



SACRE RETool

SACRE Southend LA

The SACRE RETool: Reporting and Evaluating Toolkit

Introduction

The essential role of the SACRE is to support its Local Authority (LA) and the local authority's schools in meeting the entitlement of pupils across the local authority to engage in high quality Religious Education and Collective Worship. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities and opportunities with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local authority on matters of religious education and collective worship. Like school governors, members are unpaid volunteers who give up their time to support religious education (RE) and collective worship locally.

This Reporting and Self-Evaluating Toolkit is an amended version of the original SACRE SEF (2004). It takes account of changes in inspection arrangements and in the role of local authorities, and of the development of maintained schools independent of their local authority. It is designed to help individual SACREs evaluate their role and, in particular, to consider their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the local authority and other key stakeholders.

The Toolkit highlights five key dimensions of a SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish its key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and Local Authorities as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

.The RETool focuses on the following five aspects of the work of SACREs:

1. promoting improvement in the standards, the quality of teaching, and provision in RE
2. evaluating the effectiveness of the locally agreed syllabus
3. promoting improvement in the provision and quality of collective worship
4. managing the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
5. contributing to cohesion across the community and the promotion of social and racial harmony.

Each aspect forms a section within the RETool matrix and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column SACREs may wish to identify any issues and action points within that focus as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and local authorities. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with, its Local Authority.

SACREs are invited to use the format of this RETool to compile their annual report to their local authority. A copy of the annual report should also be lodged electronically with the central database memsec@nasacre.org.uk When compiling their report, SACREs could either use the entire RETool document, or copy sections of text from it into another document; the annual report could focus on specific areas in any given year.

Section 1. Standards and quality of provision of Religious Education

***How effectively does the SACRE, in partnership with the LA, evaluate standards and the quality of provision for RE in schools?
How effective are the strategies to improve standards and the quality of provision?***

In principle, every pupil is entitled to RE of the highest quality. At its best RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for their aspirations, and a spur for their actions.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from Academies, academy chains and Free Schools where they educate pupils from the local authority which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

Information to assist the SACRE in carrying out its role is likely to come from a range of sources. This may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.)

Key Area: 1a. RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Developing A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>The "picture" remains different for Primary and Secondary schools.</p> <p>Data throughout this document is now available via the borough-wide survey composed and analysed by the RE Adviser Frances Neil. Most schools and many individual teachers in the Borough engaged with the Survey, with thanks to Justine Shipp from 'Policy and Engagement' at SBC supported FN in this work.</p> <p>Primary: Interviews with primary teachers via the RE Network and through the RE Survey have helped provide information. The full analysis of the RE Survey is available as a separate document and will assisted our understanding of how the RE Syllabus is being used in schools and how it is regarded and whether any review is yet necessary and in which areas / sections.</p> <p>The initial feedback is good, however, and another year of the syllabus with ongoing evaluation as it is employed through schools will give good quality and up-to-date information and this should be a priority of the network groups in the coming (2016 - 17) academic year.</p> <p>Secondary: Network focus has been upon changes to the syllabus for external examinations and the Network meeting has had a job to do to share information and support HOD's / teachers' through providing a forum to share their considerable worries about the speed in which major changes were introduced by the DFE without the time to prepare/share information and knowledge adequately.</p> <p>Special Education: this is an area where SACRE has yet to offer support and FN is to have a dialogue with Special schools to ascertain how they can be supported more fully by SACRE</p> <p>SACRE should decide if it is to continue to support the Network meetings and through them the schools/ teachers who attend - and their learners. SACRE's main interface with schools is through those who lead/teach the subject. Securing knowledge and supporting pupil entitlement is achieved well through the Network system otherwise SACRE becomes a body through which the 'end of entitlement' data is the only source and by then there would be nothing accomplished which could improve the quality of provision and enhance learners' experiences.</p>	

Key Area: 1b. Standards of achievement and public examination entries		
<i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Developing A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Established:</p> <p>Matches with 1a above (the importance of RE TEachers' networks is evident here).</p> <p>Primary: has been gathered via the RE survey. Teacher / SACRE meeting in July 2016 been arranged so teachers could attend and at least one each year will be at this time and planned going forward.</p> <p>For Secondary Schools results have been gathered for SACRE's Annual Report to NASACRE for 14 / 15 and will be so gathered for 15/16. Links with the LA / Academy Special schools have yet to be made so data has yet to be accessed.</p> <p>SACRE have been provided with the analysed data within the Annual report (2014-15). The LA will provide the same for 2015 - 16 so the annual report can be compiled and shared.</p> <p>SACRE to discuss and minute their responses / actions and seek advice as to their next steps to support improving and sustaining upward data trends.</p>	

Key Area: 1c Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Developing A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect. be able to circulate information about national courses and support mechanisms to schools	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Established: Relates to 1b above.</p> <p>The RE Survey provided some wide ranging and secure 'beginning-data' for SACRE. Some work has begun this conversation with Primary Lead/teachers through the upcoming RE Teachers' Network meeting. Special schools/ teachers are to be contacted and data collected / offered support as just one engaged with the survey. SACRE should know what provision is made for RE / collective worship and how it can celebrate success and support their teachers/ learners.</p> <p>FN (RE Adviser) is to meet with the new Director, Brin Morgan, with Clerk to SACRE (Robert Harris) to request SBC LA SIP information about RE is made available to SACRE.</p> <p>In the Spring Term meeting 2016, SACRE agreed to meet at a time to suit teachers to attend so they can share their information with SACRE.</p> <p>RE Adviser to share with and receive information from Special Schools / RE HOD/ Leads / Teachers about national directives / CPD/ publications via RE Networks.</p>	

Key Area: 1d Quality of leadership and management, including the provision and management of resources.		
To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?		
Developing A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
Established A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Survey and information has addressed some areas. FN sought information from the LA and will report to SACRE. Both primary and secondary Teachers' Network meetings are a good source of information.</p> <p>Ofsted Reports now only have a comment about the leadership and management of PSHE / SMSC, within which RE is an element. One maintained primary school remains at 'RI', the rest categorised as 'good/ outstanding'. Primary schools that have become academies, with the exception of Westborough and Darlington (both 'good') have not yet been inspected under their new academy categorisation. Ofsted data for secondary schools show only Futures as 'RI', Chase and Cecil Jones are yet to be inspected under their new Academy status. The remainder of maintained/academy secondary schools are either 'good' / 'outstanding' To achieve 'good' and above leadership and management must be graded as 'good'.</p> <p>The 7 (5 primary and two secondary) VA Church schools in the LA (6 RC + 1 CoE) also have Catholic / Church of England inspections regarding their RE and Collective Worship which is aligned to their Voluntary Aided status.</p> <p>The schools' Section 48 Inspections (for Schools of a Religious Character) are additional to their Ofsted Reports and are all in the 'good' or 'outstanding' category, however some of the reports are rather historic (predating 2013).</p> <p>Data collected from CES/ Diocesan / schools' websites.</p>	

Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
Developing A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Developing: This is not an area on which SACRE has collected or received from the LA / schools any formal data. SACRE could request FN to ascertain this through HOD / Teachers' networks. There is no information as to the recruitment position within LA maintained schools / or Academies in the Borough	

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Developing A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
Established A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Established: SACRE now has gathered data from the LA through the RE Survey as Secondary Academies completed this. There are 66 Schools (this includes all Independent / Academy/ Special / Primary/ Junior / Infant /Secondary) in Southend on Sea and there are gaps SACRE's knowledge i.e. of Trust / Independent schools /Academies. SACRE has data from some primary academies but not all. FN can seek the information from them if SACRE so decide. Teachers from the Primary Academies have been invited to the Lead Teachers' Primary Network Meeting - 11/7/16	

Successes/ What are we good at?

SACRE is mostly identified as 'established' from the SET details above. The RE Survey has been the main vehicle for gathering data, along with that shared within the Teachers' Network meetings.

Barriers to success

SACRE's insecurity about its role due mainly to gaps in SACRE's knowledge relating to its scope and statutory responsibilities. Training for this has been organised in September 2015 by RE Today.

Areas for development/ Action points:

- **For the SACRE**
- **Training in its statutory role and responsibilities**
- **Gathering data from special schools, academies and maintained schools relating to the appointment/retention of RE Leads / HOD / teachers / post holders**
- **Ensuring all schools are meeting the statutory requirements for schools to provide Religious Education for all students are being met, especially but not exclusively, at Key Stage 4 and beyond**
- **To meet with and offer support to Sepcial Schools, their teachers and learners recognising the schools' specific needs**

- **For the LA**
- **to share the findings of their school advisers / improvement partners, where RE has been the subject of visits to/ reports of schools, including where PSHE / British values have been included.**

Date of review (1) 31/03/2017

Date of review (2) 01/06/2017

Date of review (3)

Section 2: The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the agreed syllabus in raising standards? How effectively does the Agreed Syllabus Conference in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?

The locally agreed syllabus is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good modern AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact measures.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

Local authorities are required to review their locally agreed syllabus at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with a locally agreed syllabus that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the agreed syllabus, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusiveness and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when formal decisions about the AS are to be considered.

Academies etc are in principle free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies etc to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by existing legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: 2a – The review process

How does the SACRE review the success of the existing agreed syllabus?

<p>Developing A SACRE with developing practice would:</p>	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<p><input checked="" type="checkbox"/></p>
<p>Established A SACRE with established practice would:</p>	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<p><input type="checkbox"/></p>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<p><input type="checkbox"/></p>
<p>Where are we and where do we find evidence to support this?</p>	<p>Developing (with elements of Established) :</p> <p>The RE Survey and RE Teachers' Network meetings are the main opportunities to collect views of those who lead /teach RE and use the Aggreed Syllabus. The information has not been gathered in a systematic way, nor in a way that allow this to feed into a constructive debate through which improvements can be made and shared.</p> <p>To move to "Advanced": The RE Survey has provided some information but further information will be needed and gathering and analysing this should be a priority in academic year 2016 - 17 to begin the process of reviewing the syllabus.</p> <p>The syllabus is relatively early in its life-span but reviewing is a long process so starting in September 2016 - 17 is a good tactic to employ</p>	

Key Area: 2b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in religious education? Is it “fit for purpose”?</i>		
Developing A SACRE with developing practice would:	ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE. make clear the value of RE in school both in terms of learning and of wider issues.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Established:</p> <p>The feedback so far is that the RE Syllabus is very good and both Primary and Secondary Teachers (it is used in a more limited number of secondary schools compared to primaries) consider it to be:</p> <p>a very good comprehensive document; clear and easy to use and adapt; it supports their teaching, well; Presently only one area has been identified, by one teacher, as in need of discussion 'Yr 2 content'.</p> <p>To move towards "Advanced" there needs to be evidence that the LA is promoting the Syllabus through encouraging and supporting the provision of 'inspirational RE CPD' . FN to speak to HOD/Leads via the Networks and SETSA / Carillon about their provision in September going forward.</p> <p>The RE Survey shows the limits of information about budgetary support for RE in schools which SACRE may be able to obtain through interrogating LA School finance systems.</p>	

Key Area: 2c – Launching and implementing the Agreed Syllabus		
<i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<p>Developing A SACRE with developing practice would:</p>	<p>provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.</p> <p>have little training provision for implementing the revised syllabus.</p> <p>be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>use other forms of communication (for example the LA website) to promote the launch.</p> <p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	<input checked="" type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.</p> <p>provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>There was a launch of the New Syllabus in 2013 but limited provision for training at implementation although the conference day that was held was of good quality and well led and attended. Feedback was very positive.</p> <p>SACRE could consider repeating training (which was a conference for teachers and pupils) to support schools/ teachers and learners.</p> <p>SACRE could consider funding RE Today and Culham St Gabriels to provide another Excellent RE course for RE Primary Leads / teachers.</p>	

Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC) To what extent is the membership of ASC able to fulfil its purpose?		
<p>Developing A SACRE with developing practice would:</p>	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input checked="" type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Established (elements of Advanced which will be achieved if training is received and employed in decision making):</p> <p>SBC has 3 meetings scheduled which take place each year, one each school term. Membership, which is maintained in accordance with the diversity of the local community, faith and other representative groups, and attendance has strengthened over the last two terms. Meetings are well-chaired. Members have grown in confidence and are very willing to contribute to meetings.</p> <p>Agendas and associated papers are circulated in advance for consideration by members by the proactive clerk. Training has been offered for September 2016 through provision by RE Today which will be at a cost of £350 for the session to be purchased through the SACRE budget.</p>	

Key Area: 2e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Developing A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	<input type="checkbox"/>
Established A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Established: See sections 2B/C/D above The Agreed Syllabus is relatively newly in place and revision is to be started as outlined above</p> <p>Consultation and revision of the syllabus should begin through the RE Network Meetings for Teachers.</p> <p>The Syllabus has only been in schools for just two full academic years but revision now would prevent a whole re-write becoming necessary and maintains a freshness within the document.</p> <p>The RE Survey has already contributed to this and feedback from Teachers' Network meetings will also contribute here, starting in September, 2016.</p>	

Key Area: 2f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
Developing A SACRE with developing practice would:	<p>have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way.</p> <p>have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.</p>	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	<p>be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances.</p> <p>Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.</p>	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>take full account of national documentation in the construction of the revised Agreed Syllabus, while ensuring their work reflects local circumstances.</p> <p>The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.</p>	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Established: See Comment above - training opportunity to be sourced for Septemebr 2016 The documents listed below are all available on the internet. This list may need updating and FN will research this over the summer recess and compile the appropariate links to documentation in preparation for the September 2016 meeting.</p>	
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and "Religious education in English schools: "Non-statutory guidance 2010".		

Successes/ What are we good at?

A good Agreed Syllabus for Religious Education is in place and being used by the majority of primary schools and 2 secondary schools in the Borough. Feedback from RE Leads/Teachers is generally good.

Barriers to success

Information gathering about the RE Agreed Syllabus is not systematic or thorough.

Members of SACRE are not familiar with their RE Agreed Syllabus document so are not best placed to comment upon it, review it or support teachers who are using it. The LA has a Canon Printing facility within the Civic Centre that prints documents at a reasonable cost.

Areas for development/ Action points:

- **For the SACRE**
- **If SACRE decide, FN will source a costing for the printing of a number of copies for members of SACRE and report back to SACRE at their July meeting.**
- **To decide from where they take advice in the revisions of the Agreed Syllabus (this may not be necessary depends upon the outcome of any information gathering that is undertaken)**

- **For the LA**
- **To continue to support SACRE by providing a clerk to prepare and facilitate and attend meetings. To be aware of and contribute to and support SACRE in enacting their statutory duties and responsibilities**
- **To support SACRE by providing data of the diversity of the local community**
- **To provide to SACRE links to publications that are current / new**

Date of review (1) 31/03/2017

Date of review (2) 01/07/2017

Date of review (3)

Section 3. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Maintained schools are required to provide a daily act of collective worship for every pupil. In community schools not having a religious foundation, the acts of collective worship should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of collective worship in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily collective worship.

Collective worship can be a rich and rewarding element of the curriculum as a whole. SACREs have the opportunity to enhance the quality of collective worship by appropriate guidance and support.

Key Area: 3a – Supporting pupil entitlement		
What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?		
<p>Developing A SACRE with developing practice would:</p>	<p>be unaware of the issues facing schools in providing collective worship.</p> <p>provide little advice or support towards fulfilling pupil entitlement to collective worship.</p>	<input checked="" type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship.</p> <p>provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have a balanced and realistic overview of provision and its challenges across the LA.</p> <p>provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement.</p> <p>obtain feedback from schools to evaluate the impact of advice and support, and periodically reviews its strategies for supporting pupil entitlement.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Developing: Information regarding Co Wo has been shared via the RE Survey but not enough perhaps to indicate we are, as yet, "established". More information should be sought to be able to move towards "established"</p> <p>Via the RE Survey, schools have requested support and sharing of information about:</p> <ul style="list-style-type: none"> - visitors who are willing and able to lead Collective Worship, well - collecting and implementing evaluations - sourcing and sharing avenues / resources / websites etc. to share with schools. 	

Key Area: 3b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Developing A SACRE with developing practice would:	<p>not be adequately supported for promoting quality of provision of collective worship.</p> <p>have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data.</p> <p>have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.</p>	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	<p>have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools.</p> <p>understand what effective provision is but members of the SACRE have little 'hands-on' experience of collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<p>Here SACRE 'hovers' between 'developing' and 'established'.</p> <p>SACRE has some data via the RE Survey but this needs to be explored further perhaps by visiting schools where it is considered COWO is well managed and delivered, to address issues of training and support needed / requested.</p>	

Key Area: 3c – Responding to requests for determinations		
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<p>Developing A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input checked="" type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p> <p>Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Developing: No requests have been received within the last few years, there is, however, one pending. This would be an opportunity to include such questions / issues in a training event for SACRE Members. FN has sourced training through RE Today, should SACRE agree to fund it via its allocated LA Budget. The training will inform and support members of SACRE to fulfil their Statutory duties addressing in particular the question of "determinations for RE and Collective Worship" for schools. It is anticipated that this will become a more regular aspect of SACRE's work due to the 'academisation' of schools following the statements within the government's 2016 Budget Statement and subsequent "White paper".</p>	

Successes/ What are we good at? Training has been sourced for SACRE to address requests for "determinations" in respect of Collective Worship.

Barriers to success

Not knowing the situation in the schools in the Borough with respect to their provision of Collective Worship.

Lacking the skills to support schools, i.e sharing knowledge of good speakers, members of faith communities and the local community who will visit schools and lead worship in schools.

Areas for development/ Action points:

- **For the SACRE**
- **Creation of a database to support schools when seeking to visit places of worship, places with a 'special meaning' i.e. the war memorials, sites of devotions and historical interest.**

- **For the LA To support SACRE by sharing knowledge of which schools are academys, or converting to academy status so SACRE can seek the relevant information and "determinations " can be considered.**

Date of review (1) 31/03/2017

Date of review (2) 01/07/2017

Date of review (3)

May 2015
RETool
<http://www.nasacre.org.uk>

Section 4: Management of the SACRE and partnership with the LA and other key stakeholders

How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and collective worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported, by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the Local Authority, it is more likely that the members of the SACRE will be able to contribute both to the SACRE's work and to the LA's wider strategic objectives.

By bring together many local stakeholders (faith/belief communities, teachers, local politicians and cooptees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and collective worship, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. These core and value added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and Council meetings rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies etc by exploring ways in which an academy "presence" can be incorporated into SACRE itself, e.g. by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 4a – SACRE meetings		
How purposeful, inclusive, representative and effective are SACRE meetings?		
<p>Developing A SACRE with developing practice would:</p>	<p>hold meetings regularly with:</p> <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers <p>Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.</p>	<input checked="" type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Established: Mainly as the Clerk, Chair, and FN set the agenda. Attendance has been an issue in the past but in 2016 new membership has been encouraged and attendance has been much improved. This has been supported by the Clerk preparing and circulating papers in advance, securing suitable venues and good time-allocations for the agendas to be followed and adhered to. The timing of the SACRE meetings is not conducive to the attendance of teachers (as they are in class). Moving the timing of meetings during the year is the best option to securing their attendance and sharing the convenience and inconvenience among SACRE members, who understandably have family responsibilities, other roles in society and professional lives, to manage. Not all members are the decision makers as to whether or not they can attend. Teachers must take a role in SACRE so it is receiving their professional views, celebrations and concerns. Not all teachers will be able to, or will wish to, attend, so the Network Meetings are the best way to facilitate teachers' voices overall and for SACRE to relate positively to their concerns and to support them appropriately.</p>	

Key Area: 4b – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Developing A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Established: 3 Members of SACRE attended the training conference held by NATRE, in January 2016. Induction and training needs to be addressed so members are skilled in their responsibilities. The membership is governed by the percentages, diversity and representation of the faith / groups and professional communities within the area of the LA.	

Key Area: 4c – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Developing A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>

<p>Where are we and where do we find evidence to support this?</p>	<p>Between Developing and Established: Plans were made to attend the NASACRE Conference but could not take place for unforeseen reasons.</p> <p>An action plan has been developed through the process of compiling this Self Evaluation Tool but to move towards / achieve 'Advanced' SACRE will need to be aware of, and link their work more closely to, the LA's "wider objectives" and priorities. FN will secure documentation to support this so members can consider their plans to achieve this.</p>
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<p>Key Area: 4d – Professional and financial support <i>How well supported and resourced is SACRE?</i></p>		
<p>Developing A SACRE with developing practice would:</p>	<p>have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.</p>	<input type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.</p>	<input checked="" type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects.</p> <p>The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Elements of 'Established' and 'Advanced':</p> <p>FN has been present on behalf of the LA representative.</p> <p>A modest Budget of £5K is allocated and has been accessed to:</p> <p>support the Teachers' Network meetings, CPD, a Borough wide learner and teacher conference to address British Values Education, called "Respect for All learners in Southend", support Lead RE Teachers to attend the Strictly RE Conference and to purchase a British Values resource book for schools.</p> <p>Evaluations show that the impact of these events was very high, teachers valued the events a great deal and are looking for similar provision in the next academic year.</p> <p>The LA also support SACRE by funding the subject specialist, the RE Adviser whose role is to enable and support SACRE meet its responsibilities, to access and receive appropriate documentation, keep abreast of national and local strategies and legislation.</p>	

Key Area: 4e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Developing A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA rather than ask questions of the LA and challenge its work.	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Developing / Established: 2015 -16 LA provided information on request. Thanks go to Jana Kenton, PA to the Director Educaiton, LA , for circulating the request to secondary schools and encouraging them to comply with the request. The LA provided composite data sheets from the DFE showing the external examination results. FN has analysed the 2014-15 results within the Annual Report 2014-15 and has made suggestions as to how SACRE should follow up these. The analysis will be repeated with 2016 results. FN intends to interrogate the trends of achievement / underachievement for schools within the LA area and report to SACRE, so forward planning can be undertaken to ascertain how to support schools where consistent underachievement is evident.	

Key Area: 4f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and of what quality are these?</i>		
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and has some contact with the groups involved.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local Inter-Faith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE.	<input checked="" type="checkbox"/>

<p>Where are we and where do we find evidence to support this?</p>	<p>Elements of Developing / Established / Advanced: SACRE has little contact with parents, except those who are members of SACRE. Membership includes members of Southend Inter-Faith Forum who have offered to share their knowledge and expertise with schools and teachers but effective links beyond meetings are yet to be fully established. FN welcomes their investment and has offered to have a role here, connecting the IFF with teachers/schools via the Teachers' Networks. SACRE has visited a local school (January 2016) and pupils and their teachers showed members their work, led a walk around their school and spoke about their RE lessons. SACRE currently has effective Primary and Secondary Teachers' Networks.</p>
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<p>Key Area: 4f – Relations with the Academies sector <i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i></p>		
<p>Developing A SACRE with developing practice would:</p>	<p>have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.</p>	<input checked="" type="checkbox"/>
<p>Established A SACRE with established practice would:</p>	<p>have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.</p>	<input type="checkbox"/>
<p>Advanced A SACRE with advanced practice would:</p>	<p>have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Developing: Please see section 1.f above. SACRE has not FORMALLY addressed this specifically in the past. Currently there are no formal links to primary academies beyond those established through FN and the RE Survey. FN has invited academy RE Leads to the primary RE Teachers' Network. Links to secondary academies are through current membership of SACRE, and the Teachers' Network. This is mainly due to the fact that more secondaries have converted so there is more opportunity to engage, primary conversion is now building though and this area should be one that is addressed by SACRE.</p>	

Successes/ What are we good at? Meetings are well-managed and membership aligned to the 'make up' of the local community

Barriers to success No formal links to primary academies and limited knowledge as to whether or not they follow SACRE's Agreed Syllabus or which alternative they may have adopted, or their provision for Collective Worship.

Areas for development/ Action points:

- **For the SACRE**
 - **Make formal links with primary academies and discuss whether to invite representation upon SACRE.**
 - **Similarity for secondary and special schools academies.**
 - **To consider the educational provision of RE/ CO WO in independent, Trust schools within the LA area.**
-
- **For the LA**
 - **share their action plan successes and priorities with SACRE so work of alignment of priorities can begin through this SETool.**

Date of review (1) 31/03/2017

Date of review (2) 01/07/2017

Date of review (3)

Section 5: Contribution of SACRE to promoting cohesion across the community

How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”¹.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community.	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Established: Membership was considered and attendance improved in 2016 but there are still gaps. Current members have offered to support the Clerk to fill such vacancies.	

Key Area: 5b SACRE’s understanding of the local area		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. know about local Inter Faith groups and the work that they do in the locality.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Developing / Established (with aspects of Advanced): Members of SACRE are also representatives on the local thriving Inter Faith Forum. FN is keen to support SACRE to work more closely with the IFF to identify where there are / can be shared interests, between the groups that can benefit schools / teachers. Again, Teachers' Networks can be a good source of schools' complement and multiplicity of faith and other groups represented in their learners' population and SACRE can be made aware of the complexity of their work in this area and and the provision made within schools.	

Key Area: 5c – SACRE’s engagement with the community cohesion agenda.		
<i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i>		
Developing A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Established / Advacnced: the agreed Syllabus supports SACRE's work in this area but without knowledge of the document SACRE members cannot be well-infomed about its detail. Schools can share their work to enhance community cohesion via the networks and forums such as the IFF, the Difference and Diversity group (see 5d below). SACRE members could consider what other agencies it would wish to work with.	

Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input checked="" type="checkbox"/>

<p>Advanced A SACRE with advanced practice would:</p>	<p>be a key partner and stakeholder in the work of the local authority in this area and take the initiative in promoting activities and links, which relate to this work.</p> <p>be aware of and work in partnership with local Inter-Faith groups to ensure the LA's work has a broad consultation base.</p>	<input type="checkbox"/>
<p>Where are we and where do we find evidence to support this?</p>	<p>Established: FN, RE Adviser, is a member of the Difference and Diversity Group, chaired by Lisa Holloway (Healthy Schools Adviser) as this group has threads of work that interact positively with the aims of successful RE/ PSHE and SMSC. Most of the schools involved in this group attended the "Respect for All" Conference in March 2016 as part of their programme seeking Healthy Schools' Enhanced Accreditation. there are plans to involve these schools with Holocaust Memorial Trust work, under the auspices of the Institute of Education, in the next academic year.</p>	

Successes/ What are we good at? SACRE has good representation but this could be improved.

Barriers to success

SACRE has not forged links to other agencies on a formal basis which would increase both the knowledge about SACRE and SACRE's knowledge about the work of other groups.

Areas for development/ Action points:

- **For the SACRE SACRE to sharing links with other groups it knows about and try to find out which other groups could be contacted.**

- **For the LA**
- **to share its knowledge about schools', their populations, and any groups it supports within the LA/ Borough**

Date of review (1) 31/07/2017

Date of review (2) 01/07/2017

Date of review (3)

ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of group/committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.