

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.

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| 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 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. • <i>(An increasing proportion of schools in Lancashire are awarded an RE quality mark.)</i> • Good systems of communication are established with Lancashire schools so that updates, ideas and resources are easily disseminated. • Teachers at KS3 are confident in delivering the content of the revised GCSE syllabus. |
| 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 |
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| 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. | <p>The Agreed Syllabus and new website provides effective support and guidance to teachers so that provision is of high quality.</p> <p>Feedback is positive and results in increased usage.</p> |

| Objectives | Action / tasks | Start date | Lead | Monitoring/ Quality assurance | Milestone/Success criteria |
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| <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. Three associate consultants have been appointed to provide high quality CPD to schools. 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 |
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| <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. - Via a RE Forum | <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> |

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| 1.7 Teachers at KS3 are confident in delivering the content of the revised GCSE syllabus | <p>Secondary conference made available in January 2018 – on the teaching of the GCSE syllabus with a specific focus on Islam. Lat Blaylock to lead.</p> <p>SACRE to respond to requests for training as analysed as part of the KS3 monitoring survey.</p> | January 2018 | JH | JH to feedback to the SACRE on course attendance, content and feedback. | KS3 teachers of RE are confident in delivering the GCSE syllabus and the quality of teaching, learning and assessment is good. |

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| Evaluation | <p>Good progress to date.</p> <ul style="list-style-type: none"> -New resources to support planning and assessment are now accessible via a redesigned website. Feedback from schools (both within and outside) Lancashire has been uniformly positive and website usage has increased. Teachers are now well supported when planning units of work. -The RE conferences held in October 2016 and 2017 were a success. The interest and enthusiasm from teachers was refreshing. Evaluations were positive. -Training has been provided for all schools on using the new materials to teach the field of enquiry at age related expectations. -Free training has been provided for all out of Lancashire schools who buy into the syllabus. -Communication methods with schools have improved- the newsletter, website and twitter page has been well received. -Three associate RE consultants have been appointed. Immediately this increased the LA's capacity to support schools in delivering high quality RE. The future looks positive. -Monitoring reports have been used to identify good practice in the teaching of RE and SMSC. This has informed visits to schools by SACRE members which in turn have been reported in the termly newsletters. |
| Next Steps | <ul style="list-style-type: none"> -To develop an assessment policy and moderation materials for use internally and within local clusters. -To establish moderation sessions across different authorities. -To embed the newly introduced network meetings across the county (North, South and East). -To establish an online RE forum if BT systems allow. -To further develop methods for SACRE to celebrate good practice via a more formalised system of school to school support. -To continue to develop methods to evaluate the quality of CPD being provided and the numbers of teachers accessing training over time. - To develop a Lancashire SACRE bespoke self-evaluation tool to complement RE Quality Mark materials. -To re design the existing paper syllabus so that it looks more engaging and user friendly. |

**Adaptions/
Inclusions
needed?**

03.07.2016

SACRE members requested that 1.5 was adapted. Due to the cost incurred when applying for the quality mark, it was felt to be unfair to use this as a measure of success.

SACRE members requested that specific reference was made to the need for training in developing subject knowledge at KS3 for teachers delivering the requirements of the new KS3 GCSE syllabus.

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| 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. |
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| 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. |
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| 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. |
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| Objectives | Action / tasks | Start date | Lead | Monitoring/ Quality assurance | Milestone/Success criteria |
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| 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/ |

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| Evaluation | <p>Good Progress.</p> <ul style="list-style-type: none"> -A monitoring update is reported to the SACRE on a termly basis. This reports on standards of attainment, Ofsted outcomes and the views of pupils via the PAQ. -The system used to collect attainment data has been amended in response to the removal of levels. -A KS3 monitoring form (based on the Halton return) has been sent to all secondary schools to replace the collection of attainment data this year. -Working with the NNWHub to consider further ways to support ongoing monitoring has been beneficial. |
| Next Steps | <ul style="list-style-type: none"> -To develop more formal systems to gather the views of pupils and teachers on the LAS, new assessment arrangements and work of the SACRE -To provide opportunities for schools to validate assessment through a rolling programme of moderation facilitated by area network meetings. |
| Adaptions/ Inclusions needed? | |

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| 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 |
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| 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 | Case studies gathered from SACRE members visits to schools. Ofsted reports are analysed for positive feedback on provision of CW | The 'Mirrors and Doors' materials are used increasingly by schools when delivering quality CW. Positive feedback from SACRE visits to schools of CW being a rich and rewarding experience. |
| 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. |

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| Evaluation | Satisfactory Progress. -SACRE has received no requests for disapplication and no determinations have been granted.. -The Mirrors and Doors CW materials are easily accessible via the new website. |
| Next Steps | To review the quality of the Mirrors and Doors materials- are they being used? How do they support inclusive worship that celebrates all faiths? How do they promote SMSC and British Values? |
| 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.

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.

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| 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 |
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| 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 | <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 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 |
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| 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 Access regular information from the RE council/ Ofsted/ NATRE/ AREIAC | 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 |
| 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 |

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| Evaluation | <p>Good progress.</p> <ul style="list-style-type: none"> -A special commendation was given to Lancashire SACRE from the Accord Inclusivity judges for its breadth of membership. - The 4 yearly review of membership has been undertaken. -SACRE meetings have been held in different venues e.g. at the Gujarat Hindu Centre, the Ghausia Mosque, Burnley. Efforts are taken to include all and respect a range of views. -A constitution and terms of reference are agreed. -An induction handbook was shared with all members and training provided. -A programme of school visits has been initiated and feedback provided to the full SACRE. -A data base of all academies and out of county schools that buy into the syllabus is established. -Positive links are maintained with NATRE, NASACRE conference attended) NNWHub, REonline. This ensures that Lancashire SACRE is in tune with national developments. -Youth voice was re launched via a The Student debate, held in the council chambers at County Hall. This provided students with a platform to discuss and air their views about religious education. - A pupil conference for AGT pupils was held at Broughton High School in January 2018. |
| Next Steps | <p>To develop positive methods of communication with all academies in Lancashire (whether they buy in or not)</p> <p>To develop more positive relationships with local teacher training institutions.</p> <p>To further develop the use of Youth voice across all key stages.</p> |
| 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. | <ul style="list-style-type: none"> • 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 |
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| 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. | Actions result in pupils/ teachers having increased confidence in tackling controversial issues. Strategies to promote community cohesion are easily accessible from the RE website. |
| 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 of different faiths, beliefs and traditions. | <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 faith leaders. - Organising visits to places of worship. - Arranging encounters with faiths/ faith trails. | Ongoing | AA / Forum of Faiths/ Sacre members | SACRE members/ Faith coordinator to provide verbal/ written reports at each SACRE meeting. | Schools are well supported in promoting community cohesion and British values. |

| Objectives | Action / tasks | Start date | Lead | Monitoring/ Quality assurance | Milestone/Success criteria |
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| | <ul style="list-style-type: none"> - 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. | | | | The role of the faith coordinator is successfully fully traded |

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| Evaluation | <p>Over 40 schools have bought into the Faith Centre offer. Very positive feedback from schools that have benefitted. Faith Coordinator seen as a key link between schools and community. Support being provided to school leaders on the Prevent agenda.</p> <p>British Values Audit has been offered to schools</p> <p>Links forged with places of worship and Faith Leaders across Lancashire to support with delivery of programme.</p> <p>Key projects being delivered with KS3 & KS4 students tackling controversial issues</p> |
| Next Steps | <p>Training of Faith Leaders / volunteers</p> <p>Make resources available to download (if applicable)</p> <p>Engage more schools in the SLA to make the service full cost recovery</p> |
| Adjustments? | |

