



Lancashire SACRE Development Plan 2018-2020.

This Development Plan sets out SACRE's key priorities for improvement over the two years from 2018- 2020.

Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed.

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 is ongoing or has been started but not yet embedded and what has not yet been achieved.
Measures of success.	<ul style="list-style-type: none"> • The paper syllabus is re designed so that it is more accessible and user friendly for teachers. • 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. • Schools have the tools available to self-evaluate their own practice and set internal targets for improvement. • Effective systems are introduced to evaluate the quality and response to ongoing training and consultancy.
Success evaluated by:	<p>An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.1 The paper syllabus is re designed so that it is more accessible and user friendly for teachers	<p>- Associate consultants, QSS and LA officer evaluate the design of agreed syllabuses from other authorities.</p> <p>- The syllabus is redesigned and relaunched. It is sent to all qualifying schools and uploaded to the website. The content of the Field of Enquiry will not be altered.</p>	Completed by December 18	AL	<p>The first draft of the re designed syllabus is shared with the full SACRE for editing (either autumn of spring meeting)</p> <p>Target date for completion now September 2019.</p>	<p>The paper copy of the Agreed Syllabus provides effective support and guidance to teachers. Expectations of the syllabus and the Field of Enquiry are clear to all.</p>	<p><i>The Associate RE consultant and LA officer are still working on the re writing of the syllabus which is taking longer than anticipated. 35/49 exemplifications have been re written. New assessment and progression overviews and documents to provide clarity on end of key stage expectations have also been produced. Yet to do: Summer 2 exemplifications EYFS overviews Concept overviews KS3 and KS4 editing and refreshing.</i></p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.2 A system of school to school support is established so that good practice can be shared.	<ul style="list-style-type: none"> -Monitoring reports continue to identify good practice and inform school SACRE visits. These are celebrated via the newsletter. -A system of primary RE Leading Teachers is established and uploaded to the website so that schools can independently arrange their own support. Principles are agreed and also uploaded to the website (e.g. methods of communication, payment etc.) 	By July 2019	AL	<ul style="list-style-type: none"> Visits are reported to the full SACRE meeting each term. The RE LST website is shared with the full SACRE. Uptake is monitored and reported to the SACRE 	School to school support for RE is established and participation increases.	<p>A bank of effective subject leaders is now established and informal methods of school to school support are in place. This is not yet formalised.</p> <p>An attempt to increase the consultant working party was unsuccessful as teachers did not have the expertise required to contribute fully.</p>
1.3 A new assessment system is implemented which results in reliable judgements about pupil achievement	<ul style="list-style-type: none"> •An assessment procedure is shared with schools. •Standards files are created to model different expectations along the line of progression. •Network meetings sessions are provided where standards can be moderated between schools/ within schools. •Cross county moderation sessions are established. •Assessment data is collected and analysed June 2019 and 2020. 	by July 2019.	RECs /AL	<ul style="list-style-type: none"> Standards files and assessment procedures are shared with SACRE. Attainment data is reported to the SACRE and Lancashire schools. 	<p>Increasing proportions of teachers are confident in assessing achievement in RE.</p> <p>Assessment judgements are more reliably reported.</p>	<p>Teachers like the new progression overviews of knowledge, concepts and skills.</p> <p>Teachers are less confident in designing assessment tasks.</p> <p>Examples and standards files need to be provided.</p>
1.4 Schools have the tools available to self-evaluate their own practice and set internal targets for improvement.	<ul style="list-style-type: none"> • RECs/LA Officer and QSS create a RE audit tool to inform school based improvement in the quality of teaching, learning and assessment in RE • Audit tool to be trialled during network meeting sessions. •Sample action planning formats to be uploaded to the RE website to show how self-evaluation informs school improvement. 	Completed by March 2020	AL/ QSS/ RECs	RE self-evaluation tool to be shared and ratified by full SACRE.	Schools are provided with clear benchmarks to self-evaluate the quality of teaching, learning and assessment in RE. This informs ongoing plans for improvement.	<p>Targeted for 2020.</p> <p>This task now needs to be adapted to support schools in fulfilling the 'intent, implementation and impact' requirements of the new EIF. This will be in line with the Lancashire format for other subjects.</p>

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
1.5 Effective systems are introduced to evaluate the quality and response to ongoing training and consultancy.	<ul style="list-style-type: none"> •Evaluation forms are distributed at all training, conferences and on the release of new materials. •Consultation continues once/ year. •If possible an online evaluation format is uploaded to the website. 	Starting May 2018	AL/ RECS	Evaluation analyses and consultation responses are reported to the full SACRE and lessons are learnt for the future.	An effective and simple method is in place to ensure that the quality of support materials and training is constantly evaluated and reviewed.	<i>Evaluations from training provided by RE today and Joanne Harris are uniformly positive.</i>

Evaluation	Steady progress is being made against the overall target however pace could accelerate if we could make some positive appointment to the consultant pool. This remains an ongoing task.
Next Steps	<ol style="list-style-type: none"> 1. Complete the syllabus review and publish on the RE website by autumn 2019. 2. Continue to identify good practice and appoint to a band of RE lead teachers/ consultants working party 3. Write standards files and share example assessment tasks with schools. 4. Write and share the RE audit tool to support the development of the RE curriculum in line with the requirements of the new EIF. 5. Consider where online feedback/ evaluation tools are required.
Adaptions/ Inclusions needed?	Target 1.4 has been adapted in light of the new EIF

Key Priority 2	The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools
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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"> • Appropriate systems are established to monitor pupil achievement based on reliable assessment. • Methods to monitor standards and the quality of provision in RE are embedded and improved.
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	Evaluation
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 age related assessment materials for each faith. • Analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings. 	<p>April 2017</p> <p>October each year.</p>	AL	Data is analysed and reported to SACRE in the Autumn term 2018/9/20	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"> • Continue to monitor RE via: <ul style="list-style-type: none"> - SACRE visits - Data analysis - Consultation and Feedback forms - Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire. • Agree a SACRE response when schools are identified to not be meeting their statutory responsibilities in the teaching of RE. • Joint work/ advice on monitoring to be undertaken with the NNWHub and NASACRE 	<p>June 18</p> <p>Ongoing Cycle established</p>		Findings are compiled in an Annual monitoring report which is shared with the SACRE.	Methods of monitoring provide the SACRE with a clear picture of standards and the quality of teaching, learning and assessment across Lancashire.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
	<ul style="list-style-type: none"> • Gather views from pupils and analyse findings via the use of the Pupil Attitude Questionnaire (PAQ) • Gather feedback from pupils via Youth Voice events •Gather views from teachers during training and meetings. •Monitor and respond to any complaints re RE/CW 					

Evaluation	Lancashire SACRE continue to use a range of methods to monitor the quality and impact of RE teaching across Lancashire.
Next Steps	<p>To gather the views of pupils via Youth Voice.</p> <p>To consider a response using NASACRE guidance when a school is identified as not fulfilling its statutory requirements.</p>
Adaptions/ Inclusions needed?	

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"> • Good quality support and guidance is available to support schools in fulfilling their statutory duties with regards to the provision of Collective Worship. • 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	Evaluation
3.1 Good quality support and guidance is available to support schools in fulfilling their statutory duties with regards to the provision of Collective Worship.	<ul style="list-style-type: none"> • Evaluate the current '<i>Mirrors and Doors</i>' materials. • Survey RE subject leaders and Leadership teams – what advice is needed? Are existing materials fit for purpose? • Clarify statutory duties for Collective Worship. • Review national guidance and that provided by other SACREs. • Amend the existing materials and signpost to useful websites for collective worship ideas. • Provide advice for schools that feed communities that are not broadly Christian in nature. 	July 2019 – completed by July 2020.	AL, QSS and RECs.	New CW materials and resources are shared and ratified by the full SACRE.	<p>Lancashire schools are fulfilling their statutory responsibilities for the provision of collective worship.</p> <p>Schools are provided with good quality advice and guidance via the website.</p>	
3.2 The SACRE has a clear procedure established to ensure an efficient response to requests for disapplication.	• 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 2018	PM	Chair to report protocol to full SACRE	Clear protocols are followed if a HT requests disapplication.	

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.3 The SACRE provides schools with clear advice on how to respond to parental requests for withdrawal from RE and Collective Worship.	<ul style="list-style-type: none"> • Simple, clear advice is uploaded to the RE website. • Schools are signposted to more detailed guidance from NASACRE and NATRE. • Verbal advice is given from the LA officer on request. • The number of requests for parental withdrawn is monitored annually. 	Autumn 2018	JW	<p>Advice is shared with the SACRE prior to publications.</p> <p>Number/ nature of requests for withdrawal is reported annually to the full SACRE meeting</p>	Headteachers are provided with clear guidance to support them when dealing with a parental request for withdrawal	

Evaluation	Targets 3.1 and 3.2 have not yet been addressed.
Next Steps	
Adaptions/ Inclusions?	

Key Priority 4	To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.
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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"> • SACRE meetings are purposeful and well represented. • 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. • Children and Young people are provided with opportunities to participate in the development of RE • The SACRE builds positive relationships with local teacher training organisations.
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 the SACRE to ensure that all major local religious communities are represented e.g. Buddhism, Sikhism, Methodism and Judaism. Monitor attendance. • Agree procedures for frequent non-attendance. • 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	Democratic Services/ Chair	<p>Annual feedback and consultation with SACRE members – views gathered and analysed</p> <p>Attendance of members is monitored and analysed.</p>	<p>SACRE meetings are representative, engaging, & productive</p> <p>All members feel included and that their views are considered and respected.</p>	
4.2 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 – 	June 2018	AL/ PM	<p>Academies data base shared with the full SACRE.</p> <p>Views analysed and feedback to the full SACRE.</p>	<p>The SACRE develops a positive partnership with local academies.</p> <p>Increasing proportions of academies buy</p>	

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	so that they can regard themselves as stakeholders and partners with the SACRE.				into the syllabus and see themselves as key stakeholders.	
4.3 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 Access regular information from the RE council/ Ofsted/ NATRE/ AREIAC Keep up to date with national development in RE and share with the full SACRE. Ensure that Lancashire SACRE is represented at all national conferences. Arrange a programme of speakers to share insights/ experiences with the full SACRE e.g. Invite the new Chair of NATRE to speak at a SACRE meeting. 	NNWHub meetings 1/term Ongoing	AL/PM/	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	
4.4 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. plan for another Youth conference to be held at County Hall. Provide opportunities for primary pupils to participate in Youth Voice events e.g. Lat Blaylock's Y5 conference in Feb 2019. 	Autumn 18 Feb 2019	REcs	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. Pupils have ongoing	

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					opportunities to debate questions relating to RE with their peers.	
4.5 The SACRE builds positive relationships with local teacher training organisations.	<ul style="list-style-type: none"> • The QSS invites representatives from the University of Cumbria, Lancaster and Edge Hill to discuss stronger links moving forward. • How can local universities familiarise students with the Field of Enquiry prior to taking up positions in Lancashire and other authorities? • How can local schools access events and training opportunities being hosted by local teacher training organisations, universities? How can these be advertised more widely?	Autumn agenda 18	QSS	Report provided to the full SACRE by SACRE members representing local Higher Education institutes	A positive mutual beneficial partnership is created with local teacher training institutions and universities.	

Evaluation	
Next Steps	
Adjustments?	

Key Priority 5	To develop the contribution of RE to Community Cohesion
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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.	Further develop links with people of different faiths, beliefs and traditions through training of Faith Leaders / volunteers Make resources available to download (if applicable) Engage more schools in the SLA to make the service full cost recovery Develop a sustainable Primary/Secondary School linking Programme to promote community cohesion and tackle controversial issues.
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
Further develop links with people of different faiths, beliefs and traditions through training of Faith Leaders / volunteers	<ul style="list-style-type: none"> Identify community/faith leaders to support delivery of Interfaith programme for schools Provide appropriate training for leaders/volunteers to enable them to confidently deliver in school setting Devise an induction programme to ensure minimum requirements are met in line with SACRE/LCC policies (Safeguarding, DBS, risk Assessments) 	July 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	<p>Volunteers/Leaders are increasingly confident when delivering in school setting</p> <p>Three quality training sessions are delivered across the county</p> <p>Policies and procedures in place</p>
Make resources available to download (if applicable)	<ul style="list-style-type: none"> Promote the Prevent for Schools Website and encourage schools to have a link on their websites Work with LCC partners to develop and update the online resources available on Prevent for Schools Provide links and guidance to promote Fundamental British Values, supporting SMSC development as defined in the Ofsted Inspection Handbook. 	Ongoing	AA	New materials to be shared with Full SACRE group	<p>Strategies/resources are easily accessible</p> <p>Increase in the number of schools accessing Prevent for Schools website</p>
Engage more schools in the SLA to make the service full cost recovery	<ul style="list-style-type: none"> Continue to promote the work of the Faith Coordinator through: LCC Advisory Service Encounters with Faith Hosting events and training for teachers/community 	Sept 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	The role of the Faith Coordinator is fully traded

Objectives	Action / tasks	Start date	Lead	Monitoring/ Quality assurance	Milestone/Success criteria
Develop a sustainable Primary/Secondary School linking Programme to promote community cohesion and tackle controversial issues.	<ul style="list-style-type: none"> •Further develop the primary School linking programme engaging schools from across Lancashire •Work with partners to develop and promote the 'All Together Now' project •Access funding to promote and deliver the 'We Stand Together' project with two new secondary schools 	Sept 18	AA	Faith Coordinator to provide written/verbal updates at Full SACRE Meeting	<p>A number of projects (primary & secondary) delivered across county</p> <p>Ofsted reports acknowledge whole schools impact of the project</p>

Evaluation	
Next Steps	
Adjustments?	

