

ANNUAL REPORT
NORTHUMBERLAND
STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION

ACADEMIC YEAR 2013 - 2014

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Letter from the Chair of SACRE

The work of Northumberland's SACRE has continued (sometimes in very challenging circumstances) and 2013 – 14 proved to be another busy year.

The focus of our work continues; monitoring Ofsted reports, looking at the work of individual schools, considering the examination results and looking at best practice here and elsewhere.

Looking back over the last few years, it is clear that the challenge facing Northumberland SACRE of meeting statutory responsibilities in an era of unprecedented pressure on funding gets more difficult as time passes. A massive reduction in revenue funding for an LEA acknowledged to be one of the most poorly funded in England has meant resources to support the work of SACRE have diminished, but the commitment of all SACRE members continues. We depend very heavily on the goodwill of a tiny central team who have an impact way beyond their numbers.

The picture within the LEA is mirrored in many schools; pressure on budgets and competing priorities mean the place of RE is threatened. The introduction of the Ebac and questions over the status of RE have meant the very survival of RE as a subject in some schools is now in question.

Northumberland SACRE have raised these concerns with our Northumberland MP's and have reminded schools of their statutory responsibilities in terms of RE.

I feel privileged to serve as Chair of SACRE and to work with a team of dedicated, enthusiastic and knowledgeable members. Our meetings are a pleasure and based on a shared commitment to the continuation of the best possible provision of teaching and learning. Reflecting the diversity of multi faith Britain in our secular society is an important part of the work of our work supporting schools.

My sincere thanks are due to my colleagues and all who have supported us in our work over the last year.

Robert Arckless,

Chair of Northumberland SACRE

SACRE Meetings

The SACRE met on three occasions in the academic year 2013 - 2014, on 16th October 2013, 29th January 2014 and 11th June 2014. On each occasion the SACRE was quorate. A majority of SACRE members were able to attend all or at least two SACRE meetings, thereby ensuring continuity and progression from one meeting to the next. To sustain links with the academies, the Head of Philosophy, Theology and Ethics at Bede Academy had observer status. The Head of RE at Astley High School also had observer status, even though the school is not an academy, but later became a voting member of the SACRE as a Representative of the Teachers' Associations.

Advice Offered

The SACRE advised the local authority that, in order for the SACRE to fulfil its responsibilities adequately, consideration should be given to:-

- (a) allocating an agreed budget for the financial year, and
- (b) ensuring that the part-time RE Consultant is given an appropriate number of days per annum to meet his various responsibilities.

Regarding the budget, the SACRE received assurances that all reasonable costs would be met centrally. Regarding the part-time RE Consultant, it was agreed that he would work for ten days on SACRE-related matters on behalf of the local authority for the financial year ending 31st March 2014 and for eight days for the financial year thereafter.

The SACRE advised the local authority about schools where good or excellent work is undertaken in relation to RE and collective worship, and about schools where there is still room for improvement.

The SACRE also emphasised that the current OFSTED inspection framework makes it almost impossible to draw firm conclusions about the quality of RE, collective worship or Spiritual, Moral, Social and Cultural (SMSC) Development. For some years now, inspection of subject teaching has been much less of an issue (although the SACRE appreciates that "RE: realising the potential", published by OFSTED in 2013, has important and instructive things to say about how RE is taught nationally).

The SACRE made a few recommendations to the local authority about the training programme that might be offered to teachers in the academic year 2013 - 2014. However, the SACRE recognises that some of the most effective training now and in the future will be provided to staff in individual schools, or to RE teachers in specific partnerships working through Continuing Professional Development (CPD) programmes which they shape themselves.

Religious Education

The SACRE has been able to monitor the quality of RE by various methods, including:

- public exam results (in particular, those at GCSE and A Level);

- feedback from individual SACRE members following visits to schools;
- reports from the RE Consultant following his visits to schools;
- consultations with RE Co-ordinators and Heads of RE Departments;
- feedback from teachers attending training courses;
- examples of good practice described in the SACRE's termly Newsletter;
- the albeit limited information deriving from OFSTED inspection reports (OFSTED inspection reports no longer offer comment on the standards of teaching and learning in RE).

From September 2012, OFSTED began to use a new inspection framework and, as a result, inspection reports assumed a character and an appearance markedly different to the period up to that point. Up to August 2012, every inspection report contained a table in which different aspects of a school's work were assigned a grade. One aspect of a school's work which was assigned a grade was SMSC Development. Because RE had not benefited from inspection for a number of years, the grade for SMSC was, in nine cases out of every ten, the only light that OFSTED inspection reports shone on RE, albeit indirectly.

From September 2012, only four aspects of a school's work have been assigned grades in an inspection report:-

- achievement of pupils,
- quality of teaching,
- behaviour and safety of pupils, and
- leadership and management.

Consequently, SMSC is no longer assigned a grade. This means that, since September 2012, inspection reports do not readily provide insights into SMSC, let alone RE. It is true that SMSC often secures a comment or two in an inspection report, but inspection teams do not comment about SMSC in every report. Moreover, as was discovered when an officer engaged in a trawl through some of the inspection reports for September 2013 to July 2014, the most that you find are comments such as "*Students' SMSC Development is promoted well in lessons*" or "*SMSC is addressed superficially*". In consequence, OFSTED inspection reports no longer provide the means to draw reliable conclusions about the quality of SMSC within a local authority. The monitoring role of the SACRE has therefore been made even more difficult than it was prior to September 2012.

The Locally Agreed RE Syllabus

A revised Locally Agreed RE Syllabus was ready for use in schools from September 2011. Decisions about what would be revised were shaped, to a considerable degree, by the outcomes of a questionnaire circulated in 2008 to all schools using the Agreed Syllabus. However, the content of the "Non-Statutory National Framework for RE", "Transforming RE" and "Religious Education in English Schools: non-statutory guidance" also helped determine the decision-making process. As a result, changes were not made to the units of study themselves (RE teachers believe that the existing units of study allow for sufficient breadth, depth and flexibility, and therefore almost unanimously petitioned for their retention), but changes were made to the introductory and the

guidance components which establish the broader context for RE in the contemporary era.

Needless to say, most of the very little CPD provided in the academic year 2013 - 2014, and the great majority of school-based and electronic (email) consultations, were undertaken with the view to ensuring that schools and RE teachers were in a better position to successfully implement the revised Agreed Syllabus.

Standards in RE

Above, we have discussed how difficult it now is to comment in an informed way about the quality of RE and SMSC Development in Northumberland schools because of the latest inspection framework and the inspection reports which derive from it. Here, we concentrate on results in public exams.

RE GCSE Full Course

In 2014, 863 students sat the RE GCSE Full Course. 96.4% secured A* to G grades and 55% secured A* to C grades.

The comparable figures for earlier years are as follows:

2008:	788 students, 98.6% (A* to G) and 66.2% (A to C)
2009:	470 students, 99.8% and 79.8%
2010:	532 students, 99.8% and 75.8%
2011:	565 students, 100% and 79.5%
2012:	872 students, 96.6% and 54.2%
2013:	794 students, 94.6% and 58.2%

The number of entrants in 2014 is an improvement on the figure for 2013 and almost as high as the best ever year of 2012. Results for A* to G grades in 2014 demonstrate a slight improvement on the outcome for 2013 and are in line with those for 2012, but remain lower than for the years 2008 to 2011. Results for A* to C grades in 2014 are lower than for any year since 2008, with the exception of 2012.

Although in Northumberland the number of students who sat the Full Course rose by 9%, while nationally the figure was only 7%, the results themselves compare unfavourably with the national situation. Nationally, 71.5% of students secured A* to C grades, but only 55% of students secured the highest grades in Northumberland. Moreover, while the number of students securing the highest grades nationally has fluctuated by only 2.2% over the last seven years, in Northumberland the fluctuation has exceeded 25% (compare 2009 with 2012). Northumberland's results for A* to C grades indicate that performance is falling, and to a level significantly below the national average.

Having said that, among Northumberland schools with a significant number of entrants for the Full Course (40 or more), stand-out results derived from:

Prudhoe Community High where 95.9% of entrants secured A* to C grades, and Hexham Queen Elizabeth High where 78.8% of entrants secured A* to C grades.

RE GCSE Short Course

When the annual report was drafted (early January 2015), records at County Hall relating to the 2014 RE GCSE Short Course were incomplete, so what follows is merely provisional. Based on responses gleaned from just over half the County's secondary and high schools, 312 students sat the RE GCSE Short Course. 93.8% secured A* to G grades and 63.9% secured A* to C grades.

The comparable figures for earlier years are as follows:

2008: 1445 students, 94.5% (A* to G), 37.8 (A* to C)%
 2009: 1467 students, 94.5%, 30.6%
 2010: 944 students, 92.4%, 26.7%
 2011: 901 students, 91.3%, 36.6%
 2012: 656 students, 80.0%, 25.9%
 2013: 635 students, 88.1%, 32.2%

We strongly suspect that, based on the figures currently available, the total number of entrants in 2014 fell significantly below the figure for 2013 (the total number of entrants for the Short Course is unlikely to exceed 400), but it would appear that, for the students who sat the exam, results were far better than for any year since 2008.

Figures nationally indicate that Short Course entries fell dramatically by about 30% from 169,088 in 2013 to 118,421 in 2014. In Northumberland, however, the number of entries would appear to have fallen by even more than 30%.

We know for certain of only two schools where students sat the Short Course, and both schools had a significant number of entrants (of 40 or more):

Prudhoe Community High School where 99% of entrants secured A* to G grades and 72% secured A* to C grades, and Alnwick The Duchess Community High School where 91% secured A* to G grades and 60% secured A* to C grades.

2014's projected figure of about 1260 for the total number of entrants for the RE GCSE Full AND Short courses is yet another significant decline in the number of entrants since the year before (1429. Please see the table below). However, even more depressing is to compare the number of entrants for 2008 (2233) with the number of entrants for 2014 (about 1260). This is perhaps the most obvious measure of how rapidly RE at GCSE has contracted within a majority of the County's secondary and high schools.

2008: 2233 students
 2009: 1937 students
 2010: 1476 students

2011: 1466 students
 2012: 1528 students
 2013: 1429 students

We feel compelled to conclude that RE GCSE is presently in a perilous state in many Northumberland secondary and high schools. While the perilous state of RE GCSE in the County as a whole, to some degree, reinforces the remarkable achievements at Prudhoe, Alnwick The Duchess's and Hexham Queen Elizabeth High Schools, the following questions must be asked: Firstly, why has the popularity of RE GCSE declined with such rapidity and in a manner not reflected nationally?

Secondly, what arrangements are made by the County's secondary and high schools to ensure that students not studying RE for an accredited GCSE course are benefitting from their statutory entitlement to an RE programme of study shaped by the content of the locally agreed RE syllabus?

RE AS Level

In 2014, 44 students sat the RE AS Level. 68.2% secured A* to E grades and 13.6% secured A* to B grades. From 2008 to 2013, the number of students who sat the RE AS Level were 25, 36, 47, 34, 38 and 45.

The comparable figures for the two years before 2014 are as follows:

2012: 38 students, 97.5% (A* to E) and 25% (A* to B)
 2013: 45 students, 83.7% and 14%

The figures above indicate a downward trend in terms of performance, especially in relation to the percentage securing A* to E grades. Nevertheless, the number of students sitting the RE AS Level is probably too small to allow for meaningful discussion about trends.

RE A Level

In 2014, 71 students sat the RE A Level. 100% secured A* to E grades and 33.8% secured A* to B grades. From 2008 to 2013, the number of students who sat the RE A Level exam were 104, 107, 106, 101, 88 and 70. The number of students who sat the RE A Level in 2014 was almost exactly the same as the number who sat it in 2013, but the number was significantly down on all years from 2008 to 2011.

The comparable figures for the two years before 2014 are as follows:

2012: 88 students, 98.9% (A* to E) and 43.7% (A* to B)
 2013: 70 students, 100% and 34.8%

While the percentage of students securing A* to E grades is consistent over the three year period, those securing the highest grades has declined by almost 10% since 2012. Nationally, those securing the highest grades over the same three year period has declined by only 1.7%, which does not reflect favourably on the County as a whole.

Many of the concerns expressed by the members of the SACRE about the well-being of RE in our secondary and high schools for the last two to three years seem to be confirmed by these worrying trends.

Methods of Teaching, Choice of Teaching Materials and Professional Development

The Locally Agreed RE Syllabus does not prescribe what teaching and learning methods teachers should use (although it does reflect on the variety of methods that teachers might utilise). Consequently, teachers select the methods they deem to be most appropriate, given the content addressed and the needs and the learning styles of the pupils and students concerned. Needless to say, as the children get older, more mature and more sophisticated in their outlook, and as greater emphasis is placed on *learning from* rather than *learning about* religion and belief, teachers in Middle, Secondary and High Schools experiment with less didactic and more open-ended and exploratory teaching and learning methods, ones designed, above all, to create independent learners able to engage with the evidence in a dispassionate and rational manner.

However, some OFSTED inspection reports, and anecdotal evidence deriving from SACRE members and others, reveal that some of the most innovative teaching and learning methods exist in our First Schools - whereby every effort is made to approach the study of religion and belief in a cross-curricular manner. Such cross-curricular approaches emphasise that, for large numbers of people, religion and belief impact on many, if not all, aspects of life.

Again, the Locally Agreed RE Syllabus does not prescribe what teaching and learning materials should be used, but the non-statutory guidance highlights a wealth of printed and electronic material which teachers may find useful. Moreover, the Agreed Syllabus contains up-dated advice about good resources that have come on stream since 2004. The Northumberland SACRE termly Newsletter and RE Continuing Professional Development (CPD) training sessions are used to up-date teachers about more recently produced teaching and learning materials.

RE teachers can access training about RE from at least five possible sources:

- contacting the Northumberland CPD College to arrange in-house RE training for an individual school, for a cluster of schools, or for RE co-ordinators/heads of RE in a partnership;
- contacting the part-time RE Consultant or the School Improvement Partner/Adviser with responsibility for RE;
- contacting the North East Religious Learning Resources Centre (NERRC);
- attending training events arranged by neighbouring local authorities which are offered to teaching staff beyond their boundaries;
- joining the RE Teachers' Support Group, co-ordinated by staff at Kenton School in Newcastle, which can be accessed by interested teachers in Northumberland and all the Tyne and Wear local authorities except Sunderland.

During the academic year 2013 - 2014, schools where training/in-depth consultations were undertaken included:

3 First Schools
2 Middle Schools and
1 High School.

Issues addressed during school-based training/in-depth consultations included:

- The content of the Locally Agreed RE Syllabus;
- Revising RE long-term plans to better reflect the demands of the Agreed Syllabus;
- RE and Assessment for Learning;
- Ensuring feeder Middle Schools within a partnership teach the same topics to the same year groups;
- Good visitors and places to visit; and
- Inspiring RE.

Discussions with the North East Religious Learning Resources Centre suggest that no NCC teachers were able to attend any of the RE-related courses provided by the Centre.

Complaints Concerning RE

During the course of the year, no formal complaint relating to RE was received by the local authority.

Collective Worship

NCC's most recent Policy and Guidelines for Acts of Collective Worship (ACWs) was formally launched in September 2007. During the academic year 2013 - 2014, the SACRE termly Newsletter regularly reminded schools about the sound advice the document contains.

No formal complaint relating to collective worship was received by the local authority. Nor was the SACRE required to make a determination about the appropriateness, for either a school or a group of pupils or students in a school, of collective worship which is wholly or mainly of a broadly Christian character.

Taking the County as a whole, there are very few recorded instances of pupils or students withdrawn from RE or ACWs. We take this as confirmation that most schools are therefore providing RE and ACWs which take full account of the rich diversity of religion and belief that presently exists in Northumberland. In other words, RE and ACWs are provided in ways that are in sympathy with the needs and aspirations of the whole school community.

Links with Other Agencies

National:

Membership of the National Association of SACRE (NASACRE).

Local/Regional:

Close working relations exist with the North East Religious Learning Resources Centre (NERRC); Close working relations exist with the region's Free Church denominations and other religious and faith communities, some of which are represented on the SACRE (e.g. the Hindu/ISKCON, Jewish and Sikh communities);

Close working relations exist with the Anglican and the Roman Catholic dioceses, which are represented on the SACRE;

Close working relations exist with the North East Humanists, who are represented on the SACRE; Individual SACRE members sit on other SACREs in the region, or are asked to attend other SACRE's meetings to contribute to discussions and debates.

SACRE Arrangements

Staff

The local authority has a School Improvement Partner with ultimate responsibility for RE and Collective Worship, but such responsibility is merely one among many. Consequently, the local authority employs part-time (approximately 10 days per annum) a Consultant to assist with matters relating to RE and Collective Worship. Democratic Services provides the SACRE with a clerk who not only minutes the meetings and fields correspondence, but also engages in a host of tasks designed to ensure that the SACRE can conduct its business in an enviably efficient and cost effective manner.

Finance

Regarding a budget, the SACRE has received assurances from the local authority that all reasonable costs will be met centrally.

Any Other Business

The Northumberland SACRE continues to publish a termly A4 Newsletter which varies in length from 4 to 8 pages. The Newsletter keeps school-based colleagues informed about the latest developments relating to RE and ACWs; highlights best practice within the County; notifies about training options; provides early warning about important festivals and national and international events that schools may wish to discuss during RE lessons or ACWs; and alerts teachers about the most up-to-date RE resources. It is pleasing to note that a few other SACREs in the region (e.g. Darlington, North Tyneside, Gateshead) have found it beneficial to experiment with similar exercises designed to promote best practice.

Every 3 to 4 weeks during term time, the RE Consultant sends approximately 60 colleagues across the County an email containing useful information about Religious Education, Acts of Collective Worship, community cohesion and a host of equality and diversity matters.

During the academic year 2013 - 2014, the SACRE continued to work its way through its Action Plan (which was up-dated in January 2012) to ensure its work has structure and coherence. (The up-dated Action Plan can be found in Appendix 2). The National Association of SACREs singled out the Northumberland Action Plan as one worthy of emulation.

The SACRE has a designated webpage (accessible via the Northumberland County Council website) where schools, teachers and governors can access the revised Locally Agreed RE Syllabus, the Policy and Guidelines for Acts of Collective Worship, and copies of all the SACRE newsletters, amongst other things.

Schools were encouraged to consider applying for the highly worthwhile Accord Award for Inclusive Schools, and attention was also drawn to the RE Quality Mark and the Farmington Fellowships for headteachers and teachers of RE/RS. Moreover, one of the SACRE's most comprehensive discussions revolved around the issue of what sort of relationship should the SACRE sustain with the growing number of academies.

The Northumberland SACRE Members, 2013 - 2014

(a) Representatives of Other Churches and Faiths

Baptist Church	Represented by the United Reformed Church
Methodist Church	Mr. D. Fenwick
Roman Catholic Church	Ms. J. Cousin
United Reformed Church	Reverend E. Marley OBE
Hinduism	Bhakti Rasa Adhikhara
Judaism	Mrs. D. Van Der Velde
Sikhism	Harpal Singh

(b) Representatives of the Church of England

Mrs. E. Bainbridge
 Mrs. R. Ferguson
 Mr. D. Johnson
 Mr. P. Rusby

(c) Representatives of the Teachers' Associations

Mrs. L. Atkinson
 Miss F. Gannon
 Mr. T. Nicholls
 Mrs. H. Shaw

(d) Representatives of the Local Authority

Councillor G. R. Arckless (Chair)
 Councillor A. H. Murray
 Councillor J. E. Smith
 Councillor B. Pidcock

(e) Co-Opted Member

Mrs. C. Butterworth North East Humanists

Terms of Reference

Terms of reference as per Circular 3/89, Circular 1/94 and legislation such as the 1988 Education Reform Act and the 1996 Education Act:

“To advise the Authority upon such matters connected with religious worship in County schools and the religious education to be given in accordance with an agreed syllabus as the Authority may refer to the Council or as the Council may see fit.”

APPENDIX 2

The SACRE Action Plan

APPENDIX 3

Distribution List:

All Schools in Northumberland
 Head of Children's Services, Northumberland County Council
 Department for Education
 University of Newcastle-upon-Tyne
 University of Northumbria at Newcastle
 County Library Service, Northumberland County Council
 Northumberland's four MPs
 All Northumberland County Councillors
 The CE and RC Diocesan Authorities
 Karenza Passmore, North East Religious Learning Resources Centre
 Rev Liz Mullen, Moderator Northern Synod, United Reformed Church, Northern Synod
 Office, 4 College Lane, Newcastle-Upon-Tyne, NE1 8JJ
 Rev. L. Osborn, Chairman of District, Methodist Church
 Mr. D. Lennox, Secretary of the Baptist Union, North East Region Interfaith Group in
 Newcastle
 North East Humanist Association
 Harnham Buddhist Monastery, 2 Harnham Hall Cottages, Belsay, Northumberland, NE20
 OHF
 The Board of Deputies of British Jews
 The United Hebrew Congregation, Newcastle
 The Newcastle Reform Synagogue
 Muslim Council of Britain, PO Box 57330, London, E1 2WJ
 Sikh Council for Interfaith Relations UK, 43 Dorset Road, Merton Park, London, SW193EZ
 NASACRE

Northumberland SACRE Action Plan 2012-2015

Key Element: Monitoring standards, quality and provision of RE. Rationale: To monitor, support and evaluate the implementation of the Agreed Syllabus.					
Objective	Action	Responsibility	Costing	Success criteria/Outcomes	Date achieved
To support school staff as they implement the Agreed Syllabus	Provide, or help to organise, support (e.g. consultations), as requested, and Continuing Professional Development (CPD), as appropriate, for all staff in a school, or for RE subject leaders/specialists in one or more schools	GH, PA	GH's and PA's time	<p>All schools develop schemes of work which comply with the Agreed Syllabus</p> <p>Support and CPD for RE subject leaders/specialists results in increased teacher confidence and improved practice</p> <p>The quality of RE improves in all key stages</p> <p>Pupils and students enjoy RE even more than at present</p> <p>Teachers apply the QCA level descriptors to pupils' and students' work</p>	

<p>To monitor delivery of the Agreed Syllabus</p>	<p>Encourage schools to submit examples of schemes of work to SACRE</p> <p>GH or PA to report to SACRE about delivery of the Agreed Syllabus observed during visits to schools</p>		<p>GH's and PA's time</p>	<p>Pupils and students engage more effectively in peer- and self-assessment</p> <p>ICT is used appropriately as a learning tool</p> <p>The amount of time allocated to RE matches the advice in the Agreed Syllabus</p> <p>Evidence exists that schools are meeting their statutory duties in relation to the Agreed Syllabus</p> <p>SACRE is better informed about what is being taught in schools</p>	
<p>To monitor progress in public exam courses</p>	<p>Examine RE/RS exam results annually for short GCSE, long GCSE and post-16 courses, and compare results</p>	<p>GH, PA to liaise with the data management team</p> <p>GH, PA to collate data for Autumn/Spring</p>	<p>GH's and PA's time</p> <p>GH's and PA's time</p>	<p>SACRE has an accurate picture of the provision of exam courses and the success achieved by students in the County</p>	

<p>To ensure that good use is made of RE resources in schools that close</p>	<p>with past results in Northumberland and nationally</p> <p>Letter to closing schools seeking information about what will be done with their RE resources</p>	<p>meeting of SACRE</p> <p>Chair, GH</p>	<p>GH's time</p>	<p>Resources recycled and used at point of need</p>	
<p>Key Element: Monitoring the provision and quality of Collective Worship.</p>					
<p>Rationale: To audit Collective Worship provision and ensure good use is made of the 2006 NCC Collective Worship policy and guidelines.</p>					
<p>Objective</p> <p>To monitor provision of Collective Worship in relation to the 2006 Collective Worship policy and guidelines</p>	<p>Action</p> <p>Letter to all schools seeking confirmation that Collective Worship follows the advice in the 2006 policy and guidelines</p>	<p>Responsibility and date</p> <p>Chair, GH</p>	<p>Costing</p> <p>GH's time</p>	<p>Success criteria/outcomes</p> <p>SACRE has an accurate picture of Collective Worship provision throughout the County</p>	<p>Date achieved</p>

<p>To invite schools to share with each other successful ACWs complying with the 2006 Collective Worship policy and guidelines</p>	<p>Letter to all schools with appropriate information</p>	<p>Chair, GH</p>	<p>GH's time</p>	<p>A number of model ACWs exist which can be disseminated among schools</p> <p>Collective Worship is inspirational, of a consistently high standard and addresses diverse teaching and learning styles</p> <p>Opportunities for pupil and student participation in preparing and presenting Collective Worship are increased</p> <p>Collective Worship is inclusive for all pupils and students whether they are Christian, followers of other faiths or have no faith at all</p>	
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Key Element: The development of SACRE's role and work.					
Rationale: To raise awareness of SACRE's role and responsibilities among schools and the local community.					
Objective	Action	Responsibility and date	Costing	Success criteria/outcomes	Date achieved
To comply with SACRE's statutory responsibilities, on behalf of Northumberland County Council	Produce a 3 year SACRE Action Plan		PA's time	Raised awareness of the role and the responsibilities of SACRE amongst SACRE members	
To continue producing a termly SACRE Newsletter for schools	Formation of an editorial group	SACRE	LP's support and time, PA's time as editor/drafter of material, LA design team support and time Cost of producing and distributing the Newsletter	Awareness of SACRE's role and responsibilities raised among schools and governors Teachers contribute examples of good practice to disseminate via the Newsletter Good practice re. RE and Collective Worship is replicated in readers' schools The amount of copy produced by the editorial team is reduced	

<p>To produce an annual report about the work of SACRE for QCDA, etc.</p> <p>To broaden the membership of SACRE, thereby ensuring, a) all four voting committees have sufficient representatives for SACRE to be quorate, and, b) other stakeholders are represented through co-option or as observers</p>	<p>Chair to collate information and write the report for QCDA, etc.</p> <p>The Church of England, other faith communities, Teachers' Associations and the Local Authority to be approached for representation, as appropriate. Other stakeholders to be approached, as appropriate</p>	<p>Chair, PA, GH, LP</p> <p>Chair, LP, PA</p>	<p>GH's, PA's and LP's time</p> <p>LP's and PA's time</p>	<p>as others, including teachers, contribute by writing articles</p> <p>Statutory duty met and good work carried out by SACRE and NCC schools affirmed</p> <p>SACRE embraces a rich variety of religions and beliefs, and accesses the viewpoints of a wide range of stakeholders, all of whom seek to improve RE and Collective Worship in Northumberland</p> <p>SACRE enhances its knowledge, understanding and skills re. RE and ACWs</p> <p>SACRE informed about concerns, priorities, developments, etc. across the country as they relate to RE and Collective Worship</p>	
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<p>To send a delegate to NASACRE’s Annual Conference</p>	<p>A representative of/officer associated with SACRE volunteers to attend the Conference and to report to SACRE about the main outcomes</p>		<p>Conference fee, return rail fare to venue. Officer’s time, if an officer attends</p>	<p>SACRE informed about the concerns, priorities, etc. of SACREs elsewhere in the UK, and about the latest developments in relation to RE and Collective Worship</p>	
<p>To organise the occasional SACRE meeting in a school or academy rather than County Hall</p>	<p>NCC officers enquire of schools or academies that would like to host a SACRE meeting</p>	<p>LP, GH, PA</p>	<p>LP, GH and PA’s time</p>	<p>SACRE acquires first-hand insight into RE and/or Collective Worship provision in specific schools or academies, and SACRE’s profile is raised beyond County Hall</p>	

P.S. This significantly reduces the workload compared with the 2008-11 action plan, despite the addition of an extra action point. But are there any oversights? E.g.:

Should we reflect annually on what is happening in Northumberland re. free schools and academies (e.g. the number and where they are emerging and the impact on SACRE’s work/client group)?

Should we engage in a task to ensure that all those schools which must use the Agreed Syllabus are actually using the new one and not the old one?

Do we need to remind schools of their statutory duty to provide RE and Collective Worship – or are the occasional reminders in the Newsletter adequate/sufficient?