

Standing Advisory Council for Religious Education AGENDA

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Harrow SACRE Meeting

Wednesday 2nd March 2011 at 7.30p.m.

To be held in Committee Room 5
Harrow Civic Centre

Enquiries & apologies to:

Vivian Wright

Clerk to SACRE

vmwright@waitrose.com

or

Rachel Bowerman

SSIP, LA Lead Officer to SACRE

020 8736 6507

HARROW STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

AGENDA

1. WELCOME & INTRODUCTIONS
2. APOLOGIES FOR ABSENCE
3. MEMBERSHIP
 - a) Welcome to new members
 - b) Reserve members
4. MINUTES OF THE MEETING HELD ON 23RD NOVEMBER 2010 (*enclosed*)
5. MATTERS ARISING FROM THE MINUTES

Business items: Improving standards in religious education and collective worship

6. SACRE MONITORING STANDARDS AND QUALITY OF PROVISION FOR RE IN HARROW SCHOOLS
Cedars Manor School RE Self-Evaluation of RE
Mary Abbott, Subject Leader for Religious Education at Cedars Manor, will present her evaluation of the school's provision for RE and the outcomes for learners.
7. CELEBRATING RE: MARCH 2011
 - a) A report from schools preparing presentations for the London celebration of this national festival for RE, at the Zoroastrian Centre on 24th March 2011
 - b) A report by Susie Rook, RE subject leader, describing how Marlborough Primary is planning to join in Celebrating RE and the intended outcomes of the activities and visits.
8. SACRE CHAIRS' GROUP MEETING
Minutes of the meeting on 26.01.11 (*enclosed*)
9. SACRE DEVELOPMENT PLAN 2011 - 2014
In the context of the Schools White Paper 2010 'The importance of teaching' and a changing Local Authority landscape, the SACRE Chairs' Group have drafted a SACRE Development Plan. (*First draft enclosed, slightly amended version will be available at the meeting*)

Information items: improving SACRE's effectiveness

10. REPORTS FROM SACRE PARTNERS
 - a) Harrow Inter Faith Council
 - b) Faith communities

11. DATES OF FUTURE SACRE MEETINGS

Summer Term 2011:

To agree a date for the next meeting of the SACRE Chairs Group.

If members wish to propose items for the next SACRE Agenda, please contact your Group Chair.

HARROW SACRE
(STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION)
MINUTES OF THE MEETING ON 23 NOVEMBER 2010

Attendance:

Group A: (Religious traditions and Christian Churches)

~ Mr Zia Baig	~ Miss Fatema Rahemani
* Mrs Martha Besser (Vice Chair)	A Mr Neville Ransley
* Mr Mike Bishop	* Mrs Gill Ross
* Dr Julie Crow	* Mrs Doreen Samuels
A Mrs Niru Desai	A Mr Paramjit Singh-Kohli (Mr Jaswani Singh Jasopa reserving)
* Mrs Phiroza Gan-Kotwal (arrived 7.55)	~ Ven Sumana Sramaner
* Mr Vijay Hirani	~ Ms Beverley Wilson
~ Dr Vinod Kapashi	
~ Councillor Asad Omar	

Group B: (Church of England)

A Mrs Mary Abbott * Rev'd. Matthew Stone

Group C: (Teachers' Associations)

* Ms Bhavita Pandya * Mrs Manju Radia
A Ms Nancy Parsons * Mrs Alison Stowe (Chair)

Group D: (Local Authority)

Councillors:

* Nana Asante (arrived 7.50)	* Camilla Bath
~ Lurline Champagnie	* Nizam Ismail
A Bill Philips (Reserve)	

Co-opted Members

Seconded from the Harrow Student Advisory
Board: vacancies

Also attending:

* Ms Rachel Bowerman (Senior School
Improvement Professional & Adviser to SACRE,
nominated by the Director of Education)
* Vivian Wright (Clerk to SACRE)

* denotes presence

A denotes absence with apologies

~ denotes absence without apologies

1. Welcome and Introductions

The Chair welcomed everyone to the meeting.

2. Apologies for Absence:

RESOLVED: To note apologies for absence from Mrs Niru Desai, Mr Neville Ransley, Mrs Mary Abbott and Ms Nancy Parsons. Cllr Bill Philips had a council meeting.

The following members were absent without apologies: Mr Zia Baig, Miss Fatema Rahemani, Cllr Lurline Champagnie, Ven Sumana Sramaner, Mrs Beverley Wilson, Cllr Asad Omar and Dr Vinod Kapashi.

3. Membership:

Mr Jaswani Singh Jasopa was reserving for Mr Paramjit Singh-Kohli
Ms Heena Modi and the Revd Giles Pinnock have resigned from the committee.
The Clerk asked members present to check and update the email list tabled at the meeting.

**The Chairs' group proposed the following: that a member of the committee who missed three consecutive meetings without sending apologies should automatically be disqualified from the committee. A member of the committee who missed three consecutive meetings with apologies should be approached by the Chair with a view to re-establishing regular attendance, or finding a replacement.
This was agreed.**

Action: Chair and Clerk to monitor attendance.

4. Minutes of the Meeting held on 22nd June 2010: (previously circulated)

The following corrections were noted:

- p.1. top of the page: Spellings of names: Barth *should be* Bath *and throughout*
Saddak *should be* Saddik
- p.2. last paragraph: insert "be" between "to" and "relevant"
- p.4. second to last line: "used" should be "use"

RESOLVED: That the minutes of the meeting held on 22 June 2010, having been circulated and taken as read, were, with the corrections listed above, signed as a correct record

5. Matters arising from the minutes not included elsewhere on the agenda:

8. Determinations:

At this point, 7.50pm, Cllr Nana Asante arrived and Mrs Phiroza Gan Kotwal arrived five minutes later.

In the discussion about determinations Rachel Bowerman explained that while the Committee is revisiting its policy, she has advised schools not to apply for determinations. However, her letter explains that if a school sends in a determination, it is SACRE's duty to receive it. The first step in revising its policy and advice to schools is for SACRE members to visit schools and observe acts of worship in progress.

It is important that schools provide acts of worship in accordance with the law, but it is Rachel Bowerman's belief that this can be done in combination with acts of worship that are inclusive. The law is not intended to be divisive nor is a determination needed to run separate faith assemblies
It was agreed that the Chair's group will establish a time line for the revision of SACRE's policy on determinations.

Action: Chair's group

Members of the Committee should give their names to the Clerk if they are interested in visiting a school.

Action: members of the Committee

In response to a question from a member from the Sikh community, as to whether there was a common form of words for a prayer that would be inclusive; Rachel Bowerman explained that Harrow has produced a "Guide to Worship" which contains some suggestions for this very purpose. It is important that schools are clear about legal requirements.
Rachel Bowerman suggested that as part of the process, she would plan some monitoring visits to schools; she would also draft a policy, ready for the next meeting, which clarifies the legal situation. It is important to differentiate between the requirements of the Education Reform Act which are statutory requirements and the guidance given in circular 184. She reminded members that Ofsted's

have changed dramatically and it is now unlikely that an inspection would report specifically on acts of worship as a matter of course.

Action: Rachel Bowerman

Business Items: Improving standards in religious education and collective worship

6. SACRE Monitoring Standards and Quality of Provision for RE in Harrow Schools

a) Religious Education and Self-Evaluation

Rachel Bowerman reported on her consultation with Secondary School Subject Leaders.

They were unanimously positive about being asked to report to SACRE. They felt that it promoted the importance of their subject and the standard format, following the SEF headings, was considered a good idea. They agreed that the toolkit was useful, but they would also like someone to do paired observations with them and also to have a model completed SEF to guide them. They felt that some of the headings, although related to the generic SEF, were repetitive and should be merged.

As members may be aware, Michael Gove, Secretary of State for Education, has said that the SEF no longer needs to be uploaded onto the Ofsted website; however, it is clear that some form of self evaluation will continue and it is likely that the generic headings will continue, albeit in a simplified form.

Rachel Bowerman also reported on her consultation with Primary Subject Leaders. They, too, were positive and felt that the RE SEF would help them to develop leadership and management skills. Like the Secondary School Subject leaders, they felt that it would be useful to have someone to help them complete the SEF and to provide a model completed SEF.

Rachel Bowerman still has to consult with Head Teachers. She is also hoping to find a school that would be prepared to do a presentation for the next meeting.

7. Annual Report (tabled at the meeting)

Rachel Bowerman asked members of the committee to take this report away to read and feed back comments by email, letter or phone to be incorporated into the final document.

Action: Members of the Committee: feedback to be sent by 3 December. Clerk to circulate report to absent members.

Rachel Bowerman explained that she has not named the two schools featured in the report. They constituted such a small sample that it was unfair to single them out in a document that would be published nationally. However, SACRE members would know these two schools and have experienced their presentations.

There were two notable omissions from the report: public examination results and the budget. Rachel Bowerman has only just received this information: it will be processed and incorporated into the report. Rachel Bowerman added that the budget and expenditure are similar to previous years.

The Committee agreed that this information could be included in the report, without the report coming back to the committee.

8. SACRE Leadership and Management

SACRE Chair's group

Report of Chairs' Group Meeting held on 3 November 2010

a) Action Taken on Halal Meat

Alison Stowe reported on the action taken on complaints received in schools about the provision of halal meat. Members have in their papers for the meeting copies of the letter sent out to schools and SACRE's guidance document, "Faith Matters in Harrow". It appears that Caterhouse, the company who provides hot meals for many of the schools in Harrow, has agreed to provide all options (halal, non-halal and vegetarian) on all days. It seems likely that Harrisons, the other main service provider in this area, will follow suit. It was agreed that this is the best solution.

It is clear that this issue is not entirely straightforward, because much meat exported from New Zealand is halal by default, but not clearly labelled. Mr Paramjit Singh-Kohli has undertaken to update the guidance in "Faith Matters" and this will come to the committee on completion.

Action: Mr Paramjit Singh-Kohli

The Chair indicated that "Faith Matters" needs updating as a whole. An example is the worksheet with a drawing representing the prophet Mohammed, which is, of course inappropriate for Muslims. SACRE will also revisit p.15 of "Faith Matters" where guidance is given on Art. It was agreed that a bibliography of resources would make a useful appendix to the booklet. Rachel Bowerman recommended a film called "The Message" which tells the story of the prophet in a respectful way, without portraying him.

Members of the Committee cited examples where Muslim parents had asked for their children to be withdrawn from Music, Art and Drama. In these instances, Rachel Bowerman has advised compromise, recommending that parents be invited into school to see the syllabus and talk to teachers. The subjects under discussion might be enriched by including aspects of the Islamic world. It is appropriate for Harrow to have an inclusive curriculum. The revised booklet will give guidance to strengthen this kind of response. While it is good to be conciliatory rather than confrontational, it is important to ensure that parents are clear about the law relating to the curriculum. Children have an entitlement to the national curriculum and the only subject from which they can be withdrawn is RE.

b) Proposed future funding for SACRE

Rachel Bowerman introduced this item. Budget cuts taking place throughout LAs nationally, are bound to impact on SACREs. In response to this, Harrow LA has introduced a consultative document proposing a "Harrow Schools Improvement Partnership." The key word here is "partnership" as it means that the LA would commit a certain amount of money and a significant number of schools would also make a contribution. This would enable the LA to provide the kind of advice and support that schools find useful and which the LA sees as beneficial to schools and as core to its provision.

As part of this, Rachel Bowerman was pleased to report that the LA is committing £7500 to partnership activities in respect of SACRE.

The LA is currently awaiting an initial response from schools before developing the scheme further.

9. National RE Month (March 2011)

Rachel Bowerman referred members to pp17-18 of the meeting papers. This is an advertisement for RE month published by the Religious Education Council of England and Wales.

Harrow has been asked to contribute to national celebrations through the Zoroastrian Centre. Four local schools will go on educational visits and prepare presentations on this to be shown in March. Bhavita Pandya will be advising schools and helping them to prepare, working with Pat Stevens. Rachel Bowerman regretted that Malcolm Deboo from the Zoroastrian Centre was unable to come and give a presentation this evening, but she will keep the committee updated on developments. The Chair will send a reminder to schools and ask what they are doing and if they would like to make a presentation.

Those who represent faith groups on the committee agreed that Rachel Bowerman could give their contact details to schools to do a talk or activity in schools.

The idea of a SACRE showcase was discussed and the Chairs' group will take this forward,

Action: Chairs Group

Information items: improving SACRE's effectiveness

10. Reports from SACRE Partners

- a) **Harrow Inter Faith Council:** Martha Besser reported on celebrations held as part of National Interfaith Week (this week). There was an event at the Civic Centre tomorrow at

7.00pm. All were welcome. Students and teachers from Park School will be taking part and there will be a presentation and a panel discussion.
In town, at St Ethelburga's Church near Liverpool Street Station, there is an event called "Sea of Stories" in which storytellers from different faith traditions will be taking part.

b) Faith Communities

- Mrs Doreen Samuels informed the Committee of a Limmud (Learning) Day taking place on 27 March next year. This day is an offshoot of an annual conference held around Christmas, and, by a happy coincidence, it falls within National RE month. The day is suitable for all ages and is characterised by breadth of learning through music, text and art and so accessible to all. It takes place at Heathfield School. Further information can be obtained from Mrs Doreen Samuels.
- Mr Mike Bishop informed members that progress has been made towards setting up street pastors - an initiative discussed at previous meetings . A visit has been made to look at an existing scheme and meetings are in progress to start the scheme in Harrow and Wealdstone town centres in the very near future.
- Mrs Gill Ross reported that Marlborough School had taken part in a celebration of Eid at the Civic Centre.
- Cllr Nana Asante informed members that on 8 March 2011 (Shrove Tuesday) Harrow would become a Fair Trade Borough.
- Mrs Gill Ross informed members of a Jewish initiative for protection against violence towards women. She wondered if the Chairs' Group might look at promoting the education pack and enable SACRE to be proactive in supporting this initiative. Cllr Nana Asante added that "White Ribbon Day" is next Friday. The Chairs' Group agreed to look at this.

Action: Chairs Group

c) Harrow Hate Crime Forum

The Chair has received no communications from the Harrow Hate Crime Forum.

10. Any other Business

In response to a question from Mrs Gan-Kotwal, Rachel Bowerman explained that she has been on compassionate leave and this was why the meeting planned for earlier this term had been cancelled.

11. Dates of Future SACRE Meetings:

Mark Doherty at the Civic Centre has identified the following dates which are not scheduled for council meetings:

Spring Term 2011: 2 March (apologies from Cllr Nana Asante)
Summer Term 2011: 14 June

Autumn Term: 2011: 19 September
29 November

Spring Term 2012: 7 March

Could members please note these dates in their diaries. Action: all members

The Meeting closed at 9.15pm

Signed:

(Chair)

(Date)

HARROW SACRE DEVELOPMENT PLAN 2011 – 2012

1ST DRAFT

Draft SACRE Development Plan 2010 - 2011

Introduction:

SACRE prepares this plan at a time of change and uncertainty about the future of some of our key partners. The QCDA has over the past 10 years provided guidance for SACRES on their role and responsibilities, for example through their annual analysis of SACRE reports and through the SACRE conferences, most recently planned jointly with NASACRE. In April 2011 the QCDA will have been abolished and it is not clear to what extent the DfE will continue to support SACRE development or monitor how effectively SACRES are fulfilling their statutory functions.

The White Paper, and required cuts in Local Authority budgets, indicate that the Local Authority will have a very different relationship with its schools and other stakeholders in the future. SACRE commends the Local Authority for including provision for SACRE in its proposed core service provision. However, members recognise that SACRE's capacity for launching initiatives in schools, such as the development of a scheme of work for RE, will be very limited and that this will constrain our aspirations. SACRE has a duty to monitor and report on RE and collective worship but it has no authority to require schools to improve their provision or standards. As schools become increasingly autonomous, it is not clear to what extent the Local Authority can be expected to act upon the advice of SACRE, for example intervention where schools are failing to comply with statutory requirements.

It is in this context that SACRE identifies its priorities and plans its actions. For this reason we have not attempted to project a three year plan.

Our development plan uses the headings of Ofsted 'SACRES & Self-evaluation: a Guide.' These reflect our statutory responsibilities and are the headings of our annual report; they enable us to have a clear link between self-evaluation, improvement planning and reporting.

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.**

Educational abbreviations:

CPD	Continuing Professional Development
CW	Collective worship
KS	Key Stage
LA	Local Authority
LC	Learning Consultant
NASACRE	National Association of Standing Advisory Councils on Religious Education
RE	Religious Education
SEF	Self-evaluation Form
QCA	Qualifications and Curriculum Authority

<p>Success criteria</p> <p>Dimension 1: Standards and Quality of Provision of RE</p> <ul style="list-style-type: none"> a. Good monitoring processes disseminated across first cohort of reporting schools. b. SACRE builds capacity in Harrow schools for RE self-evaluation, leadership & management c. SACRE better informed about standards & provision for RE d. SACRE advises LA on strengths & recommends strategies for improvement e. School RE SEFs indicate that SACRE guidance & activities contribute to raising standards and improving provision <p>Dimension 2: Management of SACRE and partnership with the LA and other key stakeholders</p> <ul style="list-style-type: none"> f. LA ensures SACRE has sufficient information and resources to carry out its functions as prioritised in the SACRE Development Plan & identified in the Ofsted 'SACREs & Self-evaluation: a Guide' g. SACRE advice informs LA policy & practice, & LA informs SACRE of action taken as result of SACRE advice h. SACRE membership is broadly representative of the diversity of its principal stakeholders and a full range of members is engaged in SACRE activities to deliver the Development Plan i. SACRE is represented on, and its policy and practice informed by, national and local forums/initiatives eg the National Association of SACREs (NASACRE); Harrow Interfaith Council <p>Dimension 3: The effectiveness of the local Agreed Syllabus</p> <ul style="list-style-type: none"> j. Teachers/schools familiar with status & requirements of Agreed Syllabus & implications for teaching and learning k. Systems for monitoring RE keep SACRE well informed about impact of Agreed Syllabus and SACRE guidance and support materials, on raising standards and improving provision <p>Dimension 4: Collective Worship</p> <ul style="list-style-type: none"> l. SACRE members are better informed about the provision and nature of good Collective Worship in non-denominational schools m. SACRE provides guidance and a model for delivering quality Collective Worship <p>Dimension 5: Contribution of SACRE to community cohesion</p> <ul style="list-style-type: none"> n. SACRE's knowledge of the nature of religious, ethnic & cultural diversity in Harrow, and the demands of community cohesion/religious & racial harmony agenda inform its guidance to the LA and to schools o. The key role/contribution of SACRE to the promotion of community cohesion/religious & racial harmony is recognised by the LA and stakeholders

<p>Dimension 1: Standards and Quality of Provision of RE</p> <p><i>(How effectively does SACRE, in partnership with the LA, monitor and evaluate standards and the quality of provision for RE in schools?)</i></p> <p><i>How effective are the strategies to improve standards and the quality of provision?</i></p> <p>'from Ofsted 'Self-evaluation & SACREs: a guide')</p>		
Objective	Date	Resources
<p>To strengthen school self-evaluation of RE</p> <p>To establish a mechanism to gather evaluative information about RE performance and provision in non-denominational schools</p> <p>To use school to school systems to cascade effective self-evaluation</p>		<p>SACRE is well informed about:</p> <ul style="list-style-type: none"> Levels of compliance & impacting factors GCSE & A/AS Level entry patterns and results nationally & locally Standards at KS 1, 2 & 3 Quality of teaching Quality of leadership and management <p>SACRE has systems to:</p> <ul style="list-style-type: none"> advise LA on school/phase strengths & weaknesses in RE receive & analyse data on provision & performance recommend strategies for improvement model and disseminate good practice <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation & SACREs: a guide'</p>
<p>To ensure SACRE strategies for raising standards are well targeted to meet needs</p>	<p>Termly from spring term 2011</p>	<p>LA senior officer to lead training for AST and key subject leaders in:</p> <ul style="list-style-type: none"> use of RE SEF use of Self-Evaluation Toolkit monitoring & evaluation skills <p>AST and subject leaders from pilot schools cascade training through peer evaluation in first tranche of schools</p> <p>LA to consult headteachers on establishing a reporting cycle for primary, secondary and special schools</p> <p>LA Learning Consultant to lead training for SACRE, and Chairs' group, in scrutiny of RE SEFs</p> <p>Chairs' Group to report analysis of RE SEFs to SACRE</p> <p>SACRE to commission termly meetings for subject leaders to match identified needs from analysis of school RE SEFs</p>

Dimension 2: Management of SACRE and partnership with the LA and other key stakeholders (How far does SACRE's partnership with the LA enable it to carry out its responsibilities effectively?) 'from Ofsted 'Self-evaluation & SACREs: a guide'	SACRE systems ensure:		
Objective	Date	Actions & responsibilities	Resources
To fulfil SACRE's remit by formally advising the LA on matters relating to RE and CW eg in instances of non-compliance, identification of under-performance, patterns of recruitment & retention		<ul style="list-style-type: none"> Chair sends letters to LA, on behalf of SACRE, requesting information and providing SACRE's advice and recommendations on matters relating to RE and CW eg arising from RE SEF analysis, GCSE analysis 	
To build further links with other bodies within and beyond the LA, in order to further the effectiveness of SACRE		<ul style="list-style-type: none"> The Chair of SACRE and LA officer ensure that SACRE views are fed into and national/local developments are fed back to SACRE eg the National Association of SACREs (NASACRE); RE Council; Faith Forum 	
To secure sufficient resources from the LA to enable SACRE to deliver its Development Plan and to meet the criteria for Advanced SACREs (identified in the Ofsted 'SACREs & Self-evaluation: a Guide')		<ul style="list-style-type: none"> Chair and LA officer ensure: <ul style="list-style-type: none"> SACRE advice, Development Plan priorities and resourcing implications are fed into LA planning (eg financial & priorities) SACRE is consulted on and responds to LA priorities and initiatives, where they have implications for RE, CW, inclusion and community cohesion, especially where it impacts on religious and racial harmony LA advised of national RE initiatives & developments, & of resource implications for SACRE and RE locally 	
To support new /serving members in contributing to the delivery of the SACRE development plan and improving RE/CW		<ul style="list-style-type: none"> SACRE handbook clarifies protocols and responsibilities of SACRE members and officers Induction materials and training support new members 	

<p>Dimension 3: The effectiveness of the local Agreed Syllabus</p> <p><i>(How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards; utilize national guidance (eg the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus? 'from Ofsted 'Self-evaluation & SACREs: a guide')</i></p>	<p>SACRE/ASC has systems to ensure:</p> <ul style="list-style-type: none"> An overview of the impact of the Agreed Syllabus on pupils' achievement in RE and the effectiveness of RE teaching 		
<p>Objective</p> <p>To monitor the impact of the Agreed Syllabus upon RE standards & provision at each key stage</p> <p>To advise the LA of</p> <ul style="list-style-type: none"> effectiveness of Agreed Syllabus in raising achievement strengths and weaknesses in RE provision and standards 	<p>Date</p> <p>termly from spring term 2011</p>	<p>Actions & responsibilities</p> <p>LA officer to lead SACRE in the scrutiny of evidence from:</p> <ul style="list-style-type: none"> RE SEFs OFSTED reports <p>Summary reports for LA and statutory SACRE Annual Report</p>	<p>Resources</p>

Dimension 4: Collective Worship			
<i>(How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?)</i>			
'from Ofsted 'Self-evaluation & SACREs: a guide'			
Objective	Date	Specific actions & responsibility	Resources
To promote improvement in collective worship provision through the publication of a SACRE Recommended Approach to collective worship		<p>Chairs' Group commissions drafting of new SACRE guidance which clarify legal requirements and promotes an inclusive approach</p> <p>SACRE reconsiders the need to promote determinations, while continuing to fulfil its statutory duty to respond to those determinations which schools choose to submit</p> <p>SACRE ensures consultation on new guidance with stakeholders</p> <p>SACRE commissions and publishes exemplification materials</p>	
To monitor provision for and quality of collective worship in non-denominational schools and report to/advise the LA on strengths and development required			
Training for SACRE members in recognising features of quality educational acts of collective worship in non-denominational schools		SACRE representatives accompany LA officer on visits to schools to observe collective worship delivered according to the Recommended Approach and present monitoring reports to SACRE	

SACRE has systems to:

- advise LA on school/phase strengths & weaknesses in CW
- recommend strategies for improvement to schools & LA
- disseminate guidance eg through commissioned CPD, SACRE support materials
- provide members with direct experience of collective worship in non-denominational schools

LA enables SACRE to fulfil Advanced SACRE criteria:

- by providing monitoring information about collective worship in non-denominational schools
- by providing up to date information about national developments

'Advanced SACRE' criteria from Ofsted 'Self-evaluation & SACREs: a guide'

Specific actions & responsibility

Resources

Chairs' Group commissions drafting of new SACRE guidance which clarify legal requirements and promotes an inclusive approach

SACRE reconsiders the need to promote determinations, while continuing to fulfil its statutory duty to respond to those determinations which schools choose to submit

SACRE ensures consultation on new guidance with stakeholders

SACRE commissions and publishes exemplification materials

SACRE representatives accompany LA officer on visits to schools to observe collective worship delivered according to the Recommended Approach and present monitoring reports to SACRE

<p>Dimension 5: Contribution of SACRE to community cohesion</p> <p><i>(How effectively does the SACRE, in partnership with the LEA, contribute to the wider religious and racial harmony agenda?)</i></p> <p>'from Ofsted 'Self-evaluation & SACREs: a guide')</p>	<p>SACRE has systems to:</p> <ul style="list-style-type: none"> • ensure strong representation from all major religious local communities & reflect diversity within religious traditions • appraise itself of the religious, ethnic & cultural diversity of the LA, London & nationally & the implications for the LA, schools & SACRE • plays a key role & models how RE/CW contributes to community cohesion, especially religious & racial harmony <p>LA enables SACRE to fulfil Advanced SACRE criteria:</p> <ul style="list-style-type: none"> • by including/consulting SACRE in LA initiatives for community cohesion • through high quality professional advice eg commissioned CPD & support materials <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation & SACREs: a guide'</p>	<p>Resources</p>
<p>Objective</p> <ul style="list-style-type: none"> • SACRE raises status of RE in Harrow schools and faith communities with pupils, staff and parents 	<p>Date</p> <p>Events in Harrow schools and faith communities during March 2011 for 'Celebrate RE 2011'</p>	<p>Resources</p> <p>AST days</p>

Date	Monitoring Cycle arrangements and responsibility <i>(against agreed success criteria)</i>	Date	Evaluation of impact on standards and provision <i>(against agreed success criteria)</i>
Termly meetings from summer 2007	<p>SACRE sub-committee eg Chairs' group, scrutinises school RE SEFs for evidence regarding impact of Agreed Syllabus & guidance materials (eg KS 1 & KS 2 scheme of work), impact of LA CPD</p> <p>SACRE monitors response to SACRE advice & feedback</p> <p>SACRE sub-committee monitors resourcing of SACRE, provision of information and data, quality of RE professional advice</p>	Termly meetings	<p>SACRE sub-committee (eg Chairs' group) and full SACRE evaluate progress against Development Plan</p> <p>SACRE sub-committee (eg Chairs' group) and full SACRE evaluate SACRE achievements and effectiveness against Ofsted 'SACREs and Self-evaluation: a guide'</p>
		Date	<p>Reporting mechanisms</p> <p>Minutes of SACRE meetings and sub-committee meetings eg Chairs' group</p> <p>Verbal reports from SACRE sub-committee (eg Chairs' group) and individuals</p> <p>Statutory end of academic year Annual report enables SACRE to identify its categorisation for each dimension of the Development Plan, against the criteria of the Ofsted 'SACREs and Self-evaluation: a guide'</p>

Spring 2011	Summer 2011	Autumn 2011
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Spring 2011	Summer 2011	Autumn 2011
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SACRE Chairs' Group

Wednesday 26 January 2011

Teachers' Centre 4.15pm

Present: Alison Stowe (Chair; Teachers' group); Mike Bishop (Religious traditions and Christian Churches); Gill Ross (Religious traditions and Christian Churches), Camilla Bath (Vice Chair; LA), Rachel Bowerman (Senior School Improvement Professional), Matthew Stone (Church of England)

Clerk: Vivian Wright

Apologies: Nana Asante (LA), Bhavita Pandya (Teachers' group)

1. Celebrating RE - March 2011

National event at the Zoroastrian Centre: four Harrow schools are taking part in a celebration at the Zoroastrian Centre: Canons High School, Newton Farm, Whitmore and Stag Lane Junior. Clare Short is the keynote speaker. There is funding of £250 per school to support this. Pat Stevens has produced a background information pack. Rachel Bowerman will be meeting the teachers involved tomorrow for further discussion.

INSET and Gold Bulletin: SACRE would like to encourage other schools to participate in "Celebrating RE". Rachel Bowerman has written a paragraph for the "Gold Bulletin" asking schools to let her know of any planned events and also asking if they would like to report back on the events afterwards to a SACRE meeting.

Presentations at the March SACRE meeting: Pinner Wood has expressed interest in doing this and Marlborough might also be a possibility.

What events could Harrow SACRE run? SACRE would be interested in organising visits to places of worship, e.g. the Central Mosque. The possibility of an exhibition was discussed, but this has been done quite recently. Another idea was to update the list of speakers prepared to visit schools. On the whole it was considered preferable to concentrate on updating the protocol for visitors to schools. Rachel undertook to update the protocol and circulate to the Chairs group. **Action: Rachel Bowerman**

The Clerk will circulate the list of email addresses to members of the Chairs' group to facilitate consultation with their own groups. **Action: Clerk and Chairs**

2. SACRE Development Plan (*tabled*)

Rachel Bowerman took the committee through the Development Plan. The arrangement reflects the arrangement of the Annual report and contains five "dimensions" which reflect the headings of *Ofsted "SACRE's and Self-evaluation: a Guide"*. Under each dimension is a reference to the relevant criteria for an 'Advanced SACRE' from the Ofsted Guide.

The end date of the plan should be extended to 2014. The plan has been drawn up in a climate of uncertainty: the relationship between SACRE and schools will change as a result of the diminishing influence of LAs. If schools become academies they will not be bound to deliver the locally agreed syllabus.

The dimensions are as follows:

a) The monitoring and improvement of the standards, quality and provision for RE

This section concerns the mechanisms SACRE has for finding out about the quality of RE in our schools. In response to a question about the “advanced SACRE” Rachel Bowerman explained that this is the highest category in the OFSTED evaluation system, equivalent to “outstanding”. The other two categories are “developing” and “established”.

The committee felt that CPD is important. From reports submitted from schools, SACRE would be able to identify strengths and weaknesses in order to provide appropriate CPD. Costs for commissioning training were discussed.

Note: since the meeting Rachel Bowerman has confirmed that she or any other member of the Achievement & Inclusion Service would need to charge, currently, £295 for a half-day and £600 for a full day. External consultants would probably charge similarly. A series of three termly ½ day meetings for RE subject leaders, therefore would cost approximately £900.

b) The partnership between SACRE, the LA and other key stakeholders

This section reflects the ownership of the agenda by SACRE’s members and ensuring that membership is fully representative. Rachel Bowerman is aware that the recruitment of Group A and Group C representatives to vacancies is a priority. She felt that members of the teachers’ group should be encouraged to consider themselves as representatives of the teaching profession rather than of their individual schools. In group A there are some missing categories, for instance, the representation of Hinduism does not reflect the diversity within the local Hindu community.

c) The effectiveness of the locally agreed syllabus

This section concerns how well SACRE is resourced. There is SACRE budget for 2011 – 12 of £7500 within the Harrow Schools Improvement Partnership proposal.

d) The monitoring and improvement of the provision and quality of collective worship

Rachel explained that compliance with the statutory daily act of collective worship is included in a check list at the back of the SEF but few Ofsted inspection teams would check this. If an 'assembly' were observed, this might be in regard to evidence of pupil behaviour, SMSC and community cohesion but it would be unlikely that inspectors would make a judgement as to whether the content and approach of the CW was in line with statutory requirements.

She considers that it is possible to fulfil legal requirements and be inclusive of the backgrounds of pupils and staff, without a determination.

She suggested that raising the status of Collective Worship was not a priority for schools and that therefore it was not urgent for SACRE. However, the Chairs' Group feel that:

- schools want to be clear whether the approach to CW with a determination would be meeting legal requirements without one
- SACRE's guidance and application forms for determination need to be reviewed, tightened and clarified.
- Visit schools to observe acts of collective worship and feed back evaluations to the full SACRE

It was agreed therefore that the SACRE Chairs' Group should meet additionally to review determination documentation and processes and then to draft new guidance on Collective Worship. These are actions for autumn term 2011 onwards.

Resources for this action would entail additional meetings of the Chairs' group. At the moment, this room in the Teacher's centre is free, but this may not be the case after April.

e) The contribution of SACRE to the promotion of social and racial harmony

This theme also runs through the other sections of the plan. It is also dependent on how well SACRE is resourced.

It was agreed that Rachel Bowerman and Alison Stowe would present the Development Plan to the next meeting of SACRE.

3. Self evaluation in religious education

Cedars Manor will report to the next SACRE meeting. Whitchurch Junior School is also keen but need a visit from Rachel Bowerman beforehand.

4. Membership see SACRE Development Plan, dimension b above.

5. **Collective worship** see SACRE Development Plan, dimension d above.

6. **Any other business:**

Agenda for the next SACRE meeting: members wondered if the previous custom of opening the meeting with a reflection from a particular faith tradition could be reintroduced. This would be discussed at the next meeting. It was important that reflections should be representative of all the different faith traditions.

Thanks to staff of the Teachers' Centre: members of the committee wished to record their thanks to the staff who had provided such a friendly welcome and for the tea and cake.

The meeting closed at 5.20pm