



Lancashire Standing Advisory Council on Religious Education (SACRE)

Monday, 26th September, 2016 at 10.00 am in Cabinet Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

Agenda

No. Item

- 1. Apologies**
- 2. Minutes of the Meeting held on 27 June 2016** (Pages 1 - 6)
Attached.
- 3. Update on ASC Progress**
Launch of the new website
SACRE member's area on the new website.
- 4. Draft Development Plan** (Pages 7 - 22)
Plan Attached.
- 5. Annual Report and Membership of SACRE** (Pages 23 - 30)
Attached.
- 6. Halton Annual Return Questionnaire** (Pages 31 - 32)
Attached.
- 7. Community Cohesion Feedback**
Verbal update from Afrasiab Anwar.
- 8. Agreed Syllabus Conference - 10th November 2016
Launch**
Verbal update – Advice of those wishing to attend.
- 9. National Update**
Verbal Update.
- 10. Visit to Schools**
Verbal Update.
- 11. Lancashire Youth Voice**
Verbal Update.

12. Members' News

Verbal Update.

13. Observers' Contributions

Verbal Update.

14. Correspondence

(Pages 33 - 34)

Attached - Manchester Jewish Museum Flyer.

15. Date of Next Meeting

Provisional dates for future SACRE Meetings to be held at 10.00am in The Henry Bolingbroke Room (Cabinet Room D), County Hall, and Preston.

21 November 2016
30 January 2017
24 April 2017
3 July 2017
2 October 2017

Provisional dates for future QSS Meetings to be held at 10.00am in The Diamond Jubilee Room (Cabinet Room B), County Hall, Preston.

7 November 2016
9 January 2017
27 March 2017
12 June 2017
11 September 2017

Paul Bond
Clerk to the SACRE

County Hall
Preston

Agenda Item 2

Lancashire Standing Advisory Council on Religious Education (SACRE)

Minutes of the Meeting held on Monday, 27th June, 2016 at 10.00 am in Cabinet Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

1. Attendance & Apologies

Attendance

Roman Catholic Church	Ms Jo Busby
The Free Churches Group	Mr C Wills (UR) Mrs A Tidswell (M) Mr P Baker (AoG)
Hinduism	Mrs H Shukla Mr I Tailor
Teacher Associations	Mr P Martin (ASCL) – Chair Mrs A Robinson (ATL)
Church of England	Ms L Horobin Mrs M Pate Mr J Wilson
Lancashire County Council	Mr F Williams CC P Buckley CC A Cheetham CC Y Motala
Co-opted Members	Mrs K Cooper (LASGB)
Teachers Union	Ms Julie Roper (NASUWT)

Officers in attendance

Mrs A Lloyd – Advisor (School Improvement), Lancashire County Council, Children and Young People Directorate

Mrs M Mahmood – Democratic Services Officer, Lancashire County Council, Office of the Chief Executive

Miss K Harrison – Democratic Services Officer, Lancashire County Council, Legal and Democratic Services

Apologies

Apologies for absence were received from Ben McMullen, Joan O'Rourke, Helen Sage, Kevin Ellard, Malcolm Craig, Ephraim Guttentag and Andrew Brennand.

2. Minutes of the last meeting

The minutes of the full SACRE meeting which took place on Monday 27 June were confirmed a true and correct record.

3. Development Plan - Group Task

SACRE members split into 5 groups; each group evaluated progress against one target in the development plan. The NASACRE RE tool was also used to benchmark current performance.

Group 1: **Promoting improvement in standards, the quality of teaching and provision in RE** (Lancashire SACRE Development Plan priority 2).

The following points were reported back:

- It was questioned how robust the data collection process was, for example only 24% of secondary schools submitted data in 2015.
- In regard to primary schools removal of levels was discussed, what system would be used to gather the information?
- It was felt there was a need for a full time consultants who could provide support to teachers.
- How could RE subject leaders who didn't attend network meetings or training be supported?
- It was felt that the quality of agreed syllabus was very good, support needed to be provided to NQT's, PPA cover and those new to the RE subject leader role.
- Examples of good practice for teachers were felt to be important.
- It was questioned whether Lancashire had enough RE specialists?
- In terms of academies it was questioned how we knew what was being taught and about the quality and standards.
- Quality Mark – how do we promote this?
- Website hits – perhaps this could be a standing item on the agenda once the new website had been launched following the November conference.
- CPD for subject leaders, not just those new to RE.

Group 2: **Evaluating the effectiveness of the Locally Agreed Syllabus** (Lancashire SACRE Development Plan Priority 6). The following points were reported back:

- SACRE to review agreed syllabus and keep in line with county objectives
- Improved data returns from individual schools showing improved Outcomes. It was mentioned that an RE conference was booked for the 10 November which would hopefully continue to raise areas for development

- SACRE Website to be kept up to date with enhanced access for schools.
- Different ways of communicating could be looked into such as social media. An updated website would enhance access to sites such as Twitter.
- Consideration to be given to the people outside of Lancashire who were interested in buying the syllabus.
- Collection of pupil data in the future would be crucial to future evaluation and teacher feedback.

Group 3: Promoting improvement in the provision and quality of collective worship (Lancashire SACRE Development Plan priority 3).

The following points were reported back:

- Mirrors & Doors, could be promoted through network meetings and by developing new materials.
- Clarity needed to be sought about determination and training about what might happen in the event of a request for disapplication.
- Refocusing the role of Youth Voice
- Monitoring arrangements for collective worship?
- Are governing bodies aware that they can complain to SACRE if need be?

Group 4: Managing the SACRE and building the partnership between the SACRE, the LA and the other key stakeholders (Lancashire SACRE Development Plan priorities 1 & 4). The following points were reported back:

- The attendance from membership faiths to meetings of the SACRE was discussed.
- There was work to be done on the induction of new members to SACRE
- There was a need for a greater understanding of the wider objectives of the LA and possibly more networking opportunities within meetings to discuss this with representatives.
- It would be helpful to re-kindle the 'who am I' sessions
- Consideration of SACRE meetings to take place at other venues
- It was noted there were few academies in Lancashire at the moment but this could change in future.

Group 5: Contributing to cohesion across the community and the promotion of social and racial harmony (Lancashire SACRE Development Plan priority 5).

The following points were reported back:

- There were established members of the SCARE from all faiths, however there was an issue with attendance.
- Community champions are members of SACRE who fully understand and engage with the agenda.
- SACRE's role with the wider LA required a more coordinated approach.
- It was questioned whether the role of the faith coordinator was being promoted successfully.

- Increasing the number of schools by engaging in assemblies, lessons, and training or culture days.

4. Report of the Quality and Standards Sub-group

Monitoring Report

Members referred to the updated monitoring report which detailed the three current methods of analysing standards within schools. It was mentioned that 70% of primary school, 24% of secondary schools and 17% of special schools submitted data in 2015, it was also highlighted that more primary schools responded than in 2014 but fewer secondary schools.

The members noted the KS1-KS4 figures for achievement in 2015.

The members of SACRE noted that Ofsted now conducted short inspections of schools that were judged to be good at their most recent section 5 inspection. The short inspections lasted for one day and took place around every three years.

Members of SACRE noted that of the 10 primary schools where attainment was below 70% at the end of Key Stage 2, 2 schools were currently judged to be outstanding, 7 judged to be good and 1 required improvement. Of the 4 secondary schools where attainment is below 70% at the end of Key Stage, 2 were currently judged to be outstanding and 2 good.

5. Agreed Syllabus Conference - Progress Report

Members of SACRE referred to and noted the agreed Syllabus progress report which was tabled to members at the meeting.

6. National issues

SACRE noted NASACRE's response to the advice of Dr Satvinder Juss on the High Court ruling on Religious Education - November 2015.

7. NNW Hub

It was reported that the NNW which took place on Thursday 10 March 2016 had been well attended. The LA officer has offered for future meetings to be minuted. It was highlighted that Paul Smalley attended the meeting and topics such as monitoring paperwork, CPG, and the PREVENT agenda were discussed.

It is hoped that following the next meeting of the NNW Hub there would be minutes and best practice to share with SACRE.

8. NASACRE Conference

It was reported that the Chair and LA Officer had travelled to London to the NASACRE Conference where 150 SACRES from across the country attended. There had been 2 key-note speakers, Baroness Elizabeth Butler-Sloss and Professor Adam Dinham.

9. Community Cohesion: Burnley and Pendle Faith Centre

The Faith Coordinator informed members that over the past 18 months over 50 schools had engaged in the Faith Centre. It was mentioned that there was currently a team of 15 volunteers at the centre and that they were always on the lookout for new volunteers.

It was noted that the Faith Centre was reaching out across Lancashire to children from reception to 6th form. Some schools were linking with other schools to compare practice and traditions. Afrasiab mentioned that they had received some very positive feedback on the programme.

10. School Visits

Alice Robinson updated members of her recent visit to Broughton High School observed RE lessons being taught to Y7 and Y 9 students. Alice reported that the children were fully engaged and were great ambassadors to the school and the Lancashire SACRE. Alice mentioned that it was great to see the syllabus in action.

There had been discussion of students being invited to the meetings of SACRE to provide feedback to the members.

11. Youth Voice

There was nothing to report on Youth Voice.

12. Members' News

No observers were in attendance attended the meeting.

13. Observers' Contributions

No observers attended the meeting.

14. Correspondence

Members of SACRE stated who would like to receive a hard copy of the agenda.

15. The Queen's Birthday Honours List 2016

The members of SACRE praised Colin Wills on being included on the Queen's Birthday Honours List for 2016.

16. Date of Next Meeting

The next meeting is due to take place at 10:00am on 26 September 2016 in Cabinet Room D – The Henry Bolingbroke Room.

Paul Bond
Clerk to the SACRE

County Hall
Preston

Lancashire SACRE Development Plan 2016-2018.

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2016- 2018.

Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed. A more detailed evaluation is undertaken annually in the summer term benchmarked against the national RE Tool.

Key Priority 1	To raise standards by improving the quality of teaching, learning and assessment in Religious Education.
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
Measures of success.	<ul style="list-style-type: none"> • The 2016 Agreed Syllabus is successfully launched and implemented across Lancashire schools. • Teachers across Lancashire are confident in planning a Field of Enquiry and have access to an ongoing programme of high quality training and CPD • Effective RE subject leadership is promoted so that schools can independently sustain their own improvement. • A system of school to school support is established so that good practice can be shared. • A new assessment system is implemented which results in reliable judgements about pupil achievement. • An increasing proportion of schools in Lancashire are awarded an RE quality mark. • Good systems of communication are established with Lancashire schools so that updates, ideas and resources are easily disseminated.
Success evaluated by:	An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
The revised Agreed Syllabus is successfully launched and implemented across Lancashire schools.	<ul style="list-style-type: none"> • The new website is live by October 2016 • Schools are notified that the new website is live via letter sent to the HT and RE subject leader and issued with a new password. • Out of county schools that buy the syllabus are issued with a password and invited to free training. • Schools are invited to the RE conference on 10th November where the syllabus is being launched. • The ASC continues to upload materials to the website via ongoing meetings and reviews. This will ensure that information is accurate and up to date. 	<p>Live by October 16</p> <p>Launch on 10th November</p> <p>ASC meetings each term.</p>	AL	<ul style="list-style-type: none"> • Website hits are monitored and reported to the full SACRE meeting. • Evaluation forms from the training sessions are analysed and feedback reported to the SACRE. • SACRE members audit the new website once/ term. 	The Agreed Syllabus and new website provides effective support and guidance to teachers so that provision is of high quality. Feedback is positive and results in increased usage.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
<p>1.1 Teachers across Lancashire are confident in planning a Field of Enquiry and have access to an ongoing programme of high quality training and CPD</p>	<ul style="list-style-type: none"> • The ASC plans a programme of CPD to support teachers with planning, teaching and assessment in RE. Dates are agreed with courses targeted for NQTs, those who are new to the subject/HLTA's, subject leaders. • Training is publicised via Twitter, Learning Excellence, Newsletter and website, • Network meetings continue. Opportunities are provided to involve more high quality RE teachers in sharing their expertise, providing their views and contributing to the development of new resources. 	<p>Programme agreed by Nov 16</p>	<p>JC/JH</p>	<p>Leading practitioners provide a report to SACRE each term on training provided, attendance and feedback provided.</p> <p>Sample materials are shared at SACRE meetings.</p>	<p>Attendance at training and network meetings increases. Feedback is positive</p> <p>Increasing proportions of teachers across Lancashire are confident in planning a Field of Enquiry and making secure assessments of pupils' achievements.</p>
<p>1.2 Effective subject leadership is promoted so that schools can independently sustain ongoing improvement.</p>	<ul style="list-style-type: none"> • Subject leader training is provided- training will focus on planning systems, monitoring, action planning and assessment. • Subject leaders to continue to be invited to network meetings. • LA to create a data base of subject leaders to support communication with schools. 	<p>Dates booked and publicised by Feb 2017.</p> <p>Database requested by June 2017</p>	<p>JH/JC/AL</p>	<p>As above</p> <p>Data base shared with SACRE.</p>	<p>Attendance at subject leader training increases.</p> <p>Training promotes confidence in RE subject leaders so that they are equipped to lead improvement and monitor progress in their own schools.</p>
<p>1.3 A system of school to school support is established so that good practice can be shared.</p>	<ul style="list-style-type: none"> • The band of expert teachers in Lancashire is expanded and quality assured. • Schools who wish to observe or meet up with a more experienced practitioner are signposted to leading teachers via the website. • A forum for RE related queries and questions is established so that guidance is also available. 	<p>By June 2017</p>	<p>AL/JH/JC</p>	<p>Group of leading practitioners reported to SACRE. SACRE members to organise visits to selected schools.</p>	<p>School to school support for RE is established and participation increases.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
<p>1.4 A new assessment system is implemented which results in reliable judgements about pupil achievement.</p>	<ul style="list-style-type: none"> • A model assessment policy is shared with schools. • Training is provided: courses, consultancies, network meetings (see 1.1) • Standards files are created to model different expectations along the line of progression. • Sessions are provided where standards can be moderated between schools/ within schools. 	<p>Jan 17-undertaken by July 2018.</p>	<p>JH/ JC</p>	<p>Policy is ratified by SACRE Attendance at training is reported and feedback analysed. Standards files are shared with SACRE.</p>	<p>Increasing proportions of teachers are confident in assessing achievement in RE. Attendance at training is positive.</p>
<p>1.5 An increasing proportion of schools in Lancashire are awarded an RE quality mark.</p>	<ul style="list-style-type: none"> • The Lancashire RE quality mark to be promoted via letter, training sessions, schools advisers, website, twitter etc. • Lists of schools awarded the quality mark to be uploaded to the website. • These schools to provide support to other schools as identified in 1.3. 	<p>Jan 2017</p>	<p>AL/ JH</p>	<p>SACRE members to congratulate successful schools and initiate visits. Lists of awarded schools updated and shared twice/ year.</p>	<p>The number of Lancashire schools awarded the RE quality mark grows year on year. This adds to the growing bank of expertise within Lancashire.</p>
<p>1.6 Good systems of communication are established with Lancashire schools so that updates, ideas and resources are more easily disseminated.</p>	<ul style="list-style-type: none"> • More robust methods to communicate RE related issues to schools are established: <ul style="list-style-type: none"> - Newsletter - Twitter @ LancsSACRE. - Letters to subject leaders/ HTs - Website news scroll - Disseminated via advisory service. - Via Governor services updates - Via marketed training. 	<p>Nov 2016 then ongoing.</p>	<p>AL/ FH</p>	<p>Newsletters shared with SACRE as well as other forms of communication. Annual report to provide an overview of the impact of all actions taken to improve the quality of provision in RE across Lancashire.</p>	<p>RE is promoted positively and regular information is disseminated to schools and Governors and used by practitioners.</p>

Evaluation	
Next Steps	
RAG against overall key priority (by SACRE)	

Lancashire schools

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Measures of success.	<ul style="list-style-type: none"> • Appropriate systems are established to monitor pupil achievement based on reliable assessment. • New methods to monitor the quality of provision in RE are trialled.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
2.1 Appropriate systems are established to monitor pupil achievement based on reliable assessment.	<ul style="list-style-type: none"> • Provide clear guidance to schools with regards to the attainment scores that will be collected at Y2, Y6, KS3 and KS4. Establish a new electronic reporting format. • Provide guidance on how summative judgements can be formed using the new assessment materials. • Analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings. 	April 2017 October each year.	AL	Data is analysed and reported to SACRE in the Autumn term 2017	Trends in achievement are monitored and strengths and weaknesses identified. Standards are maintained or improve.
2.2 New methods to monitor the quality of provision in RE are trialled.	<ul style="list-style-type: none"> • SACRE to evaluate Halton's 'annual return questionnaire' with a view to establishing a similar format in Lancashire to check on statutory implementation of the syllabus. • Joint work on monitoring to be undertaken with the NNWHub • Gather views from pupils and analyse findings via the use of the Pupil Attitude Questionnaire (PAQ) • Monitor Ofsted reports to identify strengths and weaknesses across Lancashire. • Gather feedback from pupils via Youth Voice • Gather views from teachers during training and meetings. • Monitor and respond to any complaints re RE/CW 	Feb 2017 Autumn term annually Ongoing		Findings are compiled in an Annual monitoring report which is shared with the SACRE.	Feedback indicates that the RE syllabus supports the teaching and learning of RE Ofsted reports identify SMSC and British Values as clear strengths across Lancashire/

Evaluation	
Next Steps	
RAG against overall key priority (by SACRE)	

Key Priority 3	To improve the provision of Collective Worship
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	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.
Measures of success.	<ul style="list-style-type: none"> • All Lancashire schools are aware of the 'Mirrors and Doors' support materials and guidance. • The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
3.1 All Lancashire schools are aware of the 'Mirrors and Doors' support materials and guidance	<ul style="list-style-type: none"> • Make teachers are aware of the CW materials on the RE website: twitter/ newsletter etc. • Invite schools to welcome members of SACRE to CW sessions to see worship in action. • Develop exemplification materials to be shared with schools and upload to website. 	Nov 2016.- Ongoing	AL	<p>Case studies gathered from SACRE members visits to schools.</p> <p>Ofsted reports are analysed for positive feedback on provision of CW</p>	<p>The 'Mirrors and Doors' materials are used increasingly by schools when delivering quality CW.</p> <p>Positive feedback from SACRE visits to schools of CW being a rich and rewarding experience.</p>
3.2 The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.	<ul style="list-style-type: none"> • QSS members to agree a protocol for dealing with any requests for disapplication and the granting of a determination. Advice taken from Democratic Services /national guidance and ratified by the full SACRE 	Dec 2016	PM	Chair to report protocol to full SACRE	Clear protocols are followed if a HT requests disapplication.

Evaluation	
Next Steps	
RAG against overall key priority (by SACRE)	

Key Priority 4 To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Measures of success.	<ul style="list-style-type: none"> • SACRE meetings are purposeful and well represented. • Effective induction procedures ensure that new members are clear of expectations and know how to contribute. • Lancashire schools are clear of the role of the SACRE. • Consideration is given to how SACRE can build a positive relationship with academies across Lancashire. • The SACRE works positively in partnership with key local and national stakeholders.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
4.1 SACRE meetings are purposeful and well represented.	<ul style="list-style-type: none"> • Review membership of SACRE to ensure that all major local religious communities are represented. • Adjust agendas to ensure that all members have opportunity to fully contribute, engage with issues and offer views. • Vary meeting venue e/g using places of worship or schools. 	Ongoing	PM/ AL	Annual feedback and consultation with SACRE members – views gathered and analysed Attendance of members is monitored and analysed.	SACRE meetings are representative, engaging, & productive All members feel included and that their views are considered and respected.
4.2 Effective induction procedures ensure that new members are clear of expectations and know how to contribute.	<ul style="list-style-type: none"> • An induction booklet/ framework is compiled for new members using NASACRE and Local guidance. • Each new member is allocated a mentor. • A code of conduct is established. • Review the terms of reference and mission statement on an annual basis. 	Dec 2016	PM	Induction booklet and protocol is ratified by the full SACRE Spring 2017.	New members are clear of expectations and are able to contribute positively and appropriately to the work of the SACRE

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
4.3 Lancashire schools are clear of the role of the SACRE.	<ul style="list-style-type: none"> • SACRE section on the RE website is populated with information about the SACRE. • SACRE members submit items for the rolling news scroll on the website e.g. with a faith focus. • SACRE members are positive in arranging visits to schools to take part in worship/ meet subject leaders/ interview pupils (DBS needed) and observe quality teaching. One member to take responsibility for coordinating this in partnership with the LA officer. 	October 2016 Ongoing.	AL	Chair to check that pen portraits are completed by November 2016. Standing agenda item provided in all meetings for feedback from school visits	A positive partnership further develops between Lancashire schools and the SACRE in promoting quality RE.
4.4 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.	<ul style="list-style-type: none"> • The Lancashire Agreed Syllabus will be promoted in all academies – e.g. flier/newsletter/ order form. • Data base kept of all academies who already buy into the Agreed Syllabus and website resources – further training opportunities to be circulated. • The views of academies who buy into the syllabus will be gathered on an annual basis – so that they can regard themselves as stakeholders and partners with the SACRE. 	Feb 2017 June 2017	AL/ PM	Academies data base shared with the full SACRE. Views analysed and feedback to the full SACRE.	The SACRE develops a positive partnership with local academies. Increasing proportions of academies buy into the syllabus and see themselves as key stakeholders.
4.5 The SACRE works positively in partnership with key local and national stakeholders.	<ul style="list-style-type: none"> • Continue to foster positive links with: <ul style="list-style-type: none"> - NNWHub - Faith belief contacts for visits/ visitor resourcing. - NASACRE <p>Access regular information from the RE council/ Ofsted/ NATRE/ AREIAC</p>	NNWHub meetings 1/term Ongoing	AL/PM/ JC/ JH	Regular updates/ feedback are provided to the full SACRE as a standing agenda item.	Provision for RE is enriched through links with different faiths, beliefs and traditions. SACRE is well informed keeps abreast of national development in RE

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
4.6 Children and Young people are provided with opportunities to participate in the development of RE	<ul style="list-style-type: none"> • Develop the role of Youth voice. Provide opportunities for young people to participate in national/ local debates e.g. as promoted through NASACRE •Develop Lancashire's involvement in the Young Ambassador's Scheme. •Plan for 11th SACRE Youth conference to address the development plan priorities and gather views. 	Feb 2017 Nov 2017	JH	Youth Voice is a standing item on all full SACRE agendas.	Pupils have a voice in informing the development plan and setting the direction for improvement for RE in Lancashire

Evaluation	
Next Steps	
RAG against overall key priority (by SACRE)	

Key Priority 5 To develop the contribution of RE to Community Cohesion

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

- Measures of success.**
- Teachers are well supported through training and resources on how to tackle controversial issues.
 - The SACRE actively supports schools in promoting British Values and developing spiritual, moral, social and cultural development.
 - Positive links are developed with people of different faiths, beliefs and traditions.

Success evaluated by: An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
5.1 Teachers are well supported through training and resources on how to tackle controversial issues	<ul style="list-style-type: none"> • Develop the role of the Faith coordinator in providing/ signposting training and resources relating to controversial issues (Prevent/ CSE etc.) • Upload material to the website and publicise contact details and buy back charges. • Offer workshops for schools and KS4 students. 	Ongoing October 16 Ongoing	AA Forum of Faiths	Faith coordinator to produce a verbal/ written report for each SACRE meeting.	<p>Actions result in pupils/ teachers having increased confidence in tackling controversial issues.</p> <p>Strategies to promote community cohesion are easily accessible from the RE website.</p>
5.2 The SACRE actively supports schools in promoting British Values and developing spiritual, moral, social and cultural development.	<ul style="list-style-type: none"> • Create a dedicated section on the website for the development of SMSC and British values. Ensure that schools have easy access to resources and downloadable advice. • Develop the work of the faith coordinator in supporting SMSC development as defined in the Ofsted Inspection Handbook. – offer audits and action planning to support schools in establishing strengths and areas for development. 	October 16 New materials by March 17.	AA/ AL	New materials shared with the Full SACRE.	Ofsted reports are consistently positive in judging the quality of SMSC in Lancashire schools.
5.3 Further develop links with people	<ul style="list-style-type: none"> • Promote the work of the Faith coordinator in: <ul style="list-style-type: none"> - developing initiatives between inter faith groups. - Sharing the principles of the Agreed Syllabus with 	Ongoing	AA / Forum of Faiths/	SACRE members/ Faith coordinator to provide verbal/ written reports at each SACRE	Schools are well supported in promoting community cohesion and

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
of different faiths, beliefs and traditions.	faith leaders. - Organising visits to places of worship. - Arranging encounters with faiths/ faith trails. - Leading interfaith weeks. - Hosting belief and culture workshops - Promoting faith ambassadors. • Identify appropriate faith/ belief contacts for visits/ visitor resourcing.- SACRE members/ forum of faiths.		Sacre members	meeting.	British values. The role of the faith coordinator a successfully fully traded

Evaluation	
Next Steps	
RAG against overall key priority (by SACRE)	

SACRE Annual Reports – what is necessary and what is desirable?

SACREs have responsibility for advising a Local Authority (LA) on its schools.

For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.

For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

SACREs have a duty to publish an annual report, ideally by the 31st December each calendar year but if necessary in the following calendar year. This report has to be sent to the Secretary of State for Education as well as to key partners, including schools, teacher training institutions, libraries and councillors. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

Suggested structure to the annual report:

1. Chair's introduction and context
2. Advice to statutory bodies
 - a) Local Authority
 - b) Schools
 - c) Government or other statutory bodies
 - d) Response to the advice given, where appropriate
3. Standards and quality of provision of RE (with examples of good practice if appropriate)
 - a) Public examinations
 - b) Attainment in RE not covered by public examination
 - c) The quality of RE provision in schools
 - d) Withdrawal from RE
 - e) Complaints about RE
4. Agreed Syllabus
 - a) If there was a review of the syllabus under report
 - b) When the next review will take place

5. Collective Worship (with examples of good practice if appropriate)
 - a) Compliance with the statutory requirement
 - b) Quality of Collective Worship
 - c) Determinations
 - d) Complaints about collective worship
6. Management of SACRE
 - a) Attendance at SACRE, by Committee
 - b) Membership and training
 - c) Complaints about RE and Collective Worship
7. Contribution of SACRE to the wider Local Authority agenda
 - a) Identify what SACRE has contributed to other agendas
 - b) SACRE's contribution to the LA's public sector equality duty
 - c) What SACRE has done to support schools through events and training
 - d) Links to broader community initiatives
8. Summary
9. Membership of SACRE, local authority officers who attend, clerk and professional advice.

This is not meant as an exhaustive framework, but a useful guide.

The necessary

Firstly, it is important to recognise that SACREs are bodies that give advice (see 2 above). Hence, the annual report needs to state what advice was given and how that advice was acted upon in the year under review. It is important that the report makes clear to whom the advice was given.

The three main audiences, in order of priority, are:

- The Local Authority, this includes the portfolio holder for children's services, the director of children's services and any official of the LA (2a).
- The schools within the LA for which the SACRE is responsible and other schools within the SACRE's geographical area (2b).
- The government, including the Secretary of State, Ministers or civil servants (2c).

The annual report should answer the following questions (reported on in section 2):

- How did they respond to the advice?
- Was it acted upon? Or ignored?
- Did those being advised do something different and, if so, to what effect?

If SACRE cannot do this, it will be important to state why.

Here are some questions to consider (this could be included in sections 1 or 8, or both):

- Is SACRE taken seriously enough?
- Is SACRE adequately supported by professional staff, such as a clerk and adviser?
- Is SACRE adequately funded to perform its duties?

If the answer to any, some or all of these questions is no, then that needs to be acknowledged in the report.

Secondly, the report needs to include data about SACRE attendance by Committee, as well as any monies that it receives from the LA to carry out its responsibilities, including the time of an adviser and a clerk (see 5 above). As SACREs are statutory bodies that meet in public, they need to be properly clerked by the LA as their meetings are part of the public record.

SACRE should also report on any monitoring of RE (3) and Collective Worship (5) it has carried out and the results of such monitoring. Indeed, such monitoring should be the basis of at least some of the advice given. Similarly, a SACRE is required to advise on the appropriate materials used in classrooms to support teaching and learning in RE. SACRE should report on any such materials that it has looked at and advised upon (2 above). SACREs also need to report on the work of any Agreed Syllabus Conference within that calendar year, or indicate when another Conference is due (see 4 above).

SACRE has a statutory role in considering and granting determinations (see 5c above). Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. If a SACRE grants or refuses a determination it should be noted in the annual report (5c). There is no reason for a full explanation of why SACRE made that decision, as that information will be available from the report presented to SACRE and the minutes of that meeting. Likewise, SACRE has a role in investigating complaints against schools in relation to RE (3e) and Collective Worship (5d) and the number of such complaints dealt with should be noted in the report, with an indication as to whether the complaints were upheld or not. In terms of complaints investigated, it would be rare to mention the schools or individuals involved, as these matters would usually be discussed with the exclusion of press and public.

SACREs should have a clear picture of the number of schools their advice applies to, and the number of pupils those schools educate. This would include a breakdown of schools by phase (see 2b) above).

The desirable

SACRE may have achieved a host of things that it should celebrate. It may have provided evenings for teachers to meet members of faith communities of significance in the Local Authority (see 7 above). It might be that SACRE has hosted lectures. It could be supporting other LA agendas, such as Prevent. Whatever SACRE has done can be celebrated in the report.

It might also be possible to highlight good practice, so that schools can see examples of what they might do to improve RE (see 3 above) and Collective Worship (see 5 above) in their school. It is also desirable that the Chair of SACRE writes a short introduction (see 1 above) to the Annual Report – maybe in the form of a ‘state of the nation’ address - setting out key issues for RE, Collective Worship and SACRE in the coming twelve months.

Conclusion

SACRE’s annual report is SACRE’s opportunity to hold the Local Authority to account. As a statutory body, it has this duty and responsibility. If RE and Collective Worship are of low priority in the LA’s schools and it does nothing to correct that, then the Secretary of State needs to know, as do key partners. If the LA is promoting RE and Collective Worship and the status of RE is high, then it should be celebrated.

SACRE also needs to celebrate what it and others have done to promote high quality RE and Collective Worship.

APPENDIX 4

Dates of meetings and record of attendance.

During the academic year 2010 – 2011, the Lancashire SACRE met on four occasions. The dates and frequency of the meetings are determined by the SACRE itself in relation to what has become a customary pattern. The dates of the meetings during the year and numbers attending were as follows:

NAME AND GROUP					TOTAL
	20/09/10	29/11/10	07/02/11	07/06/11	
Christian and other religious groups appropriately reflecting the principal traditions in the area					
The Roman Catholic Church					
Ms J Busby	√	Apologies	√	√	3
Mr B McMullen	Apologies	√	√	√	3
Mr B Stuart	Apologies	√	Apologies	√	2
The Free Churches Group					
Rev S Crawford (from Oct 2010)		Apologies	√		1
Mrs Y Taylor		Apologies	Apologies	√	1
Mrs A Tidswell (from June 2011)				Apologies	0
Mr C Wills	√	Apologies	√	√	3
Buddhism					
Kelsang Pagpa	√	√	Apologies	Apologies	2
Hinduism					
Mrs K Parekh		Apologies	Apologies	√	1
Mrs H Shukla	Apologies	Apologies	√	Apologies	1
Islam					
Mr N Anwar		√	√	Apologies	2
Imam O Data		Apologies	Apologies		0
Miss I Hussain			Apologies	Apologies	0
Mr S Jogi	Apologies	Apologies		√	1
Mr H Mulla	√				1
Sikhs					
Mrs J Singh	Apologies	Apologies	Apologies	Apologies	0
Judaism					
Rabbi D Braunold	Apologies	Apologies	Apologies	Apologies	0
Teacher Associations					
Ms J Crabtree (NUT)	√	√	√	√	4
Mr D Fann (NAHT)			Apologies	√	1

Mrs S J Greenhow (NAS/UWT)	√	√	√	√	4
Mr P Martin (ASCL)	√	√	√	√	4
Mrs A Robinson (ATL)	√	√	√	√	4
Church of England					
Mr C Pountain	√	Apologies	√	√	3
Miss L Fenton	√	Apologies	√	Apologies	2
Mrs J O'Rourke	Apologies	√	Apologies	√	2
Mrs E Roodhouse (Until end Sept '10)	Apologies				0
Mrs H Sage	√	√	Apologies	Apologies	2
Lancashire County Council					
CC K Ellard	√	Apologies	√		2
CC K Iddon	√	√	√	Apologies	3
CC P Malpas	√	√	√	√	4
CC Y Motala	√	Apologies		√	2
CC A H Thornton	√	√	√	Apologies	3
Co-opted Members					
Ms J Clarke		√		√	2
Mrs K Cooper	√	√	√	Apologies	3
Ms L Heaton	√	Apologies	√	√	3
Ms C Mercier		Apologies	√	Apologies	1
Vacancy					

Observers:

Bahá'i Faith: 4 meetings attended
 Humanist: 0 meetings attended
 Pagan: 3 meetings attended
 Mr F Williams 3 meetings attended

ANNUAL FEEDBACK FORM FOR HALTON SACRE – 2014/15

Please delete/complete as appropriate

**School
RE Subject Leader**

SECTION A – FACTUAL INFORMATION

- | | | | | |
|-----------|--|-----------------------------|-----|----|
| 1 | Does your school have | | | |
| | A policy on the teaching of RE | | Yes | No |
| | A policy on collective worship | | Yes | No |
| | A policy on spiritual, moral, social and cultural development? | | Yes | No |
| 2 | Which syllabus do you use? (You may select more than one) | | | |
| | Liverpool Diocese | | Yes | No |
| | Shrewsbury Diocese | | Yes | No |
| | Liverpool Archdiocese | | Yes | No |
| | Chester Diocese | | Yes | No |
| | Halton Agreed | | Yes | No |
| | Other (please specify) | | | |
| 3 | Does your school fulfil the minimum recommended RE entitlement, as detailed below (complete as applicable) | | | |
| | Community: 36 hours Aided: 72 hours | KS1 | Yes | No |
| | Community: 45 hours Aided: 90 hours | KS2 | Yes | No |
| | Community: 45 hours Aided: 90 hours | KS3 | Yes | No |
| | Community: 40 hours Aided: 80 hours | KS4 | Yes | No |
| 4 | Is there a systematic approach to recording assessment of pupil progress in RE in relation to the Agreed Syllabus/national framework levels? | | Yes | No |
| 5 | Do you have regular monitoring, review and evaluation of RE provision in your school? | | Yes | No |
| 6 | Is provision made for a daily act of collective worship in line with statutory requirements | | Yes | No |
| 7 | Do you have regular monitoring, review and evaluation of collective worship provision in your school? | | Yes | No |
| 8a | Has your school's Designated Safeguarding Lead undertaken Prevent awareness training? | | Yes | No |
| | If yes, please state date undertaken, where and delivered by whom? | Date:
Where:
By whom: | | |
| 8b | Have teachers in your school completed the Halton Borough Council online Channel module? | | Yes | No |
| | http://course.ncalt.com/Channel_General_Awareness/01/index.html | | | |
| 8c | Please provide examples of ways in which your school effectively acts on the five duties of the Prevent duty (risk assessment, working in partnership, staff training, IT policies and building children's resilience | | | |

to radicalisation) to protect children and young people from radicalisation and behind drawn into terrorism or extremism. (We hope to share a range of examples with schools in the future)

Example 1

Example 2

Example 3

Example 4

Example 5

- 9 Please let us know of any strengths and achievements your school has in RE & collective worship, including the outcomes of any specific professional development that has been undertaken.

Strengths and achievements:

- 10 Please give any feedback/information on pupil perceptions of RE e.g. pupil surveys in school

Feedback/information:

Q11 and Q12 are for Secondary Education only:

- 11 What accreditation do you use at KS4?

Accreditation:

- 12 Approximately what % of teaching of RE is undertaken by RE specialists, ie teachers with an RE degree or RE teaching qualification?

KS3

KS4

SECTION B – SELF EVALUATION

Please indicate the appropriate judgement grade for the following

(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)

Quality of RE curriculum provision	1	2	3	4
Quality of teaching and learning in RE	1	2	3	4
Standards of attainment and achievement	1	2	3	4
Quality of collective worship	1	2	3	4
Overall effectiveness of RE and collective worship	1	2	3	4

SECTION C – DEVELOPMENT NEEDS AND ADDITIONAL COMMENTS

Please add any additional comments or development needs you would like to raise/report to the SACRE

Comments:

Development needs:

Signed (Headteacher):

Signed (RE Subject Leader):

Date:



KS3 Judaism is lively and fun at Manchester Jewish Museum

Following the success of our Jewish Faith sessions for KS1 and 2, MJM have been busy developing new sessions for KS3.

Pupils who took part in these KS3 sessions in summer 2016 enjoyed the lively and interactive delivery.

They enjoyed learning about Judaism in the surroundings of a former Sephardi synagogue with all its key features. They loved the team games, the chance to handle unfamiliar objects, time to explore the building and freedom to ask questions.

They came away with information about

- the Torah and how it is central to Jewish life
- the role of the Synagogue and its features
- how Jewish articles of prayer are used
- how Jewish festivals are celebrated

Give your pupils a learning experience with real impact by booking online at

<http://www.manchesterjewishmuseum.com/learning-at-manchester-jewish-museum/>

For further information contact the Learning Officer

Email: andrea@manchesterjewishmuseum.com Phone: **0161 830 1433**

