituent groups held discussions and a vote was taken on whether to buy the RE Today syllabus. This was passed unanimously on the proviso that the promised budget was secured.

June 14th, 2017

This meeting was held at The Friends meeting House in Canterbury. There was an update on the Teachers Hub which is supported by Canterbury Diocese and also has a face book page.

The matter of the SACRE presence on the Kelsi website was raised and it was decided to request that the Kent SACRE pages should be made more prominent.

Rabbi Cohen, the Jewish representative, had attended the NASACRE AGM and sent a short report about the proceedings.

The RE Consultant gave members an update on the progress towards a new syllabus with a presentation on costs and the work of the teachers working party who had met three times. The working party had written an introduction to the syllabus which would make it reflect the Kent area and Mrs. Younosi was in the process of writing a revised

part of the Islam section. The syllabus would be going to print early in the Autumn term and the launches were planned to be held in the form of 5 training days in November, January and February.

Mrs. Younosi, the representative for Islam on SACRE, said a prayer for the victims of the terrorist events in London and Manchester and gave a short talk on Islam to members.

KENT SACRE Membership and Attendance at meetings 2015 – 2016

GROUP 1: CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

MEMBERSHIP	29/11/16	7/3/17	14/6/17
Free Church (4)			
Miss J Webb – (Baptist)	y	y	y
Mrs E Talbot - (Methodist)	y	n	n
Mrs E May – (United Reformed Church)	n	y	n
Mrs J Wigg -(Salvation Army)	n	y	y
Roman Catholic (3)			
Mrs A Donnelly	n	n	n
Mrs F Hawkes	y	y	n
Miss S Malone	y	n	n
Buddhism (1)			
Mrs C Elapatha	y	y	n
The Greek Orthodox Church (1)			
Mr M Papadopoulos	n	y	y
Hinduism (1)			
Mr R Chakkedath	n	n	n
Islam (1)			
Mrs N Younosi (<i>Group Convenor/SACRE Vice- Chair</i>)	y	y	y
Judaism (1)			
Rabbi C Cohen	y	y	n
Sikhism (1)			
Mrs Deepinder Kaur Gill	n	n	n
Co-opted Members			
Mrs J Grant (Baha'i)	y	y	y

GROUP 2: CHURCH OF ENGLAND (6)

Rochester Diocesan Board of Education (3)			
Mrs V Corbyn (<i>Group Convenor</i>)	y	y	n
Miss N Brownfield	y	y	n
Miss C Bostock	y	y	y
Canterbury Diocesan Board of Education (3)			
Mrs B Naden	n	y	y
Mrs N Paterson	n	n	y
Miss R Walters	y	y	n

GROUP 3: TEACHER ASSOCIATIONS (6)

National Union of Teachers Mr W Chambers	n	n	n
National Association of Schoolmasters/Union of Women Teachers Ms K Burke (<i>Group Convenor</i>)	y	n	y
Association of Teachers and Lecturers Vacancy 1.4.2014			
Kent Association of Head Teachers Primary Mrs N Caisley	n	n	n
Kent Association of Secondary Head Teachers Mrs R Joyce	n	y	n
Mr A Fowler	n	y	n
National Association of Head Teachers Kent Branch Vacancy			
Co-opted Members Miss E Pope Miss T Kelvie	Y n	Y n	n n

GROUP 4: LOCAL AUTHORITY (4)

Nominees of Conservative Group (2)			
Mr S Manion (<i>SACRE Chairman and Group Convenor</i>)	n	n	y
Mr M J Northey	y	y	y
Nominee of the Labour Group (1)			
Mr T Maddison	y	y	n
Nominee of UKIP Group (1)			
Mr A Crowther	y	n	n

Appendix 1

A diagnostic check-list on the quality of education for governors and Head teachers

The quality of education provided in the school	Yes	No	Unsure
1. Is your curriculum rich, relevant broad and balanced - is there no unexplained narrowness?			
2. Is there a teaching of and a support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupil's RE that is broadly Christian but takes account of the teaching and practices of the other principal religions in Britain?			
Quality of leadership and management in the school			
6. Can all members of your school community articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos?			
7. Is your school auditing where it is planning for and delivering SMSC? Avoid a scattergun approach. RE, CW, PSHE and Citizenship are areas that are of key importance.			

8. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account? Are those responsible, given appropriate support through continuing professional development, and governor scrutiny and challenge?			
9. Is the responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Are those responsible given appropriate support through continuing professional development, and governor scrutiny and challenge?			
10. Are there clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW? Does your school have a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision?			
11. Is SMSC built into the core life and work of your school as a tool for human flourishing? Do you include SMSC in reporting systems to parents and students? Do you recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps?			

12. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right or wrong?			
13. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain?			
The behaviour and safety of pupils at the school			
14. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring (e.g. of external speakers at school assemblies)?			
15. Does the school have effective systems for ensuring a school culture where pupils conduct themselves with respect courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			
16. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.)			

Actions:

Yes = What is your evidence? Are there any further questions to ask about the provision?

No = Then this needs to be an action for development. Unsure = Investigate further.

“Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference.”

(RSA Schools with Soul p25 2014) http://www.thersa.org/action-research-centre/learning,-_cognition-andcreativity/education/reports-and-events/reports/schools-with-soul#download-report

Appendix 2

SACRE Development Plan 2015 -17 A new plan will be prepared in Spring 2018

PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

What?	and How?	Reporting	Resources	Legal Requirements
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

OBJECTIVE: Management of SACRE

What?	and How?	Reporting	Resources	Legal Requirements
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate

SACRE PRIORITIES

What	and How	Reporting	Resources
SACRE Key Stage 4 Conference	Working group Half-day conference Nov 2016 Link to KYCC?	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group reviewed 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance by SACRE published on KELS1 web page	Consultant Working Group

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SACRE RETool

SACRE

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)

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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:	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<input type="checkbox"/>
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:	<p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p>	<input type="checkbox"/>

Where are we and where do we find evidence to support this?

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?

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

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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?

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<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?		

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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.	<input type="checkbox"/>
Established A SACRE with established practice would:	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"/>
Advanced A SACRE with advanced 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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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)

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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:	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input type="checkbox"/>
Established A SACRE with established practice would:	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p> <p>Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.</p>	<input type="checkbox"/>
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)

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

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 4a – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
Established A SACRE with established practice would:	have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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)

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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.

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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)

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ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

SACRE Development Plan 2015 -17

PRIORITY OBJECTIVE: Advise the LA on RE given in accordance with the Agreed Syllabus

What?	and How?	Reporting	Resources	Legal Requirements
Monitor implementation of Agreed Syllabus, and provision of RE	Short Annual questionnaire to Chairs of Governors	Written summary to SACRE annually	Consultant – 2 days Admin. support	Monitor the provision and quality of RE
Monitor provision and compliance for Collective Worship	Short Annual questionnaire to Chairs of Governors	Written annual summary to SACRE	Consultant – included above Admin. support	Reporting to LA on CW in schools
Analysis of exam results	Compilation of local and national data	Written Draft report to SACRE Annual Report to NASACRE Annual Report to LA Education Cabinet Committee	Consultant – 2 days SACRE Chairman	Publish an Annual Report which is sent to NASACRE
Review of Agreed Syllabus for implementation after Sept 2017	Plan for establishing Agreed Syllabus Conference Prepare successful business plan to achieve funding for Review Set out Timeframe for Review process	ASC and timeframe agreed by SACRE Principles for new KAS agreed by SACRE	SACRE members ASC members Consultant Budget for meetings and resources	To review locally Agreed Syllabus

OBJECTIVE: Management of SACRE

What?	and How?	Reporting	Resources	Legal Requirements
Hold 3 meetings of SACRE p.a. plus 3 meetings of Chair's pre-briefing meeting	Booked in County Hall and Oakwood House Calendars	Agendas and Minutes Financial Budget Annual Report	Consultant – 6 days Admin. support Chair Membership	Hold meetings in public. Make Agendas and Minutes available to the public
Advise LA on RE and CW matters relating its functions	Annual Report Verbal/written reports/briefings	Annual Report Verbal/written reports/briefings	Consultant – 4 days Admin. support SACRE Chairman	Produce and publish Annual Report to advise LA Meetings with LA Members & Officers as appropriate

SACRE PRIORITIES

What	and How	Reporting	Resources
SACRE Key Stage 4 Conference	Working group Half-day conference Nov 2016 Link to KYCC?	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
SACRE Primary Conference	Working group Half-day event May 2016	Evaluation and Feedback to SACRE	Working group Admin. support Financial support (?)
Raise profile and status of Kent SACRE	Youth SACRE events Communications with LA and schools Attendance at local and national events SACRE members visits to schools Relationship with LA	Evaluation and feedback to SACRE SACRE Annual report	SACRE members SACRE Chairman Consultant Admin. support
Deliver high quality CPD	LA to be advised to commission CPD Collaboration with Dioceses Collaboration with CCCU and Regional (NATRE) Hub	Financial support from budget as appropriate Evaluation and feedback to SACRE	SACRE members SACRE Budget
Development of SMSC Guidance for schools	Working Group reviewed 'Shaping the Spirit' to reflect recent DfE and Ofsted guidance	Reviewed guidance by SACRE published on KELSI web page	Consultant Working Group

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Kent SACRE Website Check for RE & CW

School	RE referenced in curriculum?	Syllabus used	Time allowed	CW referenced?	Other SMSC/PSHE

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CP Forecast

SACRE 2017-18

Oracle Month: **10** <- Select number of Oracle Periods that have happened
2 = number of periods left

		Working Budget	Total Forecast & Spend	YTD	Variance
Subj					
External Room Hire	120000	£ 200.00	£ 4,006.84	£ 3,200.84	£ 3,807.00
Internal Room Hire (Oakwood)	122000	£ 200.00	£ 2,835.00	£ 417.00	£ 2,635.00
Public Transport (Officers & Members)	230000	£ 400.00	£ -	£ -	(400.00)
Mileage expenses	242000	£ 400.00	£ 721.24	£ 571.00	£ 321.00
Postage	310000	£ 100.00	£ 0.51	£ 0.51	(99.00)
Refreshments	342000	£ 100.00	£ 189.85	£ 116.15	£ 90.00
Printing	350000	£ 200.00	£ 16,849.00	£ -	£ 16,649.00
Specialists Fees	401000	£ 500.00	£ 4,336.00	£ 3,786.00	£ 3,836.00
Conference Expenses	440000	£ 200.00	£ 300.00	£ 300.00	£ 100.00
Subscriptions	451000	£ 100.00	£ 100.00	£ -	(0.00)
Payments to Academies	521000	£ -	£ 118.87	£ 118.87	£ 119.00
Oakwood House refreshments	646000	£ 200.00	£ 146.71	£ 146.71	(53.00)
Admin charge from Training & Development	660000	£ -	£ 625.00	£ -	£ 625.00
Payments to Schools	680000	£ 2,400.00	£ 1,046.50	£ 696.50	(1,354.00)
KCC Schools	980000	£ -	-£ 18,620.00	-£ 8,900.00	(18,620.00)
Income from Academies	939000	£ -	-£ 7,660.00	-£ 3,320.00	(7,660.00)
		£ 5,000.00	£ 4,995.52	-£ 2,866.42	(4.00)

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Supplier	Description	Estimated Cost	Year to Date	Subjective code	Subjective description
NASACRE	NASACRE Annual Subscription: Academic Year 2017-18	100.00		451000	Subscriptions
AMEY	SACRE Conference, Council Chamber - (7/3/17) - Refreshments		55.11	646000	Oakwood House refreshments
Oakwood House	SACRE Agenda Briefing - (15/05/17) - Room Hire		149.00	122000	Internal Room Hire (Oakwood)
Oakwood House	SACRE Agenda Briefing - (15/05/17) - Refreshments		16.80	646000	Oakwood House refreshments
Oakwood House	Agreed Syllabus Working Party - (26/05/17) - Room Hire		118.00	122000	Internal Room Hire (Oakwood)
Oakwood House	Agreed Syllabus Working Party - (26/05/17) - Refreshments		58.00	646000	Oakwood House refreshments
Society of Friends, Canterbury	SACRE Conference - (14/06/17) - Room Hire	46.00		120000	External Room Hire
Oakwood House	SACRE Agenda Briefing - (16/10/17) - Room Hire		150.00	122000	Internal Room Hire (Oakwood)
Oakwood House	SACRE Agenda Briefing - (16/10/17) - Refreshments		16.80	646000	Oakwood House refreshments
AMEY	SACRE Meeting, Council Chamber - (28/11/17) - Refreshments	36.00		342000	Refreshments
AMEY	SACRE Agenda Briefing, Bewl Room, (05/02/18) - Refreshments	7.70		342000	Refreshments
AMEY	SACRE Meeting, Council Chamber - (06/03/18) - Refreshments	30.00		342000	Refreshments
Cliff Cohen	Mileage expenses to attend NASACRE Meeting - 20/3/17		251.10	242000	Mileage expenses
Karen Burke	Mileage expenses to attend Sacre Meeting - May/June 2017		67.53	242000	Mileage expenses
Jackie Grant	Mileage expenses to attend Sacre Meeting - June 2017		33.00	242000	Mileage expenses
Christine Bostock	Mileage expenses to attend Sacre Meeting - June 2017		30.90	242000	Mileage expenses
Rosemary Joyce	Mileage expenses to attend Sacre Meeting - November 2017		15.12	242000	Mileage expenses
Michael Papadopoulos	Mileage expenses to attend Sacre Meeting - November 2017		29.25	242000	Mileage expenses
Rosemary Walters	Mileage expenses to attend Sacre Meeting - November 2017		17.80	242000	Mileage expenses
Karen Burke	Mileage expenses to attend Sacre Meeting - October & November 2017		58.14	242000	Mileage expenses
Warren Chambers	Mileage expenses to attend Sacre Meeting - November 2017		47.25	242000	Mileage expenses
Elizabeth Pope	Mileage expenses to attend Sacre Meeting - November 2017		21.15	242000	Mileage expenses
enter name	Forecast Mileage expenses to attend Sacre Meeting - (March meeting)	150.00		242000	Mileage expenses
Highworth Grammar School	Reimbursement for Elizabeth Pope half day supply cover + travel to attend SACRE 26/5/17		118.87	521000	Payments to Academies
St Peter's Methodist Primary School, Canter	Reimbursement for Brenda Naden supply cover to attend SACRE 14/6/17		120.00	680000	Payments to Schools
St Peter's Methodist Primary School, Canter	Reimbursement for Brenda Naden supply cover to attend SACRE 28/11/17		138.00	680000	Payments to Schools
St George's CEP School, Sevenoaks	Reimbursement for Natasha Brownfield supply cover to attend SACRE 28/11/17		190.00	680000	Payments to Schools
All Spuls' CEP School	Liz Webb - Knowing you Knowing me conference, 05/07/17		248.50	680000	Payments to Schools
enter name of school	Forecast for supply cover to attend Sacre Meeting - (March meeting)	350.00		680000	Payments to Schools
Canterbury Christ Church University	RE Regional Strategy Hub Project Z538 Consultancy		200.00	440000	Conference expenses
Diocese of Rochester	Charges for Virginia Corbyn to attend Kent SACRE Working Party Meeting 27/3/17		300.00	401000	Specialist Fees
Diocese of Rochester	Charges for Virginia Corbyn to attend Kent SACRE Working Party Meeting 26/5/17		200.00	401000	Specialist Fees
NASACRE	Charges for Rabbi Cliff Cohen to attend NASACRE Conference and AGM on 16/5/17		100.00	440000	Conference expenses
AMEY	Charges for SACRE Postage Sessions House - February 2017		0.51	310000	Postage
Ashford Teaching Alliance	Elizabeth Pope preparation and materials for Primary SACRE Day on 5/7/17		350.00	401000	Specialist Fees
Ashford Teaching Alliance	Elizabeth Pope Lunch & Refreshments for Primary SACRE Day on 5/7/17		116.15	342000	Refreshments
Diocese of Canterbury	Time charged for Committee Member to attend Kent Agreed Syllabus Working Party 26/5/17		200.00	401000	Specialist Fees
Mercure Maidstone Great Danes Hotel	Delegate rate: Launch of new Agreed RE Syllabus for Kent School - 53 on 21 & 57 on 22 November 2017		2,853.34	120000	External Room Hire
Mercure Maidstone Great Danes Hotel	Bed and Breakfast accommodation - £85.85 per room per night for 2 people for 2 nights		347.50	120000	External Room Hire
EduKent	74 maintained schools at £120 each for attendance at Mercure Maidstone on 21 & 22 November 2017		-8,900.00	980000	Income from KCC schools
EduKent	23 Academies at £140 each for attendance at Mercure Maidstone on 21 & 22 November 2017		-3,320.00	939000	Income from Academies
Oakwood House	Delegate rate for launch event at Oakwood House on 23 & 24 January 2018	2,418.00		122000	Internal Room Hire (Oakwood)
Oakwood House	Bed and Breakfast for trainers - £65.00 per room per night for 2 people for 2 nights	260.00		120000	External Room Hire
EduKent	64 maintained schools at £120 each for attendance at Oakwood House on 23 & 24 January 2018	-7,680.00		980000	Income from KCC schools
EduKent	22 Academies at £140 each for attendance at Oakwood House on 23 & 24 January 2018	-3,080.00		939000	Income from Academies
Holiday Inn Ashford Central	Delegate rate for launch event at Holiday Inn on 19 February 2018	500.00		120000	External Room Hire
EduKent	17 maintained schools at £120 each for attendance at Holiday Inn Ashford Central on 19 February 2018	-2,040.00		980000	Income from KCC schools
EduKent	9 Academies at £140 each for attendance at Holiday Inn Ashford Central on 19 February 2018	-1,260.00		939000	Income from Academies
Training and Development Unit	Administration charge for organising launch events	625.00		660000	Training and Development
?	Cost of printing 581 syllabuses	16,849.00		350000	Printing
RE Today Services	Services of Fiona Moss & Julia Diamond-Conway (£400 ea per day) for launch events		2400.00	401000	Specialist Fees
RE Today Services	Travel and sustenance expenses for Fiona Moss & Julia Diamond-Conway		336.30	401000	Specialist Fees
RE Today Services	Services of 1 tutor (£400 per day) for launch event on 19 February 2018	400.00		401000	Specialist Fees
RE Today Services	Travel and sustenance expenses for 1 tutor	150.00		401000	Specialist Fees

TOTALS

7,861.70

-2865.88

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