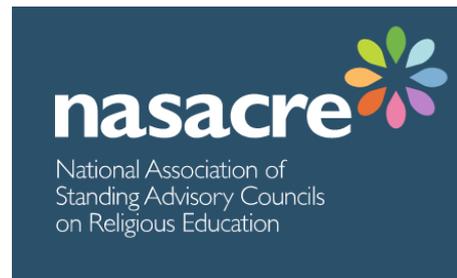


BROMLEY STANDING ADVISORY COUNCIL  
ON  
RELIGIOUS EDUCATION

**BROMLEY SACRE**  
**ANNUAL REPORT**  
**FOR THE ACADEMIC YEAR 2019-2020**



*BROMLEY SACRE is a member of the National Association of SACREs*  
**Introduction to the Annual Report 2019-20**

**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 2019-2020, including the period of the Covid 19 pandemic, which had an impact on the work of SACRE.

**Contacts**

**SACRE Chairman**

Rev. Roger Bristow  
SACRE.Chair@bromley.gov.uk  
0208 462 1280

**Clerk to SACRE**

Mrs Jo Partridge, Bromley Council  
joanne.partridge@bromley.gov.uk  
0208 461 7694

**Chair's Introduction**

I continue to be indebted to Joanne Partridge who, in her role of Clerk to SACRE, gives invaluable support to both the Committee and to me. Stacey Burman as our RE Adviser has worked hard, during a very difficult year for everyone, to provide as much support as possible to schools. We were delighted to at last be able to launch the revised Bromley Agreed Syllabus, albeit not with the celebration we had hoped for, and Stacey continues to provide support and resourcing to RE Teachers as they implement it within their schools. I was delighted to be given the opportunity to introduce the new syllabus at a virtual meeting of the School Governors' Forum.

I am grateful also to Jared Nehra, Bromley Director of Education, and to Julia Andrew and Carol Arnfield, who assist us to deliver a high level of support to Bromley's schools, and especially to 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 remain 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 children and young people 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 on: 13<sup>th</sup> November 2019 and 4<sup>th</sup> March 2020. The Summer term meeting was cancelled due to the Covid 19 pandemic. The topics under discussion at these meetings included:

- Networking and training for primary and secondary teachers
- Launch of the Bromley Agreed Syllabus
- Provision of further support materials aligned to the Syllabus
- Borough RE Calendar Interfaith Competition
- Accommodation for SACRE meetings and the move to online meetings
- Website access to SACRE information
- 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 and Advisor have maintained their working relationships with national bodies including NASACRE. Whilst the Covid 19 pandemic caused complications, the Advisor was still able to deliver training and CPD support to both primary and secondary schools via online sessions, held with support from the LA.

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 2019-2020 the RE Adviser, with immense support from the LA, has been able to continue to run termly teacher networks for both primary and secondary schools. These continue to have increasing attendance and school engagement, including academies, Special schools and schools with specialist SEND/Autism units. During the period of Covid 19, these sessions were held online, and included support for curriculum planning using the new 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 continuing to work collaboratively with the RE Adviser to create curriculum and teacher support materials in line with the Locally Agreed Syllabus, some of which have been 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 further and stronger 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 2018-19 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 (2019). Up to 25 schools are now regularly engaging with these networks.

'Drop down days' or 'off timetable'/focus days in RE are rare, with most now 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, whilst 13 schools are now regularly engaging with these networks and/or communicating with the Advisor, some schools admit 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. However, in another school, Bullers' Wood, through support of the Advisor and network, the provision for RE has doubled, with concerted efforts to develop their KS3 curriculum.

The RE Adviser has been working with Bromley LA to populate the new SACRE page on the Bromley Education Matters website, which is being accessed by schools and has attracted further attendance to the RE networks being run. The Revised Locally Agreed Syllabus has been uploaded onto this, along with other previously approved guidance and policy documents already made available, including the Ramadan Guidance published previously. Additional materials, currently being developed with teachers by the Advisor will also be added.

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

### **Standards and Quality of Provision of RE 2018 - Public Examinations**

Due to the Covid-19 pandemic, pupils did not sit formal examinations for the academic year of 2019-20. Pupils were instead graded through internal assessment, and therefore no official/verified data was provided.

The following text and tables detail the received data for the previous years, where 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: Different 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.

### Collective worship

Bromley guidance on Collective Worship with ideas and suggestions for quality collective worship is on the Bromley Education website. A review of policies and school application materials has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.

There have been no determinations regarding Collective Worship this year.

### Management of SACRE

The Chair of Bromley SACRE remains 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.

Following the Autumn meeting 2020, SACRE completed a detailed self evaluation (Appendix 1), for the preceding academic year. The RE Adviser provides recommendations from this, from which the following 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.

### **Agreed Syllabus**

It is a legal requirement that SACREs review their Syllabus every 5 years.

Having completed a review, the new Bromley Agreed Syllabus for Religious Education was published in 2020 following a lengthy and wide spread consultation with teachers and local faith leaders, as well as taking into account the publication of the Final Report of the Commission on RE (CoRE) September 2018, articles and papers such as "A New Settlement Revised: Religion and Belief in Schools" July 2018 and 'State of The Nation' of 2017, and the latest Ofsted Inspection Framework.

As such, decisions have been made to incorporate specific reference to how our RE Syllabus contributes to pupils' understanding of 'British Values', as well as including an emphasis on strong pedagogical practice of enquiry learning, providing greater support for the development of the skills in enquiry, critical analysis, reflection and comparison. These all promote AT2 (attainment Target) in lessons.

Although we could not hold an official launch event due to the Covid 19 pandemic, this Syllabus has now been made available via the Bromley SACRE webpage. Early reports suggest it has been well received by schools, but a more in depth review will take place in the future academic years.

In addition, the Advisor is now working with volunteer schools to devise additional supplementary materials to support curriculum planning in line with the Syllabus. This includes long term curriculum planning as well as medium term units of learning. These will all be made available on the SACRE webpage in due course.

### **Community Cohesion**

SACRE has membership that broadly reflects the religious diversity of the local community, and we now present attendance to SACRE for each group/committee in the Annual Report. This makes it easier to identify additional/alternative members to be invited to join SACRE.

Interfaith activities and exchanges were planned for the launch of the Syllabus for this year, but had to be cancelled due to Covid 19. To help promote religious, cultural and ethnic diversity, a project has been agreed for the next academic year 2019-2020: to devise and create 'REal Resources' for schools. This will engage SACRE members in making and sharing videos of responses to key religious questions.

The new locally agreed syllabus now includes references to how RE supports community cohesion, including through SMSC and British Values, and also encourages a much deeper understanding of all religions, thus hopefully leading to improved cohesion.

Bromley SACRE also continues to engage pupils in creating artwork for an interfaith calendar, which promotes and share dates of religious and secular celebrations. This calendar was sent to every school in the Borough. We have also published Ramadan Guidance as a learning resource to further support schools in providing for their Muslim pupils.

Further, SACRE members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities during meetings.

## Membership of Bromley SACRE during 2019-20

A - Other Faith representatives					
Mr Daniel Coleman	<i>Catholic</i>	Mr Sanjay Gupta	<i>Hindu</i>	Dr Omar Taha	<i>Muslim</i>
Mrs Donna Gold (July 2019)	<i>Jewish</i>	Mr Saiyed Mahmood	<i>Muslim</i>	Mrs Edlene Whitman	<i>Free Church</i>
		Mr Arvinder Nandra	<i>Sikh</i>		

B – Church of England representatives	
Rev. Roger Bristow ( <i>Chair</i> )	Mr Christopher Town
Ms Jan Thompson	Rev. R Archer (November 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 Odusola	<i>Secondary</i>
Mrs Caroline Ringham	<i>Primary</i> (March 2020)		

D – Councillor representatives		
Councillor Kevin Brooks	Councillor David Jefferys	Councillor Keith Onslow
Councillor Robert Evans	Councillor Kate Lymer (May 2019)	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 2019-20

Wednesday 13 <sup>th</sup> November 2019				
A	B	C	D	Apologies
Mrs D Gold Mr S Mahmood	Reverend R Archer Rev R Bristow (Chair) Mr C Town	Mrs D Angell Mr L Kings	Cllrs: Kevin Brooks Robert Evans Kate Lymer Keith Onslow Chris Pierce	Cllr David Jefferys Hannah Arnold Arvinder Nandra Dr Omar Taha Jan Thompson Edlene Whitman

Cancelled: Wednesday 24<sup>th</sup> June 2020

Wednesday 4 <sup>th</sup> March 2020				
A	B	C	D	Apologies
Mr D Coleman Mrs D Gold Mr S Mahmood Mr A Nandra Dr O Taha Mrs E Whitman	Rev R Archer Rev R Bristow (Chair) Ms J Thompson Mr C Town	Mrs D Angell Mr L Kings Mrs C Ringham	Cllrs: Kevin Brooks Robert Evans David Jefferys Keith Onslow Chris Pierce	Cllr Kate Lymer Hannah Arnold

<b>Section 1: Standards and quality of provision of RE</b>	
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. The network sessions now attract nearly half of all schools, and all members are notified of attending schools at SACRE meetings. Not all schools have engaged in these networks, so schools are regularly being contacted to provide correct details of subject leader to ensure all SACRE/LA opportunities are being disseminated. Further, following the Syllabus launch, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.
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. However, this will not be able to be the case for the 2019 examinations. 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 included in the new Agreed Syllabus and 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. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured and will be made available to Bromley schools in due course.
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.
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. 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> : The new syllabus was launched in 2019, and includes contributions from teachers and members from all 4 SACRE committees. It was unanimously and enthusiastically Agreed and is now available on the SACRE website. Schools are already adopting the Syllabus, and Advisor is gathering informal feedback through well attended teaching networks, as well as through email communication direct from schools. Several schools are also involved in co-writing curriculum planning materials with the Advisor to support the new Syllabus, and work here is quality assured, and it is hoped that pupil work samples can be used as evidence in support of a review. Further, actions will be taken in due course to develop and share a school-friendly RE audit form via LA website, bulletin and teacher networks.
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 that now includes contemporary pedagogy at its core, and clarifies expectations of pupils and teachers in line with the latest 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> : The launch of the syllabus was delayed due to Covid 19, but plans and a budget were in place. However, there are systems in place for all teachers to continue receiving training via local teacher networks, and LA have updated their website provision so that SACRE has its own page and the Syllabus is available via this. Emails from schools demonstrate that this has been accessed. In addition, the LA is also open to supporting training/promotion through head teachers' forums, and has communicated with these groups regarding the syllabus.
To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	<u>Established</u> : The completion of the syllabus and its unanimous agreement would not have been achieved without two well-evaluated ASCs, which was attended by members from all 4 groups of SACRE. Teacher Representation across all phases needs boosting to ensure more consistent attendance at SACRE meetings.
How robust are the processes for producing a strong educational Agreed Syllabus?	<u>Advanced</u> : LA budgeting allowed widespread and in depth ASC consultations made available to all SACRE members and all Bromley schools. These were well attended. Consultations have also been held with Church of England and Catholic Diocese officials, Ofsted representatives, and through attendance by the Advisor to two relevant national conferences and in meetings with other Advisors.
How well does the Agreed Syllabus make choices relating to the use of national documents?	<u>Advanced</u> : RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials and has delivered training to teachers, SACRE members and ASC. Relevant elements of these materials have been included in the Syllabus. Teachers have received training about the principles and key documents behind it.
<u>Recommendations:</u> In addition to a. above: b. Ensure continued consultation and review 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?	<u>Established</u> : some resources and materials have been provided to schools and will continue to be available via the new LA website. A picture of what Collective Worship (CW) has been gained from schools attending networks, and through contact with/requests from members of SACRE, but not all schools across the Borough have provided feedback.
How does SACRE seek to influence the quality of collective worship in the LA's schools?	<u>Established</u> : 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 and SACRE are aware of the issues and concerns in this area. SACRE has previously collated and shared some guidance materials to schools. Focus this last academic year has been on the Agreed Syllabus.
How robust are SACRE's procedures for responding to requests from schools for a determination?	<u>Advanced</u> : 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 has been completed and a robust discussion was held at our November meeting 2019 in how we might respond to a request for a determination and we believe we are ready should one arise.
<u>Recommendations:</u> c. SACRE Advisor could work with schools attending teacher networks to create a profile of suitable materials/guidance document d. 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?	<b>Advanced:</b> 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?	<b>Established:</b> 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?	<b>Advanced:</b> Action plan is detailed with resourcing at each step, which is linked to key SACRE objectives, and 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?	<b>Advanced:</b> SACRE is supported by an RE Specialist as Advisor and senior LA representatives attend and contribute to the meetings and in the completion of agreed actions. SACRE is supported with funding/resourcing, and additional funds were achieved in 2019 through successful application of a bid.
How well informed is SACRE in order to be able to advise the LA appropriately?	<b>Advanced:</b> 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?	<b>Established:</b> SACRE is building and strengthening links with local networks, including academy and local faith communities and teacher training organisations. SACRE Advisor 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?	<b>Advanced:</b> 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 offered, and continue, to host the teacher network meetings and contribute to the ASC.
<b>Recommendations:</b> e. 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?	<b>Established:</b> We have membership that broadly reflects the religious diversity of the local community. We amended presentation of attendance to SACRE by each group/committee in the Annual Report from 2018 onwards, so that gaps can be more easily identified. Following this, additional/alternative members have been sourced and invited to join SACRE. Attendance from membership from some faiths continues to be noted and will be acted upon accordingly. It has been suggested that the Census in 2021 may assist in identifying further groups that may require representation.
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<b>Developing:</b> Interfaith activities and exchanges had been planned for the launch of the Syllabus for this year. However, these had to be cancelled due to Covid 19. There is certainly room for more active involvement with local groups in collaboration with SACRE to help promote religious, cultural and ethnic diversity. Therefore, a project for academic year 2019-2020 to devise and create 'REal Resources' for schools will engage SACRE members in making and sharing videos of responses to key religious questions, and will hopefully boost knowledge about religious and cultural diversity in community. In addition, to support the Syllabus, the Advisor has been working with schools to develop teaching planning materials, which will be made available on the SACRE website.
How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<b>Established:</b> The new local curriculum (locally agreed syllabus) encourages a much deeper understanding of all religions and engagement with why followers feel and behave as they do. This deeper understanding can only lead to improved cohesion. The syllabus includes references to how RE supports community cohesion. Bromley SACRE also continues to engage 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. We will also include specific reference to how actions and activities of the SACRE have contributed to community cohesion in the next Annual Report, and members are now encouraged – and have been- advertising relevant initiatives and activities in their local communities with SACRE during meetings.
How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?	<b>Developing:</b> We are not aware of LA initiatives linked to the promotion of community cohesion. Any events etc. must be advertised to the wider community as otherwise only those directly involved will be aware of the efforts and will have minimal impact.
<b>Recommendations:</b> f. Continue to monitor membership and attendance to identify and send invitations as needed to fill any gaps g. Devise a project for next academic year which develops SACRE members knowledge and contribution to understanding of other faiths in the community	

