

## Southampton SACRE Development Plan 2007-08

### **Dimension 1: Standards and Quality of Provision of RE**

*(How effectively does SACRE, in partnership with the LA, monitor and evaluate standards and the quality of provision for RE in schools?)*

*How effective are the strategies to improve standards and the quality of provision?*

*'from Ofsted 'Self-evaluation & SACREs: a guide')*

<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Implications / resources</b>
Improve the data and evidence base about standards and quality of RE in <u>every</u> learning establishment (including schools, PRUs, Sixth Form Colleges)	1. Devise a prompted framework for a RE self evaluation form. Key questions and hard evidence can be collected, e.g. by pupils. To be completed by: RE Subject Leader; Senior Leadership Team, and at least seen by governors.	End of Dec 2007	
	2. Provide supportive materials, e.g. about statutory duties and ways it can be gathered – e.g. collective worship, use of agreed syllabus. Also device cross referencing with: School prospectus; Ofsted reports and Youth Parliaments	End of Dec 2007	
	3. Draft specification for commissioned work, e.g. framework collection, collaboration, analysis reporting. Establish timetable.	End of Dec 2007	
	4. SACRE to approach LA for funding and endorsement.		
	5. Broach at meetings of HT and RE teachers.	Jan 2008	Data to be anamolised, but not anonymous.
	6. Finalise prompted framework and process report and circulate to learning establishments (online?) and launch.	April 2008	
	7. Frameworks to be completed by learning establishments.	By Oct 2009	LA to be responsible for gathering and chasing.
	8. Interim engagement of SACRE members at milestone meetings of commissioned work and influence outline of report.	half term.	
	9. Reports to full SACRE Spring Term 2008 and review next steps to inform strategy for improving standards and quality.	Spring Term 2009	To be annual process.
To provide professional development through the provision of professional journals.	1. LA to take out collective subscription to key journals e.g. RE Today, Hampshire RE News.	Immediate	
	2. SACRE to approach LA for funding and endorsement.		

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<b>Dimension 2: Management of SACRE and partnership with the LA and other key stakeholders</b> <i>(How far does SACRE's partnership with the LA enable it to carry out its responsibilities effectively?</i> 'from Ofsted 'Self-evaluation & SACREs: a guide')			
Objective	Actions	Time	Implications / resources
1. Meetings and general management of SACRE	At the start of the meeting – a moment of reflection / silence – thought for the day. Meetings at places of worship - open to RE Teachers.	Next meeting to start – then regular item.	Funding (or SACRE – all activities (from LA).
	Move beyond routine matters to consider wider issues about Quality of RE / collective worship. "Sec 48". Proactive challenging.		e.g. Youth strategy, youth offending, teenage preg., PSHE, alcohol, smoking and citizenship.
2. Membership Educ. Training	Enable access to courses / training – routine / specific. Annual Training Event for SACRE – National / key speakers (conference). Syllabus understanding. Proper induction of members / contact and biography.	Preservation. Ongoing.  Review Spring 2009	? Yes.
3. Produce Development Plan	Establish process for dev plan and review cycle. Members of SACRE supported by specialist RE advice. Ensure involvement of all stakeholders and wider consultation. Faith and non-faith reps help to produce suitable materials to support agreed syllabus.	Review 2009 Spring.	? Yes.
Representation at national events and other regional and local events	Ensure a member of SACRE is in attendance at appropriate events. NASACRE, collective worship etc in a school. RE activity in school.	Annual NASACRE	Yes. ? Travel and accommodation
4. SACRE to be a point of reference / consultation on all related policy and practise matters.	Comments from all members. SACRE to formally consult and engage. SACRE will ensure relevant information to all members on a continuous basis.		Yes.
5. Raise profile of SACRE	Develop contact with all key stakeholders. Involve others in SACRE activities. Develop an interactive website on LA/SCC portal.		Yes

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### **Dimension 3: The effectiveness of the local Agreed Syllabus**

*(How effectively does SACRE, in partnership with the LA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (eg the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?*

from Ofsted ‘Self-evaluation & SACREs: a guide’)

<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Implications / resources</b>
<b>3a.</b> To be involved in the process of reviewing the agreed syllabus.	<ul style="list-style-type: none"> <li>At the teachers’ conference the views of teachers about the agreed syllabus will be sought.</li> </ul>	Conference time linked to ASTs role at conf.	<ul style="list-style-type: none"> <li>Releasing teachers for the conference.</li> <li>Funding of ASTs time.</li> <li>Conference time.</li> </ul>
To be involved in the process of reviewing the agreed syllabus.	<ul style="list-style-type: none"> <li>Enquire as to whether Southampton SACRE / teachers are consulted – as stakeholders – by Hampshire when the syllabus is reviewed.</li> </ul>	Imminent dialogue	<ul style="list-style-type: none"> <li>Sam’s time to liaise with Clive.</li> </ul>
	<ul style="list-style-type: none"> <li>Representatives from Southampton SACRE and Southampton teachers to be part of any review process.</li> </ul>	When review happens circa 2009.	<ul style="list-style-type: none"> <li>Releasing / funding teachers to attend / take part.</li> <li>Administration e.g. mailing costs.</li> <li>SACRE members time.</li> </ul>
			<ul style="list-style-type: none"> <li>Copies of any feedback from Southampton Teachers to go to SACRE.</li> </ul>

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<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Implications / resources</b>
<b>3b.</b> Using the National Framework for Religious Education	<ul style="list-style-type: none"> <li>• Ensure that when the locally agreed syllabus is reviewed, that the NSNF is referred to / consulted as appropriate. (Maybe statutory by-law).</li> </ul>	Syllabus review 2009.	See 3a review of syllabus (3)
	<ul style="list-style-type: none"> <li>• All SACRE members to have a hard copy of the NSNF.</li> </ul>	Mailed out in advance of Jan 24 <sup>th</sup> .	<ul style="list-style-type: none"> <li>• Admin / reprographics / mailing.</li> <li>• Time to read.</li> </ul>
	<ul style="list-style-type: none"> <li>• Make the NSNF an agenda item.</li> </ul>	February?	<ul style="list-style-type: none"> <li>• SACRE meeting time.</li> <li>• Sam's time.</li> </ul>

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from Ofsted 'Self-evaluation & SACREs: a guide')

Objective	Actions	Time	Implications / resources
<b>3c</b> Developing the revised agreed syllabus <sup>1</sup>	<ul style="list-style-type: none"> <li>• SACRE liaise with representatives from Hampshire and Portsmouth SACREs as stakeholders of the syllabus. (Through meeting of chairs of SACRE?)</li> </ul>	Ongoing 2008 – 2009.	<ul style="list-style-type: none"> <li>• SACRE representatives time.</li> <li>• Meeting time.</li> <li>• Admin.</li> </ul>
	<ul style="list-style-type: none"> <li>• Syllabus Conference</li> <li>• Southampton SACRE agenda time to review the agreed syllabus, this may include correlation of feedback from Southampton teachers.</li> </ul>	2008 / 2009	<ul style="list-style-type: none"> <li>• Agenda time</li> <li>• Teacher consultation time</li> <li>• Time to correlate feedback</li> <li>• Admin</li> </ul>
	SACRE to be kept fully informed about the work of the syllabus conference.		

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<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Implications / resources</b>
<b>3d</b> - The agreed syllabus is successfully consulted / launched / implemented	<ul style="list-style-type: none"> <li>For consultation see previous (3c)</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure that Southampton schools / teachers are invited to the launch. (Teachers rather than schools perhaps).</li> </ul>	2009	<ul style="list-style-type: none"> <li>Mail at</li> <li>Teachers' time</li> </ul>
	<ul style="list-style-type: none"> <li>SACRE members invited to the launch</li> </ul>	2009	<ul style="list-style-type: none"> <li>Time</li> <li>Admin</li> </ul>
	<ul style="list-style-type: none"> <li>Southampton teachers to be offered support, guidance and training to implement the revised agreed syllabus</li> </ul>	2009 →	<ul style="list-style-type: none"> <li>Training time</li> <li>Trainers' time – buy in from Hants preferably</li> </ul>
	<ul style="list-style-type: none"> <li>SACRE members also offered training.</li> </ul>	2009 →	<ul style="list-style-type: none"> <li>Training time</li> <li>Trainers' time – buy in from Hants preferably</li> </ul>

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Objective	Actions	Time	Implications / resources
<b>3e</b> - Additional guidance is available to support the agreed syllabus.	<ul style="list-style-type: none"> <li>• Schools need to know that they can buy into this</li> <li>• Ensure that funds are available to buy in the guidance offered to Hampshire schools, e.g. the existing handbook for the Las (for training see 3d)</li> </ul>	2009	<ul style="list-style-type: none"> <li>• Money for guidance documents, e.g. handbook (training see 3d).</li> </ul>
The agreed syllabus is monitored.	<ul style="list-style-type: none"> <li>• SACRE members develop links with schools and make visits to them.</li> <li>• Schools to have a link SACRE representative (?).</li> <li>• Standing SACRE agenda opportunity for link feedback.</li> </ul>	Jan 2008 →	<ul style="list-style-type: none"> <li>• SACRE member time for visits</li> <li>• Allocation of link schools once schools have been invited to take part</li> <li>• SACRE agenda / meeting time</li> </ul>
The agreed syllabus is evaluated.	See 3a and 3c	3a & 3c	<ul style="list-style-type: none"> <li>• 3a and 3c</li> </ul>

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### Dimension 4: Collective Worship

*(How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?  
'from Ofsted 'Self-evaluation & SACREs: a guide')*

Objective	Actions	Time	Implications / resources
4a – To ensure that all schools are meeting statutory requirements in Collective Worship	SACRE to send out a letter / flyer outlining the schools statutory responsibility to provide a daily act of CW for all pupils with promise of support and guidance (C of E faith).	2008 – 2009 ?	Resolve Lists. Council of faith.
To ensure that senior management have a clear understanding of the value of CW for all pupils.	To offer CPD for all senior management, clergy and members of faith communities who lead CW in school.	2008 – 2009 ?	Ambiguity → defined list / vocab of ideas and expressions? E.g. spirit – ruach, ruah, God – Allah etc
For all staff to offer worship that is meaningful and engaging to the students.	To offer CPD to individual schools to encourage staff to see the value of worship ideas to meet legal requirements and suggest develop pupils spiritual experiences.	Ongoing	
4b – All schools providing meaningful CW for their pupils.	SACRE to send out questionnaires to HT, Chair of Govs and CW leaders (and SACRE members), signed by Clive Webster.	By February 4 <sup>th</sup> . SACRE. 2008	Simple. So that schools respond. Exploring provisions and barriers, strengths, areas for develop.



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### **Dimension 5: Contribution of SACRE to community cohesion**

*(How effectively does the SACRE, in partnership with the LA, contribute to the wider religious and racial harmony agenda?)*

‘from Ofsted ‘Self-evaluation & SACREs: a guide’)

<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Implications / resources</b>
SACRE to understand the cultural and ethnic diversity in local area.	To investigate sources of information LA, faith communities, places of worship.	By end December 2007	LA, faith communities.
To find out about local and national initiatives for social cohesion.	Contact Clive Erriker and National SACRE.	On going.	Clive Erriker, and Lilian Weatherley and Tony Blackshaw.
To be informed about initiatives promoting social and racial harmony.	To identify which organisations would compliment SACREs work with schools.	On going.	Local police, LA, local organisations who deal with racism, hate, crime, etc.