

BROMLEY STANDING ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION

BROMLEY SACRE
ANNUAL REPORT
FOR THE ACADEMIC YEAR 2018-2019



Introduction to the Annual Report 2018-19

Bromley Standing Advisery Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups; (A) Faith representatives, (B) The Church of England, (C) Teachers and (D) Councillors. The committee should reflect the faiths within the community.

SACREs have responsibility for advising a Local Authority (LA) on religious education and collective worship in its schools. SACREs have a duty to publish an annual report. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

This report covers the academic year 2018-2019 and the three meetings of SACRE that were held at Bromley Civic Centre once each term.

Contacts

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Clerk to SACRE

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Chair's Introduction

I am, as always, indebted to Joanne Partridge who, in her role of Clerk to SACRE, continues to give invaluable support to both the Committee and to me. This past year we have been delighted to welcome Stacey Burman as our new RE Adviser and begin working with her to provide as much support as possible to schools as well as the major task of revising the Bromley Agreed Syllabus. I am grateful also to Jared Nehra, Bromley Director of Education, and to Julia and Carol, the officers of the London Borough of Bromley, who, together with Stacey, help us to deliver a high level of support to Bromley's schools and especially those at the front line of delivering high quality RE and the experience of life enhancing collective worship for all.

As the world we live in becomes ever more complex and fragile, and ignorance and intolerance in respect of the place of religion in society continues to grow, I am convinced that our role is vital. Bromley SACRE seeks to encourage and support those who deliver RE and lead Collective Worship in Bromley's schools (whether maintained or not) in helping to ensure that the children in Bromley's schools are given every opportunity to discover for themselves the role of faith in everyday life for many people.

Rev. Roger Bristow.

Advice to Statutory Bodies

Local Authority

During the year the Bromley SACRE met at the Bromley Civic Centre three times: 31st October 2018, 27th February 2019 and 3rd July 2019. The topics under discussion at these meetings included:

- Networking and training for teachers
- Revision of the Bromley Agreed Syllabus
- Ramadan Guidance for schools
- Self-evaluation using the SACRE Reporting and Evaluation Toolkit (see Appendix)
- The challenges of working within a largely local academised landscape and without a dedicated SACRE budget
- Determination Guidance and Collective Worship within schools

During the year the Chairman attended the NASACRE AGM. Members were provided with feedback from the event and information from the AGM has informed various discussions at meetings since. Further, SACRE's Adviser also attended a conference in the Summer of 2019, which supported the revision of the Bromley Agreed Syllabus.

Bromley SACRE is strongly supported by the LA, with two senior members attending meetings. They have provided continuous support in a way that empowered leadership, management and governance, and allowed flexibility, independence and choice in the way SACRE carried out its work, therefore reflecting the 'Transforming Bromley Priorities'.

Schools

Throughout 2018-2019 the RE Adviser, with immense support from the LA, has set up and run termly teacher networks for both primary and secondary schools. These have had increasing attendance and school engagement (20 primary schools, 9 secondary), including academies, Special schools and schools with specialist SEND/Autism units.

These sessions have included a lengthy consultation supporting the revision of the Locally Agreed Syllabus, as well as training ranging from effective teacher activities in Religious Education, enquiry learning and Ofsted expectations. Teacher evaluations of these have been very positive, with much appreciation for teaching strategies and resources that have been shared.

Teachers are now working collaboratively with the RE Adviser to create curriculum and teacher support materials in line with the Locally Agreed Syllabus, which can be uploaded onto the Bromley Education Matters website as supplementary materials for the Syllabus.

Bromley SACRE is aware that CoE and RC schools in the Borough run their own networks and training sessions for RE. CoE schools are provided with materials for teaching Christianity by the Education Office of the Church of England, and whilst advised to teach other religions and world views as per their locally agreed syllabus, they have also been provided with some additional resources from the Diocesan Adviser. Bromley SACRE wishes to develop links with these schools, and support and encourage the sharing of teaching materials between all Bromley schools. Efforts have been, and will continue to be made by SACRE to ensure relevant representation on its Council, the promotion of these teacher networks and the using approved materials via these representatives.

Government

The 2017-18 annual report was sent to the Secretary of State for Education and was acknowledged by the Ministerial and Public Communications Division at the Department for Education.

Provision, Attainment and Quality of Religious Education

Through the RE Teacher networks (see above) a wider spreading and more accurate knowledge of school provision has been attained. All the primary schools engaging with SACRE through these networks are delivering Religious Education in accordance to the current Bromley Agreed Syllabus (2013). 'Drop down days' or 'off timetable'/focus days in RE are rare, with most schools opting for regular teaching of Religious Education by the usual class teacher as part of the permanent wider school curriculum. We are aware of one school that also runs a weekly lunchtime optional RE club, and this academic year the number of primary schools engaged in the SACRE's RE calendar artwork competition was doubled.

In Bromley Secondary schools the picture is more varied, with 4 schools admitting that the RE curriculum time is below the 5% recommended in the Bromley Agreed Syllabus, and in one school it is limited to just 50 minutes every third week. The RE Adviser is working with these schools via the networks to support streamlined curriculum development, so that at least pupils in these schools can attain a foundation of Religious Literacy.

The RE Adviser has been working with Bromley LA to populate the new SACRE page on the Bromley Education Matters website has now replaced the Fronter system used by schools. The Revised Locally Agreed Syllabus will be uploaded onto this, along with other previously approved guidance and policy documents already made available, including the Ramadan Guidance published this academic year.

During the year there were no complaints about Religious Education referred to SACRE.

Standards and Quality of Provision of RE 2018 - Public Examinations

The public examination results give SACRE information on standards and are provided for SACRE by the LA for all 31 secondary schools, including Academies and Special Schools.

GCSE Full Course in Religious Studies 2013-2019

Year	No. Bromley schools	No. Bromley Entries	Bromley % A* - C	National % A* - C		
2018	16	1,526	Bromley % 9-5	National % 9-5	Bromley % 9-4	National % 9-4
			57%	60%	69%	72%
2019	14	1524	64%	61%	75%	72%

Please Note: The new GCSE specifications and new marking schemes came on line for the 2018 examinations with a new marking structure to replace the alphabet grading system. Grade 4 is now considered a 'standard pass', whilst Grade 5, which is intended to be the equivalent to the previous high C or low B Grades, will now be considered a 'strong pass'.

Although comparisons of attainment with previous years is more complicated due to these changes, Bromley schools appear to be performing just above with the national average.

School	No. entries: 2017	No. entries: 2018	No. entries: 2019
Bishop Justus	175	172	172
Bullers Wood	35	32	185
Charles Darwin	1	1	0
Chislehurst School for Girls	180	149	187
Coopers	5	47	-
Darrick Wood	237	232	230
Harris Academy Beckenham	88	53	58
Harris Girls' Academy Bromley	106	0	1
Harris Academy Orpington	163	145	40
Hayes School	215	205	213
Kemnal Technology College	12	-	-
Langley Park School for Boys	62	30	28
Langley Park School for Girls	79	44	29
Newstead Wood	135	157	152
Ravenswood	22	47	23
St Olave's & St Saviour's	9	1	1
The Ravensbourne	194	210	205

The number of pupils being entered for the GCSE Full Course examination has reduced by approximately 200 pupils. Several Bromley schools have remained consistent in the proportion of pupils in a cohort (year group) being entered, but Harris Academy Bromley again entered only 1 pupil where in previous years they entered 100. More optimistically, Bullers Wood has seemingly moved from an option group of about 30 to enter the whole cohort. Meanwhile, Harris Girls' Academy Bromley and Harris Academy Orpington continue to have a large reduction in pupil numbers, with the former drastically reducing from approx.100 in 2017 to only 1 in 2018.

GCSE Short Course in Religious Studies 2019

Year	No. Bromley Schools	No. Bromley Candidates	Bromley % 9-5	National % 9-5	Bromley % 9-4	National % 9-4
2019	6	135	94%	48%	96%	59%

School	No. entries: 2019
Bishop Justus	1
Charles Darwin	1
Harris Academy Orpington	1
Hayes School	6
Langley Park School for Girls	1
St Olave's & St Saviour's	125

Please Note: No figures for 2018 Short Course were provided.

There only appears to be one school in Bromley which continues to enter a whole cohort for the Short Course, despite Bromley results being far superior to national figures for the percentage of pupils achieving both 'strong' and 'standard' passes.

A Level in Religious Studies 2013-2019

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A*-A grades	National % A*-A grades	Bromley % A*-B grades	National % A*-B grades	Bromley % A-E grades	National % A-E grades
2013	13	138	30%	22%	62%	51%	99%	99%
2014	13	137	30%	21%	57%	49%	100%	98%
2015	14	156	27%	21%	56%	50%	98%	99%
2016	13	177	26%	20%	64%	51%	100%	100%
2017	13	142	31%	24%	59%	51%	100%	99%
2018	13	149	25%	20%	54%	49%	99%	98%
2019	14	178	16%	22%	39%	50%	96%	98%

School	No. entries: 2017	No. entries: 2018	No. entries: 2019
Bishop Justus	12	22	8
Bullers Wood	16	10	11
Chislehurst School for Girls	11	7	19
Darrick Wood	4	6	17
Harris Academy Beckenham	-	2	-
Harris Girls' Academy Bromley	5	12	25
Harris Academy Orpington	4	0	4
Hayes School	16	12	14
Kemnal Technology College	-	-	2
Langley Park School for Boys	10	11	21
Langley Park School for Girls	12	13	6
Newstead Wood	11	11	9
Ravenswood	10	11	7
St Olave's & St Saviour's	15	11	13
The Ravensbourne	16	21	22

The Number of entrants for A Level examinations dropped by more than half in two schools in 2018, Bishop Justus and Langley Park School for Girls. However, four schools doubled the number of pupils they entered for A Level, these being Chislehurst School for Girls, Darrick Wood, Harris Girls Academy Beckenham and Langley Park School for Boys. The number of entrants in the other schools/colleges remains similar to the previous year.

For the first time in over five years, Bromley's attainment in the A Level examinations fell below the national figures. There may be some correlation between the lower % A*-B grades being achieved in schools with larger numbers of entrants, if pupils were taught in only one group/class. However, there is no way to discern this without individual school attainment figures.

AS Level in Religious Studies 2018-2019

Exam Year	No. Bromley schools	No. of Bromley entrants	Bromley % A-B grades	National % A-B grades	Bromley % A-E grades	National % A-E grades
2018	13	189	36%	36%	89%	86%
2019	8	119	48%	36%	90%	88%

School	No. entries: 2019
Bishop Justus	4
Bullers Wood	17
Darrick Wood	1
Harris Girls' Academy Bromley	3
Langley Park School for Boys	1
Newstead Wood	6
St Olave's & St Saviour's	34
The Ravensbourne	53

Please Note: No figures for 2018 AS Level were provided.

The number of examination entrants and attainment seems solid in Bromley schools and colleges. In particular, there are large numbers of entrants in St Olave's & St Saviour's and The Ravensbourne, and attainment of both % A-B grades and % A-E grades has increased and are now above the national figures.

Agreed Syllabus

Bromley's currently Agreed Syllabus was launched in the autumn term of 2013, and is being revised, with lengthy consultation with Bromley schools, by the RE Adviser.

This will be in three sections with an introduction by the Chair, including supplementary teacher materials and examples devised with schools through the teacher networks. A strong enquiry pedagogy model is at the core of the revised Syllabus, with clarity about what quality RE should look like and why it should be taught in all Bromley schools.

Collective worship

Bromley guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Bromley Education website, and SACRE has agreed to review its guidance on determinations for Collective Worship.

There have been no determinations regarding Collective Worship this year.

Management of SACRE

The Chair of Bromley SACRE is Rev. Roger Bristow from the Church of England representative Group B. The Vice Chair is currently Councillor Brooks, from Group D.

A detailed action/development plan is produced for SACRE each year aligned with the financial year of the council and is regularly updated by the RE Adviser and revisited by SACRE in meetings.

In the Summer meeting SACRE completed a detailed self evaluation (Appendix 1), and the RE Adviser provides recommendations from this, from which the year's action plan (above) is derived.

One of the priorities has continued to be to involve more teachers in the SACRE. A number of teachers from both primary and secondary and Academy and maintained schools have responded to an invitation in joining the Council. All new members are given a copy of the NASACRE handbook when they join.

Membership of Bromley SACRE during 2018-19

A - Other Faith representatives	
Mrs Samantha Barnett (until July 2019) <i>Jewish</i>	Mr Saiyed Mahmood <i>Muslim</i>
Mrs Patricia Colling <i>Roman Catholic</i>	Mr Arvinder Nandra <i>Sikh</i>
Mrs Donna Gold (from July 2019) <i>Jewish</i>	Dr Omar Taha (from July 2019) <i>Muslim</i>
Mr Sanjay Gupta <i>Hindu</i>	Mrs Edlene Whitman <i>Free Church</i>
Mr Ray Hagley (until March 2019) <i>Free Church</i>	

B – Church of England representatives	
Rev. Roger Bristow (<i>Chair</i>)	Mr Christopher Town
Mrs Virginia Corbyn (until March 2019)	Rev. Steve Varney (until March 2019)
Ms Jan Thompson (from July 2019)	

C – Teachers representatives	
Mrs Denise Angell (<i>Primary</i>)	Mr Lee Kings (from February 2019) (<i>Secondary</i>)
Ms Hannah Arnold (<i>Primary</i>)	Ms Stella Oduola (<i>Secondary</i>)

D – Councillor representatives	
Councillor Robert Evans	Councillor Kate Lymer (from May 2019)
Councillor Kevin Brooks	Councillor Keith Onslow
Councillor David Jefferys	Councillor Chris Pierce

Officers

Mrs Carol Arnfield Head of Service - Early Years, School Standards and Adult Education
 Mrs Julia Andrew Head of School Standards
 Mrs Jo Partridge Clerk

Attendance of Bromley SACRE during 2018-19

Wednesday 31 st October 2018				
A	B	C	D	Apologies
Samantha Barnett Edlene Whitman	Rev. Roger Bristow (Chair) Virginia Corbyn Christopher Town Rev. Steve Varney	Denise Angell Hannah Arnold	Cllr Kevin Brooks Cllr Keith Onslow Cllr Chris Pierce	Saiyed Mahmood Arvinder Nandra Ray Hagley Cllr Robert Evans Cllr David Jefferys

Wednesday 27 th February 2019				
A	B	C	D	Apologies
Saiyed Mahmood Arvinder Nandra Ray Hagley Sanjay Gupta Edlene Whitman	Rev. Roger Bristow (Chair) Virginia Corbyn Christopher Town Rev. Steve Varney	Denise Angell Hannah Arnold Lee Kings	Cllr Kevin Brooks Cllr Chris Pierce	Samantha Barnett Cllr Robert Evans Cllr David Jefferys Cllr Keith Onslow

Wednesday 3rd July 2019

A	B	C	D	Apologies
Donna Gold Saiyed Mahmood Edlene Whitman	Rev. Roger Bristow (Chair) Jan Thompson Christopher Town	Denise Angell Lee Kings	Cllr Kevin Brooks Cllr Robert Evans Cllr David Jefferys Cllr Kate Lymer Cllr Keith Onslow Cllr Chris Pierce	Arvinder Nandra Hannah Arnold Dr Omar Taha

Bromley SACRE Self Evaluation July 2019

Appendix 1

Section 1: Standards and quality of provision of RE

How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?	<u>Established:</u> Having set up teacher networks SACRE now has a picture of what some schools are delivering. Not every schools has engaged in these networks, so schools being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated.
How does SACRE use information about standards and examinations to target support and training for schools?	<u>Established:</u> LA provides examination data, and the presentation of GCSE results has been amended in the Annual Report so that a clearer picture of school standards and provision can be defined. Information regarding performance and standards has also been collated direct with schools engaging in the teacher networks. In addition, a cross phase assessment tool has been shared with subject leaders in the hope of consistent reporting of progression in the subject.
How well does SACRE use knowledge of quality of learning to target support appropriately?	<u>Established:</u> teacher networks have been set up where schools have been able to identify areas of concern and training has been delivered to address these specified needs.
To what extent does SACRE have and use information about the effectiveness of senior and middle management of RE in schools?	<u>Established:</u> SACRE are able to identify schools where SLT support is given as identified by Subject Leaders (middle managers) attending teacher networks. SACRE are also aware of Cllr visits to schools, and are investigating ways these visits could include reference/information finding about RE. SACRE is also building links with LA and have been invited to share messages directly to SLT via the LA Borough meetings.
To what extent does SACRE use information about specialist provision in their schools to target training and recruitment?	<u>Established:</u> All schools are invited to join the teacher networks, and some specialist schools are regularly attending and sharing information. In addition, RE Adviser has built a relationship with local ITT centre. RE Adviser will liaise/inform the RE training to new recruits currently delivered by a qualified SACRE member.
To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	<u>Advanced:</u> Regular attendance to, engagement with and even hosting the teacher networks and input to ASC by academy schools, even hosting these networks.
<u>Recommendations:</u>	
a. Strengthen information gleaning and sharing via LA run SLT meetings and SACRE led subject leader networks.	
b. Invite schools to launch event for SACRE Syllabus to help build relationships with SACRE	
c. Consider creating a school-friendly RE audit form that could be shared with schools via LA website, bulletin and teacher networks.	

Section 2: effectiveness of the Locally Agreed Syllabus

How does SACRE review the success of the existing Agreed Syllabus?	<u>Advanced:</u> Effective working relationships have been established with schools through subject leader networks, and Agreed Syllabus Conferences have been attended by teachers and members from all 4 SACRE committees providing effective opportunities for consultation and have informed the revision of the Agreed Syllabus Borough. A budget is in place.
How well does the Agreed Syllabus promote effective teaching and learning in RE?	<u>Advanced:</u> LA has supported and endorses the revision of the syllabus which will include contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with Ofsted guidelines that prepares pupils for the further study of RE in Key Stage 4.
How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	<u>Established:</u> Systems are in place for all teachers to receive training via local teacher networks, and LA are in process or updating website that has open access. LA is also open to supporting training/promotion through head teachers forums. A budget is in place for the launch of the Syllabus once completed.
To what extent is the membership of the Agreed Syllabus Conference able to fulfil its purpose?	<u>Advanced:</u> two well-evaluated ASCs have been held that included training, one of which was attended by members from all 4 groups of SACRE. Outcomes from the ASC have been shared with all members of SACRE who have provided further comment.
How robust are the processes for producing a strong educational Agreed Syllabus?	<u>Advanced:</u> An open invitation has been sent to all SACRE members and teachers to inform the revision through plural ASC, SACRE meetings and teacher networks. Consultations have also been held with Diocese of Rochester officials, Ofsted representatives, other Advisers and through attendance to two relevant national conferences in the past year.

How well does the Agreed Syllabus make choices relating to the use of national documents?	Advanced: RE Adviser familiar with national documents and local Diocese materials and has delivered training to teachers, SACRE members ASC. Relevant elements of these materials will be included in the Syllabus.
Recommendations: d. Consider a launch event and/or publicity for the release of Syllabus one completed. e. Ensure consultation with those faith groups and schools that have not engaged/attended/ had input on Syllabus revision previously.	

Section 3: Collective Worship	
What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	Established: some resources and materials have been provided to schools will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, but not all schools across the Borough, and currently no visits to schools have been arranged.
How does SACRE seek to influence the quality of collective worship in the LA's schools?	Established: SACRE Chair regularly leads worship in two church schools in Borough, and other members have been invited into schools. CW has been discussed in SACRE meetings previously and were active in collating and sharing some guidance materials to schools.
How robust are SACRE's procedures for responding to requests from schools for a determination?	Established: systems are in place were a school to request a determination, and further materials and resources have been procured by SACRE in readiness, but no requests have been received. A review of policies and school application materials is required.
Recommendations: See recommendation e f. SACRE could review current policy documents and guidance g. Following launch of the Syllabus SACRE Adviser could work with schools attending teacher networks to create a profile of suitable materials/guidance document i. SACRE could include in the above guidance to schools, key evaluation questions school leaders could use to gauge quality of CW in their schools.	

Section 4: Management of SACRE and partnership with LA and other key stakeholders	
How purposeful, inclusive, representative and effective are SACRE meetings?	Advanced: Meetings are well organised and attended with SACRE members from all 4 groups/committees sharing experiences, ideas and suggestions in meetings to support agreed priorities and actions.
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	Established: Membership reflects the diversity of the local community, and all SACRE members are invited be involved in and/or attend training opportunities.
How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Advanced: Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, that is in line with some of the LA priorities (e.g. building links with schools) and is updated at every SACRE meeting.
How well supported and resources is SACRE?	Advanced: SACRE is now supported by an RE Specialist as Adviser and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions, including the funding/resourcing.
How well informed is SACRE in order to be able to advise the LA appropriately?	Advanced: SACRE has an excellent relationship with the LA, working in unison to improve the quality and provision of RE in schools.
What partnerships does SACRE have with key local and national stakeholders?	Established: SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Adviser and Chair have also attended national conferences including NASACRE. More contact with further interfaith and HE groups would 'boost' our work.

How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	Advanced: Academies are already attending and contributing to teacher network meetings and SACRE also has a representative from one of the larger academies as a member. Academies have and continue to host the teacher network meetings and contribute to the ASC.
<u>Recommendations:</u> See recommendations b and e. j. To include in action plan reference to relevant LA initiatives k. Build links with other inter faith and higher education organisations that could contribute to SACRE	

Section 5: Contribution of SACRE to promoting cohesion across the community	
How representative is SACRE's membership of the local community?	Established: We have membership that broadly reflects the religious diversity of the local community. We have also amended presentation of attendance to SACRE by each group/committee in the Annual Report so that gaps can be more easily identified.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	Developing: Limited knowledge about religious and cultural diversity in community
How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	Established: In the last year Bromley SACRE has engaged pupils in creating artwork to promote and share dates of religious and secular celebrations in an interfaith calendar was sent to every school in the Borough. We also published a Ramadan Guidance as a learning resource as and to support schools in providing for their Muslim pupils.
How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?	Developing: We don't receive enough information from the LA about their community initiatives.
<u>Recommendations:</u> l. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps m. Investigate opportunities for members to share more information about local community/religious events in area n. Report specifically on SACRE activities that promote community cohesion to LA in the Annual Report o. Ensure reference to community cohesion is included in the Locally Agreed Syllabus currently being revised p. To include in agenda opportunities for LA to share relevant initiatives regarding community cohesion	