

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

TUESDAY, 13 OCTOBER 2020 AT 5.00 PM
REMOTE MEETING VIA MICROSOFT TEAMS. THE MEETING CAN BE WATCHED
LIVE VIA [HTTPS://COUNCILMEETINGS.CAMDEN.GOV.UK](https://councilmeetings.camden.gov.uk)

Enquiries to: Vinothan Sangarapillai, Committee Services
E-Mail: vinothan.sangarapillai@camden.gov.uk
Telephone: 020 7974 4071 (Text phone prefix 18001)
Fax No: 020 7974 5921

PANEL A – CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

Ms Shahanaz Begum (Muslim), Ms Ann Boater (Quaker), Mr Luke Dowding (Baptist), Dr Lynndy Levin (Jewish), Mrs Sophie Fegan (Roman Catholic), Ms Krishna Pujara (Hindu), Cllr Abdul Quadir (Muslim), + vacancies for Sikh, Buddhist and Humanist representatives

PANEL B – THE CHURCH OF ENGLAND

Ms. Mary Thorne, Ms Felicity Djerehe, Ms Stephanie Ellner + 3 vacancies

PANEL C – TEACHERS

Mr Paul Kayser, Mr Aidan Cottrell-Boyce + 4 vacancies

PANEL D – CAMDEN LOCAL AUTHORITY

Councillors Nasim Ali (L), Sabrina Francis (L), Julian Fulbrook (L), Maria Higson (C), Oliver Lewis (L), Lazzaro Pietragnoli (L) and Nazma Rahman (L)

L = Labour, C = Conservative

Issued on: Monday, 5 October 2020

REMOTE MEETING ETIQUETTE

Participants¹ in remote meetings are asked to adhere to the following guidelines:

Preparing for the meeting

- If you are planning to attend, make sure you have informed the committee officer named on the agenda front sheet by 7pm, two working days before the meeting, so that a full list of those expected at the meeting can be prepared.
- Ensure you have read the report(s) before the meeting.
- Ensure that you are located in an area where you are unlikely to be disturbed.
- Ensure that your broadband connection is sufficiently stable to join the meeting. If your connection has low bandwidth, you might need to ask others using your broadband connection to disconnect their devices from the broadband for the duration of the meeting. If this does not help, you may wish to try connecting your device to your router using an Ethernet cable.
- Ensure that your background is neutral (a blank wall is best) and that you are dressed appropriately for a meeting held in public.
- Ensure that the camera on the device that you are using is positioned to provide a clear, front-on view of your face. This may involve thinking about lighting in the room you are in (for example, sitting in front of a window may plunge your face into shadow) or putting your webcam, laptop or tablet on top of a couple of books so that you can look into the camera face on.
- Ensure that you are familiar with the functions of the software you are using. The committee officer will be online 15 minutes before the meeting start time to give everyone time to join and deal with any technical challenges, so try to join the meeting at least 5 minutes before the meeting start time to make sure that everything is working.
- Ideally, you should use earphones or a headset to participate in meetings as it reduces the risk of feedback from using your device's external speaker and reduces background noise from your surroundings.

At the meeting

- Join the meeting promptly to avoid unnecessary interruptions.
- Mute your microphone when you are not talking. If you are an officer, applicant, licence holder or party making a representation, please turn off your video when not speaking in order to reduce bandwidth.
- Only speak when invited to do so by the Chair.
- When speaking for the first time, please state your name.
- While usual time limits apply during licensing hearings, do keep comments, questions and other contributions brief and to the point.
- If referring to a specific page on the agenda, mention the page number.
- The 'chat' function must only be used by committee members to indicate a wish to speak, to indicate that they are having a connection issue or to make a request for a formal vote. It is

¹ Participants are defined as members of the committee; other councillors who seek to address the committee; officers advising the committee or presenting reports; any external partners / third-parties invited to address or advise the Committee; and deputies (including any member of the public with speaking rights).

not to be used for conversations and should be used in an appropriate and professional manner at all times.

- Once you no longer need to participate in the meeting, please leave the call; you can still watch via the public video stream if you wish. Once the Chair closes the meeting, all remaining participants should leave the call promptly.

MEETINGS IN CAMDEN

Everyone is welcome to come to the public meetings in Camden and agendas for these meetings are available in advance on the Council's website at www.camden.gov.uk. If you are interested in a particular item being considered at a meeting and you wish to speak (called making a deputation), please write to the Committee Officer listed on the front of the agenda. The deadline for deputation requests for this meeting is **5pm on Friday, 9th October 2020**

The Council is allowed to discuss some items in private, although this does not happen often – any such items will be discussed at the end of the meeting and you will be asked to leave at this point.

Members of the public have a right to film, record or photograph public meetings for reporting purposes. This does not apply to any of the Council's meetings which are private or not open to the public. Laws on public order offences and defamation still apply, and you should exercise your rights with responsibility. Please respect the views of others when reporting from a meeting.

You may be asked to stop filming, photographing or recording a meeting if the Chair feels that the activity is disrupting the meeting.

If you have any views or questions about meetings at Camden Council please call Committee Services on 020 7974 1915.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)
13 OCTOBER 2020**

THERE ARE NO PRIVATE REPORTS

AGENDA

1. ELECTION OF CHAIR

To elect a Chair of Camden SACRE for the academic year 2020-21.

2. ELECTION OF VICE-CHAIR

To elect a Vice-Chair of Camden SACRE for the academic year 2020-21.

**3. GUIDANCE ON REMOTE MEETINGS HELD DURING THE
CORONAVIRUS NATIONAL EMERGENCY**

To note guidance on remote meetings.

(Pages 9 -
16)

4. APOLOGIES FOR ABSENCE

**5. DECLARATIONS OF PECUNIARY, NON-PECUNIARY AND OTHER
INTERESTS IN RESPECT OF ITEMS ON THIS AGENDA**

6. ANNOUNCEMENTS

Broadcast of the meeting

The Chair to announce the following: 'In addition to the rights by law that the public and press have to record this meeting, I would like to remind everyone that this meeting is being broadcast live by the Council to the Internet and can be viewed on our website for six months after the meeting. After that time, webcasts are archived and can be made available upon request.'

If you have asked to address the meeting, you are deemed to be consenting to having your contributions recorded and broadcast, including video when switched on, and to the use of those sound recordings and images for webcasting and/or training purposes.’

Any other announcements

7. TERMS OF REFERENCE

To note the Terms of Reference for Camden SACRE.

(Pages 17 -
22)

8. MINUTES OF THE PREVIOUS MEETING

To approve the minutes of the meeting held on 21st January 2020.

(Pages 23 -
28)

9. MEMBERSHIP OF CAMDEN SACRE

To note the membership of Camden SACRE.

(Pages 29 -
30)

10. DETERMINATIONS

To note a list of schools with Determinations.

(Pages 31 -
32)

11. DRAFT CAMDEN SACRE ANNUAL REPORT

To consider the draft annual report for Camden SACRE.

(Pages 33 -
40)

12. SELF-EVALUATION FRAMEWORK

To consider the Self-Evaluation Framework for Camden SACRE.

(Pages 41 -
58)

13. ANY OTHER BUSINESS

AGENDA ENDS

This page is intentionally left blank

Guidance on remote meetings held during the Coronavirus national emergency

The following procedure shall be adopted in relation to the conduct of all meetings of the Council and its various committees and sub-committees (to include Cabinet meetings and any other relevant bodies) which are held pursuant to the powers contained within The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authorities and Police and Crime Panel Meetings) (England and Wales) Regulations 2020 (“the Regulations”). In accordance with the Regulations the Council’s Standing Orders, while still applying, are for meetings held pursuant to these Regulations to be interpreted in light of those Regulations and this guidance note and adjusted accordingly.

A. System for conducting remote meetings

1. Camden will conduct remote meetings using Microsoft Teams (‘Teams’) using the calls functionality.
2. The remote meeting will be conducted via a Teams call, using both the audio and video functionality so all participants¹ in a remote meeting should be capable of being heard and seen. All decision-makers must maintain as a legal minimum an audio connection to the meeting, but may mute themselves when they are not speaking. It will not impact the lawfulness or otherwise of the meeting should a committee member not be able to see the other participants for any part of the meeting, nor if they be cannot be seen by other participants and / or the public. All participants will, as far as able, try to join the meeting using the Teams app or web browser and not via dialling into the meeting.
3. Unless a meeting is dealing with confidential items, it will be streamed to the public so that they may listen and watch (should video be available) but the public will not be able to participate unless section C14 below applies; these are meetings held in public via a digital connection, but are not public meetings.
4. The Chair will be provided with advice on procedure and meeting management by a committee officer and, for some meetings, a lawyer and other relevant officers.
5. Meetings will be streamed live as well as recorded, stored and uploaded to the Council’s website. The Council will aim to do this within 48 hours of the meeting finishing.
6. Minutes will be taken and published in the usual manner.
7. In line with existing standing orders, the ruling of the Chair on a point of order and on the construction or application of this guidance, procedure rules and standing orders shall not be challenged during any meeting, including any decision of the Chair to ask for contributors to be muted.

¹ Participants are defined as members of the committee; other councillors who seek to address the committee; officers advising the committee or presenting reports; any external partners / third-parties invited to address or advise the Committee; and deputies (including any member of the public with speaking rights).

B. Prior to the meeting

1. Agendas will be published on the [website](#) and via the modern.gov app, but no hard copies will be made available. Unless a matter is urgent, five clear working days will elapse from the publication of the agenda to the holding of the meeting. Committee members will, as usual, receive an automated email when the agenda is published online containing a link to the agenda. They will also be provided with contact details to use in the event that their connection to the meeting is cut (see section C8).
3. Committee members will be asked to specifically confirm to the clerk whether they will be attending the meeting remotely or not, at least 24 hours before the meeting, in order to assist the Chair and clerk in managing the meeting.
4. Councillors who are not members of the Committee will be asked to confirm by the deputation deadline their wish to address the Committee and on which items. Participation of non-Committee members will, as usual, be at the discretion of the Chair.

C. At the meeting

1. The committee officer will begin the remote meeting 15 minutes before the meeting start time to allow participants to join promptly and check their audio / video feeds are working.
2. At the beginning of the formal meeting, the Chair will confirm attendance by calling the name of each of those expected to be in attendance (section B2) and ask them to confirm that they are present, their role (voting member, guest member, advising officer or member of the public with speaking rights) and can hear proceedings. Any members who are acting as substitutes shall identify themselves as substitutes and say for whom they are substituting.
3. The usual rules as to numbers of members to create a quorum will apply, and presence in the meeting of a voting member or substitute will count towards the quorum.
4. The meeting will, as the first item of business on the agenda, note and agree the variations / interpretations of procedure rules as set out in this document. The meeting will then follow the published agenda as normal.
5. Any Member participating who declares an interest in any item of business which would normally require them to leave the room shall switch off their microphone and camera for the duration of the item so they cannot be heard or seen by the other participants. They should also refrain from sending any messages using the chat function during the item or do anything that may be reasonably perceived as trying to influence the debate. Any such action may be a breach of the Members' Code of Conduct. The relevant Member will still be able to see and hear the discussion and at the end of the item may switch their camera and microphone back on. The committee officer may use their ability to remotely switch microphones on and off to assist in this process.

Debate

6. Committee members will indicate their desire to speak by submitting their name using the "chat" function on Teams. This "chat" will not be minuted nor be a formal part or contribution to the meeting. All participants should refrain from using the chat for any

function other than indicating their wish to speak, indicating a loss of their audio feed (section C8) or to request a formal vote (section C21) and will be reminded about this at the outset of the meeting. Where a committee member has joined through dialling in, and therefore does not have access to the chat function, the Chair will at relevant points during items specifically invite those participants dialling-in to address the meeting or otherwise confirm they have no comments / questions.

7. When not speaking, participants will be asked to keep themselves muted. Officers may do this remotely to improve the audio quality of the meeting.

Interruptions to connections

8. If a Member's audio feed cuts out during the meeting they will:
 - a) If still connected to Teams, use the 'chat' function to advise immediately that they can no longer hear the other participants;
 - b) If they are unable to use the Teams 'chat' function, use the emergency contact details provided to alert the relevant officer (usually the committee officer) who will advise the Chair.
9. Where the Chair is notified of a committee member's audio feed failing they will immediately stop the meeting and call a short adjournment of up to 15 minutes to re-establish the connection. Where the connection is re-established, the Chair will ask relevant participants to repeat in summary any part of the discussion that is considered reasonably necessary to ensure committee members have been given the same information as each other.
10. If after the 15 minutes adjournment, the connection to the committee member cannot be re-established then the meeting will resume – so long as there is still a quorum – and the Member will be deemed as having left the meeting and will be unable to vote on the item. They may, if able, rejoin the meeting and participate on later items.
11. If the Chair is the member affected by the interrupted connection, the committee officer will adjourn the meeting in line with sections C9 – C10. Upon the resumption, if the Chair has been unable to rejoin the meeting, the Vice-Chair will assume the Chair. Where there is no Vice-Chair, the committee officer will conduct a vote for a committee member to temporarily assume the chair. The usual Chair may resume their role at the start of the next item if they have resumed their connection.
12. Where a loss of connection renders a meeting inquorate, the normal procedure rules on inquoracy will apply i.e. the meeting will stand adjourned for up to 15 minutes (or 30 minutes if the committee officer deems it likely that a quorum can be achieved in that time). If after this time, a quorum has not been found then the meeting will conclude and the business stand adjourned to the next meeting of the committee.
13. Where the Chair is advised that the public audio feed is not working to a satisfactory standard, then they shall adjourn the meeting as if it was inquorate under section C12 (unless the meeting is in private session).

Deputations and petitions

14. Procedure rules with regard to deputations and petitions apply. Should the Chair agree to hear a deputation, the depute will be issued with details on how to join the Teams meeting as a participant (which is separate to simply hearing / watching the meeting as an observer). Deputies will ordinarily require an email address to join the meeting.

15. Any person who would like to make a deputation, but cannot participate in the meeting due to technological barriers, may submit a written submission in lieu of a deputation.
16. Sections C9 – C10 will also apply to deputees, when the item under consideration is that on which they have asked to address the committee. The Chair may choose to move onto other items of business if considered appropriate, while the connection to the deputee is re-established.
17. Each deputation will be required to identify a single speaker for the purposes of section C16. Where the connection of another member of the deputation party is interrupted, the Chair will not ordinarily adjourn the meeting but will have the discretion to do so where considered appropriate.
18. At the point at which their deputation is to be heard, the committee officer will unmute the deputees' microphone so that they can address the meeting. Once the allotted time has expired they will be asked by the Chair to bring their remarks to a close and thereafter be muted. They may be asked to answer questions and will be muted and unmuted as appropriate.

Late papers

19. Late papers from deputees / third parties will not ordinarily be accepted, excepting that deputees may submit reasonable materials with their deputation requests. Officers may circulate late papers (including those supplied from third parties) where they consider it appropriate to do so, but will endeavour to do so no later than 48 hours before the meeting. Different rules for Planning and Licensing apply and are set out at sections D2 and E2 respectively.

Motions

20. Should any motions be moved, including amendments, they must be committed to writing and emailed to all committee members and the committee officer by the member moving the motion. The Chair will not allow consideration of the motion or amendment until and unless satisfied that all voting members have had sight of the document and until it has been seconded.

Voting

21. The Chair may, at their discretion, consider that there is an accord amongst committee members, and shall announce this to the meeting and not call for a formal vote. Should a committee member wish a formal vote to take place they should indicate this by way of the 'chat' function.
22. When the Chair elects to put a matter to the vote, they will ask the voting members of the committee to confirm that they were able to hear the item in full and to cast their vote on the recommendation(s) / motion. The chair will conduct a roll call in alphabetical order for each committee member to respond in turn.

Behaviour

23. The Chair will at their discretion be entitled to mute any contributors, including voting members, should they consider it appropriate. Should either a member or other participant become disruptive, the Chair will warn them and should that warning not

result in a change of behaviour which is acceptable to the Chair then they shall, at their absolute discretion, be entitled to terminate the individual's participation in the meeting.

D. Planning Committee

1. The above procedure rules shall apply unless superseded below. The Guidance Notes on Procedures for Planning Committee (which are published on every planning agenda) shall also apply but may be varied at the Chair's discretion and upon advice, in so far as is necessary and reasonable to in the context of a remote meeting.
2. As normal, an agenda will be published 5 clear working days before the meeting and a supplementary agenda will be published the working day before the meeting containing supplementary information, deputation requests and written submissions. Officers may submit late papers (including materials from third parties) after the supplementary agenda has been published where it is considered the information provided is material to the decision to be made; these will be published online and circulated via email to the Committee. The Chair will confirm these have been circulated at the start of the item and ensure committee members have been able to access them, to ensure all voting members have been provided with the same information and materials. A short adjournment may be called if needed to ensure committee members have read these. No other late / tabled papers will be permitted.
3. Given the quasi-judicial nature of the business, should the Chair be in any doubt as to whether a committee member was present for the whole of an item they will not allow that committee member to vote.

E. Licensing Committee, Licensing (Sexual Entertainment Venues) Sub-Committee, Licensing Panels

1. The above procedure rules shall apply unless superseded below. The Licensing procedures set out in the Constitution (which are published on every licensing agenda) shall also apply but may be varied at the Chair's discretion and upon advice, in so far as is necessary and reasonable in the context of a remote meeting.
2. As normal, an agenda will be published 5 clear working days before the meeting. Parties to a licensing hearing may submit further late materials no later than 7pm, two working days before the meeting is due to start. These will be published online and circulated to the committee members. At the start of the relevant item, after the officer's presentation, the Chair will confirm which late papers have been circulated and invite each group of parties (responsible authorities, interested parties, applicant; or applicant, interested parties, licence holder) to set out in up to 2 minutes why the papers should be accepted or not. The committee members will then decide whether to admit the papers – taking advice as needed from officers – and take any adjournment necessary to ensure all voting members have read them.
3. Licensing hearings do not take deputations. The applicant / licence holder / parties making representations instead declare their intention to address the Committee beforehand. They will be sent a notice of the hearing as normal and are required to return this by 7pm, 2 working days before the meeting. Where a party has not indicated their intention to speak by this time, they will be presumed to not be addressing the Committee. Reasonable attempts will be made to accommodate those submitting late notifications, but their participation will not be guaranteed.
4. In line with the above rules on deputations, it is stressed to applicants / licence holders/ parties making representations that they must identify a single speaker for the

purposes of sections C16 – 17. This may be themselves or another nominated person. They may invite others to speak as part of their submissions, but the committee will not adjourn the meeting for a speaker who is not the identified single speaker for the party unless the Chair is persuaded that that the non-lead speaker has material information to impart to the committee.

5. Given the variety of licensing hearings, the working day before the relevant meeting is due to start, the clerk to the committee will send to all parties who have indicated their intention to speak a short note explaining the running order and any variations to the usual procedure.
6. Given the quasi-judicial nature of the business, should the Chair be in any doubt as to whether a committee member was present for the whole of an item they will not allow that committee member to vote.

F. Confidential/Exempt Items

1. Should the meeting have confidential or exempt items on the agenda, the Chair will move the usual motion to move into private session. This can be agreed by a general consensus of the voting members to the satisfaction of the Chair or by carrying out a roll call vote as outlined at C22.
2. The meeting shall then stand adjourned until the Chair is satisfied upon the advisement of the clerk, that the public live feed has paused and all participants not eligible to remain a part of the meeting have been removed as such. Each Member in remote attendance must ensure and verbally declare that there are no other persons present who are not entitled to be (either hearing or seeing), and/or recording the proceedings.
3. When resolving to move back into public session, the meeting shall again adjourn until the Chair is satisfied, upon the advisement of the clerk, that the public live feed has resumed and all eligible participants have had their audio / video feeds restored satisfactorily.

G. Equalities

1. It is recognised that that some persons who ordinarily would be able to participate in Council meetings in person will not be able to participate in remote meetings due to physical or other disability or because they lack the technological capability to do so. It is believed that this will only be a small minority of persons, but will likely disproportionately affect older persons and those of less financial means. We are aware that in terms of income those that fall within certain protected groups are statistically more likely to lack the means to have access to that equipment or the ability to use it. The Council is of the view that in passing the Regulations to permit remote meetings, the Government has both considered this impact and also set out the importance of holding council meetings during the coronavirus emergency. Therefore, having given its obligations under s149 Equality Act due regard it considers the public interest in public elected member decision resuming outweighs the impacts on any persons who may not be able to participate. It is also mindful of the current statutory prohibition on public gatherings when alternative means are available and it considers that the regulations allowing remote decision making is such an alternative which should be used.

2. Where there is the functionality to dial into a meeting instead of joining via the Internet, the Council will support this as far as possible in line with the procedures set out above.
3. As per C15, any party who cannot make a deputation for technical reasons will be permitted to submit a written submission in lieu of a deputation.
4. Teams has live captions functionality for remote meetings for the deaf / hard of hearing, which users can independently turn on; guidance on how to do so will be provided. The Council cannot accept any liability for the accuracy of these live captions.
5. The Council will consider any other requests for reasonable adjustments to be made in order to allow parties to be involved in remote Council meetings as far as circumstances at the time of the meeting allows.
6. In addition the Council will review and monitor the operation of its remote decision making and make adjustments when it considers it can further mitigate any adverse impact.

ENDS

This page is intentionally left blank

CAMDEN STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

TERMS OF REFERENCE AND PROCEDURES

1. THE LEGISLATION

- 1.1 The legislation is set out in Sections 390 to 397 of the Education Act 1996. Guidance is provided within DFE Circular 1/94 (Religious Education and Collective Worship) and the non-statutory guidance for Religious Education in English schools published in 2010.
- 1.2 The Act requires each Local Authority (LA) to set up a Standing Advisory Council for Religious Education (known as SACRE). This is a statutory body in its own right and is not a sub-committee of the Council.

2. THE DUTIES OF SACRE

- 2.1 To advise the LA on matters concerned with school worship and with Religious Education according to an Agreed Syllabus, either referred to SACRE by the LA or as SACRE may see fit. These matters might include, for example, the provision of INSET, methods of teaching and choice of materials and the consideration of complaints, if the LA so requires.
- 2.2 To receive and decide whether Determinations (applications from headteachers to vary the requirement for worship to be broadly or mainly Christian character for the whole school or for groups of pupils) are appropriate.
- 2.3 To publish an annual report outlining the advice given by SACRE to the LA and whether a Statutory Conference was requested. The report should broadly describe the nature of advice provided and, if such advice was in relation to matters not referred to SACRE by the LA, giving the reasons for offering such advice.

A copy of the report should be sent by SACRE to the Qualifications and Curriculum Development Agency (QCDA).
- 2.4 To require the LA to set up a Statutory Conference to review the Agreed Syllabus if, in the opinion of SACRE, this becomes necessary.

3. MEMBERSHIP OF SACRE

3.1 Members

SACRE consists of 4 Groups of Members ("the Representative Groups"), which are: -

Group A

Persons representing such Christian and other religious denominations reflecting, in the opinion of the Authority, the principal religious traditions of the Borough. So far as possible the membership of this group should reflect broadly the proportionate strength of each denomination or religion within the Borough. This group shall not include persons appointed to represent the Church of England.

Group B

Persons representing the Church of England

Group C

Persons representing teacher associations in the Borough

Group D

Persons representing the Local Authority

3.2 Members of Groups A and B must be representative of their faith or denominational group.

3.3 Members of Group C should have experience of religious education and worship and knowledge of good current practice.

3.4 Appointment, Removal and Resignation

3.4.1 The LA appoints the members of Groups A-D, having ascertained that they are representative of their denomination, faith or association. Members may resign at any time, or, if appointed by the LA, may be removed by the LA if they are no longer representative of the religion, denomination or association which they were appointed to represent or (as the case may be) they cease to be representative of the LA. The LA may remove any member if they are absent for more than three consecutive meetings. If a member is unable to attend, a substitute may attend in his/her absence. (see paragraph 4.5)

3.5 **Co-options**

Additional members may be co-opted by SACRE or by a group within it. Co-opted members may not themselves co-opt. Persons co-opted shall hold office on such terms as may be determined by the members co-opting them.

3.6 **Sub-Groups**

Any Sub-Group set up by SACRE shall include at least one member from each of Groups A-D. Each group and sub-group will elect its own chair, and may convene its own meetings

4. **PROCEDURES**

4.1 **Dates**

The dates of the main meetings will be decided in advance.

4.2 **Agenda**

Matters for the agenda of any meeting shall be sent to the Clerk at least 21 days in advance of the meeting.

The agenda shall be distributed to reach members at least 7 working days in advance of a meeting.

4.3 **Notice of Meetings**

4.3.1 At least five clear days before a meeting of SACRE, notice of the time and place of such meeting shall be given by posting it at the offices of the LA. If the meeting is convened sooner, then notice to be given as soon as the meeting is convened.

4.3.2 At least five clear days before a meeting of SACRE, copies of the agenda and copies of any report for the meeting (except reports under paragraph 5.7.2 below) shall be available for inspection. However, where the meeting is convened, or an item added to the agenda, on shorter notice the requirement to provide inspection shall apply from the time the meeting was convened, or item added to the agenda, respectively.

4.3.3 No business shall be transacted at any meeting of SACRE unless: -

A copy of the agenda including the item has been available for inspection from the time set out within paragraph 4.3.2 above.

By reason of special circumstances, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. The special circumstances should be recorded within the minutes of the meeting.

4.4 **Minutes**

The draft minutes of meetings shall be circulated to Members within one month of the meeting.

4.5 **Substitutes**

Members may arrange for substitutes to attend meetings and have full voting rights. Such substitutions should be notified to the Clerk before the meeting.

Facilities will be made available for groups to arrange pre-meetings before the main meetings of SACRE.

5. **CONDUCT OF MEETINGS**

5.1 **Voting**

The decision to request the authority to set up a Statutory Conference to review the Agreed Syllabus is made by Groups A-C only and with regard to this matter Group D does not have a vote. On all other matters, each representative group has one vote.

5.2 **Chair and Vice-Chair**

SACRE shall appoint a Chair and Vice-Chair for one year at its first meeting in the academic year. The Chair does not have a casting vote.

5.3 **Quorum**

No formal decisions shall be taken unless there is a quorum of 1 or more representatives from 3 or more representative groups present.

5.4 **Clerk**

The Chief Executive or his/ her delegate will act as clerk to SACRE.

5.5 **Meetings**

The full SACRE will meet at least 3 times in each school year. The Annual Report will be received at the meeting in the autumn term.

5.6 Access to the press and public

- 5.6.1 Members of the public and duly accredited representatives of the news media shall be permitted to attend all meetings of SACRE subject to paragraph 5.7 below.
- 5.6.2 Members of the public and representatives of the news media may be excluded from any meeting for the purpose of suppressing or preventing disorderly conduct or other misbehaviour at any meeting.
- 5.6.3 At all meetings which are open to the public there shall be made available for use by members of the public present a reasonable number of copies of the agenda and all reports, save for those reports referred to within paragraph 5.7.2

5.7 Confidentiality

- 5.7.1 Nothing within these terms of reference shall be taken to authorise or require the disclosure of confidential information.
- 5.7.2 Where any report contains, in the opinion of the Chair, confidential information the Chair may exclude such reports from those made available for inspection under paragraph 4.3.2 above or made available at the meeting under paragraph 5.6.3.
- 5.7.3 Members of the public and representatives of the news media may be excluded from any meeting during an item of business whenever it is likely that, if members of the public were present, confidential information would be disclosed.

5.8 Advisers

The Director of Children Schools and Families or their delegate will act as Professional Adviser to SACRE.

5.9 Validity of Proceedings

The validity of the proceedings of SACRE, or those of any group within it, shall not be affected by a vacancy in the office of any member required under 3.1 or 3.4 above or on the grounds that any member appointed as a representative of their denomination, faith or association does not, in fact do so.

(8th June 2010)

This page is intentionally left blank

THE LONDON BOROUGH OF CAMDEN

At a meeting of the **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)** held on **TUESDAY, 21ST JANUARY, 2020** at 5.30 pm in Committee Room 5, Crowndale Centre, 218 Eversholt Street, London, NW1 1BD

MEMBERS PRESENT

Panel A Christian and Other Denominations

Ann Boater (Quaker) (Vice-Chair)
Lynndy Levin (Jewish)
Abdul Quadir (Muslim)

Panel B The Church of England

Mary Thorne
Felicity Djerehe
Stephanie Ellner

Panel C Teachers

None

Panel D Camden Local Authority

Councillor Nasim Ali
Councillor Julian Fulbrook
Councillor Maria Higson
Councillor Anna Wright

ALSO PRESENT

Owen Rees	Camden Learning
Lesley Prior	Professional Advisor to SACRE
Vinothan Sangarapillai	Committee Services

The minutes should be read in conjunction with the agenda for the meeting. They are subject to approval and signature at the next meeting of the Standing Advisory Council on Religious Education (SACRE) and any corrections approved at that meeting will be recorded in those minutes.

MINUTES

1. ANNOUNCEMENTS

There were no announcements.

2. APOLOGIES FOR ABSENCE

Apologies were received from Shahanaz Begum and Krishna Pujara.

3. DECLARATIONS OF PECUNIARY, NON-PECUNIARY AND OTHER INTERESTS IN RESPECT OF ITEMS ON THIS AGENDA

There were no declarations of interest.

4. MINUTES OF THE PREVIOUS MEETING

Consideration was given to the minutes of the meeting held on 29th October 2019.

RESOLVED –

THAT the minutes of the 29th October 2019 meeting be approved as a correct record.

5. MEMBERSHIP OF SACRE

Consideration was given to a report on the membership of SACRE.

As requested at the last meeting, infrequently attending members had been contacted to ask if they wished to continue as a member of SACRE. The Hindu representative (Krishna Pujara) had said that she did, whereas the Buddhist representative had not replied and Humanist representative had indicated that he wished to stand down. The membership list of Panel A had been amended accordingly.

It was suggested that the constitution of SACRE be reviewed, with particular regard to the composition of the body. It was agreed that this be an agenda item at the next meeting of Camden SACRE.

RESOLVED –

- (i) THAT the report and comments above be noted;
- (ii) THAT the constitution/terms of reference for Camden SACRE come to the next meeting for discussion.

6. DETERMINATIONS

Consideration was given to the list of schools with Determinations and to Ann Boater's report on the SACRE visit to Gospel Oak School.

The Professional Advisor, Lesley Prior, said that she had been in communication with Regent High and visited the school to talk to the lead staff member on RE there. She would liaise further with them to encourage them to submit an application for a Determination, which was the school's intention.

ACTION: Professional Advisor to SACRE

It was noted that Torriano Primary and Hampstead School's Determinations would be expiring in the summer of 2020. The Clerk would write to them to inform them of the pending expiry of the Determination and the need to re-apply if they wanted it to continue.

ACTION: Clerk to SACRE

RESOLVED –

- (i) THAT the report be noted;
- (ii) THAT Regent High be contacted to follow up their intention to apply for a Determination
- (iii) THAT Torriano and Hampstead Schools be contacted about the pending expiry of their Determinations and the requirement to re-apply if they wished them to continue.

7. CAMDEN LEARNING

The Professional Advisor reported that she and the Chair had met with Jon Abbey and Owen Rees from Camden Learning.

The focus had been on building stronger links with teachers and schools. Camden Learning had informed them that the primary and secondary RE networks would be meeting for one meeting in the spring and in the summer terms, which Ms Prior as the Professional Advisor to SACRE would try to attend. Mr Rees added that the RE networks formed part of a traded service that schools bought from Camden Learning.

Mr Rees reported that Camden Learning had standards meetings with each school and part of that process was asking them how they taught RE and explaining the requirement for collective worship. Mary Thorne added that OFSTED had taken a greater interest in RE in some inspections and was undertaking what they called a 'deep dive' into RE in those schools.

There was a suggestion that SACRE members could look at school websites to check that they were up-to-date on RE and collective worship matters. Mr Rees agreed to supply the SACRE with a list of schools and the dates of their last Ofsted inspection.

ACTION: Camden Learning

RESOLVED –

THAT the verbal report be noted.

8. RAMADAN GUIDANCE

Consideration was given to the Ramadan guidance.

Members agreed the guidance and Owen Rees said that it would be circulated to schools.

ACTION: Camden Learning

RESOLVED –

THAT the Ramadan guidance be agreed and circulated to schools.

9. DRAFT ANNUAL REPORT FOR 2018-19

Consideration was given to the draft annual report.

It was noted that the foreword and the GCSE results would need to be added to it. Members agreed the report and noted that the final version would be subject to these additions and any other necessary amendments.

The Professional Adviser said she would circulate the 2019 GCSE data and analysis of it to SACRE members.

ACTION: Professional Advisor

RESOLVED –

THAT the draft report be agreed, subject to amendments detailed above.

10. SACRE SELF-EVALUATION FRAMEWORK

Consideration was given to the SACRE self-evaluation framework.

Mr Rees asked that members write to him, Lesley Prior and the Chair with their views about where Camden SACRE stood in relation to the self-evaluation framework (SEF). Once these had been received, they would endeavour to come back to the next SACRE meeting with a completed self-evaluation, which would enable a discussion on future development and completion of the action plan.

ACTION: ALL

RESOLVED –

- (i) THAT the Professional Advisor and Mr Rees would write to members seeking their views on the SEF.
- (ii) THAT a completed SEF based on responses received and ideas for future development come to the next SACRE meeting.

ACTION: Chair, Professional Advisor and Camden Learning

11. UPDATE FROM THE PROFESSIONAL ADVISOR

Ms Prior reported that the Hampshire syllabus, which was the parent one for Camden's and for a number of other London boroughs, was coming up for review. Following the review, the amended Hampshire syllabus might be one that the SACRE would have regard to when it next undertook its statutory agreed syllabus review.

She said that a short, 2-page, summary of the syllabus would be helpful for schools – particularly in the run-up to inspections. She agreed to liaise with Hampshire about whether such a summary was already available.

ACTION: Professional Advisor

Members were asked to note the extracts from OFSTED inspections of RE in the NATRE / NASACRE paper in the agenda pack.

RESOLVED –

THAT the update be noted.

12. ANY OTHER BUSINESS

Members expressed their sympathy with the Jewish community in light of the recent graffiti attacks on Jewish communal premises.

Lynndy Levin announced that South Hampstead Synagogue would be having a week of events (from 26 to 30 January) to commemorate the Holocaust, and invited SACRE members to attend. Further details could be seen online at www.southhampstead.org

13. DATE OF NEXT MEETING

Standing Advisory Council on Religious Education (SACRE) - Tuesday, 21st January, 2020

It was noted that the next meeting would be on Monday, 20th April 2020.

Members were informed that potential meeting dates for 2020-21 would be circulated later this academic year.

ACTION: Clerk to SACRE

The meeting ended at 6.35pm.

CHAIR

Contact Officer: Vinothan Sangarapillai

Telephone No: 020 7974 4071

E-Mail: vinothan.sangarapillai@camden.gov.uk

MINUTES END

Camden SACRE members – September 2020

The current members of Camden SACRE are:

Panel A (Christian and other religious denominations)

Shahanaz Begum (Muslim)
Ann Boater (Quaker)
Luke Dowding (Baptist)
Lynndy Levin (Jewish)
Sophie Fegan (Roman Catholic)
Krishna Pujara (Hindu)
Abdul Quadir (Muslim)

Panel B (Church of England)

Felicity Djerehe
Stephanie Ellner
Mary Thorne

Panel C (Teachers)

Aidan Cottrell-Boyce
Paul Kayser

Panel D (Local Authority)

Nasim Ali
Sabrina Francis
Julian Fulbrook
Maria Higson
Oliver Lewis
Lazzaro Pietragnoli
Nazma Rahman

This page is intentionally left blank

Camden SACRE Determinations list

Schools with Determinations

School	Date Determination agreed	Date of expiry
Torriano Primary	2 nd June 2015	2 nd June 2020
Hampstead	2 nd June 2015	2 nd June 2020
Primrose Hill	14 th October 2015	14 th October 2020
Brecknock	9 th February 2016	9 th February 2021
Rhyl	10 th May 2016	10 th May 2021
Beckford	8 th February 2017	8 th February 2022
Kingsgate	28 th February 2017	28 th February 2022
Christopher Hatton	3 rd May 2017	3 rd May 2022
Fleet	3 rd May 2017	3 rd May 2022
Frank Barnes	3 rd May 2017	3 rd May 2022
Edith Neville	26 th April 2018	26 th April 2023
Eleanor Palmer	13 th June 2019	13 th June 2024
Gospel Oak	4 th November 2019	4 th November 2024

Schools without Determinations

School	Details of past Determinations
Arygle	
Brookfield	Had Determination from 2013-18
Carlton	
Fitzjohn's	
Hawley	
Netley	
New End	
Richard Cobden	
Swiss Cottage	Had Determination from 2011-16
Acland Burghley	
Haverstock	Had Determination from 2006-11
Parliament Hill	
Regent High	Had Determination from 2009-14

This page is intentionally left blank

Foreword and Summary

By the Chair of SACRE

Foreword

During the academic year 2019-20, the education sector, along with wider society generally, has experienced unforeseen challenges with the emergence of Covid-19. Camden SACRE began the academic year with vigour, committing to self-evaluate its work rigorously and develop an ambitious action plan accordingly. Camden SARE began the process of self-evaluation prior to the onset of coronavirus in the UK with positive outcomes. Once lockdown in the UK set in, SACRE ceased physical meetings, but continued working online behind the scenes. With the invaluable support of our RE advisor, Lesley Prior, and our Camden Learning colleagues, namely Owen Rees, we were able to continue this process of self-evaluation as well as lay down the foundations of an action plan for the coming year.

We were able to adapt our working arrangements, as well as make the necessary concessions for schools that were set to renew determinations during the lockdown period, extending their time to do this. Schools have faced immense difficulties during the latter half of the academic year, unprecedented in recent times, and have tried their best to meet these challenges head on. Camden SACRE hopes that the teaching of RE and the place of collective worship within the school culture will remain important going forward. We will continue to try to support this in whatever way can, remaining as a positive partner for schools in Camden, especially during such difficult times, and hope that our new plans reflect that.

As the last academic year for which I will be Chair, I also want to take some space here to thank all the members of the SACRE who have continued to work positively towards the objectives of Camden SACRE throughout my time as Chair, especially our RE advisors. I have also appreciated the increasing support provided by Camden Learning and hope that this is a relationship that will continue to prosper. And I wish the new Chair the best of luck going forward and continue to be excited by the potential of the work of the SACRE.

Shahanaz Begum
Chair of Camden SACRE 2019-20

LONDON BOROUGH OF CAMDEN

ANNUAL REPORT OF CAMDEN STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 2019-20

Background

This report summarises the activities of Camden Standing Advisory Council on Religious Education (SACRE) during the academic year 2019-20. SACRE has a remit for monitoring Religious Education and Collective Worship in non-denominational schools. The relevant diocesan authorities monitor denominational schools. The Education Act 2002 requires that Religious Education must be provided as part of the basic curriculum in addition to the National Curriculum. Parents have the right to withdraw their children from all or part of RE and are not obliged to state their reasons for withdrawal.

This parliamentary briefing sets out the legislation in place at present, as well as outlining issues surrounding the teaching of RE and its curriculum, and provides information on related topics such as collective worship and the right to withdraw a child from RE classes.

<https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-7167#fullreport>

1.0 Religious Education

1.1 Locally Agreed Syllabus

After due process, the Local Authority agreed to adopt the Hampshire RE Syllabus – Living Difference in 2012. Work was carried out to adapt the syllabus to make it specific to Camden with the assistance of Westminster SACRE where Living Difference had also been adopted in an amended version suitable for a London context. The content of the syllabus and the methodology behind it were not amended, as these were part of the condition of agreeing to adopt the syllabus. The new syllabus became the statutory Agreed Syllabus for all non-denominational schools in Camden from September 2012.

Materials were sent to schools in July 2012. Each school received hard copies of the Agreed Syllabus, plus CD versions. Schools also received a primary or secondary handbook, as appropriate.

Appropriate advice, support and training were offered to primary and secondary teachers to enable them to implement the new syllabus. The feedback was very positive.

1.2 Revision of the Agreed Syllabus

During 2016-17, SACRE members were mindful of the legal requirement that the Agreed Syllabus should be reviewed in 2017-18.

In this context, the SACRE Adviser gave regular updates about the latest revision process of the 'parent' syllabus from Hampshire, now Living Difference III. Throughout the year, she also reported that Living Difference III would be produced in a parallel but slightly amended version to

make it more suitable for use in London Boroughs where it had previously been adopted, including Camden.

On 6th July 2017, an initial meeting of the Agreed Syllabus Conference took place. Preliminary discussions were held among members about the options to be considered during the review process. These included:

- retaining the present syllabus and authorising it for a further five years
- creating an entirely new syllabus
- adopting Living Difference III in its London 'version'
- sourcing and adopting another suitable syllabus from elsewhere, looking in particular at examples from other London Boroughs with similar demographics to Camden.

Issues of cost and capacity were also considered.

These discussions took place against the background of various national projects addressing the nature of RE and its possible future within the curriculum, including the much anticipated interim report from the RE Council of England and Wales' independent Commission on RE: <http://www.commissiononre.org.uk>

Living Difference III (London version) became the new agreed syllabus and was launched in May 2018, with a reception for community schools hosted by the Mayor of Camden in the Mayor's Parlour. It was followed by training events for primary schools with training also made available to secondary schools.

The syllabus can be accessed via this link:

<http://democracy.camden.gov.uk/documents/s67486/Living%20Difference%20III%20-%20Camden%20-%20print%20version.pdf>

Support continues to be provided to subject leaders via access to the Hampshire RE website where there are additional resources, including teaching plans. Many of these are free of charge in the 'open' section: <https://re.hias.hants.gov.uk/>

1.3 Standards in RE

The school visit programme has continued and is a useful way of sampling approaches to the subject in a range of schools across Camden. SACRE members and the SACRE Adviser offer school based colleagues advice, help and support during these visits, reflecting the requirements of the agreed syllabus and pertinent to the individual needs of each school.

The SACRE Adviser also offers advice and support to schools by email and/or telephone where and when this is needed.

1.4 Complaints concerning RE

No complaints were received by SACRE in 2019-20.

2. 0 Collective Worship

2.1 Advice on Collective Worship

SACRE continues to provide advice about collective worship to schools.

Visits to schools by SACRE members, usually accompanied by the SACRE Consultant and/or the Chair of SACRE have continued. Any school applying for or renewing a Determination should receive a visit from SACRE members prior to the application being discussed at a meeting.

2.2 Determinations

There are currently several schools with a Determination. The schools and the dates of their Determination expiry are listed below:

- Hampstead School 06/20
- Torriano Infant School 06/20
- Torriano Junior School 06/20
- Primrose Hill Primary School 10/20
- Brecknock Primary School 02/21
- Rhyl Primary School 05/21
- Beckford Primary School 02/22
- Kingsgate Primary School 02/22
- Christopher Hatton Primary School 05/22
- Fleet Primary School 05/22
- Frank Barnes School for Deaf Children 05/22
- Edith Neville Primary School 04/23
- Eleanor Palmer Primary School 06/23
- Gospel Oak Primary School 10/24

At the SACRE Meeting on 29th October 2019, members considered an application for the renewal of a determination from the following school:

- Gospel Oak Primary School

Members agreed to grant Gospel Oak a renewal of its Determination, subject to a satisfactory outcome of a school visit.

Gospel Oak School was subsequently granted a renewal of its Determination when this outcome was secured.

Further to guidance received by the Adviser to SACRE from the Department for Education, the following schools were informed by SACRE that their existing determinations could continue beyond their expiry dates as a result of the coronavirus pandemic. The Clerk to SACRE wrote to inform them of this decision and to invite them to consider making applications for renewals at a later date:

- Hampstead School 06/20
- Torriano Infant School 06/20
- Torriano Junior School 06/20

(It should be noted that since 2015, Torriano Infant and Torriano Junior Schools have merged into one all-through primary school, so any renewal of a determination in relation to collective worship would be on behalf of the whole school.)

The Adviser to SACRE met with senior staff at Regent High School in the autumn term about a possible application for a determination but no such application was received in 2019-20.

2.3 Complaints Concerning Collective Worship

No complaints were received by SACRE.

3.0 MATTERS CONSIDERED BY SACRE

The following matters were considered by SACRE in the year 2019-20.

- a) Newer members of SACRE asked for more information and training to help them undertake their role more effectively. The Adviser to SACRE offered a training session to new and existing members immediately prior to the SACRE Meeting held on 21st January 2020.

She also reminded members that Camden SACRE is part of the National Association of SACREs (NASACRE) and that a wealth of advice and guidance is available on the NASACRE website at: <https://www.nasacre.org.uk/>

Some of these materials are in the 'password protected' section of the NASACRE website and SACRE members can obtain the necessary login details from the Clerk to SACRE.

- b) Members also welcomed stronger links with the Local Authority, particularly in relation to the curriculum, exam results and inspection data regarding schools. The Chair of SACRE had meetings with the Director of Camden Learning, which she found helpful in terms of building these links and raising the profile of SACRE. She said she was keen to attend meetings of the primary and secondary heads' networks. She added that the SACRE Adviser had attended both network meetings to raise the profile of SACRE, RE and collective worship. As part of every school's annual standards meeting with Camden Learning, they were questioned about the quality of their RE provision and their collective worship, with the results reported as part of Camden Learning's annual reporting.
- c) Building on work from 2018-19, members gave significant further consideration to elements of the SACRE Self-Evaluation Framework provided by NASACRE.

Members shared their views about the following key strands included in the document:

- The partnership between SACRE, the LA and other key stakeholders
- The effectiveness of the locally agreed syllabus
- The monitoring and improvement of the provision and quality of collective worship
- The contribution of SACRE to the promotion of social and racial harmony.

The Chair of SACRE, the Adviser to SACRE and a representative of Camden Learning met online during the spring to collate the key points from these discussions and the Adviser completed a draft of the final document (**attach as appendix to this report?**) for consideration by SACRE in the autumn of 2020 with an associated action plan.

- d) At the January meeting, SACRE members reviewed SACRE's Ramadan Guidance for schools in order that this could be re-issued in good time. See: <http://democracy.camden.gov.uk/documents/s87062/Camden%20SACRE%20Ramadan%20Guidance%20for%20schools%202020.pdf>
- e) Consideration was given to a report on the membership of SACRE. As requested, infrequently attending members had been contacted to ask if they wished to continue as a member of SACRE. The membership list of Panel A was amended accordingly.

It was suggested that the constitution of SACRE be reviewed, with particular regard to the composition of the body. It was agreed that this be an agenda item at the next meeting of Camden SACRE and in any case, forms a key part of the Self-Evaluation Framework document.

- f) Members considered a summary of recent OfSTED Reports from around the country making reference to RE, noting national trends and reflecting on how these might apply to locally. It was agreed to share the key findings with schools in Camden.

4.0 LINKS WITH OTHER BODIES

The LB of Camden SACRE is affiliated to The National Association of SACREs (NASACRE). Login details for the NASACRE website can be obtained from the Clerk to SACRE.

The NASACRE AGM and Conference did not take place this year because of the pandemic.

The SACRE Adviser is a member of the NASACRE Executive Group.

The SACRE Adviser is also a member of many other RE professional bodies and shares information from them at SACRE Meetings.

5.0 CHANGES IN MEMBERSHIP

Sophie Fegan joined SACRE as a Roman Catholic member of Panel A. Ann Boater, who formerly served as a teacher rep on Panel C, is now serving as a Quaker rep on Panel A.

6.0 SACRE CONTACT

The SACRE can be contacted via the Camden Council clerk to the body, Vinothan Sangarapillai, on 020 7974 4071 or by email on vinothan.sangarapillai@camden.gov.uk

7.0 MEETINGS

Meetings of SACRE were held on:

- **29th October 2019** at the Crowndale Centre
- **21st January 2020** at the Crowndale Centre

The SACRE Meeting scheduled for **20th April 2020** was cancelled because of the coronavirus pandemic.

The Chair, the Clerk and the Consultant also met between meetings where and when necessary.

APPENDIX A

LONDON BOROUGH OF CAMDEN STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 2019-20

MEMBERSHIP (and number of times attending meetings)

Group A: Christian and other religious denominations reflecting the principal religious traditions in the area.

Shahanaz Begum – 1

Ann Boater - 2

Luke Dowding - 0

Lynndy Levin - 2

Sophie Fegan - 0

Krishna Pujara - 0

Abdul Quadir - 2

Panel B: C of E

Mary Thorne – 2

Felicity Djerehe - 2

Stephanie Ellner - 2

Panel C: Teachers

Aidan Cotterell-Boyce – 0

Paul Kayser - 0

Panel D: Camden Local Authority

Cllr Nasim Ali – 1

Cllr Julian Fulbrook – 2

Cllr Maria Higson - 2

Cllr Lazzaro Pietragnoli - 0

Cllr Nazma Rahman - 0

Cllr Anna Wright - 2

This page is intentionally left blank

Briefing Paper for The Meeting of Camden SACRE on 13th October 2020

1. Introduction:

During the academic year 2019-20, members of Camden SACRE (with the support of the Professional Adviser and the LA's Schools Information and Governance Consultant) carried out an extensive self-evaluation of their work, using a self-evaluation tool provided by the National Association of SACREs (NASACRE) of which Camden SACRE is a member. The completed analysis is attached here.

The purpose of this self-evaluation tool is to help SACREs and LAs assess the quality and effectiveness of their work and to identify priorities for future development.

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing**, **Established** and **Advanced**.

The tool was used to 'grade' a range of aspects of the work of Camden SACRE with the following results:

1. The Monitoring and Improvement of the Standards, Quality and Provision for RE.
Developing/Established
2. The Partnership between SACRE, the LA and other Key Stakeholders.
Established
3. The Effectiveness of the Locally Agreed Syllabus.
Established
4. The Monitoring and Improvement of the Provision and Quality of Collective Worship.
Established
5. The Contribution of SACRE to the Promotion of Social and Racial Harmony.
Developing

2. The Next Stage:

In early September of this year, the Chair of SACRE convened a meeting of a sub group to discuss these results and set the key priorities for the future work of SACRE.

Although members of the sub group recognised that Aspects 1 and 5 were clearly those where the most significant development is needed, it was agreed that every part of SACRE's work depends upon its membership being strengthened, maintained and fully engaged. If meetings are inquorate or not truly representative SACRE cannot fulfil its statutory and other responsibilities.

Therefore, the sub group proposes that the first priority for SACRE should be Aspect 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?

It is proposed that the other Aspects (1, 3, 4 and 5) will be considered at later meetings during this academic year in an order to be determined by SACRE Members.

3. Suggested Points for Action in Relation to Aspect 2

1. Review - and if necessary revise - the Terms of Reference for Camden SACRE (last updated in June 2010) and submit to the LA for approval. See attached document).
2. In relation to Point 3 of the Terms of Reference – Membership of SACRE – draw up/edit a list of appropriate nominating bodies and submit to the LA for approval.
3. Identify members of SACRE who will be responsible for assisting the Chair, the Clerk and the professional officers in ensuring that all positions are filled appropriately.
4. Clarify procedures – in accordance with the Terms of Reference - by which attendance is monitored and maintained.
5. Consider the best ways in which new and existing members of SACRE can be supported in carrying out their duties actively and effectively.

NB The attached Self Evaluation Tool offers some *exemplars* of how SACREs might address the areas for development identified through the completion of this exercise.

SACREs and SELF-EVALUATION: A GUIDE

Introduction

SACREs have an important role in the development of effective learning in religious education and supporting good practice in collective worship. The work of a SACRE has become increasingly challenging and diverse. In many ways a SACRE reflects the work of governing bodies in schools i.e. they act as a critical friend to the LA on matters of religious education and collective worship. They also mirror the work of governing bodies in that members are unpaid volunteers who give up their time to support RE and collective worship locally.

A key question for a SACRE to consider is that if they were abolished tomorrow, who would miss them? This guide to SACREs and self-evaluation is designed to help individual SACREs evaluate their role and in particular to consider their impact on pupil's learning. The guidance highlights five key dimensions of a SACREs work and provides exemplification of good practice. It also encourages all SACREs to consider their distinctiveness, key strengths and areas for development. It encourages SACREs to consider their key priorities, their organisational patterns and structures and their partnership with the LA and other key stake-holders.

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

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

Rationale

The purpose of the self-evaluation tool is to help SACREs and LAs 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 LA 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 exemplars of good practice are included. The descriptions of each key stage of the development take a “broad brush” approach. In reality, many SACREs will find aspects of their current provision in each of the three categories.

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 LA 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 LA but have little input to or awareness of the LAs 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 LA
- 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.

Provision for agreed syllabus review are insufficient, both in terms of financial support and professional advice.

Stage 2 Established

SACREs at this stage will have a well-established relationship with their LA 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 LA. Meetings will be seen as purposeful and worthwhile occasions. The process for reviewing the agreed syllabus is thorough and well supported both financially and in terms of professional advice.

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 LA 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 LAs 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 LA 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 LA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be 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 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 LA 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

The SACRE must:

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

1. Standards and Quality of Provision in RE

**How effectively does SACRE, in partnership with the LA, 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	Exemplar
1a Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE	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.	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.	Where an Ofsted report highlights non-compliance or inadequate curriculum time for RE, a SACRE requires the LA to investigate and report back on the action being taken by the school to address the situation.
1b Standards and achievement: including AS/A2 level, GCSE and standards at the end of Key Stages 1, 2 and 3.	Limited knowledge about standards within schools and no clear SACRE/LA strategies to address areas of concern or share good practice.	Informed about standards of RE in schools locally and by comparison with national figures, limited analysis of the data and little opportunity to develop strategies to address weaknesses. Largely dependent on information from Ofsted reports on schools.	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.	A SACRE receives detailed analysis of examination performance and requires the LA to explain how it would intervene in schools where there was clear evidence of under-performance. A SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage in relation to the expectation of the Agreed syllabus.
1c Quality of teaching and leadership and management	Limited knowledge about the quality of teaching and leadership and management of RE in schools.	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.	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.	A SACRE receives regular presentations from teachers about good practice in teaching and learning in RE. A SACRE advises the LEA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools.

<p>1d Recruitment and retention issues. Level of specialist provision</p>	<p>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>A SACRE recommends to the LA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LA. They then build links with local teacher training providers to explore ways of improving recruitment of specialist staff and supporting non-specialist teachers.</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>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>A SACRE works in partnership with the LA to develop a subject website which incorporates guidance about current high quality resource materials</p>

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?

Key Area	Developing	Established	Advanced	Exemplar
2a SACRE Meetings	<p>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 LA officers.</p>	<p>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.</p>	<p>SACRE members contribute to the development of the agenda. Meetings are lively and purposeful with a 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.</p>	<p>A SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.</p>
2b Membership and training	<p>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.</p>	<p>The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities. There is some induction training for new SACRE members.</p>	<p>Very good use is made of co-option to ensure SACRE membership is well informed and is representative of the diversity of the local community. There is a strong and co-ordinated programme of induction and regular training opportunities for SACRE members.</p>	<p>A SACRE has a well-developed process of co-option of local teachers of RE to ensure it has a broad representation from all types of school in the LA. Induction packs outlining SACREs work are available to all new members of SACRE.</p>
2c Improvement/ Development planning	<p>SACRE does not have an action plan to focus its future work and there is little overt link between the priorities of the LA's development/improvement plan and the work of SACRE</p>	<p>SACRE has a basic action plan which is reviewed 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 LA priorities</p>	<p>SACRE has a well-defined action plan 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 LA. SACRE is regularly represented at national events relevant to its work (e.g.</p>	<p>A SACRE is provided with a summary of the current LA priorities and identifies ways it's our action plan can incorporate relevant objectives related to these priorities</p>

			NASACRE)	
2d Professional and financial support	Representatives of the LA 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.	SACRE has some access to subject specialist advice. SACRE has a modest budget which enables it to fund some initiatives. The LA representation ensures issues raised by SACRE are shared more widely in the LA.	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 LA 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 LA. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	A SACRE in an LA with no subject specialist adviser develops a partnership with a neighbouring LA's specialist adviser to provide advice and support.
2e Information And Advice	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 LA's work.	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 LA's work.	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 LA which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership with the LA and plays an active role promoting ideas and initiatives.	A SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant under-achievement by boys. It advises the LA to undertake an exercise to identify good practice and provide guidance to schools about effective strategies for raising boys' achievement in RE.
2f Partnership with other key stakeholders (e.g. pupils, parent, ASTs, specialist schools, ITT providers, local religious	SACRE has little contact or awareness of other local agencies and rarely has contact with pupils or parents.	SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.	SACRE has opportunities to hear the views and experiences 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.	A SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of SACRE and provide a forum to discuss issues of mutual interest.

organisations)				
----------------	--	--	--	--

3. The Effectiveness of the local Agreed Syllabus

How effectively does SACRE, in partnership with the LA, 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	Exemplar
3a Review of the Agreed Syllabus	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.	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.	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.	A SACRE reviews all available evaluation data about the effectiveness of the existing Agreed Syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the Agreed Syllabus. It invites participation of an external consultant to provide a more objective view of the quality of the existing Syllabus.
3b Using the National Framework for Religious Education This Framework is Non Statutory and has been carefully considered by SACRE BUT it specifically chose not to use it directly.	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	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.	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.	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.
3c Developing the revised Agreed	The SACRE has no clear structure for process of developing a revised Agreed	The SACRE has clear objectives for the revision and involves a wide range of local	The SACRE ensures that high quality advice is sought to review and advise on the	A SACRE produces a regular newsletter circulated to all schools outlining the progress with the

<p>Syllabus. (See Appendix 1 for the characteristics of an effective Agreed Syllabus).</p>	<p>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>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 LA, hold consultation meetings, which are reasonably supported.</p>	<p>revisions as they develop. The SACRE, in partnership with the LA, 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>revision of the Agreed Syllabus.</p>
<p>3d 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. LA/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 LA/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 LA/ 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 LA /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 but has limited means of developing strategies to improve standards..</p>	<p>The LA/ 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>

4. Collective Worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key Area	Developing	Established	Advanced	Exemplar
4a Practice and provision for collective worship	The SACRE/LA 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.	The SACRE/LA has 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.	The SACRE/LA 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.	A SACRE regularly, through its website, provides exemplar acts of worship for schools to use. These are frequently updated. SACRE members visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high- level usage of the exemplar acts of worship.
4b Monitoring the provision of collective worship and addressing issues of non-compliance	The SACRE/LA 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.	The SACRE/LA monitors provision of collective worship and 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.	The SACRE/LA 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.	A SACRE, in partnership with the LA and the local secondary heads association, arranged for all its members to visit local secondary schools to observe acts of worship and discuss issues with staff and pupils. Following the visits a report was published, highlighting best practice and ways in which non-compliance might be addressed.

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	Exemplar
5a Representative nature of SACRE	SACRE membership meets statutory requirements but is not fully representative of the religious diversity of the local community.	SACRE and the LA ensure representation broadly reflects the religious diversity of the local community.	SACRE has strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities)	A SACRE in an LA with few non-Christian communities is proactive in seeking out members who are representative of a range of other religious traditions.
5b Knowledge and understanding of the local religious, cultural and ethnic community	SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	SACRE is well aware of different groups representing the diversity within the local area.	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.	A SACRE is provided with a detailed analysis of the religious and cultural diversity within the LA and issues related to the relative educational performance of pupils from different ethnic groups.
5c Understanding the intrinsic contribution which RE can make to social and racial harmony	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.	SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	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.	A SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.
5d Links to local authority initiatives promoting social and racial harmony	SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.	SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has opportunity to discuss and contribute to this work.	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.	A SACRE in a predominantly mono-cultural area takes the initiative in the local authority in developing links with a small new Muslim community.

Developing SACREs – Points for Action

In order to develop the role of SACREs further, SACREs might consider the following action points:

- Find out more about other SACREs in the local area to share ideas, resources and expertise.
- Develop the partnership, where appropriate, with local HEI providers.
- Encourage SACRE members to access national websites (e.g. DfES, Ofsted, QCA) and RE organisations (NASACRE, REC, AREIAC, PCFRE) to keep informed of developments in RE and Collective Worship.
- Develop relationship with key personnel in the LEA who have responsibility for racial/social harmony issues.
- Utilize the LEA Education Development plan and review where SACRE might be able to make a contribution to meeting objectives.
- Use the self-evaluation guidance as a basis for drawing up development priorities for the work of a SACRE.

SACRE Self-Evaluation

What is distinctive about your SACRE?

- serves an LA where the vast majority of schools continue to be under LA control
- is fully committed to its agreed syllabus which has an excellent pedigree, is long established, though always updated
- works closely with the 'parent' LA and has the potential to link with other LAs that have already adopted the same document
- with the ASC will be involved in future reviews and revisions of the 'parent' syllabus through the work of the Professional Adviser and her counterparts in Hampshire
- has a strong focus on Collective Worship as well as RE largely but not exclusively because of its work on determinations
- is in a part of London characterised by its diversity of religion and belief and where many major cultural landmarks and other sites suitable for fieldwork in RE are situated, such as the British Library and the Jewish Museum, as well as places of worship.

Key Strengths – LB Camden SACRE is:

- fortunate to have well established and experienced personnel in the key roles of Chair, Clerk, LA Link Officer and Professional Adviser as well as some very experienced members and/or enthusiastic in order to support and develop its work
- well briefed and well informed about significant national developments in RE through the Professional Adviser, in particular because of her links with NASACRE and other significant RE organisations
- establishing a steering/agenda setting group including the Chair, LA Link Officer and Professional Adviser to meet regularly with senior LA staff, ensuring that SACRE's work is embedded more fully in wider initiatives
- experienced in dealing with applications for determinations and renewals of the same and has well established procedures in place for visiting and working with schools in this context
- well resourced by its LA which has a strong commitment to supporting the work of not only SACRE in particular but also RE in general

Key Areas for Development – LB Camden SACRE needs to:

- develop and maintain coherent strategies for monitoring the provision of RE across relevant schools, particularly in relation to the locally agreed syllabus
- ensure membership of SACRE is comprehensive across all constituent groups and that attendance is closely monitored and maintained in conjunction with the appropriate nominating bodies
- in collaboration with the LA, enable and support more creative and effective implementation of the locally agreed syllabus, including training for teachers and others involved in the delivery of the subject in all phases of schooling
- work with LA colleagues to set up, maintain - and perhaps contribute to - regular termly network meetings for teachers in primary and other schools with responsibility for RE
- produce revised and more comprehensive advice and guidance for all LA schools on Collective Worship, including those applying for determinations and/or renewals of the same
- find ways to work more effectively with the LA to promote greater racial, religious and social harmony in and between schools.

This page is intentionally left blank