

Priority: To Raise the Standards of RE and Collective Worship in Haringey Schools April 2004-5**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 SACREEducation Officers: Inclusion Strategy Manager
RE Consultant SIO**Priorities**

- Members of SACRE will further 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 spiritual, moral and cultural development, RE and collective worship in increasing number of schools per year;
- Schools access training to raise standards of teaching;
- Education officers in SIIIS understand and support the work of SACRE as part of a partnership approach to raising standards;
- SACRE has links with local faith communities and supports faith communities to learn about each other;
- A register of faith community representatives is 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 and agenda items:****10 May 2004**

- QCA – National non-statutory Framework for Religious Education
- QCA – RE Consultation Booklet

14 July 2004

- ICT in Schools – the Impact of the Government's initiative
- Development Plan 2004-5
- Ofsted Reports
- SACRE Newsletter

9 September 2004

- Holocaust Memorial Day
- Ofsted Reports
- Development Plan monitoring of 2003-04 and 04-05
- ICT in schools – Impact of the Government's initiative

16 December 2004

- ICT in RE - London Grid for Learning and Religious Education
- Holocaust Memorial Day
- Books for Schools
- HMI Inspection of SACRE's
- SACRE Annual Report
- Development Plan 2004-5
- Non-Statutory National Framework
- SACRE Newsletter

31 January 2005

- Holocaust Memorial Day – feedback
- Evaluation of the Work of SACRE
- SACRE Annual Report
- HMI Report on the Evaluation of SACRE's
- Development Plan 2004-5
- Non-Statutory National Framework

Data for monitoring

Source	Time-scales
Section 10 Ofsted Inspection reports and other national / regional thematic reports KS4 results for RE Feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on Equalities monitoring (schools) Council, service & school complaints (re religion)	As published Annually – September to November Annual review - tbc Annual - tbc Annual – tbc

February 2005**Strand 1: Develop the knowledge, skills and understanding of SACRE members about their roles**

	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.	<p>Simple induction / welcome pack has been developed for new members containing: latest SACRE Annual report and NASACRE guidance on the work of SACREs.</p> <p>Members have attended national and local training and events (e.g. QCA conferences, NASACRE conferences) and fed back to SACRE</p> <p>Membership of National Association of SACRE has been renewed and SACRE participates in NASACRE events</p> <p>Meetings include up to date information and debates about RE and collective worship.</p>	<p>Each group should elect a chair and develop a Mentor list.</p> <p>Develop procedures for supporting new members before and during their first meeting</p> <p>More members to have the opportunity to attend national and local training and events (e.g. QCA conferences, NASACRE conferences) and feed back to SACRE</p> <p>Presentations of good practice by schools planned</p> <p>SACRE to review QCA Non-statutory Framework for Religious Education and advise schools accordingly</p> <p>Thematic review of RE in cohort / Networked Learning Community</p> <p>Review specialist RE staff / vacancies in secondary schools.</p>

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

	What has been achieved	Next steps
Members of SACRE have developed their knowledge of standards of RE and Collective Worship in Haringey Schools in order to: <ul style="list-style-type: none"> • better evaluate and report progress 	<p>SACRE continued to monitor standards through:</p> <ul style="list-style-type: none"> • Section 10 Ofsted Inspection reports • HMCI Annual Report • KS4 results for RE <p>No advice sought by schools from the RE SIO consultant or SACRE during this year.</p>	<p>Further information through</p> <ul style="list-style-type: none"> • Consultant visits and reports • Notes of SSIO visits and reports • School Self-Evaluation Outcomes <p>LEA themed audit to take place</p> <p>Monitor complaints & discriminatory incidents related to religion, RE and collective</p>

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

	What has been achieved	Next steps
<ul style="list-style-type: none"> • inform their advice to the LEA • support schools • report to QCA and the LEA 	<p>However 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.</p>	<p>worship.</p> <p>Monitor feedback from other strategy monitoring – Inclusion, EMA, Healthy Schools, BIP and so on, in relation to social, moral, spiritual and cultural matters.</p> <p>Develop a system so that this information is passed to SACRE to report and record the exact number of enquiries received in this area.</p>

Strand 3: Raise 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>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.</p>	<p>SACRE members discuss issue and concerns in depth during review of Ofsted report sections.</p> <p>Standards in personal development, which include spiritual development, have risen considerably in the majority of schools and in the reports examined during the year up to August 2004, provision was at least satisfactory.</p>	<p>Convene Determination panel when applications have been made.</p> <p>Contribute to schools causing concern intervention meeting</p>

Strand 4: Support the development of good quality RE & Collective Worship in schools in order to raise standards		
	What has been achieved	Next steps
<p>Schools have been 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;</p> <p>Schools develop better practice based on local and national guidance;</p> <p>100% of schools where RE is a Key Issue send subject manager on one course per year;</p> <p>Education officers in SIIIS to understand and support the work of SACRE as part of a partnership approach to raising standards.</p> <p>Standards in RE at KS 4 to improve.</p> <p>The Haringey Agreed Syllabus for Schools is fully implemented in all Primary and Secondary schools across the borough</p>	<p>SACRE Newsletters in 2004 provided up to date information to schools. This enabled SACRE to involve schools in the consultation process for the QCA non-statutory framework for RE and when the final version was published provide preliminary advice to schools of its impact locally.</p> <p>The LgFL website has been developed http://www.lgfl.net/lgfl/leas/haringey/web/teachers%20section/Teachers%27%20homepage/Teachers%27%20index%20page/?verb=view to disseminate information and advice.</p> <p>Dissemination of the RE & School Effectiveness Project through well attended conference summer 2004. Materials from this project are now on-line for Haringey teachers to use as a good practice model.</p> <p>SACRE disseminated self-review booklets on complying with statutory requirements for provision for pupils' spiritual, moral, social and cultural development and raising standards at GCSE via its website.</p> <p>As assessment and use of ICT are national issues reflected in the local context, SACRE is developing new advice on RE assessment linked to revised 8-level scale in National non-statutory Framework.</p> <p>There has again been an increase in the number of pupils being entered for RE or RS GCSE which reflects the national picture and indicates an improvement in compliance with legal requirements for RE being aligned with the concern to ensure that this subject contributes to pupils' qualifications.</p> <p>Summer 2004 RE results in Haringey were a cause for celebration. Following a disappointing dip in results for the full GCSE in the previous year, these results show a remarkable improvement with a rise of 19% of students achieving A*-C to 63%, only 2.8% below the national figure. 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.</p> <p>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.</p> <p>Religious Education is a statutory subject to the end of sixth form. This year the number of students being entered is reduced.</p>	<p>Continue production of SACRE Newsletter in Summer and Autumn terms.</p> <p>Analyse uptake of courses and discuss the needs of particular schools with their link SSIOS.</p> <p>Offer Head of Department meetings or courses to inform, support and disseminate good practice</p> <p>In partnership with SIPs monitor use of self review booklet for raising standards at GCSE</p> <p>SACRE members evaluate national key issues in HMI RE reports in relation to local areas and publicise outcomes.</p> <p>Complete and agree new advice on RE assessment linked to revised 8-level scale in National non-statutory Framework.</p>

Strand 5: Foster good relationships with faith communities and inform them about RE in schools		
	What has been achieved	Next steps
<p>Members of SACRE develop greater understanding of each other's faiths and values and appreciate what pupils experience when they visit different faith venues.</p> <p>SACRE has links with all local faith communities and supports faith communities learn about each other;</p> <p>Holding one SACRE meeting annually in faith venues supports SACRE members in learning more about each other.</p>	<p>SACRE's interest in the REaSE project led to greater awareness of the significant part that visits to places of worship can play in the delivery of high quality RE.</p> <p>SACRE was involved with planning for Holocaust Memorial Day.</p> <p>Several Faith vacancies have arisen in SACRE membership during the year for a number of reasons; 50% (?) of these have been filled.</p> <p>Visit to Highgate hill Murugan Temple was poorly attended and SACRE meeting inquorate</p>	<p>Several Faith Vacancies remain on SACRE – these need to be filled.</p> <p>SACRE have been asked to accept nomination from a representative of the local Jehovah's Witness community; this place needs to be discussed and agreement reached.</p> <p>Establish links to interfaith groups in the LEA</p>

Strand 6: Improve information that schools have about faith communities		
	What has been achieved	Next steps
<p>A register of faith community representatives is produced</p> <p>Good practice guidance is produced on the use of places of worship to improve teaching and learning;</p> <p>Dissemination of the RE and School Effectiveness project – the school and its communities- across the LEA</p>	<p>A register of faith community representatives was produced by Autumn 2003 on the LgFL</p> <p>Good practice guidance has been produced on the use of places of worship to improve teaching and learning and published on the LgFL;</p> <p>Dissemination of the REaSE project has given many subject leaders increased confidence in organising visits from their schools to local places of worship.</p> <p>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.</p>	<p>Review & update register of faith community representatives</p>

Strand 7: Inform QCA of local issues and standards		
	What has been achieved	Next steps
<p>SACRE is legally required to produce a report on its work and to send to the QCA by the end of the autumn term</p>	<p>The Annual Report was produced and as the December SACRE meeting was inquorate was sent as 'approved by an inquorate meeting' to QCA by Christmas</p>	<p>Produce and agree the Annual Report on time in 2005</p>