

**Hackney SACRE Development Plan 2007 – 2010:** Agreed by SACRE 21.03.07; the SACRE Chairs Group to keep it updated.



**Introduction:**

Hackney SACRE notes the emphasis in the new Ofsted Schedule upon school self-evaluation. We recognise that we too should establish and employ strategies which involve members in evaluating the effectiveness of the SACRE and its impact upon the work of the Local Authority (TLT) and in schools, to raise standards and improve provision for religious education and for collective worship.

We commence our cycle of review and improvement planning by identifying progress made against the priorities and tasks of the previous SACRE Development Plan.

We measure our effectiveness against each of the five dimensions of the Ofsted 'SACREs and Self-evaluation: a guide'

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

Our Annual Report records our evaluations. Where we have identified areas of weakness, these have been used to identify targets for our SACRE Development Plan.

We aspire to be judged an 'advanced' SACRE against each of the criteria in the guide.

**Educational abbreviations:**

CPD	Continuing Professional Development
CW	Collective worship
KS	Key Stage
LA	Local Authority (for us The Learning Trust – TLT)
NASACRE	National Association of Standing Advisory Councils on Religious Education
RE	Religious Education
RE SEF	RE Self-evaluation Form
SEF	Self-evaluation Form
TLT	The Learning Trust (our Local Authority – LA)
QCA	Qualifications and Curriculum Authority

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

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<p><b>Dimension 1: Standards and Quality of Provision of RE</b></p> <p><i>(How effectively does SACRE, in partnership with the LA, monitor and evaluate standards and the quality of provision for RE in schools? How effective are the strategies to improve standards and the quality of provision?)</i></p> <p>'from Ofsted 'Self-evaluation &amp; SACREs: a guide')</p>		<p>SACRE is well informed about:</p> <ul style="list-style-type: none"> <li>• Levels of compliance &amp; impacting factors</li> <li>• GCSE &amp; A/AS Level entry patterns and results nationally &amp; locally</li> <li>• Standards at KS 1, 2 &amp; 3</li> <li>• Quality of teaching</li> <li>• Quality of leadership and management</li> </ul> <p>SACRE has systems to:</p> <ul style="list-style-type: none"> <li>• advise LA on school/phase strengths &amp; weaknesses in RE</li> <li>• receive &amp; analyse data on provision &amp; performance</li> <li>• recommend strategies for improvement</li> <li>• model and disseminate good practice</li> </ul> <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation &amp; SACREs: a guide'</p>	
Objective	Date	Actions & responsibilities	Resources
<p>To strengthen school self-evaluation of RE</p> <p>To establish a mechanism, as required by the Agreed Syllabus, to gather evaluative information about RE performance and provision in non-denominational schools</p>	<p>Trial in pilot schools &amp; pilot reports to SACRE summer term 2007</p> <p>Revision of guidance &amp; establishment of reporting cycle with first tranche reporting autumn term 2007</p>	<p>SACRE Adviser to lead training for pilot cohort of subject leaders in:</p> <ul style="list-style-type: none"> <li>• use of RE SEF</li> <li>• use of Self-Evaluation Toolkit</li> <li>• monitoring &amp; evaluation skills</li> </ul> <p>SACRE Adviser to manage pilot schools reporting to SACRE using RE Self-evaluation Form (RE SEF)</p> <p>SACRE Adviser to consult and advise SACRE on establishing a reporting cycle for primary, secondary and special schools</p> <p>SACRE Adviser to lead training for SACRE, and Chairs' group, in scrutiny of RE SEFs</p> <p>SACRE Adviser to report analysis of RE SEFs to SACRE</p>	<p>2 x ½ day training</p> <p>school-based pilot 1 day per primary/secondary school</p> <p>8 days SACRE Adviser time summer term 2007</p> <p>5 days SACRE Adviser time autumn term 2007 &amp; termly 2007/8</p> <p>CD ROM publication</p>
<p>To ensure SACRE strategies for raising standards are well targeted to meet needs</p>	<p>Termly from autumn term 2007</p>	<p>SACRE to commission RE CPD to match identified needs eg from analysis of school RE SEFs, &amp; by SACRE Adviser</p>	<p>SACRE Adviser time to be allocated in termly work plans</p>
<p>To maximise the contribution of RE visits &amp; visitors to delivering the requirements of the new Agreed Syllabus</p>	<p>Academic year 2008 - 9</p>	<p>SACRE Adviser to develop, through consultation with religious communities and RE subject leaders, case studies, principles &amp; protocols, &amp; other guidance materials for RE and CW-related visits and visitors</p>	<p>5 days termly</p>

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<p><b>Dimension 2: Management of SACRE and partnership with the LA and other key stakeholders</b></p> <p><i>(How far does SACRE's partnership with the LA enable it to carry out its responsibilities effectively?)</i></p> <p>'from Ofsted 'Self-evaluation &amp; SACREs: a guide')</p>		<p>SACRE systems ensure:</p> <ul style="list-style-type: none"> <li>• involvement &amp; engagement of members in SACRE meetings &amp; actions</li> <li>• contributions from &amp; consultation with stakeholders including teachers/schools, pupils/parents</li> <li>• SACRE is highly representative of diversity of local religious communities &amp; teacher/LA stakeholders</li> <li>• induction &amp; training for members</li> <li>• clear development planning</li> <li>• mutually informative and responsive relationships with other agencies eg NASACRE</li> <li>• advice and recommendations to LA regarding raising standards in schools' RE and CW</li> </ul> <p>LA enables SACRE to fulfil Advanced SACRE criteria:</p> <ul style="list-style-type: none"> <li>• through quality support of RE specialist LA Adviser</li> <li>• ensuring strong link between LA &amp; SACRE eg attendance by senior lead officer</li> <li>• access to resourcing for SACRE Development Plan priorities</li> <li>• provision of information &amp; analysed data as requested by SACRE</li> <li>• through strong responsive partnership with SACRE</li> </ul> <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation &amp; SACREs: a guide'</p>	
Objective	Date	Actions & responsibilities	Resources
To fulfil SACRE's remit by formally advising the TLT on matters relating to RE and CW eg in instances of non-compliance, identification of under-performance, patterns of recruitment & retention	on-going termly	SACRE Adviser drafts letters from the Chair, SACRE working groups and full SACRE  Chair sends letters to TLT, on behalf of SACRE, requesting information and providing SACRE's advice and recommendations on matters relating to RE and CW eg arising from RE SEF analysis, GCSE analysis	SACRE Adviser time to be allocated in termly work plans
To build further links with other bodies within and beyond the TLT, in order to further the effectiveness of SACRE	on-going termly	SACRE Adviser ensures that SACRE views are fed into and national/local developments are fed back to SACRE eg the National Association of SACREs (NASACRE); RE Council; Faith Forum	
To secure sufficient resources from the TLT to enable SACRE to deliver its Development Plan and to meet the criteria for Advanced SACREs (identified in the Ofsted 'SACREs & Self-evaluation: a Guide')	on-going termly & line with SACRE & TLT self-eval & planning cycles	Chair and SACRE Adviser ensure: <ul style="list-style-type: none"> <li>• SACRE advice, Development Plan priorities and resourcing implications are fed into TLT planning (eg financial &amp; priorities) eg RE specialist Adviser time; funding for SACRE publications</li> <li>• SACRE is consulted on and responds to TLT priorities and initiatives, where they have implications for RE, CW, inclusion and community cohesion, especially where it impacts on religious and racial harmony</li> <li>• TLT advised of national RE initiatives &amp; developments, &amp; of resource implications for SACRE and RE locally</li> </ul>	

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<p><b>Dimension 3: The effectiveness of the local Agreed Syllabus</b></p> <p><i>(How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (eg the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?)</i></p> <p>from Ofsted 'Self-evaluation &amp; SACREs: a guide')</p>		<p>SACRE/ASC has systems to ensure:</p> <ul style="list-style-type: none"> <li>schools and other key stakeholders have strong sense of ownership of Agreed Syllabus eg through consultation during review &amp; development</li> <li>spine of NSNF used coherently &amp; extended to reflect local circumstances</li> <li>involvement of stakeholders in launch enhances profile of Agreed Syllabus &amp; SACRE</li> <li>advice to LA on training and support for implementation of Agreed Syllabus based on consultation with teachers</li> <li>development of support materials contributes strongly to CPD</li> <li>monitoring of impact and effectiveness of new syllabus in raising standards</li> </ul> <p>LA enables SACRE to fulfil Advanced SACRE criteria:</p> <ul style="list-style-type: none"> <li>through funding for Agreed Syllabus eg review &amp; consultation, printing, launch, training &amp; development of support materials</li> <li>through high quality professional advice eg LA RE specialist adviser</li> <li>through programme of CPD and support materials to inform teachers/schools about standards &amp; expectations of Agreed Syllabus</li> </ul> <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation &amp; SACREs: a guide'</p>	
Objective	Date	Actions & responsibilities	Resources
<p>To publish new Hackney Agreed Syllabus</p> <p>To launch new Hackney Agreed Syllabus</p>	<p>Spring and summer term, culminating in launch 26.04.07</p>	<p>SACRE Adviser to arrange for Agreed Syllabus to be:</p> <ul style="list-style-type: none"> <li>printed in similar design to NSNF</li> <li>available on CD ROM with hyperlink to QCA glossary of terms</li> <li>published on SACRE website</li> </ul> <p>SACRE Adviser to organise high profile launch of new Agreed Syllabus</p> <p>SACRE Adviser to prepare press briefing</p>	<p>SACRE Adviser time allocated in spring/summer 2007 work plans</p>
<p>To deliver effective programme of training to support schools in implementation of new Agreed Syllabus</p> <p>To support implementation of AS through revision of KS1 &amp; KS 2 Scheme of Work</p>	<p>from summer term 2007 &amp; academic year 2007 - 2008</p>	<p>SACRE Adviser to deliver training in the implementation of the new Agreed Syllabus for:</p> <ul style="list-style-type: none"> <li>subject leaders</li> <li>headteachers</li> <li>schools/partnership groups</li> <li>foundation Stage practitioners</li> </ul> <p>SACRE Adviser to lead subject leaders:</p> <ul style="list-style-type: none"> <li>in the development of new planning models for Foundation Stage</li> <li>in devising guidance &amp; models on assessment for learning related to new Agreed Syllabus level descriptions and Attainment Targets</li> </ul> <p>SACRE Adviser to promote model materials through CPD/launch</p>	<p>3 x ½ days summer term 2007</p> <p>12 days termly from autumn term 2007</p>

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<p>To monitor the impact of the new Agreed Syllabus upon RE standards &amp; provision at each key stage</p> <p>To advise the TLT of</p> <ul style="list-style-type: none"> <li>• effectiveness of new Agreed Syllabus in raising achievement</li> <li>• strengths and weaknesses in RE provision and standards</li> </ul>	<p>termly from autumn term 2007</p>	<p>SACRE Adviser to lead SACRE in the scrutiny of evidence from:</p> <ul style="list-style-type: none"> <li>• RE SEFs</li> <li>• SACRE Adviser visits to schools</li> <li>• SIPs reports</li> <li>• OFSTED reports</li> </ul> <p>SACRE Adviser to prepare summary reports for TLT and statutory SACRE Annual Report</p>	<p>SACRE Adviser time to be allocated in termly work plans</p>
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<p><b>Dimension 4: Collective Worship</b></p> <p><i>(How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?</i></p> <p>'from Ofsted 'Self-evaluation &amp; SACREs: a guide')</p>		<p>SACRE has systems to:</p> <ul style="list-style-type: none"> <li>• advise LA on school/phase strengths &amp; weaknesses in CW</li> <li>• recommend strategies for improvement to schools &amp; LA</li> <li>• model and disseminate good practice eg through CPD, SACRE support materials</li> <li>• provide members with direct experience of collective worship in non-denominational schools</li> </ul> <p>LA enables SACRE to fulfil Advanced SACRE criteria:</p> <ul style="list-style-type: none"> <li>• by providing monitoring information about collective worship in non-denominational schools</li> <li>• by providing up to date information about national developments</li> <li>• through high quality professional advice eg LA RE specialist adviser</li> <li>• through programme of CPD and support materials</li> </ul> <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation &amp; SACREs: a guide'</p>	
Objective	Date	Specific actions & responsibility	Resources
To promote improvement in collective worship provision through the publication of further high quality resources (in line with the Hackney/Enfield SACRE Recommended Approach)	summer term 2008 & academic year 2008 - 2009	SACRE Adviser to edit and launch 2 <sup>nd</sup> edition of Hackney & Enfield SACREs Recommended Approach to Collective Worship  SACRE Adviser to develop, publish and launch, through CPD, new models in line with the Recommended Approach to Collective Worship	5 days
To monitor provision for and quality of collective worship in non-denominational schools (and the impact of the Recommended Approach) and report to/advise the TLT on strengths and development required		SACRE representatives to accompany SACRE Adviser on visits to schools to observe collective worship delivered according to the Recommended Approach and SACRE Adviser presents monitoring reports to SACRE	SACRE Adviser time to be allocated in termly work plan
Training for SACRE members in recognising features of quality educational acts of collective worship in non-denominational schools			

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<p><b>Dimension 5: Contribution of SACRE to community cohesion</b></p> <p><i>(How effectively does the SACRE, in partnership with the LA, contribute to the wider religious and racial harmony agenda?</i></p> <p>'from Ofsted 'Self-evaluation &amp; SACREs: a guide')</p>		<p>SACRE has systems to:</p> <ul style="list-style-type: none"> <li>• ensure strong representation from all major religious local communities &amp; reflect diversity within religious traditions</li> <li>• appraise itself of the religious, ethnic &amp; cultural diversity of the LA, London &amp; nationally &amp; the implications for the LA, schools &amp; SACRE</li> <li>• plays a key role &amp; models how RE/CW contributes to community cohesion, especially religious &amp; racial harmony</li> </ul> <p>LA enables SACRE to fulfil Advanced SACRE criteria:</p> <ul style="list-style-type: none"> <li>• by including/consulting SACRE in LA initiatives for community cohesion</li> <li>• through high quality professional advice eg LA RE specialist adviser</li> <li>• through programme of CPD and support materials</li> </ul> <p>'Advanced SACRE' criteria from Ofsted 'Self-evaluation &amp; SACREs: a guide'</p>	
Objective	Date	Specific actions & responsibility	Resources
<p>To model RE pedagogy, which promotes religious and racial harmony*, and Agreed Syllabus requirements to:</p> <ul style="list-style-type: none"> <li>• challenge prejudice and negative stereotyping</li> <li>• protect the integrity of pupils by ensuring that the teaching is not designed to convert or urge a particular religion or religious belief</li> <li>• present the religious beliefs and practices studied as they are perceived by faith communities</li> <li>• contribute to the spiritual, moral, social and cultural development of pupils' whether or not they come from a religious tradition</li> <li>• (also in keeping with the Race Relations [Amendment] Act 2000 and the Hackney &amp; Enfield SACREs Recommended Approach)</li> </ul>	<p>from autumn term 2007</p>	<p>SACRE Adviser to develop, publish and launch, through CPD:</p> <ul style="list-style-type: none"> <li>• model planning for the Foundation Stage</li> <li>• revision of the KS 1 and KS 2 scheme of work</li> <li>• model planning for KS 3</li> <li>• model acts of collective worship in line with the Hackney &amp; Enfield SACREs Recommended Approach</li> </ul>	<p>12 days termly</p>
<p>To maintain SACRE's good reputation and mechanisms for consultation with stakeholders including religious groups</p>	<p>On going</p>	<p>SACRE Adviser to consult stakeholders including teachers, SACRE representatives and members of religious groups especially those associated with ethnic/racial minorities, in the development of RE and CW materials and the CPD programme</p>	

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