Torbay SACRE Development Plan 2017 – 2018

The categories and actions are based on NASACRE’s RETool (<http://www.nasacre.org.uk>) and NASACRE’s guidance on development planning.

# 1. Promoting improvement in the standards, the quality of teaching, and provision in RE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Action | Time scale | Resources | Reporting |
| a. RE provision across the LA | RE Audit Tool.  One third of all maintained secondary schools and non-denominational academies to be sent the self-audit tool during the academic year 2017 - 2018.  Nineteen primary schools (non-Aided or academy equivalent) to be sampled during this period.  One special school to be audited this year.  In each year two secondary schools, four primary schools and one special to be moderated in relation to judgements. | 2017 – 2018 | Set-up of audit tool and identification of schools one adviser day per year.  Analysis of data: one adviser day per year  Monitoring visits, two days for secondary schools and five half days for the primary and special schools per year.  One day writing report for SACRE per year.  **7.5 adviser days** | To stat to build a picture of RE provision across the LA |
| b. Standards of achievement and public examination entries | Analyse GCSE Full Course and Short Course results each year.  Analyse GCE A Level and AS Level results each year. | 2015 – 2018 | Collate and analyse public examination data and produce a report to SACR and the LA that analyses the results for each year in relation to historic results.  **3 adviser days.** | Report to SACRE at the autumn meeting and include the data in the annual report. Attainment report to sent to schools. |
| c. Quality of learning and teaching | Moderation of RE Audit Tool in two secondary, four primary and one special school in this academic year.  Identify good practice models through the Learn Teach Lead Project (LTLRE) Hubs, build case studies for secondary, primary and special schools.  Two secondary schools, five primary schools not involved in the RE Audit in that year to be identified and worked with, focussing on assessment of RE without levels.  Focus on special schools RE | 2017 - 2018 | **7 adviser days in the year for visits**  **2 adviser days this year for writing up and publishing the case studies on SACRE’s website** | Report to SACRE at its summer meeting 2018.  Anonymous case studies to reported on the SACRE webpage for schools to access.  Report to SACRE |
| d. Quality of leadership and management, including the provision and management of resources | RE Audit Tool monitoring and moderation visits.  Work with LTLRE to identify leadership and management issues and the resourcing of RE. | 2017 - 2018 | One hub meeting to be targeted in the autumn terms in each of the three hub areas to look at issues relating to those schools involved.  Attendance at the hub meeting and data collection for report writing.  **3 adviser days.** | Report to SACRE in the spring term 2018. |
| e. Recruitment and retention of skilled specialist RE staff | Research the current qualifications of those delivering RE in secondary schools and academies,  Possibility of repeating the exercise in each year. | 2017 | Development of the research tool, survey monkey.  Analyse results.  **1.5 adviser days in 2017.** | Report to SACRE at the Autumn meeting 2017. |
| f. Relations with academies and other non-LA maintained schools. | Audit academies (non-denominational) to look at the adoption of the locally agreed syllabus.  Audit academies to see if SACRE’s advice is being communicated effectively and if it is having an impact. | 2017 - 2018 | Secondary academies to be contacted and invited to participate in the research  Primary academies to be contacted and invited to participate in the research  Development of an academy audit tool with a focus on governance issues and curriculum freedoms  **5 adviser days in each year** | Report to SACRE each year at the spring meeting |

# 2. Evaluating the effectiveness of the locally agreed syllabus

The Syllabus according to the current timescale set out in the Education Act 1996 will mean that a review of the syllabus should be done in 2019 with a view to publication in 2019 with first teaching in that year. Hence an Agreed Syllabus Conference (ASC) should be requested in the Autumn of 2018 to begin in 2019. Monitoring of the implementation of the current syllabus, its impact on teaching and learning and its use by academies can be done in the lead up to 2019 so that any review of the syllabus can be based on evidence gathered in those years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Action | Time scale | Resources | Reporting |
| a. The review process | Agreed Syllabus Conference meetings, three per year to review the syllabus, take reports from the RE Adviser and participate in consultation events.  Meeting to be held in public with evidence from parties invited by the ASC as part of the review and re-writing process. | 2019 | **Twelve adviser days for meetings in 2019.**  **Ten days for report writing for the ASC, including textual revisions prior to publication and report to the LA for adoption at the end of the process: 2019.** | Report to SACRE on the progress of the ASC.  Reports to the ASC and LA. |
| |  | | --- | | b. The quality of the local Agreed Syllabus | | To review the implementation of the syllabus in schools moderated in the RE Audit for 2017 – 2018, with a fuller review of all schools in 2019 – 2020. | 2015 – 2018 (SACRE)  2019 – 2020 (ASC) | Case studies of how schools are planning from the syllabus and how that relates to learning in RE  **4 adviser days.**  Development of an audit tool for primary, secondary and special schools. Distribution, moderation and analysis of results.  **Ten days for adviser time (2019)** | Report to SACRE (2017 – 2018)  Report to ASC 2019 - 2020 |
| c. Launching and implementing the Agreed Syllabus | To print an agreed syllabus with one for each fte primary and special school teacher and five for each secondary school.  To launch the syllabus at six events around Cornwall (previously 11 events) with training on changes to the syllabus and supporting resources. | 2019 | There was not cost to the LA redesign or printing of the Agreed Syllabus 2014.  Two launch events in 2020 in Torbay – one secondary, one primary with an open invitation to special schools.  Day preparation for events and event booking and administration  **Three adviser days (2020)** | Report to SACRE at each meeting in 2019. |
| d. Membership and training of the Agreed Syllabus Conference | Review the membership of the ASC in light of current policy of working with Devon and Plymouth. To make decisions in terms of their respective timetables and the working group – if decided that this should be the way forward. | 2018 | Report to SACRE on the strengths and limitations of the 2014 model, including research of other ASC arrangements in England.  **Two adviser days (2018)** | Report to SACRE in 2018 for report to LA and request for an ASC in 2019. |
| e. Developing the revised agreed syllabus | Consultation events with schools:  One event for secondary schools, two with primary and one with special schools.  Consultation events with faith communities:  One event with Churches Together Devon and one with the Torbay Faith Forum  Consultation with pupils: on-line questionnaire and three focus groups across Torbay. | 2019 - 2020 | **Ten adviser days (2019 –) for the events**  **Two adviser days for the preparation and organisation (2019)**  **Two adviser days for the collation of data and the writing of reports (2020)**  **ASC member time –** 5 days per member from each committee **(56 days)** | Reports to the ASC in 2019 – 2020. |
| f. Making best use of National Guidance | Review of national guidance and other agreed syllabuses nationally.  To include government advice on the desired purpose of RE within the curriculum and the impact of the raising of the participation age for all pupils. | 2019 | **Three days** of Adviser time for research and report writing (2019) | Report to ASC. |

# 3. Promoting improvement in the provision and quality of collective worship

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Action | Time scale | Resources | Reporting |
| a. Supporting pupil entitlement | RE Audit to cover collective worship entitlement  Subcommittee of SACRE to review current guidance on Collective Worship in light of visits to schools.  Five secondary and ten primary schools to be contacted and visited, along with one special school.  Review current guidance on SACRE’s website in conjunction with Devon. | 2018 - 2019 | **4 adviser days to organise and manage the subgroup meetings with a view to reporting to SACRE**  **7.5 adviser days to conduct visits and 2.5 adviser days to identify schools and organise events.**  **1 adviser day.** | Report to SACRE at summer and autumn meetings. |
| b. Enhancing the quality of provision of collective worship | Develop data set for compliance, write up good practice in terms of long term planning, midterm planning and individual delivery.  Develop guide for those contributing to collective worship for those from faith communities to complement the guidance produced for schools. | 2018 - 2019 |  | Report to SACRE at each spring meeting in the years identified. |
| c. Responding to requests for determinations | To produce a report on the mechanism for determination and to establish SACRE policy and practice to be published on the website. | 2018 | **1 adviser day** | SACRE at its summer meeting |

# 4. Managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Action | Time scale | Resources | Reporting |
| a. SACRE meetings | Ensure that SACRE meetings occur each term as scheduled, that reports (including the Annual Report) are presented in good time.  That SACRE Actions are followed up in good time  Annual report writing and distribution  Subgroup meetings on selected topics | Each year | **3 adviser days for agenda setting and post-SACRE meeting with Chair and Vice-chair re: SACRE actions**  **9 adviser days per year for report writing, consultation and completion**  **3 adviser days for the annual report, including writing, editing, publication and distribution – including web version.**  **3 adviser days for subgroups** | To SACRE |
| b. Membership and training | Work with the Diocese of Exeter, Methodist District, Churches Together Devon and the Torbay Faith Forum to recruit members. (TFF evening events, DTC day and evening events.  Provide induction training for new members and annual training for all members in the summer prior to the AGM (summer) meeting. |  | Attend Faith Forum events, Churches Together meetings and meetings with Salisbury Diocese and the Methodist District.  **3 adviser days per year/1.5 clerk**  AGM to take place in a school. Set up the training, with the school’s involvement.  **2 days of adviser time** | To SACRE at its summer meetings |
| c. Improvement and development planning | Annually to review the development plan and to set new priorities and actions as necessary. | Annually | Accounted for in the report writing cycle above | To SACRE at its autumn meeting. |
| d. Professional and financial support | Ensure that there is a costed action plan to identify the needs of SACRE in relation to its stated objectives and statutory duties. | Annually | Accounted for in the report writing cycle above | To SACRE at its spring meeting |
| e. Information and advice | That SACRE reviews current advice and guidance. Review what is currently on the SACRE website and ensure that it is up to date and relevant  Develops new advice and guidance as appropriate. Ensure that this is evidence based in terms of SACRE’s audit of schools and monitoring of the national scene | 2018  On going | **2 adviser days in 2018**  As part of the report writing cycle and research already accounted for above.  National and local meetings. Three days for SW Advisers meeting, four days for national meetings, NASACRE. Two days for AREIAC conference per year. SW SACREs conference, one day.  **10 adviser days per year.** | To SACRE spring 2018  Each SACRE meeting as required |
| f. Partnerships with key stakeholders | Churches Together Devon  Learn Teach Lead RE project: attend three hub meetings a year (evening); produce resources when required. Attend steering group meetings and annual conference in partnership with St Luke’s College Foundation Trust. | On going | **3 adviser days per year**  **6 adviser days per year** for evening meetings.  **3 adviser** days for hub meetings  **3 adviser** days for steering group  **2 adviser** days for conference | SACRE annual report |
| g. Relations with the Academies sector | Contact Academies as noted above 1g |  | See 1g above. | See 1g above |

# 5. Contributing to cohesion across the community and the promotion of social and racial harmony

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Action | Time scale | Resource | Reporting |
| SACRE’s membership | See 4b above  Clerk to SACRE to present a membership report to each meeting. | On going | See 4b above  **3 clerk days per year**. | To SACRE meetings |
| SACRE’s understanding of the local area | Work with the data on Torbay’s changing population to ensure that SACRE is aware of demographic changes that might lead to a change in SACRE’s advice and future agreed syllabus development.  Work with Torbay Inter-Faith Forum to look at the changing demography of core member groups. | On going  On going | See 4f above | Annual report  Report to summer SACRE |
| SACRE’s engagement with the community cohesion agenda. | Prevent Board involvement, RE Adviser to work with the Prevent Team for Torbay and to link its work to SACRE | On going | **3 adviser days per year** | SACRE annual report |
| SACRE’s role within wider LA initiatives on community cohesion | To work with the Council’s equalities teams, across education and broader services. To produce a report for SACRE on what the Council is currently doing and how SACRE can support those agenda more effectively. | 2018 | See report writing 4a.  Work with the equalities team etc **2 adviser days in 2018** | Report to SACRE’s summer meeting |