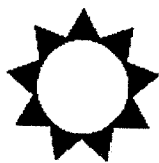




Haringey SACRE

Annual Report

2003-2004



HARINGEY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

ANNUAL REPORT 2003/04 ACADEMIC YEAR

1. Introduction

Haringey SACRE met on the following five dates during the academic year 2003 –2004:

- 25th September 2003 at the Civic Centre, Wood Green
- 8th December 2003 at the Civic Centre, Wood Green
- 11th February 2004 at the Civic Centre, Wood Green
- 10th May 2004 at the Civic Centre, Wood Green
- 14th July 2004 at the Highgate Hill Murugan Kovil, N5
- 16th December 2004 at the Civic Centre, Wood Green

The meetings of 11th February and 14th July 2004 were inquorate, urgent business being dealt with by Chair's action and the remainder being carried forward and actioned at the following meeting.

A membership list of Haringey's SACRE can be found at Appendix 1

The Haringey Agreed Syllabus for religious education was launched on 3rd July 2002 and SACRE's expectation is that it will be fully implemented in all schools by September 2004.

A programme of continuing professional development and training was drawn up to support the implementation of the Syllabus beginning in the summer term 2003 and extending across this year. This has addressed teachers' subject knowledge and resource needs relating to teaching about specific faiths.

The SACRE's 2002/ 3 Annual report was agreed in time for it to meet its annual deadline at QCA in December 2003. As a result of producing that report, members of SACRE requested that a revised development and work plan should incorporate clearly laid out and measurable outcomes to enable them to monitor both their own work and progress in schools. An evaluation of the SACRE Development Plan 2003/4 has taken place and is attached at Appendix 2.

A new Development Plan linked to the LEA's EDP is attached at Appendix 3. This was approved in the Autumn Term having been carried forward from the inquorate meeting in July.

2. Religious Education

2.1 The locally Agreed Syllabus

The Haringey Agreed Syllabus is in its third year, having been launched in July 2002.

During this academic year further training sessions on specific faiths were provided for schools to support them in embedding the syllabus. These built on and extended those from the previous year.

During the year SACRE members followed the progress on the national development of the non-statutory framework for religious education with great interest and at times concern. They held an informed and rigorous debate on the strengths and weaknesses of the QCA's draft document in order to make informed personal responses to the consultation process and to enable their representatives at the consultation meeting for SACREs to accurately reflect their views.

Members of SACRE appreciate that when the publication of the final non-statutory framework document takes place, there will be implications for a review of the local Assessment guidance and possibly for other elements of the Agreed Syllabus as well.

2.2 Standards in religious education

2.2.1 Ofsted Reports

SACRE reviewed RE sections of the OFSTED reports for the Haringey schools inspected since the last annual report: Bounds Green Infants, Stamford Hill, Muswell Hill, Noel Park, Seven Sisters, and Stroud Green Primary schools.

SACRE members noted that:

- Raising standards in RE was identified in one school as an issue for action, although standards overall were identified as satisfactory.
- There is good practice in Noel Park Primary school
- Provision for RE has improved in Stroud Green Primary since the last inspection. It is now based on the Agreed Syllabus and is satisfactory.
- In Stamford Hill School RE makes an important contribution to inclusion, but SACRE were concerned that although standards were reported to be satisfactory, the links to the local Agreed Syllabus had not been made explicit.

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.

It is difficult for SACREs to obtain information about standards in local schools except through Ofsted inspection reports. SACRE have tried to obtain information through a questionnaire this year but there was a limited response. SACRE remains unsure of where secondary departments have strengths and weaknesses.

In discussion with the LEA representatives, SACRE members have expressed these concerns and have asked to be more involved. There are plans for members of SACRE to participate in a themed review of religious education and collective worship in a cohort / networked learning community, planned by the Head of School Standards for the academic year 2004-2005.

National key issues in HMI subject reports were evaluated in relation to local areas for development during the year. It was noted that nationally standards are improving and SACRE members agreed that implementation of the local syllabus was already raising standards in most local Primary schools. Members also 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. Members of SACRE are concerned that where schools are not providing enough time for the subject standards will not rise.

It was noted that under the proposed new Ofsted Framework HMI will be undertaking 'flying' visits on subject investigations. SACRE understand that failure to comply with statutory requirements will result in schools demonstrating a weakness in governance.

Although the 2003 GCSE RE standards were roughly comparable with those of the previous year, these remain well below national figures. Although numbers entered for examinations in Haringey had increased slightly, SACRE members were concerned that an accredited course was not being made available to all pupils in the LEA.

2.2.2 GCSE Results - Full and short courses summer 2004

As part of the last Annual Report SACRE members considered and discussed the R.E. GCSE results for 2002/2003. It was as a response to that information that the paper on raising D grades to C grades was disseminated to teachers. A commentary/analysis of this summer's results appears below. Results are compared throughout with data from the last two years and where available with national (as yet unconfirmed) data.

GCSE Results Summer 2004 compared with the previous two years' results

Percentage of candidates gaining grades

	National Full 2004	Full 2004	Full 2003	Full 2002	Short 2004	Short 2003	Short 2002
A*	9	8.8	1.0	1.0	3.2	3	1.5
A	17.8	17.2	7.3	6.5	6.7	5.9	4.2
B	20.5	19.9	10.5	14.5	14.8	11.7	9.1
C	18	16.4	13.7	12.5	18.9	16.2	12.4
D	13	12.7	17.3	20.5	12.2	12.9	17.7
E	9	8.1	14.1	15.5	12	17.4	14.1
F	6	8.6	12.8	11	9.9	9.6	17.1
G	4	4	6.1	12.5	6.4	5.1	10.5
U	2	4	8.3	5	16	4.1	8.6

In the following table national figures are shown in brackets.

	2004		2003		2002	
	Full	Short	Full	Short	Full	Short
%A*-C	63 (65.8)	44 (52.9)	32.6 (63.8)	37 (51.3)	34.5	27.2
%A*-G	96 (94.4)	84 (86.7)	82.7 (91.9)	82.3 (88.1)	94	86.7
Number entered Full Course						
	2004		2003		2002	
	Boys	Girls	Boys	Girls	Boys	Girls
	115	256	148	165	94	106
Total both	371		313		200	
Number entered Short Course						
	2004		2003		2002	
	Boys	Girls	Boys	Girls	Boys	Girls
	343	265	285	201	283	191
Total both	608		486		474	

There has again been an increase in the number of pupils being entered for RE or RS GCSE which reflects the national picture. This figure indicates an improvement in compliance with legal requirements for RE being aligned with the concern to ensure that this subject contributes to pupils' qualifications.

This summer's RE results in Haringey are a cause for celebration. As may be seen from the figures in the tables above, following a disappointing dip in results for the full GCSE last year, this year's results show a remarkable improvement with a rise of 19% of students achieving A*-C to 63%, only 2.8% below the national figure. We are at this time unable to compare these figures with those of statistical neighbouring LEAs but local schools must celebrate this excellent increase in the number of pupils achieving the higher grades. This year 232 Haringey students achieved A* -C grades, 59 boys and 173 girls. In some schools the cohort being entered was a small group of pupils, whilst in others it represented almost the entire year group. It is to be hoped that schools where only a small group were entered (e.g. Park View Academy and Fortismere) where all of the small number of students entered achieved grades between A*-C are able to build on this success to enter larger numbers next year.

Whilst the number of students entered for the short course GCSE has also increased this year and this year's results are an improvement on those of the last two years, there remains a considerable gap between the percentage of Haringey students achieving A*-C grades and the national picture.

Religious Education is a statutory subject to the end of sixth form. This year for the second time we have received data on results at AS / A Level but unfortunately here the number of students being entered is reduced. It is to be hoped that the successes at GCSE this summer will be reflected in a higher take up of qualifications in the sixth form.

<u>A2 & AS Level Results</u>		
Number of students entered achieving grades		
Grade	2004	2003
A	1	2
B	2	3
C		2
D	1	1
E		
U		

Next steps for developing religious education:

SACRE will continue to monitor standards through:

- Section 10 Ofsted Inspection reports and other national / regional thematic reports;
- KS4 results for RE;
- School Improvement Plans;
- School Self-Evaluation outcomes
- Feedback from strategy monitoring – Inclusion, EMA, Healthy Schools, BiP
- A Thematic review of RE in a cohort / Networked Learning Community in Spring term 2005 – SACRE will receive a report of the outcomes of this and assess its usefulness in providing members with information to support their monitoring.

SACRE will continue to:

- Feed back members' views to schools when they have received information about standards.
 - Advise schools on the necessary action required to use the QCA non-statutory framework once it has been published.
- Reports and findings from SACRE will be fed back to the Education Directorate – in particular School Improvement and Inclusion Services.

2.3 Methods of teaching, choice of teaching materials, teacher training.

2.3.1 SACRE Newsletters

During the year SACRE issued 2 newsletters that have kept teachers engaged in national issues, provided advice on teaching materials and recommended methods of teaching. These are now published on the LEA's LGfL website at:

<http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/SACREhomepage/>

2.3.2 Methods of teaching – Self-review booklet for GCSE

SACRE members discussed and approved 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. This is attached at Appendix 4.

2.3.3 The RE and School Effectiveness Project.

Working in partnership with the RE Consultant School Improvement Officer and Brunel University, some schools in the LEA have been involved in a project linking schools with their communities for the past 2 years. This was led in the LEA by Jenny Stonhold, School Improvement Officer for Citizenship, who provided SACRE with regular updates on the work undertaken by the project group.

SACRE members were pleased to note that as part of the project, links with local faith communities were being developed across the LEA. The work done as part of the project was disseminated to schools on a training course in June 2004. The day included input from Project schools and leaders and visits to 2 local places of worship in Wightman Road – the Mosque and adjacent Greek Orthodox Church.

Evaluations for the dissemination day contained amongst others, the following comments:

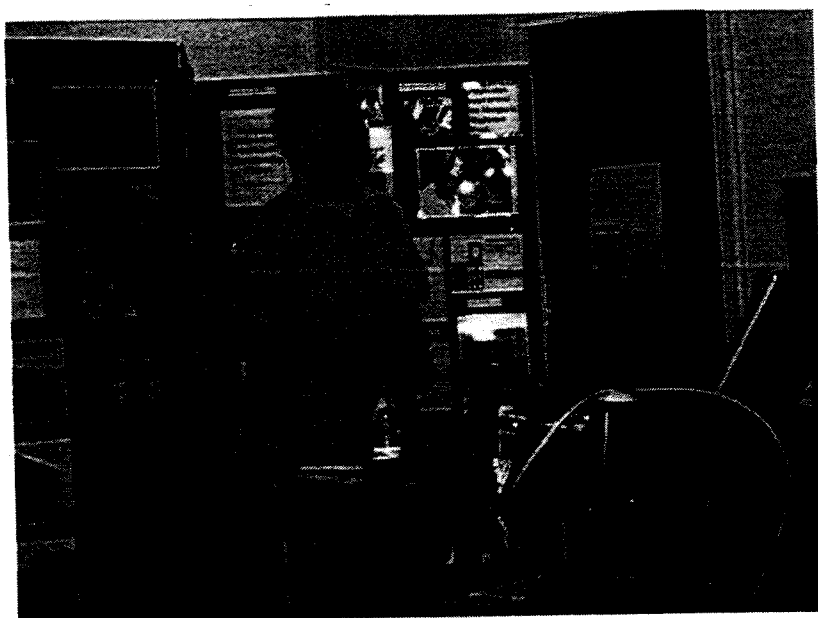
'A fantastic, supportive, stimulating and educational course.'

'I now feel confident to arrange a school visit for KSI.'

'It taught me a lot personally and also gave me confidence for thinking about arranging visits myself.'

'I had never visited a Greek Church or Mosque before. I felt welcomed at both, therefore my school, I think could make a step forward,'

'One of the best aspects is learning from other people about their success and struggles.'



Rosie Clegg from Broadwater Farm School explaining her school's work in the REaSE project Dissemination conference.

2.3.4 Faiths CD Roms



The London grid for Learning & Espresso Education produced 2 volumes of CD Roms called 'Faiths.' These CD Roms, free to every school in London, provide a vast archive of resources about Hinduism, Sikhism and Islam (volume 1) and Christianity, Judaism and Buddhism (volume 2). They were endorsed by SACRE who ensured they were distributed to all Primary schools in the LEA, advertised in the SACRE's newsletters and their use was flagged up in training events during the year.

2.3.5 Spire Trust

During the year SACRE reviewed materials from the Spire Trust who were 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.

2.3.6 Islam Awareness Week

SACRE were represented at the launch of Islam Awareness Week and schools were informed of the 'Virtual Classroom' online resource to support their teaching about Islam.

2.3.7 Holocaust Memorial day

Jenny Stonhold and Nick Bradley were nominated to represent SACRE on the working party and although successful, this event was lower key in 2004, with attention being focused on the Ceremony on 27th January at Bruce Castle in the Memorial Garden. This was attended by the Mayor, together with primary schools and faith leaders. As well as a Jewish flavour the occasion also marked the 10th anniversary of the Rwanda genocide.

2.3.8 Teacher Training / Continuing Professional Development

Further training was provided this year to support schools in embedding the Agreed Syllabus. This training comprised faith specific half day courses, half day phase specific events on ICT in RE, twilight Heads of RE meetings (Secondary) and a dissemination conference for the REaSE project.

Schools have opted into Faith specific sessions in the course programme over the past 2 years which they feel will meet their particular needs.

The SACRE newsletters and annual report were disseminated to schools and await placement on LEA website at time of writing.

Next Steps for SACRE

- Develop links with schools where there are key issues in RE as identified in Ofsted reports, thematic inspections or notes from school improvement officers.
- Continue newsletters, subject leader meetings and publication of guidance on the LEA website.

- SACRE representatives to work with the Holocaust Memorial Day planning group to develop materials for use in schools.
- Monitor the use of self-review booklet in schools and disseminate further materials on complying with statutory requirements for RE.
- Identify and share good practice.
- Use PDC web site to link schools to approved resource material & good practice

2. 4 Complaints concerning RE

No complaints were received by SACRE this year. Complaints referred to the Equalities Officer or Senior School Improvement Officers were responded to appropriately at that level following the Council's procedures for discriminatory incidents.

2. 5 Other Issues: The non-statutory Framework for RE

Throughout the year members of SACRE were involved in observing and commenting on proposals that initially seemed may develop a national Agreed Syllabus or a national non-statutory framework for RE. They noted progress on this issue and were actively involved at all stages. This national initiative will have implications for SACRE's future work as the local Agreed Syllabus will need to be measured in relation to national guidance.

Members had 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.

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.

Members welcomed the opportunity to be part of the national debate that the non-statutory framework raised. They ensured that schools were able to participate in the national debate through their newsletter and the work of the RE Consultant SIO in Heads of RE meetings.

3. Collective Worship

3.1 Advice on Collective Worship

Whilst there was no advice sought by schools from the RE SIO consultant during this year, there were enquiries from parents requiring further clarity on the guidance on and process for withdrawal from collective worship. These usually were made through the Senior School Improvement Officer attached to the school. A system needs developing so that this information is passed to SACRE to report and record the exact number of enquiries received in this area.

3.2 Monitoring Standards

SACRE reviewed collective worship and spiritual, moral, social and cultural development sections of the OFSTED reports for the following schools: Bounds Green Infants and Stamford Hill, Muswell Hill, Noel Park, Seven Sisters, and Stroud Green Primary schools.

Standards in personal development, which include spiritual development, have risen considerably in the majority of schools and in the reports examined this year, provision was at least satisfactory. SACRE were delighted to read for example in one school's Ofsted report:

'Assembly themes are well directed at raising important moral and social issues linked to getting on well with others and valuing the contribution each makes to the life of the Community'

in another:

'In some assemblies children reflect on their own and others' values of kindness and generosity in a calm and reverent way.'

and in a third:

'Pupils' spiritual awareness is promoted through assemblies and the curriculum, especially subjects such as English, science, music, religious education and art. Work in these subjects provides opportunities for pupils to reflect on their own and others' feelings and emotions and to celebrate their own and others' achievements.'

SACRE writes to all schools after reviewing their Ofsted inspection report, congratulating them on successes and offering advice and support where they are experiencing difficulties. Here is an excerpt from one letter:

'SACRE members are delighted that inspectors found that provision for 'Children's spiritual, moral, social and cultural development, attitudes, behaviour and personal qualities are very good.' We

note good examples in the report that give us a flavour of the work of the school, 'In some lessons, in science for example, they are moved by the beauty and complexity of the natural world.' We are also pleased that that the school meets statutory requirements for collective worship 'In some assemblies children reflect on their own and others' values of kindness and generosity in a calm and reverent way.'

3.3 Training

Within the rolling programme of continuing professional development, no training in collective worship was planned this year, although courses are planned for Autumn 2004, supported by a full professional development programme for religious education and the social, moral, spiritual and cultural curriculum throughout the year.

3.4 Determinations

There have been no applications for determinations this year.

3.5 Complaints concerning collective worship

There have been no complaints to SACRE recorded this year.

4. Links with other agencies

4.1 National

Haringey SACRE is a member of the National Association of SACREs (NASCRE). National conferences have been attended this year and information has been disseminated to SACRE. The regular national NASACRE newsletter is disseminated to members.

On joining the SACRE Members are sent a copy of the booklet "So You're Joining Your Local SACRE... A Handbook for SACRE Members" produced by NASACRE in addition to the Agreed Syllabus, agendas and minutes so that they get a flavour of the work of the SACRE.

Members of SACRE also regularly receive and consider QCA information including the analysis of SACRE reports and materials published by HMI regarding RE standards nationally.

One member of Haringey SACRE is also a member of the RE Council and SACRE benefits from his contacts and information from their meetings.

The Consultant RE School Improvement Officer is a member of the Association of RE Inspectors, Advisers and Consultants (AREIAC) and this link also informs SACRE's work.

4.2 Local

Two members of SACRE are also members of Islington SACRE and a third SACRE member is also a member of Waltham Forest SACRE. These links are beneficial to Haringey SACRE.

5. Other Issues

5.1 Membership

Faith representation continues to be a strength of the SACRE, where all major faiths are represented, other than from the Sikh faith. This is because there are few Sikhs resident in Haringey and it has been very difficult for SACRE to recruit a representative.

Vacancies for Buddhism and Islam arose this year when the Buddhist and second Muslim representatives moved from the area. The SACRE are working to fill the Buddhist vacancy and the Muslim vacancy has already been filled for the first meeting of the Autumn term.

SACRE members believe that holding some of SACRE's meetings in faith venues will support SACRE members learning more about each other. It is intended that one SACRE meeting annually should be held in a local place of worship. To that end the summer term 2004 meeting was held at the Hindu Kovil in Highgate Hill. The meeting was preceded by an 'open session' for teachers wishing to consider visits to this local place of worship.



Small shrine in the worship hall

During the next year it is intended to develop an induction system for new members that supports them and ensures they feel able to contribute more easily at the start of their

membership. It is also hoped to identify training needs of members and develop their own training programme.

5.2 Development Plan

During the year SACRE members discussed SACRE's Development Plan and were pleased to note that many of the longer-term targets had already been achieved.

A new Development Plan linked to the LEA's improvement plan and Education Development Plan was finally agreed by SACRE in the Autumn term 2004 as the meeting of 14th July was inquorate and this work has been carried.

The new Development Plan has very clear indications of resource implications and measurable outcomes applied to projects. It is attached at Appendix 3.

SACRE members were disappointed to learn that separate inspections of SACREs would not continue. However they were pleased to hear that questions and guidance would be available soon on the OFSTED Website to assist preparation for SACREs to engage in self-evaluation.

5.3 Website

The website is to be further developed during the next year so that it becomes more useful to SACRE members, schools and members of the public. Its address is:
<http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/SACREhomepage/>

The website will contain:

- Copies of the newsletter
- SACRE's annual report
- SACRE materials for downloading, e.g. the Determinations Procedure
- Contact details for places of worship
- Advise on resourcing and teaching
- Links to the Key Stage RE sections of the LgFL website where further RE resource materials will be posted.

6 SACRE Arrangements

6.1 Professional and administrative support

On behalf of SACRE, Haringey has secured the services of a Consultant School Improvement Officer for religious education who provides training and developmental expertise and advice to schools and supports the LEA's links with SACRE. She has been working with SACRE since 1999. A member of the LEA's Leadership and Management Team also attends SACRE to ensure a strategic steer for SACRE's work within the LEA's Education Plans and associated funding.

The School Improvement Officer, whose responsibilities included RE; Jenny Stonhold, completed her work in the School Improvement and Inclusion Service this summer. Her personal support for schools and SACRE has been substantial and SACRE is delighted that her expertise will not be lost as she has returned to work in a local school and will continue to be a representative on SACRE. The LEA has increased the support from the consultant School Improvement Officer to cover this post and preserve continuity of support and provision.

SACRE is currently also supported by a Principal Committee Secretary. During the year SACRE were sad to see their Principal Committee Secretary, Nick Evans, leave the Authority to work in Cumbria. The post has been supported from within the Committee Section until a new permanent SACRE Clerk can be appointed.

The majority of meetings of the SACRE are held at the Civic Centre with the costs of the meeting rooms being borne by the LEA. The LEA also covers the expenses of the SACRE in relation to the administrative costs of producing and despatching the agenda, the Annual Report and other papers.

6.2 Finance

SACRE were advised that the LEA supported SACRE through a sum of £17,000 and through provision of services for which no direct charge was made. Funded and non-funded support had been for:

- the distribution of the new Agreed Syllabus;
- associated implementation support and advice costs;
- production, publishing and distribution costs for the annual report;
- the provision of accommodation and refreshments for SACRE meetings;
- contributions to host venues;
- administrative and clerking support;

- LEA officer time to support and attend SACRE;
- Photocopying and distribution costs for SACRE papers;
- SACRE and RE web site development.

Appendix I

SACRE MEMBERSHIP 2003-4

Group A: Christian Denominations and other Faiths represented in Haringey:

Mr B. Haylock - Salvation Army (FCFC)
Ms S. Berkery-Smith – Roman Catholic Church (Diocese of Westminster)
Mr M. Ibrahim - Islam (Muslim Educational Trust)
Mr. M. Usamah - Islam (Muslim Educational Trust) (1 term)
Mrs A. Kennard - Judaism (Board of Deputies of British Jews)
Ms O. Thoma - Greek Orthodox
Ms B. Parsons - Spiritual Assembly of the Bahai's
Dharmachari Kulamitra- North London Buddhist Centre (1 term)
Mr K. Ranganathan – Hinduism (Hindu (Shiva) Temple Trust)
Miss A. Campbell - United Reformed Church
Rev. R. Allaway - Baptist Churches
Vacancy – Religious Society of Friends (Quakers)
Vacancy - Seventh Day Adventists

Group B: Church of England:

Mr E. Griffith (**Chair**)
Mrs J. Jamieson
Mr J. Seabrook
Mr A Johnston.

Group C: Professional Associations:

Ms N. Parmar - NUT,
Mr C. Cahill (until...) SHA,
Mr N. Bradley (**Vice Chair**) - HTA
Ms J. Arrowsmith – NUT
Vacancies - NUT (1) NASUWT (1) and NAHT (1)

Group D: Local Education Authority Group:

Councillor Fabian,
Councillor Haley,
Mr J. Baaden,
Mr B. Oakley
one vacancy

Co-opted Non-Voting Member:

Mr N. Bacrac - British Humanist Association

NB By the end of the summer holiday 2004 vacancies for Buddhism, Religious Society of Friends (Quakers) and Islam were filled.

APPENDIX 2

Evaluation of SACRE Action Plan for 2003-2004

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 manager on at least one RE course per year;
- Education officers in SIIS 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 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:

13th March 2003; 15th May 2003; 19th June 2003; 25th September 2003; 8th December 2003; 11th 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 Notes of SSIO visits and reports SIO / consultant visits and reports KS4 results for RE School Improvement Plans School Self-Evaluation Outcomes CPD data 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)	As published Visit 2 reports As provided Annually – September to November Annually – linked to Visit 2 reports Annually – linked to SIP Undertake twice-yearly Twice-yearly Termly Annual review - tbc Annual - tbc Annual – tbc

Evaluation date: March 2004

Strand 1: Monitoring standards of RE & Collective Worship in Haringey schools		
	What has been achieved	Next steps
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.	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. SACRE noted that: <ul style="list-style-type: none"> • progress had been made in White Hart Lane school, although there are still areas for development, including non-compliance for sixth form students. • 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. • there is good practice in Noel Park and Rhodes Avenue Primary schools • provision for RE has improved in Stroud Green Primary since the last inspection. It is based on the Agreed Syllabus and is satisfactory. • 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. <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</p>	SACRE continue to monitor standards through: <ul style="list-style-type: none"> • Section 10 Ofsted Inspection reports and other national / regional thematic reports; KS4 results for RE; School Improvement Plans; School Self-Evaluation Outcomes • Feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on • Council, service & school complaints (re RE / Collective worship) <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>

Strand 1: Monitoring standards of RE & Collective Worship in Haringey schools

	What has been achieved	Next steps
	<p>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 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 & report evaluations to SACRE. Consultant SIO for RE to report to Inclusion Strategy Manager (also LEA officer on SACRE)</p>

Strand 2: Raising Standards in the Provision of an Act of Collective Worship

	What has been achieved	Next steps
<p>SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice.</p>	<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 (NASACRE). 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 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 subject leaders in schools.</p>
<p>Schools have up-to-date information on resources and</p>	<p>SACRE reviewed and suggested amendments to their first newsletter – This has been sent to all</p>	<p>Newsletter editions to be produced in Summer and</p>

Strand 2: Raising Standards in the Provision of an Act of Collective Worship		
	What has been achieved	Next steps
methods that can raise standards.	<p>schools.</p> <p>School support materials available on schools' web site through the PDC</p>	<p>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>

Strand 3: Raising Standards Through Support for the Development of Good Quality RE & Collective Worship in Schools		
	What has been achieved	Next steps
<p>Information is disseminated to schools on QCA publications & 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. 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 & 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 that 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</p>

Strand 3: Raising Standards Through Support for the Development of Good Quality RE & Collective Worship in Schools		
	What has been achieved	Next steps
		or notes from school improvement officers.
Schools are informed about current issues.	SACRE newsletter and annual report disseminated to schools and awaiting placement on LEA website at time of writing. 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.	Continue newsletter, Heads of department and co-ordinator meetings and publication of guidance on the LEA website. SACRE Representative to work with Holocaust Memorial Day planning group to develop work for schools to use arising from the event.
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 SIFS 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.

Strand 4: Fostering Good Relationships with Faith Communities & Informing them about RE in Schools		
	What has been achieved	Next steps
SACRE has links with all local faith communities and members 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 to recruit a representative. Vacancies for Buddhism & Islam arose this year when Buddhist & Muslim representatives moved. Plans made to hold summer 2004 SACRE meeting at the Hindu Kovil in Highgate Hill.	Fill Buddhist vacancy 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	Make the list of places welcoming visits available on the LEA website. Keep list up to date

Strand 4: Fostering Good Relationships with Faith Communities & Informing them about RE in Schools		
	What has been achieved	Next steps
	of developing complete contacts list.	

Strand 5: Improving Information for Schools about Faith Communities		
	What has been achieved	Next steps
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 – Gladesmere 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.

Strand 6: Informing QCA of Local Issues and Standards		
	What has been achieved	Next steps
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

Appendix 2

Leader: Chair of SACRE

Strand I: Develop the knowledge, skills and understanding of SACRE members about their roles

- Outcomes for April 2005**
- An induction pack for SACRE members developed and sent to all new members as nominated
 - Buddying / mentoring system devised and piloted as new members are nominated
 - Members of SACRE develop up to date knowledge of standards of RE and Collective Worship in Haringey
 - SACRE engage with current national debates about RE and collective worship
 - SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice.

<u>Activities to be undertaken</u>	Target Group	Those involved (in addition to lead person)	Timescales
Induction / welcome pack developed for new members containing: Agreed Syllabus, latest SACRE Annual report and NASACRE guidance on the work of SACRES.	SACRE	RE Consultant SIO	By Easter 2005
Each group elects a chair and a Mentor list	SACRE	RE Consultant SIO	Autumn term 2004
Develop procedures for supporting new members before and during their first meeting	SACRE	RE Consultant SIO Link SIO / Officer	When they occur
Members attend national and local training and events (e.g. QCA conferences, NASACRE conferences) and feed back to SACRE	SACRE	SACRE members	Annually
Presentations of good practice by schools	SACRE	Schools representatives RE Consultant SIO	Annually
Membership of National Association of SACRE is renewed and SACRE participates in NASACRE events	SACRE	RE Consultant SIO Link SIO / Officer	Annually
Meetings include up to date information and debates about RE and collective worship	SACRE	RE Consultant SIO Link SIO / Officer	termly

Strand 2: Monitor Standards of RE & Collective Worship in Haringey Schools

Outcomes for April 2005

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
- support schools
- report to QCA and the LEA

Activities to be undertaken	Target Group	Those involved (in addition to lead person)	Timescales
Continue to monitor standards through: <ul style="list-style-type: none"> • Section 10 Ofsted Inspection reports • HMCI Annual Report • KS4 results for RE • LEA Themed Audit • Consultant visits and reports • Notes of SSIO visits and reports • School Self-Evaluation Outcomes 	SACRE Schools	RE Consultant SIO + Link SSIOs Schools	All 3 terms Annually Autumn term Spring term 2005 As they occur over 3 terms
Monitor complaints & discriminatory incidents related to religion, RE and collective worship	SACRE Equalities Officer Schools	RE Consultant SIO Equalities officer – education School staff & governors	As part of cycle of review of discriminatory incidents and at individual complaint level as appropriate
Monitor feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on, in relation to social, moral, spiritual and cultural matters	SACRE	Link SIO / Officer	All 3 terms

Strand 3 Raise Standards in the provision of an act of Collective Worship

Outcomes for April 2005

- SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice
- 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

Activities to be undertaken	Target Group	Those involved (in addition to lead person)	Timescales
SACRE members convene and manage school determination applications as requested by schools	Schools	RE Consultant SIO Link SIO / Officer	When requested by schools

Strand 4: Support the development of good quality RE & Collective Worship in schools in order to raise standards

Outcomes for April 2005

- Schools are provided with up-to-date information on resources and methods and advice on good practice supports raising standards of teaching and learning in RE and are informed about current issues;
- Schools develop better practice based on local and national guidance;
- 100% of schools where RE is a Key Issue send subject manager on one course per year;
- Education officers in SIIS understand and support the work of SACRE as part of a partnership approach to raising standards;
- Standards in RE at key stage 4 improve;
- The Haringey Agreed Syllabus for Schools fully implemented in all Primary and Secondary schools across the borough.

<u>Activities to be undertaken</u>	<u>Target Group</u>	<u>Those involved (in addition to lead person)</u>	<u>Timescales</u>
SACRE Newsletter editions in 2004 provide up to date information to schools	RE Subject leaders	RE Consultant SIO SACRE link education officer	Summer and Autumn terms
Further develop the use of the website to disseminate information and advice.	RE Subject leaders	RE Consultant SIO SACRE link education officer	Summer 2004
Dissemination of the RE & School Effectiveness Project	RE Subject leaders Headteachers	RE Consultant SIO Head of School Standards CPD SIO	Summer term 2004
Involve schools in the consultation process for the QCA non-statutory framework for RE and when the final version is published advise schools of its impact locally.	Schools	RE Consultant SIO	Summer and Autumn terms 2004
Analyse uptake of courses and discuss the needs of particular schools with their link SSIOs.	Schools	RE Consultant SIO CPD SIO SSIOs	Termly
Head of Department meetings to inform, support and disseminate good practice	Schools	RE Consultant SIO	Termly
Monitor use of self review booklet for raising standards at GCSE	Schools	RE Consultant SIO Head of School Standards	Autumn term
Disseminate self-review booklet on complying with statutory requirements for RE.	Schools	RE Consultant SIO Head of School Standards	Summer term
Disseminate self-review booklet on self review of provision for pupils' spiritual, moral, social and cultural development	Schools	RE Consultant SIO Head of School Standards SIO PHSE & Citizenship	Autumn term
SACRE members evaluate national key issues in HMI RE reports in relation to local areas and publicise outcomes.	Schools	RE Consultant SIO	Autumn 2004

<u>Activities to be undertaken</u>	<u>Target Group</u>	<u>Those involved (in addition to lead person)</u>	<u>Timescales</u>
As assessment and use of ICT are national issues reflected in the local context, SACRE develop new advice on RE assessment linked to revised 8-level scale in National non-statutory Framework	Schools	RE Consultant SIO	Spring 2005
SACRE challenge schools where Ofsted inspection reports indicate non-compliance with statutory requirements	Schools	Head of School Standards RE Consultant SIO SACRE link education officer	Termly

Strand 5: Foster good relationships with faith communities and inform them about RE in schools

Outcomes for April 2005

- Members of SACRE develop greater understanding of each other's faiths and values and appreciate what pupils experience when they visit different faith venues;
- SACRE has links with all local faith communities and supports faith communities learn about each other;
- Holding one SACRE meeting annually in faith venue to support SACRE members learning more about each other.
- A register of faith community representatives is published on the internet, revised or updated biannually, 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;

<u>Activities to be undertaken</u>	<u>Target Group</u>	<u>Those involved (in addition to lead person)</u>	<u>Timescales</u>
Fill Buddhist vacancy	SACRE	RE Consultant SIO Link SIO / Officer	All 3 terms
One SACRE meeting annually to be held in a local place of worship.	SACRE	RE Consultant SIO Link SIO / Officer	Summer term
SACRE members invited to RE Conference to disseminate the outcomes of the REaSE project.	SACRE	Link SIO / Officer	Summer term
Continue SACRE's involvement in Holocaust Memorial Day	SACRE	Vice-Chair	termly

Strand 6: Improve information that schools have about faith communities

Outcomes for April 2005

- 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;
- Dissemination of the RE and School Effectiveness project – the school and its communities- across the LEA

Activities to be undertaken	Target Group	Those involved (in addition to lead person)	Timescales
Continue to contribute information about local and national places of worship to developing 'e- directory'	Schools	All SACRE members	termly
Make a list of places of worship welcoming visits available on the LEA website.	Schools	RE Consultant SIO Link SIO / Officer	Summer term & updated termly
Provide good practice guidance on enriching the teaching of RE by the inclusion of a programme of visits based on the RE & School Effectiveness Project	Schools	RE Consultant SIO Link SIO / Officer	Summer / Autumn term
Provide training for schools on faith specific information	Schools	RE Consultant SIO Link SIO / Officer	annually
Incorporate information about faith communities and places of worship into the SA CRE newsletters	Schools	RE Consultant SIO	

Strand 7: Inform QCA of local issues and standards

Outcomes for April 2005

Annual Report of SACRE's business completed and sent to QCA by Christmas 2004

Activities to be undertaken	Target Group	Those involved (in addition to lead person)	Timescales
Prepare, draft and agree the SACRE annual report	QCA Schools SIIS	RE Consultant SIO Link SIO / Officer	Autumn 2004

Religious Education **Self-Review Audit Tool**

**including complying
with legal requirements**

Religious Education Self Review Audit

The following audit questions will help you to identify areas for development.

A. Statutory (Complying with Legal Requirements)

<u>Question</u>	<u>1/2</u> <u>Example of</u> <u>good</u> <u>practice</u>	<u>3/4</u> Secure	5 Developing	6/7 Requiring Improvement
<ul style="list-style-type: none"> Do you have a scheme of work for RE that ensures delivery of the most up to date version of the local Agreed Syllabus? 				
<ul style="list-style-type: none"> Do you ensure that RE is taught to all pupils? 				
<ul style="list-style-type: none"> Is RE taught in agreement with the aims of the Agreed Syllabus? 				
<ul style="list-style-type: none"> Do you ensure that RE is not taught in a confessional manner and that the beliefs of all pupils are affirmed? 				
<ul style="list-style-type: none"> Is adequate time allocated to RE? (Currently 5% curriculum time). 				
<ul style="list-style-type: none"> Do you report to parents on progress in RE each year? 				
<ul style="list-style-type: none"> Is assessment in RE in accordance with local Agreed Syllabus requirements? 				
<ul style="list-style-type: none"> Is the school's approach to RE described in the school's prospectus? 				
<ul style="list-style-type: none"> Does the prospectus contain information about arrangements for parents wishing to withdraw their children from RE? 				
<ul style="list-style-type: none"> Are pupils who are withdrawn adequately supervised? 				
<ul style="list-style-type: none"> Are teachers aware of their rights to withdraw from teaching RE and are classes covered by other staff to ensure that pupils receive their statutory entitlement? 				

B. Policy

<u>Question</u>	<u>1/2</u> Example of good practice	<u>3/4</u> Secure	5 Developing	<u>6/7</u> Requiring Improvement
• Is there a teacher with responsibility for religious education?				
▪ Does the RE subject leader have a job description and recognition for the work required in leading the subject?				
• Do you inform parents of the requirements of the syllabus so that they recognise the benefits of studying RE in a pluralist society?				
• Do you have links with local faith communities so that they can support the teaching about their faith and demonstrate that RE is about real people in the community?				
▪ Does RE make a strong contribution to the school's inclusion agenda?				

C. Planning

<u>Question</u>	<u>1/2</u> Example of good practice	<u>3/4</u> Secure	5 Developing	<u>6/7</u> Requiring Improvement
• Is the RE subject leader given time and opportunity for personal subject development?				
• Does RE feature on the school improvement plan and are new initiatives supported in school by training for the subject leader and other staff?				
• Is there a budget to ensure that the subject can be adequately resourced?				
• Does the RE subject leader monitor teaching and standards in RE?				
▪ Are regular opportunities planned to test pupils in a variety of ways on aspects of the syllabus and of key religions?				

D. Practice

	1/2 Example of good practice	3/4 Secure	5 Developing	6/7 Requiring Improvement
<ul style="list-style-type: none"> Do you ensure that teaching tasks in RE relate to the two attainment targets of the Agreed Syllabus? 				
<ul style="list-style-type: none"> Do you use a variety of resources for R.E, e.g. visual, artefacts, and ICT? 				
<ul style="list-style-type: none"> Do you draw on a range of textual resources for RE that are differentiated and draw on suitable illustrated books, art books, calligraphy or encyclopaedias, as a resource? 				
<ul style="list-style-type: none"> Do you display words and key concepts around the classroom to support students and refer to them in lessons? 				
<ul style="list-style-type: none"> Do you encourage the use of websites for home study or research? 				
<ul style="list-style-type: none"> Do you explore a list of useful ICT resources for Christianity and the principle religious traditions and encourage pupils to share their views on these? 				
<ul style="list-style-type: none"> Is marking done regularly? 				
<ul style="list-style-type: none"> Is marking formative? 				
<ul style="list-style-type: none"> Does marking reassure pupils that their work matters to their teachers? 				
<ul style="list-style-type: none"> Do you know which pupils need support? (Are you aware of their needs and the targets that have been set for them e.g. in IEPs)? 				

E Pupil Performance

<u>Question</u>	<u>1/2</u> <u>Example of</u> <u>good</u> <u>practice</u>	<u>3/4</u> Secure	5 Developing	<u>6/7</u> Requiring Improvement
<ul style="list-style-type: none"> • Do you relate teaching to pupils' experiences? 				
<ul style="list-style-type: none"> • Does RE contribute to pupils' literacy, numeracy and ICT skills? 				
<ul style="list-style-type: none"> ▪ Does marking affirm successes, challenging lack of effort and support the pupils' knowledge of how they can improve? 				
<ul style="list-style-type: none"> ▪ Do you ensure that work set for pupils needing support is appropriately pitched and enables them to achieve? 				
<ul style="list-style-type: none"> ▪ Do lessons challenge and engage less able and gifted & talented pupils 				
<ul style="list-style-type: none"> • 				

SACRE Constitution

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 I and II 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 matter ensuring 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 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.
- 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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