

# HARINGEY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION CONSTITUTION AND VOTING ARRANGEMENTS

## 1 Legal Basis

The Standing Advisory Council on Religious Education is established in accordance with Sections 11 and 1 of the Education Reform Act 1988 (as amended by the Education Act 1993) by Haringey Council acting as Local Education Authority.

## 2. Purpose and Functions

- 2.1. To advise the Local Education Authority upon such matters connected with religious worship in community schools and the religious education to be given in accordance with an Agreed Syllabus as the Local Education Authority may see fit to refer to the SACRE or as the SACRE may see fit, including initiating a review of the Local Education Authority's Agreed Syllabus.
- 2.2. In particular, to advise on methods of teaching, the choice of teaching materials and the provision of training for teachers.
- 2.3. To determine on receipt of an application from a headteacher of a community school after consultation with the governing body whether it is appropriate for the requirement for collective worship to be wholly or mainly of a broadly Christian character to apply in the case of that school, or in the case of any class or other description of groups of pupils at that school, and to review such determinations within a five year period. The SACRE shall arrive at its decision and communicate with the Headteacher in accordance with the provisions of Section 12 of the Education Reform Act 1988.
- 2.4. To publish an annual report which among other things:
  - (a) specifies any matters in respect of which the SACRE has given advice to the Local Education Authority;
  - (b) broadly describes the nature of the advice given; and
  - (c) where any such matter was not referred to the SACRE by the Local Education Authority, gives the SACRE's reason for offering advice on that matterensuring that copies of the Report are issued to the School Curriculum and Assessment Local Education Authority to schools and to local teacher training institutions, also making a copy available for public inspection.

## 3. Membership

3.1. The SACRE shall consist of-

- a) Representative members, being persons appointed by the Local Education Authority to represent respectively:
  - (i) such Christian denominations and other religions and religious denominations as in the opinion of the Local Education Authority will appropriately reflect the principal religious tradition,; in the area (other than the Church of England);
  - (ii) the Church of England; up to 5 members nominated by the London Diocese.
  - (iii) Teachers Associations; 7 members following nomination by the Consultative Council of Teachers to include headteachers, and teachers of religious education, and to represent the interests of the recognised teachers' associations in the provision of primary, secondary and special education.
  - (iv) 5 representatives of the Local Education Authority
- b) co-opted members, being persons co-opted by members of the SACRE who have themselves not been so co-opted.

3.2. The term of office for members of the SACRE shall be for the Municipal Year for elected Members or until their resignation or notification by their Association etc of a change of representative for all other members and subject to the provisions of para 3.1, 3.3, 3.4 and 3.5

3.3. Before appointing a person to represent any denomination or association as a member of the SACRE, the Local Education Authority shall take all reasonable steps to assure themselves that the person is representative of the denomination in question.

3.4. A member of the SACRE appointed by the Local Education Authority may be removed from membership by the Local Education Authority if, in the opinion of the Local Education Authority, that member ceases to be representative of the denomination or associations which that member was appointed to represent or (as the case may be) of the Local Education Authority.

3.5. Any member of the SACRE required by section 3. 1(b) above may at any time be removed from membership by the governing body (as the case may be) of the grant maintained school or schools concerned.

- 3.6. A co-opted member of the SACRE shall hold office on such terms as may be determined by the members of the SACRE deciding co-options.
- 3.7. Any member of the SACRE may at any time resign from the SACRE.
- 3.8. If a member of the SACRE is unable to attend, he or she may send a substitute who will be a suitably qualified representative of the nominating body, providing they have notified the Clerk two days in advance of the meeting.
- 3.9. The Clerk shall send a written warning to any member of the SACRE who is not present for two meetings of the SACRE and who has not sent a substitute.
- 3.10. Any member of the SACRE who misses three consecutive meetings of the SACRE and has not sent a substitute shall be deemed to have resigned from the SACRE, and the Clerk shall write to the member's nominating body requesting a new nomination.

#### 4. **Chair, Vice Chair and Clerk of the SACRE**

- 4.1. The Chair and Vice Chair of the SACRE shall be elected by those members of the SACRE present and voting at the first meeting following its reconstitution in accordance with the Education Act 1993.
- 4.2. The term of office as Chair and Vice Chair shall cease immediately prior to the first meeting of the SACRE following the Annual Meeting of Haringey Council, on resignation, or on ceasing to be a member of the SACRE if earlier, such vacancies being filled by election at the next meeting of the SACRE.
- 4.3. The Clerk of SACRE shall be the Head of Local Democracy or a nominated representative.
- 4.4. SACRE will be professionally advised by the Director of Education Services or a suitably qualified representative who will be available to provide advice to individual committees as well as the SACRE as a whole.

#### 5. **Voting**

- 5.1. In the election of the Chair and Vice Chair of the SACRE, all members of the SACRE within the representative groups (3. 1 (a) above) shall each have one vote to be cast by show of hands or by secret ballot (if requested) of those members present.
- 5.2. On any other question to be decided by the SACRE only the *representative* groups

on the SACRE shall be entitled to vote, and each such group shall have a single vote. Members of the SACRE appointed by virtue of section 3.1 (b) and (c) above shall have no vote.

5.3. If the matter to be decided is a proposal to initiate a review of the Agreed Syllabus adopted by the Local Education Authority then the group representing the Local Education Authority shall have no vote.

5.4. It may be, from time to time, that the SACRE will wish to ascertain the general feelings of its members on a particular issue and that the restriction to a single vote per group would be inappropriate in that case. The Chair of the SACRE after consultation with the servicing officer, may rule that an open vote by all members of the SACRE will be held on such an occasion.

5.5. Prior to votes on matters within the terms of reference of the SACRE, the four representative groups may meet separately to determine how their single collective vote is to be cast. Each representative group may elect a Chair (and, if thought desirable, a Vice Chair). Decisions within a group about how their vote is to be cast do not require unanimity.

## 6. Proceedings

6.1 The validity of proceedings of the SACRE or members of the SACRE or any particular category shall not be affected:

a) by a vacancy in the office of any member of the SACRE required by section 3.2. above

b) on the grounds that a member of the SACRE appointed to represent any denomination, or association does not at the time of the proceedings represent the denomination or association in question.

6.2. The Quorum for a SACRE meeting shall be a quarter of the representative members, with at least one member from each of the representative groups listed under 3.1 (a) i,ii,iii and iv.

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6.3 The costs of operating the SACRE and any committees it may establish shall be met by the Local Education Authority.

6.4 There shall be at least three meetings of the SACRE in any academic year.

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**Priority: To Raise the Standards of RE and Collective Worship in Haringey Schools April 2003-4**

**Relates to:**

**Strategic Management Plan:** Functions 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 4.4, 5.2, 5.3

**EDP priorities:** 1a, 1b, 2, 3, 4a & 5

**Priority Leader:** Chair of SACRE

Education Officers: Inclusion Strategy Manager  
RE Consultant SIO

**Priorities**

- Members of SACRE will develop their knowledge of standards of RE and Collective Worship in Haringey Schools in order to better evaluate and report progress, inform their advice to the LEA and support schools;
- Members of SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice;
- Members of SACRE develop greater understanding of each other's faiths and values and appreciate what pupils experience when they visit different faith venues;
- Schools have up-to-date information on resources, current issues and teaching methods and good practice which supports raising standards of attainment, teaching and learning in RE;
- Schools develop better practice based on local and national guidance;
- Section 10 inspections of schools comment positively on all aspects of moral, spiritual and cultural life, RE and collective worship in increasing number of schools per year;
- Schools access training to raise standards of teaching;
- 100% of schools where RE is a Key Issue send the subject leader on at least one RE course per year;
- Education officers in SIOS understand and support the work of SACRE as part of a partnership approach to raising standards;
- SACRE has links with all local faith communities and supports faith communities to learn about each other;
- A register of faith community representatives is published by Autumn 2003, revised biannually, and made available for schools to find recommended contacts to support them;
- Good practice guidance is produced on the use of places of worship to improve teaching and learning;
- Standards in RE at key stage 4 improve;
- The Haringey Agreed Syllabus for Schools will be fully implemented in all Primary and Secondary schools across the borough.

**Schedule for monitoring**

- SACRE dates:**  
13<sup>th</sup> March 2003; 15<sup>th</sup> May 2003; 19<sup>th</sup> June 2003; 25<sup>th</sup> September 2003; 8<sup>th</sup> December 2003; 11<sup>th</sup> February 2004
- Review Ofsted reports for schools inspected
  - Evaluation of RE and School Effectiveness Project
  - SACRE self-evaluation and review of work.
- Spring term :**
- SACRE questionnaire for secondary schools
- Summer term:**
- Determinations hearing for Hornsey Girls' and White Hart Lane Secondary schools.
  - Ofsted / HMI RE subject reports for Primary and Secondary schools
- Autumn term:**
- Review implications from National Non-statutory Framework for RE
  - Review SACRE links with schools
  - Review contents and effectiveness of SACRE newsletter
  - SACRE Annual report & public examination results.
- Spring term 2004:**
- Review need and impact of training for SACRE members

**Data for monitoring**

Source	Time-scales
Section 10 Ofsted Inspection reports and other national / regional thematic reports	As published
Notes of SSIO visits and reports	Visit 2 reports
SIO / consultant visits and reports	As provided
KS4 results for RE	Annually – September to November
School Improvement Plans	Annually – linked to Visit 2 reports
School Self-Evaluation Outcomes	Annually – linked to SIP
CPD data	Undertake twice-yearly

Quality Standards Feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on Community consultation Equalities monitoring (schools) Council, service & school complaints (re religion)	Twice-yearly Termly  Annual review - tbc Annual - tbc Annual – tbc
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Note: The format for the SACRE Development Plan monitoring form has been changed from the version produced in 2002/03. This brings it in line with the formats used for monitoring across Education Services. The strands, targets, actions and intended outcomes have remained the same.



**Strand I: Monitoring standards of RE & Collective Worship in Haringey schools**

	What has been achieved	Next steps
<p>SACRE will develop knowledge of standards of RE and Collective Worship in Haringey Schools in order to report to QCA and the LEA, inform their advice to the LEA and support to the schools.</p>	<p>SACRE reviewed RE and collective worship sections of the Ofsted reports for the following schools: Coleraine Park, Rhodes Avenue, Rokesley Infants, White Hart Lane, Blanche Neville, Muswell Hill, Noel Park, Seven Sisters, Bounds Green Infants, Stamford Hill, and Stroud Green.</p> <p>SACRE noted that:</p> <ul style="list-style-type: none"> <li>• progress had been made in White Hart Lane school, although there are still areas for development, including non-compliance for sixth form students.</li> <li>• at Rokesley Infants school more time needs to be allocated to teaching RE and in Bounds Green Infants school, raising standards in RE is an issue for action from the inspection.</li> <li>• there is good practice in Noel Park and Rhodes Avenue Primary schools</li> <li>• provision for RE has improved in Stroud Green Primary since the last inspection. It is based on the Agreed Syllabus and is satisfactory.</li> <li>• in Stamford Hill RE makes an important contribution to inclusion, but SACRE are concerned that although standards are satisfactory a national document is used for planning and links to the local Syllabus have not been made explicit.</li> </ul> <p>The provision for spiritual, moral, social and cultural development in Haringey schools has improved in all schools reviewed this year. However, SACRE were concerned that assessment in RE is an issue for some and noted that the national non-statutory 8-level scale is being reviewed in the work being done at QCA.</p> <p>Limited responses to SACRE questionnaire received; SACRE remain unsure of where departments have strengths and weaknesses.</p> <p>National key issues in HMI subject reports evaluated in relation to local areas for development. Nationally standards are improving and agreed that implementation of the local syllabus was already raising standards in the Primary schools. Members noted that assessment and use of ICT were national issues reflected in the local context. Compliance in Secondary schools which is improving nationally remains an area for local concern.</p> <p>2003 GCSE RE standards were roughly comparable with last year's although these are well below national figures. Although numbers entered have increased slightly SACRE members are concerned that an accredited course is not being made available to more pupils in the LEA.</p>	<p>SACRE continue to monitor standards through:</p> <ul style="list-style-type: none"> <li>• Section 10 Ofsted Inspection reports and other national / regional thematic reports; KS4 results for RE; School Improvement Plans; School Self-Evaluation Outcomes</li> <li>• Feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on</li> <li>• Council, service &amp; school complaints (re RE / Collective worship)</li> </ul> <p>Links would be established so that references to RE / collective worship from Notes of Visits from SSIOs and reports from SIO / consultant would inform SACRE</p> <p>Reports and findings from SACRE will be fed back to the Education Directorate – in particular School Improvement and Inclusion Services</p> <p>SACRE to review QCA Framework for Religious Education and advise schools accordingly</p> <p>Thematic review of RE in cohort / Networked Learning Community planned by School Improvement Services for Spring term 2005</p> <p>Review of specialist RE staff / vacancies in secondary schools. LEA to continue to provide comprehensive CPD programme &amp; report evaluations to SACRE. Consultant SIO for RE to report to Inclusion Strategy Manager (also LEA officer on SACRE)</p>

<b>Strand 2: Raising Standards in the Provision of an Act of Collective Worship</b>		
	<b>What has been achieved</b>	<b>Next steps</b>
SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice.	<p>Summer 2003 - Determinations applications were received from 2 local schools and that for Hornsey Girls' school was unanimously accepted by SACRE.</p> <p>SACRE members discussed and demonstrated a good understanding of the law related to Collective Worship and the issues in Secondary schools.</p> <p>New members of SACRE are given a copy of the Agreed Syllabus and the National Association of SACRE's guidance on its role.</p> <p>SACRE undertook a review of their needs and noted areas of their practice that they felt were good and others where they felt they needed development.</p> <p>Haringey SACRE is a member of the National Association of SACREs (NASCRE). Two national conferences have been attended and fed back to SACRE and the regular national newsletter is disseminated.</p> <p>A SACRE representative attended the launch of Islam Awareness Week and reported back. Similarly the QCA conferences have been attended</p>	<p>New members of SACRE to continue to have full induction programme.</p> <p>Training needs of SACRE members identified</p> <p>Remain up to date with national initiatives and disseminate information to SACRE members and RE co-ordinators in schools</p>
Schools have up-to-date information on resources and methods that can raise standards.	<p>SACRE reviewed and suggested amendments to their first newsletter – This has been sent to all schools.</p> <p>School support materials available on schools' web site through the PDC</p>	<p>Newsletter editions to be produced in Summer and Autumn terms 2004.</p> <p>SACRE to develop links with the LEA website for disseminating information and contact details and providing advice to community / parents / schools.</p>

<b>Strand 3: Raising Standards Through Support for the Development of Good Quality RE &amp; Collective Worship in Schools</b>		
	<b>What has been achieved</b>	<b>Next steps</b>
<p>Information is disseminated to schools on QCA publications &amp; other publications recommended to / purchased for schools from SACRE budget.</p> <p>Schools develop better practice based on national guidance.</p>	<p>QCA has published none this year. SACRE await the non-statutory framework consultation and are keen to involve teachers in the process.</p> <p>Throughout the year members of SACRE were involved in observing and commenting on proposals to develop a national Agreed Syllabus or a national non-statutory framework for RE and noted progress on this issue. This has implications for future work as the local Agreed Syllabus will need to be measured in relation to national guidance.</p> <p>Members considered the QCA feasibility study and correspondence from interested parties regarding proposals for a national RE Agreed Syllabus. They expressed concern over the implications particularly in meeting the needs of pupils in multifaith areas such as Haringey and proposed issues which were raised in a letter to the Secretary of State</p> <p>Members later noted that the Secretary of State agreed to the development of a non-statutory framework for RE and not a National Agreed Syllabus. It was also noted that the questions of Faith schools and Collective Worship were likely to be debated nationally over the next year.</p> <p>Members welcomed the opportunity to be part of the national debate that the non-statutory framework raises.</p> <p>Book for Primary and Secondary Schools on key issues / terms etc in wide variety of faiths purchased – delivery awaited</p>	<p>Involve schools in the consultation process for the non-statutory framework for RE and when the final version is published advise schools of its impact locally.</p> <p>Distribute books through CPD programme, visits to schools and RE co-ordinator sessions with supporting documentation &amp; guidance.</p>
<p>Schools access training to raise standards of teaching. Target: all schools where RE is a Key Issue send subject manager on one course per year.</p>	<p>A professional development programme has been provided targeted on teaching faith sections and ICT from the Agreed Syllabus requirements. These have been popular with the schools who have sent representatives.</p> <p>Four schools have engaged the RE consultant to provide individualised training for their whole staff.</p>	<p>Analyse uptake of courses and discuss the needs of particular schools with their link SSIOs.</p> <p>Develop links with schools where there are key issues in RE – as identified in Ofsted reports, thematic inspections or notes from school improvement officers.</p>
<p>Schools are informed about current issues.</p>	<p>SACRE newsletter and annual report disseminated to schools and awaiting placement on LEA website at time of writing.</p> <p>Visitors to schools to support RE - SACRE reviewed materials from the Spire Trust who are contacting local schools. Members felt the aims and expertise of the group were unclear and that they should warn schools to accept support from these volunteers with caution.</p>	<p>Continue newsletter, Heads of department and co-ordinator meetings and publication of guidance on the LEA website.</p> <p>SACRE representative to work with Holocaust Memorial Day planning group to develop the planned scheme of work for use in schools arising from the 2003 event</p>

**Strand 3: Raising Standards Through Support for the Development of Good Quality RE & Collective Worship in Schools**

	<b>What has been achieved</b>	<b>Next steps</b>
Advice on good practice supports raising standards of teaching and pupils' standards of learning.	SACRE members discussed a self-review booklet for RE departments as a means to reviewing and raising standards at GCSE and approved it for dissemination across the LEA.	Monitor use of self-review booklet and disseminate second booklet on complying with statutory requirements for RE.
Refer to SIIS so that schools with difficulties can be linked to good practitioners in order to raise standards.	This happens in an informal way – but needs to develop further – particularly after thematic review of RE by School Improvement officers	Identify and share good practice. Use PDC web site & links to resource material & good practice web-site Inform Network Learning Communities of training / development / sharing good RE practice opportunities.
Good practice in managing transition which can be disseminated to other schools	Excellent work through Transition REaSE project – which had to be discontinued as result of staffing changes at secondary school central to the project left no RE specialist to take this forward. Work done to date disseminated to all Secondary schools	Link to other REaSE project initiatives in other LEAs (Durham and Lewisham) and disseminate their outcomes in Haringey  SACRE members invited to RE Conference to disseminate the outcomes of the REaSE project.

<b>Strand 4: Fostering Good Relationships with Faith Communities &amp; Informing them about RE in Schools</b>		
	<b>What has been achieved</b>	<b>Next steps</b>
SACRE has links with all local faith communities and develop greater knowledge about faith communities / issues and appreciate what pupils experience when they visit different faith venues. Faith communities learn about each other.	SACRE faith representative membership continues to be a strength of the SACRE, where all major faiths are represented, other than from the Sikh faith. There are few Sikhs in Haringey and it has been very difficult for SACRE to recruit a representative. A vacancy for Buddhism arose this year when the Buddhist representative moved.  Plans made to hold summer 2004 SACRE meeting at the Hindu Kovil in Highgate Hill.	Fill Buddhist vacancy & continue to aim to recruit a Sikh representative (or make links with Sikh organisation beyond Haringey)  Holding SACRE meetings in faith venues will support SACRE members learning more about each other. One SACRE meeting annually to be held in a local place of worship.
Register of faith community representatives is available for schools to find recommended contacts to support them.	Directory of faiths begun but progress is slow. An initial list has been made available to members and Heads of RE in the LEA.  Police checks for Faith representatives who are going into schools have slowed down process of developing complete contacts list.	Make the list of places welcoming visits available on the LEA website.  Keep list up to date

<b>Strand 5: Improving Information for Schools about Faith Communities</b>		
	<b>What has been achieved</b>	<b>Next steps</b>
Directory of Places of Worship published by Autumn 2003, revised biannually (supplement to Agreed syllabus).	Directory of faiths begun but progress is slow – see above for reasons. A developing list has been made available to members and Heads of RE in the LEA.	Make the list of places welcoming visits available on the LEA website.
Schools know who to contact and how to arrange visits to enrich RE provision	Information provided on an individual basis via the RE consultant of the SIO for PHSE  CPD provision includes trainers / speakers from faith communities	Dissemination of the REaSE project outcomes & development of directory of information
Good practice guidance produced on use of places of worship	REaSE Project – 2003/4 SACRE noted that as part of the project links with local faith communities are being developed – Gladesmore school are pursuing links with the Synagogue in Crowland Road, Broadwater Farm has made links with and had enjoyed a successful visit to the Wightman Road Mosque.	This work will be disseminated across the LEA next summer.

<b>Strand 6: Informing QCA of Local Issues and Standards</b>		
	<b>What has been achieved</b>	<b>Next steps</b>
SACRE Annual Report completed and sent to QCA by December annually	The Annual report was agreed in time for it to meet its annual deadline at QCA in December 2003. Members were concerned to have clearly laid out and measurable outcomes to enable them to monitor their work and progress in schools.	To be repeated annually & published on Haringey web site
Positive inspection outcome with helpful indicators for future improvement.	This was identified as a performance indicator when the plan was first drawn up and it was anticipated that the SACRE may be subject to a review. This did not happen.	It will be necessary for SACRE to be prepared for any inspection but this particular action should be removed from the action plan for this year

