

**HARINGEY Standing Advisory Council for religious education (SACRE)
OFSTED REPORTS - Summary of issues, April 2005**

Gladesmore Community school

Collective Worship & Spiritual development

In **Gladesmore** school inspectors found that provision for pupils' spiritual, moral, social and cultural developments is good, an improvement in relation to spiritual development although statutory requirements for collective worship are not met. Several subject contribute to promoting skills of reflection *'and exploration of feelings and experiences.'* *'Assemblies are worthwhile community occasions which raise aspirations and celebrate achievement, although opportunities for student involvement and for contemplation are sometimes missed.'*

Religious Education

Although a small examination group achieved good results in 2004 with the percentage obtaining grades A* to C in 2004 above the national average, **Gladesmore** does not meet the statutory requirements to provide RE for all pupils in Key Stages 4 & 5 and this is an area for development.

In Key Stage 3 standards are rising with *'Good and very good teaching contributing to a steady rise in standards.'* The report stresses low standards on entry exacerbated by the fact that the school attracts students from more than Haringey, and therefore students have not all been studying the same Agreed Syllabus in the Primary school. Students also come to the school with low standards of literacy.

Assessment is good *'enabling students to monitor their progress.'* Inspectors found that *'The students are particularly strong in giving their views on issues and supporting them with well reasoned arguments'*

The leadership and management of the subject are good, despite apparent lack of support for further development of the subject and compliance. The good leadership has led to progress since the last inspection and *'There is a clear vision for continuous improvement.'* The school is making links to local communities and the report demonstrates more areas for development.

INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive
School category: Community
Age range of pupils: 11 – 18
Gender of pupils: Mixed
Number on roll: 1271

School address: Crowland Road
London

Postcode: N15 6EB

Telephone number: 020 800 0884

Fax number: 020 809 8500

Appropriate authority: Governing body

Name of chair of Mr Niran Omtoso
governors:

Date of previous 23 November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Gladesmore Community School is an increasingly popular, mixed comprehensive school. It is in the London Borough of Haringey near the borders of Hackney. There are 1271 on roll, with more boys than girls in all years except Year 12. This makes it bigger than the average size secondary school. Until recently, pupils' attainment on entry has been well below the national average partly as a result of particularly weak literacy skills. The attainment on entry of the current Year 7 is just below the average nationally. A large proportion of pupils travel long distances to the school and many live outside the borough. The school's population represents a rich and diverse range of cultures and includes about two-fifths of pupils of Black Caribbean or Black African heritage and a tenth of pupils who are White British. The proportion of pupils for whom English is not their first language is very high. The socio-economic background of pupils is below average overall; the proportion of pupils eligible for free school meals is well above the national average. The proportion of pupils identified as having special educational needs is well above the average nationally and the proportion of pupils with statements of special educational needs is broadly in line with national average. The school has a small sixth form of 67 students. The school has achieved Healthy Schools, Sportsmark and Investor in People awards and has gained specialist status as a Mathematics and Computing College.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1565	Calvin Pike	Lead inspector	
9708	Sylvia Daintrey	Lay inspector	
1795	Joyce Sanderson	Team inspector	English Drama Post-16
17541	Fran Ashworth	Team inspector	Mathematics
4126	Clive Parsons	Team inspector	Science
8052	Ken McKenzie	Team inspector	Information and communication technology Information and communication and technology Post-16
30563	Jackie Pentlow	Team inspector	Religious education
18261	Anthony Hill	Team inspector	Art English as an additional language
15051	Lynne Kauffman	Team inspector	Design and technology
33015	Richard Winter	Team inspector	Geography
8096	Nigel File	Team inspector	History
12408	Alan Frith	Team inspector	Modern foreign language
23308	John Morrell	Team inspector	Music Music Post-16
23268	Kevin Corrigan	Team inspector	Business studies
22590	Bob Castle	Team inspector	Physical education
10759	Lynn Bappa	Team inspector	Citizenship
28002	Sue Taylor	Team inspector	Special educational needs
32379	Bob Brewster	Team inspector	Mathematics Post-16

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a highly effective and increasingly popular school with much strength and relatively few areas for development. Standards overall are currently below the national averages but the pupils achieve very well. The school's atmosphere for learning is excellent; people work well together. Teaching is good throughout the school and very good in Years 10 and 11. Leadership is very good overall; that of the headteacher is excellent. Management is very good. Although accommodation is good, some of it does not fully meet the needs of the curriculum. The school gives very good value for money.

The school's main strengths and weaknesses are:

- achievement is good by the end of Year 9 and very good by the end of Year 11 and 13 and as standards are in line with those of similar schools and well above them for the proportion of students gaining 5 A*-C grades in the most recent GCSE examinations
- there is a strong, shared student-focused ethos: students have positive attitudes to learning and behave well and their attendance has improved significantly;
- teaching is most often good and much is very good, with excellence observed in English and drama;
- the headteacher's leadership is excellent and he is supported by a very good leadership team; students' personal development is very good as the individualised support provided is very effective;
- the limited literacy skills of some students, including in the sixth form, are holding up their progress in some subjects;
- assessment is well-developed but information is not used sufficiently to enable pupils to become more independent in their learning;
- the school's accommodation, although good overall, inhibits curriculum development in physical education and music.

The school has made substantial progress since the last inspection resulting in the achievements and standards of pupils being significantly improved. The quality of learning and teaching has improved. All but one of the key issues of the last inspection has been addressed well; many have been very successfully tackled. Considerable change has been made to improve provision overall. The significant outcomes are the results of excellent leadership and very good management of the school as a whole.

STANDARDS ACHIEVED

Performance compared with:		all schools			similar schools
		2002	2003	2004	2004
Year 11	GCSE/GNVQ examinations	E	E	E	B
Year 13	A/AS level and VCE examinations	E	E	NA	

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
For Year 11, similar schools are those whose pupils attained similarly at the end of Year 9.

Overall, pupils' achievements are very good when considering the low levels of attainment on entry. Results are well below national averages in tests at the end of Year 9 and GCSE at the end of Year 11. Even so, the results were better than those of similar schools. Year 11 examination results were above those of similar schools overall and, for pupils gaining five or more A*-C grades, were well above them. Current standards seen in these year groups overall are just below national averages. Good achievement was seen in most subjects. Although it was very good in English and, in Year 10 and 11, in history, students achieved less well in geography and physical education. Pupils with special

educational needs and those for whom English is an additional language achieve very well, matching that of other pupils. Girls out-performed boys in GCSE results in 2004. However, boys' attainment has generally been higher than that of girls and they achieve very well in relation to their attainment on entry to the school.

Pupils' personal qualities are good. They have good attitudes and behaviour. Attendance and punctuality to school are now good. Pupils' spiritual, moral, social and cultural developments are good not least because the way the school promotes good relationships and racial harmony is excellent.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall and very good in Years 10 and 11. Teachers use assessment information effectively but feedback to students does not yet sufficiently focus on helping them to become more independent as learners. The curriculum provides very good opportunities for pupils to develop and meets their needs well. Provision for pupils with particular needs is very good. There are excellent opportunities for enrichment, especially through drama, dance and music, and a vast range of clubs and other activities. Resources and accommodation are good overall except in physical education and music where these aspects of provision are more limited and inhibit learning. The care, guidance and support provided for pupils are excellent because teachers are focused on the individual needs of pupils and the range of support is very well managed. The school's links with parents and with other schools and colleges are very good. Those with the community are excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher's leadership is excellent. This successfully champions a strong ethos, firmly focused on pupils' achievements. The headteacher is very well supported by a strong team of senior managers with different but complementary strengths who share his commitment to pupils. Senior members of staff provide good role models for other key staff whose leadership is also very good overall. The strong teamwork with senior staff reinforces their leadership skills. Governance is very good. Although requirements for collective worship and religious education in Years 10 to 13 are not in place, governors know the school well and provide effective challenge. Very good management ensures the smooth and efficient running of the school, very good quality of self-evaluation and close and supportive monitoring of teaching and learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very satisfied with the school and the progress that their children make. A very small minority express concerns about support provided. Parents are provided with a good range of information about the school's achievements and pupils' progress but not all reports show clearly what pupils can do to improve. The school consults with parents in many aspects of school life and gives them sufficient opportunity to express their own views. The results of this consultation indicate that parents are very positive about the school and its improvements. Parents appreciate the very wide range of activities provided for pupils and most feel that teaching and achievement are good. Discussions with pupils showed that they are also enthusiastic about the school. Whilst feeling that there is some improvement needed it is rare and effectively dealt with by the school.

IMPROVEMENTS NEEDED

The most important things that the school should do to improve are:

- raise levels of literacy and numeracy skills across the school, including in the sixth form;
- improve standards in geography and physical education;
- meet requirements to teach religious education to all pupils in Years 10 to 13
- share and use assessment information further to refine teaching by encouraging pupils to become more independent as learners;

- refine leadership and management in the sixth form so as to focus more rigorously on tracking progress and raising standards further.

one of the top two grades. There were also a satisfactory number of passes in 2004 in mathematics and in music technology. However, in all courses students' poor literacy and language skills often inhibit progress. Most noticeably this is in the most recent business studies A level where five candidates who entered did not pass, all having great difficulty with the language demands of the examination, and in drama where no students passed the written examination but all did well in performance elements of the course.

9. There has been less focus on monitoring and evaluating sixth form provision and standards achieved as the school not undertaken the same thorough analysis and evaluation it has done for the other years. However, since the last inspection the school has made considerable progress in enabling students to achieve very well in the sixth form and, as a result, has raised standards overall and improvement since the last inspection has been satisfactory.

Students' attitudes, values and other personal qualities

Students' attitudes, behaviour and attendance are good. Their personal qualities, including their spiritual, moral, social and cultural development, are also good.

MAIN STRENGTHS AND WEAKNESSES

- There is a high degree of racial harmony in the school because the diversity of students' cultures are widely celebrated and staff are excellent role models.
- Attendance has improved significantly since the last inspection with the result that students are now able to make good progress in their learning.
- Attitudes and behaviour are at least good in most lessons, especially in the sixth form, and the school is tackling the high number of behavioural incidents effectively.
- Students are developing a strong awareness of moral and social issues and an understanding of how they can influence matters both in the school and the wider community.

COMMENTARY

10. A striking feature of Gladesmore is the way in which students, from Year 7 onwards, mix so well together whatever their background. Students value the lack of racial tension in the school and an atmosphere that enables them to learn and develop in a calm friendly atmosphere where all individuals are treated as of equal worth. Staff set a very high example by representing with pride an extremely wide range of backgrounds and by working outstandingly well as teams. Through subjects such as drama, art, languages, history, and design and technology, students are successfully encouraged to appreciate their own heritage and the contribution that a wide range of cultures have made to Britain and the world. Displays promote the achievements of different groups very well. Racist incidents are relatively rare. Bullying and other forms of harassment do occur occasionally, but the school has acted very effectively to deal with students' concerns expressed in a survey conducted a year ago. Students in Year 7, for example, feel very confident that bullying is not a problem and know exactly what to do if they have any worries.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5

Unauthorised absence	
School data	2.0

their own planning, it is not sufficiently shared with pupils or used to encourage ways of learning that will help pupils become more independent.

22. Teaching in smaller teaching groups which are focused on the specific needs of students with special educational needs is very good. Consequently they achieve very well. These lessons are characterised by detailed planning, highly relevant and challenging content and very good relationships between teachers and students. Teaching in lessons is supported by well-trained, very competent teaching assistants, who liaise closely with subject teachers. They plan work together and work as a team so that support in lessons for students with special educational needs generally is very good. There is comprehensive information provided about students, including those with special educational needs. This allows all staff to plan effectively for them in lessons. Comprehensive assessment systems provide frequent updates of data so that the students' current needs are well known. There are insufficient teaching assistants in the lower mathematics sets for those students aged from 11 to 14 years which means that they make relatively less progress than they do in English where such additional support is available. Extension work for students who are gifted and talented is planned into most lessons, but this tends to be an additional piece of work, rather than the planning of adapted approaches and resources to meet these very specific needs. Pupils for whom English is an additional language are taught very well. They make very good progress whether in separate small groups or in full classes. This is because members of staff know of their needs and prepare well to ensure they are met. The teaching of small groups is very well focused to enable students to understand and use English as fully as possible, building carefully on previous learning. Within full classes, students for whom English is an additional language are supported by additional teachers or assistants who work well with the class-teacher to plan and follow-up lessons, helping these pupils to make good progress.

The sixth form

23. The quality of teaching and learning in the sixth form is good. This is because of the combination of good preparation and supportive relationships within each lesson. In subjects inspected, teaching was very good in ICT and music, and good in business studies and drama.
24. Teaching is not as consistently strong in the sixth form as it is in Years 10 and 11 because systems to review students' progress and raise future standards by setting progressively more challenging targets has not been sufficiently rigorous. Consequently, whilst expectations of students are high and support provided for them is very good, the steps needed from them to make improvements are not yet well-enough defined or shared with them to enable them to become more independent as learners.

The curriculum

The curriculum is very good. The school provides a very broad, balanced and innovative curriculum which caters exceptionally well for a diverse range of students enabling them to fulfil their growing aspirations. Improvement since the last inspection is excellent.

Main strengths and weaknesses

- Curriculum development and planning are imaginative and innovative because the curriculum is designed to engage all students fully.
- There is a broad range of challenging and interconnected curriculum pathways which fulfil the needs and aspirations of students.
- Parents and the wider community are integral partners in the school's curriculum development and collaboration with partner institutions is excellent.
- The work related curriculum is excellent.

- Arrangements for students to take an active part in the citizenship curriculum are very thorough and well planned.
- The school makes very effective use of the wider experience of staff, particularly those who came via the Graduate Trainee Programme.
- The school does not meet the requirements for religious education in Years 10 and 13 or those for collective worship throughout the school.

Commentary

25. The school's curriculum provides very well for its students. Curriculum development in recent years has had a very significant impact upon all aspects of the school's work and on the aspirations, attitudes and attendance of students. The head teacher, governors and senior staff have a clear vision for the future direction of the school, for which they have won the support of parents and students by involving them in discussions about the curriculum and workshops related to it. The school works very effectively with the wider education and business community. It has successfully involved partner institutions and the wider community thus developing an excellent work-related programme.
26. The curriculum provides a wide choice for students. It is individually tailored to meet students' specific needs and aspirations in many cases. A clear strength of the curriculum is the range of strategies used by the school to ensure all students are included fully and achieve very well. The very good support which is having a positive impact overall comes from a number of inter-related teams who provide targeted support at a number of stages or areas of learning. For example, a *transition team* of teachers and assistants are very effective in supporting students through the *Get on Track* programme, as they move from primary to secondary school. In Years 10 and 11 additional support is provided to assist students meet the demands of course work. A strong group of teaching assistants who support students with statements in and outside the classroom and expertise provided by staff of 'The Cottage', an on site support provision, encourage students through a number of motivation projects. Additionally, the ethnic minority achievement (EMA) team supports students for whom English is an additional language and the literacy team is geared to boost progress and enable students with limited literacy skills by involving them in the 'Catch-Up' programme.
27. In addition to the more traditional aspects of the curriculum, the Collegiate of Tottenham school initiative, *Make Friday Special*, provides a very large range of vocational courses at levels 1 and 2 together with a core of English, mathematics and physical education. Underachieving students in some subjects can choose more of the subjects in which they can succeed. Extensive vocational and work-related programmes are individually tailored to suit the needs of specific students. There is detailed liaison between partner institutions and courses are planned well in advance. Much onus is placed upon students to be independent and to make sensible choices. This strategy is meeting the course aims and is proving very successful in raising attendance rates to very high level, far higher than they used to be with a more traditional curriculum model. Another successful initiative in providing a more suitable curriculum has been through providing targeted coursework support for individuals and groups.
28. There are challenging adaptations to aspects of the curriculum in Years 7 to 11. For example students in Year 9 now follow a short GCSE course in ICT where they are rising to the challenge, supported by very good planning, good teaching and a high

Income and expenditure (£)	
Total income	8,344,815
Total expenditure	8,939,937
Expenditure per pupil	7,028

Balances (£)	
Balance from previous year	421,014
Balance carried forward to the next	595,122

57. The school's systems to ensure effective and supportive continuing professional development for all staff are excellent. This supports the inclusive ethos of the school community, recognising each person's contribution to student development and providing the opportunity for all to enhance their skills as appropriate. There is, for example, a very good and comprehensive performance management system for all staff and teachers linked to the school's overall needs. Similarly, a very well managed programme for new staff makes an excellent contribution to the development and training of new and well-established teachers alike. This reduces the challenges of recruitment and retention of teachers and effectively supports a successful whole-school approach to reforming and improving the workforce to the benefit of staff and students.
58. Governance is very good. The governors have established very good working relationships, both amongst themselves and with the headteacher and senior management of the school. They have clear ideas about how they wished the school to move forward when they appointed the headteacher and have been fully involved in setting his performance targets. The governing body has contributed to the establishment of the school's successful ethos and they rightly regard this as being of central importance. Governors have a clear sense of priorities, with good knowledge of the school's strengths and weaknesses, including awareness of the subject areas that are in need of development. They are particularly aware of the importance of community languages and of support for the development of students' literacy. The headteacher and bursar provide accurate, up to date information and governors make sure they acquire knowledge from external sources as well. Personal visits by governors to the school are fairly common, but their value is not fully realised because there are no systematic arrangements for organising and recording them, nor are there links between individual governors and faculties. Governors responded well to the issues raised in the previous inspection report, but have made least progress with the development of the school's spiritual dimension. They are aware of the few ways in which the school does not meet statutory requirements.

The sixth form

59. Leadership and management of the sixth form are good overall as a result of the developing strengths of the team of staff who take collective responsibility for the sixth form. They bring a combination of stability and experience as well as the expertise of new members who have joined more recently. Although there has been insufficient rigor in tracking progress and using data to review achievements regularly and set new challenges for students, these issues are now a point of focus for the team. On a day-to-day basis the sixth form operates smoothly and the move from Year 11 to 12 is supported very well.

WORK RELATED LEARNING

The effectiveness of the school's provision for work related learning is **very good**.

Main strengths and weaknesses

- Work related learning is very well led and firmly established at the school.
- The very good range of vocational courses and innovative curriculum developments provide a stimulating environment for students.

Religious education

Provision in religious education is **unsatisfactory**. Although provision is unsatisfactory in that the legal requirements in Years 1 to 13 are not fully met the quality of what is provided is good.

Main strengths and weaknesses

- The school does not meet the statutory requirements to provide religious education for students in Years 10 to 13.
- Good and very good teaching is contributing to a steady rise in standards.
- Students are confident in expressing view with reasons.
- The thorough assessment scheme enables students to monitor their progress
- ~~carefully~~ lessons there is insufficient variety of materials to suit the needs of all students.

Commentary

96. Standards at the end of Year 9 as measured by the teacher assessments in 2004 were just below those expected by the agreed syllabus. Only a small proportion of students take religious education in Years 10 and 11 and in this respect the school does not meet the statutory requirements that all students should study religious education. The percentage obtaining grades A* to C in 2004 was above the national average. This is a significant improvement over the last inspection when the standards at the end of Year 9 were well below expectations and no students took the GCSE examination. Work seen in books and lessons confirms this continuing rise in standards with the work being in line with that expected at the end of Year 9 and work in Year 11 being above average. The students are particularly strong in giving their views on issues and supporting them with well reasoned arguments.
97. Students join the school with variable knowledge; skills and understanding that are overall below the expectations of the locally agreed syllabus for religious education that the school uses. This is exacerbated by the fact that students come from a variety of schools some of which do not follow the same agreed syllabus. Students also have poor literacy. In years 7 to 9 the students' attain better levels that predicted by their previous levels and so achievement is good. In years 10 and 11 students' achieve levels well above those predicted by prior attainment levels and so achievement is very good. Students with special educational needs and English as an additional subject achieve the same as other groups.
98. Teaching is good overall, being better in Years 10 and 11 where it is very good. The best teaching is challenging, has good pace and a vitality that stimulates the students' interest. The lessons encourage students to express their views, give reasons for their answers, apply their knowledge and give examples to show their understanding of issues. There is an appropriate emphasis on the literacy skills of the students and on extending their vocabulary. In the best lessons, there are effective support materials available for students with weaker literacy skills. Attitudes of the students to religious education are good. The good teacher-student relationships ensure that all students are included and feel confident in expressing personal views and this contributes to the students making good progress. Good homework tasks develop the application of principles covered and there is a comprehensive detailed assessment system that gives very clear guidance to the students as to the level of their assessment tasks and what is need to raise the work to the next level. In all years the marking of the students' books gives positive encouragement but a number of comments are not followed up. Relatively weaker aspects in lessons are when the discussion is teacher led and this limits the amount of student contribution and in some lessons the tasks are not geared to the individual ability and literacy levels of the students.
99. The leadership and management of the subject are good, although overall leadership that has allowed the provision to be non-compliant is unsatisfactory. The department

has moved forward since the last inspection. There is a clear vision for continuous improvement. New schemes of work allow students to reach all levels of attainment and strategies to ensure consistency of delivery have been put into place. Visits to places of worship have recently been introduced for some students but there are no speakers sharing different faiths to enhance the curriculum and a number of new developments still need embedding. ICT is still developing.

100. Since the last inspection a suitable course has been introduced in years 7 to 9, a GCSE course has been introduced, standards are rising and there is a good assessment structure. The quality of these improvements is very good however most of the improvements are recent and the statutory requirements are still not being met in Years 10 to 13 so overall improvement is satisfactory.

TECHNOLOGY

Design and technology

Provision in design and technology is **very good**.

Main strengths and weaknesses

- Assessment promotes students' understanding of how they learn and can improve.
- Very good teamwork ensures good support for students with special needs and those with English as a second language.
- Very good teaching and learning contribute well to raising standards.
- Students' pride and enthusiasm in their achievement further motivates and
- Leadership and management are excellent.

Commentary

101. Standards are below average at the start of Year 7 because students have limited design skills. By the end of Year 9 very good assessment strategies have boosted students' performance to the national average, indicating good achievement. Girls' performance is better than that of boys because boys lack focus on design research. Students with special learning needs and those from different ethnic backgrounds make equal progress to their peers, because of the very well integrated use of specialist staff who support in many lessons. High achieving students make good progress but gifted and talented students have yet to be sufficiently challenged by work provided.
102. In 2003 GCSE results were above national averages with the department exceeding its targets in all areas of design and technology. This improvement continued in 2004 with a slight dip in food technology. Students achieve very well in Years 10 and 11. Their performance is better than in other subjects they study. Students from different ethnic background and those with special needs achieve very well because they are so effectively supported by specialist staff. All students are motivated to be involved in their own improvement by being helped to know what they must do to improve. A sixth form initiative introducing Health and Social Care is very popular and adds to the vocational links with the local college.
103. Learning and teaching are very good overall because teachers focus on assessment to empower learning. From Years 7 to 11 teachers plan a well-structured approach to designing and making. However cramped classrooms constrain the teaching styles





THE SACRE SELF-EVALUATION TOOL

Forward/Introduction

This self-evaluation tool has been developed from three main sources:

- The recent Ofsted report on the inspection of SACREs
- OCA's annual analysis of SACRE reports
- The National Association of SACRE's (NASACRE) work in exemplifying effective practice in SACRE's

Rationale

The purpose of the self-evaluation tool is to help SACREs and LEAs assess the quality and effectiveness of their work and to identify where they might develop further.

The tool focuses on a range of aspects of the work of SACRE including:

1. **The monitoring and improvement of the standards, quality and provision for RE**
2. **The partnership between SACRE, the LEA and other key stakeholders**
3. **The effectiveness of the locally agreed syllabus**
4. **The monitoring and improvement of the provision and quality of collective worship**
5. **The contribution of SACRE to the promotion of social and racial harmony**

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing, Established and Advanced**. Wherever possible some exemplars of good practice are included.

Stage 1 Developing

SACREs at this stage of development, while they may be fulfilling their statutory obligations, do so at a fairly basic level and are not able to be proactive in providing advice to the LEA or in taking the initiative in promoting developments. They are often unclear about their roles and responsibilities and are not particularly well informed about the strengths, weaknesses or priorities for development in schools. They often have a formal relationship with the LEA but have little input to or awareness of the LEAs priorities. The issues facing SACREs at this stage may be:

- Finding it difficult to meet their statutory responsibilities
- Low levels of attendance at SACRE meetings
- Limited awareness of the quality of provision for RE and collective worship in schools
- Limited subject specialist or financial support from the LEA
- Little information about the impact or effectiveness of the locally agreed syllabus
- Limited representation from religious diversity in the local community
- No development plan to focus the future work of SACRE

The objectives for SACREs at this stage of development is to focus on ways of becoming more proactive in their work and moving beyond the basic fulfilment of their statutory obligations. Key targets might include:

- Reviewing and extending the membership of SACRE
- Making SACRE meetings more purposeful
- Identifying sources of specialist advice to support SACRE's work
- Producing an action plan to focus ways of developing the work of SACRE
- Creating stronger links with RE teachers in local schools.

Stage 2 Established

SACREs at this stage will have a well-established relationship with their LEA and have a clear idea about their priorities for development. Resourcing levels enable it to carry out its functions effectively. They will be reasonably well-informed about the quality of provision in local schools and, as a result, are in a position to challenge and support the work of the LEA. Meetings will be seen as purposeful and worthwhile occasions.

The issues facing SACREs at this stage may be:

- Limited opportunities to take the initiative in promoting new ideas
- Gaining better information about the quality of provision in schools

- The need to extend the links with wider LEA priorities and activities
- Ways of extending their analysis of the impact and effectiveness of the locally agreed syllabus

At this stage maintaining momentum maybe an imperative and key targets might include:

- Exploring ways of measuring the impact of their work more effectively
- Extending the ways in which SACRE can contribute to the LEAs priorities
- Investigating opportunities to be more proactive in promoting and initiating activities to improve quality and provision
- Exploring ways in which SACRE can extend its contribution to the promotion of social and racial harmony

Stage 3 Advanced

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose and will be proactive in seeking to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focussed on the major priorities for improvement in schools. There will be a very effective partnership with the LEA and SACREs will be well supported in terms of subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust ensuring that schools are well supported in their work. Objectives at this stage will be concerned with innovation and sharing good practice to sustain the momentum and success. Key targets might include:

- Extending the range of initiatives taken to improve standards and quality in schools
- Ensuring pupil progress can lead to recognition of achievement through, for example, GCSE accreditation
- Exploring ways of sharing good practice more widely with other SACREs and schools
- Improving the ways in which evidence is gathered about standards and the quality of provision in schools particularly in the light of changes in the nature of Ofsted inspections
- Developing the ways in which SACRE can contribute to the promotion of social and racial harmony

The responsibilities of a SACRE

The legal responsibilities of the LEA are to:

- Ensure that there is a SACRE
- Ensure all four committees are represented on SACRE
- Ensure there is an Agreed Syllabus which is reviewed at least once every five years
- Ensure that support is in place for SACRE to enable it to discharge its responsibilities
- Take note and respond to any advice it receives from SACRE
- Reference to SACREs from the LEA may include advice methods of teaching, the choice of teaching material and the provision of teacher training.

The SACRE must:

- Publish an annual report of its work and send this to QCA
- Consider requests for determinations on collective worship when required
- "Advise the LEA upon such matters as collective worship and the religious education to be given in accordance with an agreed syllabus".

The SACRE is also likely to

- Monitor the provision for both RE and Collective Worship
- Provide support and advice on RE and Collective Worship to schools

1. Standards and Quality of Provision of RE

*How effectively does SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve Standards and the quality of provision?*

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<p>1a Compliance and time allocation for RE</p>	<p>Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE</p>	<p>Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.</p>	<p>Well-informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.</p>	<p>There is currently no process for knowing or finding out compliance or time allocation. Add to Development Plan</p>
<p>1b Standards and achievement: including AS/A2 level, GCSE and standards at the end of Key Stages 1, 2 and 3.</p>	<p>Limited knowledge about standards within schools and no clear SACRE/LEA strategies to address areas of concern or Share good practice</p>	<p>Established Informed about standards of RE in schools locally and by comparison with national figures but limited analysis of the data and little opportunity to develop strategies to address weaknesses. Largely dependent on information from Ofsted reports on schools.</p>	<p>Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary and key stage 3. Clear strategies in place to address areas of weakness. Developing independent mechanisms to gather data about performance independent of Ofsted reports.</p>	<p>SACRE receives some analysis of examination performance but needs more analysis and more detailed data showing value added, Currently no opportunities to address areas of concern or share good practice. SACRE could introduce good practice presentations to meetings.</p>

<p>1c Quality of teaching and leadership and management</p>	<p>Limited knowledge about the quality of teaching and leadership and management of RE in schools.</p>	<p>Established Information provided about findings in relation to quality of teaching and leadership and management derived from Ofsted reports but limited analysis of strengths and weaknesses and little opportunity to develop strategies to address weaknesses.</p>	<p>Clear and detailed information about the quality of teaching and leadership and management with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.</p>	<p>The Self-evaluation tools approved by SACRE and available to schools via the LgFL need to be made more effective by wider reference to them in LEA documents and training.</p>
<p>1d Recruitment and retention issues. Level of specialist provision</p>	<p>Developing Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools.</p>	<p>Some investigation and analysis of subject recruitment and retention issues. SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to address concerns.</p>	<p>Detailed knowledge of patterns of recruitment, retention and specialist provision. SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.</p>	<p>SACRE could recommend to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA.</p>
<p>1e Resources</p>	<p>Little knowledge about issues related to the quality of resources for RE in schools</p>	<p>Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.</p>	<p>Established Detailed knowledge of issues related to resources for RE in schools. SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.</p>	<p>SACRE works in partnership with the LEA to develop a subject website which incorporates guidance about current high quality resource materials. The SACRE newsletter does this to. Teachers have reported lack of funds and resources to SACRE.</p>

**2. Management of SACRE and partnership with the LEA and other key stakeholders
How far does SACRE's partnership with the LEA enable it to carry out its responsibilities effectively?**

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
2a SACRE Meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements and tends to be dominated by the LEA officers.	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings sharing their experience and insights. Meetings are held in a variety of venues including local places of worship and schools.	SACRE held one meeting in a local place of worship (providing an opportunity for members to develop their understanding of the religious communities in the local area) but attendance was poor. Dips in attendance can cause meetings to be inquorate. Meetings to be held in schools would give opportunity for schools to give presentations.
2b Membership and training	Developing The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	Established The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members participate in training activities.	Very good use is made of co-option to ensure SACRE membership which is well informed & is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction and training opportunities for SACRE members.	Vacancies are usually filled speedily and there is a reliable core of committed members. SACRE needs to solve issues of teacher recruitment onto membership. Induction process needs to be devised and implemented. SACRE's development plan needs to incorporate areas from
2c Improvement/	SACRE does not have an action plan to focus its future	SACRE has a basic action plan which is reviewed	SACRE has a well-defined action plan	

<p>Development planning</p>	<p>work and there is little overt link between the priorities of the LEA's development/improvement plan and the work of SACRE</p>	<p>regularly and up-dated on an annual basis. This provides an effective focus for SACRE's work. There is some attempt to link the plan to the wider LEA priorities</p>	<p>with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LEA. SACRE is regularly represented at national events relevant to its work (e.g. NASACRE)</p>	<p>this evaluation and then be brought in line with refocusing the LEA's EDP into the Single plan under Every Child Matters headings.</p>
<p>2d Professional and financial support</p>	<p>Representatives of the LEA attend meetings but there is limited subject specialist advice available. Basic SACRE functions are resourced but there is no specific budget for SACRE and little opportunity for SACRE to take initiatives requiring funding.</p>	<p>Established SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. SACRE has a modest budget which enables it to fund some initiatives.</p>	<p>Advanced SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. SACRE is also attended by a lead officer from the LEA who can provide a strong link between the work of SACRE's work and the wider LEA. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.</p>	<p>Haringey has engaged the services of an RE professional for some years to ensure continuity in the support for SACRE and its work. A senior LEA Officer also attends to ensure congruence between SACRE's work and that of the LEA</p>

<p>2e Information And Advice</p>	<p>SACRE receives routine information relevant to its statutory duties such as GCSE data and information from Ofsted reports on RE. There is limited information provided about wider national and local developments. SACRE tends to receive information in a reactive way rather than taking a proactive role in asking questions and challenging the LEA's work.</p>	<p>Established SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. SACRE receives the information in a way that enables it to challenge and question the LEA's work.</p>	<p>Advanced SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership with the LEA and plays an active role in promoting ideas and initiatives.</p>	<p>Information about exam results led to development and adoption of self-review materials. Regular scrutiny of Ofsted reports provides information about standards. Changes to Ofsted regime will lead to reduction in information available to SACRE – need to devise other information gathering process.</p>
<p>2f Partnership with other key stakeholders (e.g. pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality</p>	<p>SACRE has little contact or awareness of other local agencies and rarely has contact with pupils or parents.</p>	<p>Established SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.</p>	<p>SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and HEI providers are regularly involved with SACRE. SACRE's activities build on the local networks effectively.</p>	<p>SACRE members have knowledge of and contact with the Peace Alliance. Has knowledge of some faith communities and places of worship that support RE. SACRE well represented on Holocaust memorial Day planning group. Could SACRE co-opt students? Need to establish better links with Council bodies.</p>

3. The Effectiveness of the Local Agreed Syllabus

Judgements for this section to be considered leading up to a review of the syllabus in 2006-7
How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?

Further information on the quality of an Agreed Syllabus can be found at Appendix One.

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<p>3a Review of the Agreed Syllabus</p>	<p>Little opportunity to review the effectiveness of the previous Agreed Syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing. There is little budget for Agreed Syllabus development and no clear action plan to structure the review process.</p>	<p>The SACRE has a good idea of the strengths/weaknesses of the previous Agreed Syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the Agreed Syllabus review.</p>	<p>The SACRE has a clear and systematic process for reviewing the Agreed Syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly costed, including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the Agreed Syllabus review with clear targets for what needs to be achieved.</p>	<p>HARINGEY SACRE is aware that standards in RE have risen since the implementation of the Agreed Syllabus in 2002. Revised Assessment Advice will be completed in 2005-6 in line with the QCA's revised 8-level scale. Monitoring of the Syllabus with a view to revision in 2006 - 2007 needs to take place in the next year</p>
<p>3b Using National Framework for Religious Education</p>	<p>The SACRE has a limited view of the role and significance of the National Framework in relation to the Agreed Syllabus review process and does not use the Framework in a coherent way</p>	<p>The SACRE is aware of the National Framework and uses it in their Agreed Syllabus review but does not extend the framework to reflect local circumstances.</p>	<p>The SACRE fully utilizes the National Framework in the construction of the revised Agreed Syllabus understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.</p>	<p>A SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing Agreed Syllabus. As a result it establishes a clear view of the way its revision of the Agreed Syllabus will build on the National Framework.</p>

<p>3c</p> <p>Developing the revised Agreed Syllabus. See Appendix 1 for the characteristics of an effective Agreed Syllabus.</p>	<p>The SACRE has no clear structure for process of developing a revised Agreed Syllabus. It does not undertake a thorough revision tending to add material rather haphazardly to the existing syllabus leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new Agreed Syllabus.</p>	<p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. SACRE ensures that strong direction is provided to design an Agreed Syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, hold consultation meetings which are reasonably supported.</p>	<p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p>	<p>A SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the Agreed Syllabus.</p>
<p>3d</p> <p>Consultation /Launch/Implementation of the Agreed Syllabus</p>	<p>No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus.</p>	<p>A launch event is organised and other forms of communication e.g. LEA/SACRE website are utilized to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p>	<p>A high profile launch, involving the wider community and strong media coverage gives the Agreed Syllabus a high profile as an important development in the work of the LEA/SACRE. Effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning.</p>	<p>A SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p> <p>The launch event includes high quality presentations from a range of local religious communities and schools.</p>

<p>3e Additional guidance/monitoring and evaluating the Agreed Syllabus</p>	<p>The LEA/SACRE is limited by financial and professional constraints and not able to provide any significant additional guidance on using the Agreed Syllabus. It has limited arrangements in place to monitor the impact of the Agreed Syllabus, particularly in raising standards.</p>	<p>The LEA/SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the Agreed Syllabus, particularly in raising standards.</p>	<p>The LEA/SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new Agreed Syllabus and to measure its effectiveness in raising standards.</p>	<p>A SACRE builds a process of monitoring the effectiveness of the Agreed Syllabus into its Development Plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five year revision.</p>
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4. Collective Worship
How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<p>4a Practice and provision for collective worship</p>	<p>The SACRE/LEA has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE Agenda and national developments are not known. There is no training provision for collective worship.</p>	<p>The SACRE/LEA has not provided guidance to schools on collective worship, focussing on good practice. SACRE meetings regularly focus on provision and practice in collective worship and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.</p>	<p>The SACRE/LEA provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision.</p>	<p>SACRE monitors collective worship. It has a robust determinations procedure and one school in the LEA has applied for and been granted a Determination. Advice on Collective worship resources are on the website along with a self-review tool for monitoring provision for the spiritual, moral, social and cultural development of pupils. Ideas for collective worship linked to Holocaust Memorial Day was approved. Training offered this year was not well attended.</p>
<p>4b Monitoring the provision of collective worship and addressing issues of non-compliance</p>	<p>The SACRE/LEA does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.</p>	<p>Established The SACRE/LEA monitors provision of collective worship & is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but SACRE members have limited 'hands-on' experience of collective worship in schools.</p>	<p>The SACRE/LEA closely monitors provision for collective worship and provides guidance and support for schools, particularly on non-compliance. SACRE members have direct experience of collective worship in schools through first hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.</p>	<p>SACRE had discussed what constitutes good practice in the past. Some SACRE members are very aware of issues of providing good collective worship in schools.</p>

5. Contribution of SACRE to the social and racial harmony agenda
How effectively does SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?

Key Area	Developing	Established	Advanced	HARINGEY SACRE EVIDENCE
<p>5a Representative nature of SACRE</p>	<p>SACRE membership meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.</p>	<p>SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.</p>	<p>SACRE has strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities)</p>	<p>The LEA & Clerk actively pursue membership issues. Vacancies are filled as speedily as possible. Two Muslim representatives on SACRE ensure representation from different local groups. SACRE is however holding a long standing Buddhist vacancy.</p>
<p>5b Knowledge and understanding of the local religious, cultural and ethnic community</p>	<p>SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.</p>	<p>SACRE is well aware of different groups representing the diversity within the local area.</p>	<p>SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.</p>	<p>SACRE members bring a wide range of local knowledge. Census data has been use to ensure appropriate representation. SACRE is not however provided with a detailed analysis of the standards in RE of pupils from different religious and ethnic groups.</p>
<p>5c Understanding the intrinsic contribution which RE can make to social and racial harmony</p>	<p>SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.</p>	<p>SACRE has a clear Established commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.</p>	<p>SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures this embedded explicitly in the Agreed Syllabus and related guidance.</p>	<p>This commitment is demonstrated by SACRE's work for Holocaust Memorial Day and attempts to forge greater links with other groups in the LEA. REand Schjool Effectiveness Project</p>

<p>5d Links to local authority initiatives promoting social and racial harmony</p>	<p>Developing SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.</p>	<p>Established SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has opportunity to discuss and contribute to this work.</p>	<p>SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links, which relate to this work.</p>	<p>SACRE is keen to develop greater links – e.g. Peace Alliance, All Faiths Forum, EnFlame</p>
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HARINGEY SACRE Self – Evaluation

What is distinctive about your SACRE?

Haringey SACRE is well supported by the LEA. It is representative of the local community and supports faith communities in making links with schools. There are several established members as well as some new ones. SACRE meetings are purposeful and usually quorate. SACRE is involved in a range of initiatives e.g. REaSE Project, newsletter and website.

Key Strengths

Membership – well established members
Productive meetings
Wide representation from faith groups
Links with and support from the LEA
Newsletters & website
Commitment to an effective, high quality syllabus

Key Areas for Development

- Greater use of data
- Induction pack and process
- Wider teacher representation
- Good practice presentations
- Further links with local interfaith initiatives
- Establish ways to obtain information about compliance and standards
- Link plan to LEA single plan under ECM headings
- Monitor Agreed Syllabus & Plan review

Appendix One

The characteristics of an Agreed Syllabus

An effective local Agreed Syllabus is likely to promote quality religious education if it has the following characteristics:

- Provides a clear structure which users find easy to follow and highlights the role of RE in the curriculum
- Meets statutory requirements but also reflects breadth and balance in religious education, particularly in taking into account local characteristics and circumstances
- Has clear statements about expected standards
- Provides appropriate levels of challenge for pupils of differing ages and abilities, which are progressive and demanding but realistic
- Reflects national developments particularly the use of the non-statutory national framework
- Gives clarity over assessment requirements
- Builds carefully on prior Agreed Syllabus provision
- Ensures that learning in RE has both continuity and progression

Key Area number	Key Area	Developing	Established	Advanced
1a	Compliance/Time allocation	X	X	
1b	Standards and Achievement	X	X	
1c	Teaching/Leadership		X	
1d	Recruitment and retention	X	X	
1e	Resources		X	X
2a	SACRE meetings		X	X
2b	Membership and training	X	X	X
2c	Improvement planning		X	X
2d	Professional/financial support		X	X
2e	Information and Advice		X	X
2f	Partnerships	X	X	
3a	Review of the Agreed Syllabus			
3b	Using the National Framework			
3c	Developing an Agreed Syllabus			
3d	Implementing the AS			
3e	Guidance and Monitoring			
4a	Provision for collective worship		X	
4b	Monitoring collective worship		X	
5a	Representative SACRE		X	X
5b	The local community		X	
5c	Promoting harmony through RE		X	
5d	Links to other local initiatives	X	X	