

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AGENDA

**Meeting to be held in the COMMITTEE ROOM 1, CITY HALL,
PLATER WAY, SUNDERLAND, SR1 3AA on Tuesday 21st June, 2022
at 4.30 pm**

ITEM	Page
1. Apologies for Absence	-
2. Election of Chairman and Vice Chairman	
3. Minutes of the last meeting of the Council held on 22nd March, 2022 (Copy attached)	1
4. Matters Arising	
5. SACRE Membership Report of the Assistant Director of Law and Governance (Copy attached)	6
6. Proposal to Change the SACRE Constitution Report of the Assistant Director of Law and Governance (Copy attached)	8
7. Annual Report (Copy attached)	19
8. Review Short Term Action Plan	54

(Copy attached)

- 9. **NASACRE Briefing** -
- 10. **Newsletter Items** -
- 11. **Any Other Business** -
- 12. **Date and Time of the next meeting – Tuesday 18th October 2022**

ELAINE WAUGH,
Assistant Director of Law and Governance.
City Hall,
SUNDERLAND.

26th May 2022

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

HELD ON TUESDAY, 22ND MARCH, 2022 AT 4.30 PM

VENUE: SUNDERLAND COUNCIL CHAMBER, CITY HALL, PLATER WAY

Present: -

Local Councillors

Councillor Dodds
Councillor Farthing

Church of England

Caroline Weir

Co-opted

Valerie Blackett

In Attendance

Cathryn Forbes, Specialist Officer
Richard Cullen, Strategic Lead, School Improvement & Early Years
Paul Wood, Principal Governance Services Officer
Sara Gummerson, School Improvement Officer
Louise Ridings, Prospective Member – Teachers Association

As the meeting was inquorate, the following discussions could not be viewed as having been approved and therefore, could not be acted upon until approved at a future quorate meeting.

SAC159 Apologies for Absence

Apologies for absence were submitted to the meeting on behalf of Councillors McKeith, Samuels and P. Smith. Andrew Barron, Matt Moore and Jo McShane

SAC160 Minutes of Previous Meeting held on 19th October, 2021

It was AGREED that the minutes of the meeting held on 19th October 2021 were a true record

SAC 161 Matters Arising

There were no matters arising

SAC162 SACRE Membership

The Assistant Director of Law & Governance submitted a report (copy attached) for Members of the Standing Advisory Council to review and approve the list of volunteers (listed in 3.1 of the report) onto its Membership and to consider and approve the reappointment of those Members of SACRE whose Membership was due to expire (listed within 3.2 of the report).

(For copy report – see original minutes)

As the meeting was inquorate, the report could not be approved but general discussion was given to it and Ms Louise Ridings, one of the potential new Members, representing the Teachers Association was in attendance and was welcomed to SACRE.

Mrs Blackett proposed that as a Humanist that she could be moved to Category A and voting rights be given. Paul Wood advised that earlier legal advice given had confirmed that Humanists were to be considered as Co-opted Members but acknowledged that some time had passed since this advice was given and he would seek guidance if the situation had changed since.

Mrs Blackett advised that a number of Councils had since taken this route and she would forward on such instances.

Ms Weir queried what was being done in terms of networking to obtain new Members from other faiths. It was advised that efforts were continually made to obtain representation from the various faith groups from both the Chairman and the Clerk but unfortunately it continued to be the case that most requests were left unsuccessful and there did not appear to be a strong interest of people coming forward.

The report was noted and would be brought back to the next meeting for ratification.

SAC163 Proposal to Change the SACRE Constitution

The Assistant Director of Law & Governance submitted a report (copy attached) for Members of the Standing Advisory Council to discuss and approve the amendment of its Constitution in relation to Quorums and the minimum requirement of representatives needed in order to achieve a quorum.

(For copy report – see original minutes)

As the meeting was inquorate, the report could not be approved but general discussion was given to it.

Mrs Forbes queried if Members could send in written agreeance upon viewing papers for instances such as approval of the Annual Report etc, should they be unavailable to attend the meeting in person. Mr Wood advised that he would seek further clarification on this.

Ms Weir commented that she was not comfortable with the proposed change to the constitution and that it would not be applicable for the Agreed Syllabus Conference. Mrs Forbes confirmed that the change would not apply to the Agreed Syllabus Conference and that the wording of the Constitution may need to be tightened up to reflect this

With regards to achieving a quorum, discussion was had about the ability to have the meetings remotely over Microsoft Teams, and that this would aide with greater attendance. It was highlighted that other Councils were still holding meetings remotely after the removal of covid restrictions. It was agreed that Legal be contacted with the instances of this and further guidance to be sought.

The report was noted and would be brought back to the next meeting for deliberation.

SAC164 SACRE Annual Report

Mrs Forbes circulated the new SACRE Annual Report Framework that NASACRE were to conduct a national analysis of Annual Reports, along with a copy of the proposed Sunderland SACRE Annual Report for the Council's consideration before being submitted.

Consideration was given to the Annual Report and it was agreed that despite the meeting being inquorate, the Annual Report be submitted to NASACRE in order to meet the deadline and to acknowledge the time spent on pulling this together by Mrs Forbes.

It was AGREED to submit the Annual Report to NASACRE

SAC165 Work Programme

A copy of the new proposed work programme for future meetings was circulated with proposed standing agenda items and preparatory work included for discussion and any possible additions.

Ms Weir thanked Mrs Forbes for her efforts and commented that it was important the Chair and Vice Chair when appointed, meet to discuss the way forward outside of the meetings and that in terms of Action Plans it wasn't just for Mrs Forbes to do.

Mrs Forbes requested Members to review what had been done over the year and to think about possible content for the Newsletters.

Mrs Weir commented that the autumn agenda was quite heavy and suggested that the SACRE self-evaluation tool item be considered in the Summer term. Mrs Forbes agreed and advised that she would send the information out in time for the Summer meeting.

SAC166 NASACRE Briefing

Mrs Forbes updated the group on the latest NASCARE Briefing and Training and advised that this and all presentations were on the NASACRE website.

The briefing covered - the new website, which the current password circulated was still valid for and the new details would be provided once they became available.

- Ambitious SACRE's Conference – there was an online option for this and if Members were interested to contact Mr Wood in the first instance so he could forward on to the relevant officer.

- Teaching School Hubs

- AREIAC Annual Conference – there was a charge for this and details were on the site

SAC167 Newsletter Items

Mrs Forbes requested consideration of any items for the next newsletter

Ms Blackett advised that she would forward on the link in relation to the Humanist website about teaching resources.

Suggestions were made with regards to the Arts Competitions and the Chairman also suggested that space be given advising that SACRE was looking for new Members.

SCA168 Any Other Business

Mrs Forbes updated the group on the Launch of the new Agreed Syllabus, subsequent training courses and upcoming opportunities, adding that they had received plenty of positive feedback.

Ms Ridings commented that the training had been very good, very professional and was quite inspiring to see so many people online.

Ms Ridings commented that she believed the launch worked better online and the information in the new syllabus was amazing.

The Chairman advised that the feedback from the school in which she was a governor of had been very exciting and she certainly picked up on the enthusiasm for the new syllabus. The Chairman also commented that she was pleased the response to it had been so positive when so much time had been given to consider the options.

Ms Weir thanked Mrs Forbes for her work on this and enquired if there was any SACRE budget available with regards to Networks and peer support. Mr Cullen advised that they had just appointed two colleagues and it was expected that in September they could see some form of provision.

Mrs Forbes also advised the group that she had been contacted by Aiden Gillespie at Northumbria University for input in relation to a new Masters Degree in Religious Education being formed. Mr Gillespie was due to come up with a programme.

SCA169 Date and Time of the next meeting

Dates and times to be confirmed at Annual Council

(Signed) Councillor L. Farthing,
Chairman

Item 5

SACRE MEMBERSHIP

REPORT OF THE ASSISTANT DIRECTOR OF LAW & GOVERNANCE

1. PURPOSE OF THE REPORT

- 1.1 For Members of the Standing Advisory Council for Religious Education (SACRE) to review and approve the list of volunteers (as listed in paragraph 3.1) onto its Membership and to consider and approve the reappointment of those Members of SACRE whose Membership was due to expire (as listed on paragraph 3.2 of the report): -

2. BACKGROUND INFORMATION

- 2.1 Volunteers to become SACRE Members must be approved by the Council before formally being recognised as Members with voting rights (dependent upon their category).
- 2.2 Members are appointed to the Council for a period of 4 years as per the Constitution. At the end of this period, the Clerk notifies the Members in question and seeks permission to include the extension as an item on the next available agenda for the Council to approve

3. CURRENT POSITION

- 3.1 The following representatives have volunteered their services to become a Member of SACRE

Syeda Fahmena Khatun	-	Christian & Other Denomination (Muslim Rep)
Gemma Hawley	-	Teachers Association
Louise Ridings	-	Teachers Association
Laura Crane	-	Teachers Association

- 3.2 The following representative's membership of SACRE are due to expire, and it is requested that these be extended for a further 4 years from the date of this meeting.

Matt Moore	-	Christian and Other Denomination
Andrew Barron	-	Christian and Other Denomination
Caroline Weir	-	Church of England
Lisa Quinn-Briton	-	Church of England
Natalie Fountain	-	Teachers Association

4. RECOMMENDATION

- 4.1 To approve the new volunteers onto the Membership of the Standing Advisory Council for Religious Education and to extend the Memberships of those are due to expire for a further period of four years, starting from the date of this meeting.

Contact Officer: Paul Wood, Principal Governance Services Officer
Paul.wood@sunderland.gov.uk

Item 6

PROPOSAL TO CHANGE THE SACRE CONSTITUTION

REPORT OF THE ASSISTANT DIRECTOR OF LAW & GOVERNANCE

1. PURPOSE OF THE REPORT

- 1.1 For Members of the Standing Advisory Council on Religious Education (SACRE) to discuss and approve the amendment of its Constitution in relation to Quorums and the minimum requirement of representatives needed in order to achieve a quorum.

2. BACKGROUND INFORMATION

- 2.1 At present the SACRE Constitution (attached as Appendix 1) requires one representative from each of the 4 Groups A to D to be present in order for the meeting to achieve its quorum and to allow for decisions to be made.
- 2.2 Members will be aware that discussion was had at previous meetings with regard to attendances and the possibility of holding meetings remotely, making the meetings more convenient and to improve the attendance of Members.

3. CURRENT POSITION

- 3.1 Upon review of the Religious Education (Meetings of Local Conferences and Councils) Regulations 1994 which govern the setting up of the meetings and conferences, these do not allow for the use of remote meetings at this present time, however, the legal guidance given suggested that amendments could be made to the wording of the SACRE Constitution with regards to the minimum number of representatives that would be required to achieve a quorum.
- 3.2 The suggested change is included under Section 13 in the proposed amended Constitution (attached as Appendix 2 of this report).

4. RECOMMENDATION

- 4.1 To approve the proposed amended Constitution of the Standing Advisory Council on Religious Education as attached to the report under Appendix 2).

Contact Officer : Paul Wood, Principal Governance Services Officer

Paul.wood@sunderland.gov.uk

SUNDERLAND STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

CONSTITUTION

1 Introduction

- 1.1 Sections 11 and 12 of the 1988 Education Reform Act, amended by Sections 15 and 16 of the 1993 Education Act and then by Section 390 of the Education Act 1996 requires Sunderland City Council (the Local Authority) to establish a permanent body, called a Standing Advisory Council on Religious Education (the SACRE) to advise them on matters concerned with the provision of Religious Education and Collective Worship. This constitution sets out the main functions of the SACRE; membership and voting arrangements; and rules on the conduct of business.

2 Relationship of the SACRE with the Local Authority

- 2.1 The SACRE will have a separate identity and is independent of the Local Authority. The SACRE shall be consulted by the Local Authority on any issues falling within its scope of interest.

3 Function

- 3.1 SACRE's main function is to advise the Authority upon such matters connected with religious worship in Community Schools and in Foundation Schools which do not have a religious character and the religious education to be given in accordance with an agreed syllabus as the Authority may refer to SACRE or as the SACRE may see fit.

Also it :-

- can require the Authority to review its current agreed syllabus; and
- must consider applications made by a head teacher that the requirement for collective worship in Community Schools or any Foundation School which has not been designated as having a religious character to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.

- 3.2 The broad role of the SACRE therefore is to support the effective provision of Religious Education and collective worship in schools.

4 Membership

- 4.1 The SACRE shall consist of:-

- 4.1.1 persons appointed to represent respectively:-
- such Christian denominations and other religions and denominations of such religions as, in the opinion of the Authority, will appropriately reflect the principal religious

traditions in the area; (not including persons to represent the Church of England);

- the Church of England;
- such associations representing teachers as, in the opinion of the Authority, ought, having regard to the circumstances of the area, to be represented;
- elected members;
- Co-opted Members who shall hold office on such terms as may be determined by the members co-opting them.

4.2 The membership shall consist of:-

4.2.1 Group (A)

Roman Catholic representatives (nominated by the Roman Catholic)
Non-conformist representatives (Baptist, Methodist and the United Reformed Church)
Other Christian Denominations
Representatives of other faiths, including;
Jewish representative
Sikh representative
Muslim representative

4.2.2 Group (B)

Church of England representatives (nominated in consultation with the Durham Diocesan Board of Education)

4.2.3 Group (C)

Representation from such associations representing teachers as, in the opinion of the Authority ought to be represented, having regard to the circumstances of the area.

4.2.4 Group (D)

Elected Members of the Authority

The SACRE may also include co-opted members appointed in accordance with paragraph 5 below.

- 4.3 The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the groups function, reflect broadly the proportionate strength of that denomination or religion in the City of Sunderland.

5 Co-opted Members

- 5.1 The members of the SACRE, who have not been co-opted themselves, may co-opt a person, and a person so co-opted shall hold office on such terms as may be determined by the members co-opting them.

6 Term of Office

- 6.1 Members of the SACRE (with the exception of those Members appointed by Sunderland City Council) shall hold office for a four year period or until he/she is re-appointed or the appointment of his/her successor. The Clerk to SACRE shall generate letters to those whose term of office is due to cease and ensure that re-appointment (should it be desired) is an item on the agenda at the next SACRE meeting.
- 6.2 Any person co-opted shall hold office on such terms as may be determined by the members co-opting them.
- 6.3 A member of SACRE may be removed from membership by the Authority if in their opinion s/he ceases to be representative of the religion, denomination or associations which s/he was appointed to represent or (as the case may be) of the Authority.
- 6.4 Should a member of SACRE not attend three consecutive meetings, the Clerk to SACRE shall write to that member informing them that their membership will lapse if they are unable to attend the next meeting. This does not apply to Members appointed on behalf of Sunderland City Council.
- 6.5 Any member of the SACRE may at any time resign his/her office.

7 Substitution

- 7.1 Any member of the SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

8 Voting Arrangements

- 8.1 On any question to be decided by SACRE only the representative groups on the Council shall be entitled to vote and each such group shall have a single vote.
- 8.2 On formal votes it may be necessary for the four representative groups to meet separately to determine how their collective vote will be cast. To facilitate such a vote each representative group should elect a chair.
- 8.3 In the event of a tied vote groups are to revisit the issue in question until a decision has been achieved.
- 8.4 Co-opted members shall not have a vote.

9 Conduct of Business

- 9.1 Subject to the requirement of the voting arrangements above, the SACRE and, in relation to any question failing to be decided by members of the SACRE of any particular group, the members of that group may regulate their own proceedings.
- 9.2 The validity of proceedings of SACRE or of the members of the SACRE of any particular group shall not be affected:-
 - 9.2.1 by an absence or vacancy of a representative of any member of the SACRE
 - 9.2.2 on the ground that a member of the SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.

- 9.3 The representative groups on the SACRE, other than that consisting of persons appointed to represent the Authority, may at any time require a review of any agreed syllabus for the time being adopted by the Authority.
- 9.4 Three weeks in advance of each meeting, the Chair shall consult with the Advisory Teacher for RE and the Clerk to SACRE to agree the agenda. SACRE members can propose agenda items by contacting the Chair or the Clerk to SACRE. An agenda for each meeting shall be distributed two weeks in advance of a scheduled meeting, by the Clerk to SACRE.

10 Frequency of Meetings

- 10.1 The SACRE shall normally meet termly on three occasions per year.
- 10.2 Meetings of the SACRE may be convened at the request of the Chairman or any of the representative groups.

11 Sub-Groups and Working Parties

- 11.1 SACRE may appoint members to working parties which may include non-members with expertise to contribute. The working party shall not make decisions on behalf of SACRE. The working party shall preferably include members from all representative groups.
- 11.2 There shall be a permanent sub-group of SACRE able to give immediate guidance to Local Authority officers and to deal with urgent business between meetings. This sub-group shall consist of the Chair and a representative from each of the remaining three groups. Members may meet formally or consult informally by letter, telephone or e mail.

12 Reports

- 12.1 The SACRE must in each year publish a report with respect to the exercise of their functions and any action taken during the preceding year which would be forwarded to QCA by the said deadline.

13 Quorum

- 13.1 No decisions can be made at the meeting unless all the representative groups are represented at that meeting.
- 13.2 Any business discussed at an inquorate meeting would be considered for formal approval at the next quorate meeting.

14 Election of the Chair and Vice-Chair

- 14.1 The Chair of SACRE shall be elected annually at the first meeting of the new academic year, from amongst those members appointed by it. The new chair shall take up office from the beginning of that meeting.
- 14.2 SACRE shall adopt the same procedure for the election of the vice chair.

15 Observers

- 15.1 In accordance with the statutory requirements of the Education Act 1996 and associated regulations the press and public will be entitled to attend meetings of the SACRE. At the beginning of each meeting, for half an hour, members of the

public will have an opportunity to receive answers to any pre-received written questions they have submitted to the Clerk/advisory teacher.

- 15.2 In addition to an Administrative Officer appointed by the Local Authority to clerk the SACRE meetings, there will be in attendance an Advisory Teacher for RE and other persons on the staff of Children's Services, each of whom may speak but not vote.

16 Consultation Process

- 16.1 Members are advised to consult with the groups that they represent on a regular basis.
- 16.2 From time to time SACRE may, as and when appropriate, consult with parents and governing bodies of Community schools and Foundation schools and shall make contact with the parents and governors via the school.

17 Monitoring and Review

- 17.1 The effectiveness of SACRE will be assessed by internal review, annually via the SACRE Self Evaluation Form (SEF).
- 17.2 The SACRE will monitor and review the operation of the Constitution to ensure that the aims and the principles of the SACRE are given full effect and may make recommendations for ways in which it can be changed.
- 17.3 The SACRE is authorised at any time to make any variations to those parts of the Constitution to give effect to any changes in the law and where, in its opinion, needs and circumstances require it.

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1 Introduction

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Also it:-

- can require the Authority to review its current agreed syllabus; and
 - must consider applications made by a head teacher that the requirement for collective worship in Community Schools or any Foundation School which has not been designated as having a religious character to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.
- 3.2 The broad role of the SACRE therefore is to support the effective provision of Religious Education and collective worship in schools.

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- 4.1 The SACRE shall consist of:-
- 4.1.1 persons appointed to represent respectively:

- such Christian denominations and other religions and denominations of such relations as, in the opinion of the Authority, will appropriately reflect the principal religious traditions in the area; (not including persons to represent the Church of England);
- the Church of England;
- such associations representing teachers as, in the opinion of the Authority, ought, having regard to the circumstances of the area, to be represented;
- elected Members;
- Co-opted Members who shall hold office on such terms as may be determined by the members co-opting them.

4.2 The membership shall consist of:-

4.1.1 Group (A)

Roman Catholic representatives (nominated by the Roman Catholic)
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Sikh representative
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Representation from such associations representing teachers as, in the opinion of the Authority ought to be represented, having regard to the circumstances of the area.

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Elected Members of the Authority

The SACRE may also include co-opted members appointed in accordance with paragraph 5 below.

- #### 4.2
- The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the groups function, reflect broadly the proportionate strength of that denomination or religion in the City of Sunderland.

5 Co-opted Members

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- 6.4 Should a member of SACRE not attend three consecutive meetings, the Clerk to SACRE shall write to that member informing them that their membership will lapse if they are unable to attend the next meeting. This does not apply to Members appointed on behalf of Sunderland City Council.
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- 9.2 The validity of proceedings of SACRE or of the members of the SACRE of any particular group shall not be affected: -
- 9.2.1 by an absence or vacancy of a representative of any member of the SACRE
 - 9.2.2 on the ground that a member of the SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.
- 9.3 The representative groups on the SACRE, other than that consisting of persons appointed to represent the Authority, may at any time require a review of any agreed syllabus for the time being adopted by the Authority.
- 9.4 Three weeks in advance of each meeting, the Chair shall consult with the Advisory Teacher for RE and the Clerk to SACRE to agree the agenda. SACRE members can propose agenda items by contacting the Chair or the Clerk to SACRE. An agenda for each meeting shall be distributed two weeks in advance of a scheduled meeting, by the Clerk to SACRE.

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- 12.1 The SACRE must in each year publish a report with respect to the exercise of their functions and any action taken during the preceding year which would be forwarded to QCA by the said deadline.

13 Quorum

- 13.1 No decisions can be made at the meeting unless a minimum of 3 out of the 4 representative groups are represented at that meeting.
- 13.2 Any business discussed at an inquorate meeting would be considered for formal approval at the next quorate meeting.

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- 14.1 The Chair of SACRE shall be elected annually at the first meeting of the new academic year, from amongst those members appointed by it. The new chair shall take up office from the beginning of that meeting.
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- 17.2 The SACRE will monitor and review the operation of the Constitution to ensure that the aims and the principles of the SACRE are given full effect and may make recommendations for ways in which it can be changed.
- 17.3 The SACRE is authorised at any time to make any variations to those parts of the Constitution to give effect to any changes in the law and where, in its opinion, needs and circumstances require it.

New SACRE Annual Report framework

Format for the new Annual Report. NASACRE in conjunction with the DfE will be doing a national analysis of Annual Reports using this framework from September 2021.

1. An introduction including:

- Table of contents
- Words from the Chair of SACRE
 - welcoming new members, celebrating successes, thanks, etc.
- Overview, number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including Self-evaluation too – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary* (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?)

2. A section on RE (statutory responsibilities) including:

- The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS
 - Monitoring the AS, relationship with an AS review
 - Work of the ASC and associated working parties if this is currently sitting showing progress, links to other work nationally or locally
- Standards and monitoring of RE
 - This can include monitoring by scrutinising exam data, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
 - Have any schools applied for or achieved REQM awards?
- Teacher training and materials and advice for schools
- Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, complaints)
- Advice to the LA

3. A section on Collective Worship (statutory responsibilities) including:

- Standards and monitoring of CW
 - This can include monitoring by scrutinising Ofsted reports, conversations with schools, teacher groups, website trawls, presentations from teachers. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Determinations
 - How many are current and how many have been applied for and what happened? Link to Determination Process documents online. Is that refreshed, or does it need updating?

- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
 - Other information (withdrawals and how the SACRE monitors, advises or supports schools with this, Complaints)
 - Advice to the LA
4. A section on links with other bodies
- National bodies, e.g. NASACRE, the REC, central faith and belief organisations
 - Local bodies, e.g. Dioceses, Inter Faith Groups, Peace Walks, HMD events
5. A section on other areas of SACRE involvement locally
- Governor training
 - Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities
6. A section on SACRE's own arrangements (**statutory responsibilities**) including:
- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
 - Membership, representation & recruitment - quoracy, issues and successes with recruitment
 - Training for SACRE (and ASC) members
 - Finance given to SACRE for its work
7. Appendices
- Table of GCSE – short and full, A/S & A Level RS results
 - Details on CPD provided to schools
 - Any LA/SACRE policy statements on RE or CW
 - Development plan tied to funding
 - Circulation details for this AR



SACRE self-assessment tool

SACRE

The SACRE Self Evaluation Toolkit

Introduction

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. 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 as 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 LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of 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 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 LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

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

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', '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 LAs. 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 the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

Section 1: 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?

(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.¹ We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

¹ *ibid.*, page 11

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory 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 LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees 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 CW, 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. 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 meeting 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, 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: 1a – Funding: Professional and financial support		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
Requires improvement/struggling A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
Established A SACRE with established practice would:	access to some 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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Requires improvement/struggling A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>

Established A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. 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 CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. 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 and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1c – Membership and training <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	<input 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. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1d – Improvement/development planning		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Requires improvement/struggling A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a costed development 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. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
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 when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend 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 CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or	<input type="checkbox"/>

	partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	
Where are we and where do we find evidence to support this?		

Key Area: 1f - Partnerships with key stakeholders <i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
Requires improvement/struggling A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith 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 about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1g – 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>		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	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.	<input type="checkbox"/>

Established A SACRE with established practice would:	have made attempts to include academies on 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, or what is possible between academies in an area.	<input type="checkbox"/>
Advanced SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 2. 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 aspiration and a spur for action.

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 LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which 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: 2a - 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>		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
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 (e.g. a website trawl)	<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 AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an 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?		

Key Area: 2b - 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>		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
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 and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little 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 or no 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 a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this 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 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, linked to schools in need.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 2e - Relations with academies and other non-LA maintained schools. <i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
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 and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a proactive 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?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

Date of review (1)

Date of review (2)

Date of review (3)

Section 3: 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 (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

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.

LAs are required to review their AS 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 an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, 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 inclusivity 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 decisions about the AS are 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 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: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
Established A SACRE with established practice would:	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 AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. 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 design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i>		
Requires improvement/struggling A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the AS 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. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>

Advanced A SACRE with advanced practice would:	ensure that the AS 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 resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3c – 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>		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	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. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

Developing A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. 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.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. 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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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 to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. 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. Provide effective admin to support the process	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3e - Developing the revised agreed syllabus <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. 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 AS with teachers, SACRE members and the local religious/worldview communities.	<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 AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SCRE 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 AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
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Key Area: 3f - Making best use of National Guidance		
How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. 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 holistic education of the child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
*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”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Section 4. 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 CW 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 CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW 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 CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4b – 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>		
Requires improvement/struggling A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
Established A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4c – Responding to requests for determinations <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	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, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
Advanced	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>

A SACRE with advanced practice would:	members are familiar and comfortable. 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. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- For the SACRE
- For the LA

Date of review (1)

Date of review (2)

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”².

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.

Key Area: 5a – SACRE’s membership <i>How representative is SACRE’s membership of the local community?</i>		
Requires improvement/struggling A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
Established	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 type="checkbox"/>

² 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 Cante Report in 2001.

A SACRE with established practice would:		
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 or Christian communities). Endeavours 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?		

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>		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
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 and have a relationship with local interfaith groups and the work that they do in the locality.	<input 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. 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 interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>

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. Have little opportunity to promote RE's contribution to cohesion.	<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. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input 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. SACRE members 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 AS and related guidance.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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>		
Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
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 type="checkbox"/>
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**
- **For the LA**

Date of review (1)

Date of review (2)

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.



SACREs and Development Planning Activities

**Creating, implementing and monitoring the
SACRE development plan**

Introduction

The purpose of a development plan for SACRE is twofold. Firstly, it establishes a set of priorities for SACRE to focus on within a given timeframe. Secondly, it identifies the signs of success that would show that a priority, or priorities, had been addressed. In this way your SACRE's work can have clear direction and it can report on its own progress on an annual basis in the Annual Report.

Where to start

The best place to start is the **RETool**, which can be found in the Resources section of the NASACRE website.

The RETool has five sections:

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 section has a number of key areas and it asks SACREs to judge themselves in each area as: Developing, Established or Advanced. In the RETool there is a place to note the evidence that supports the judgements made. This is particularly useful as all development planning needs to be evidence based and have a view to the evidence that would be needed to ensure that a priority based on a key area had been met.

Managing the process

Given that there are five areas within the RETool, it may not be easy for a SACRE to work with document in its entirety at one meeting. Therefore, in the first instance, SACRE may wish to establish a sub-group to look at the RETool as a whole and then to present its judgements to SACRE as a whole. From this SACRE may then wish to identify one or two sections to be the starting point of the development plan.

Example 1:

It may be two years since the Agreed Syllabus was published and it will not be reviewed for at least another two years but SACRE doesn't seem to have done much on collective worship in the memory of SACRE members. Therefore, collective worship would be a good place to start.

Example 2:

SACRE produced guidance on collective worship in the last year but would like to know how well the implementation of the Agreed Syllabus is going and whether it is helping to raise standards and so start with the Agreed Syllabus section.

When SACRE has agreed what it needs to prioritise then the development planning process can begin.

Who should be involved in developing the development plan?

Given the detailed nature of producing a development plan it might make most sense to delegate that task to a sub-group, with at least one member from each Group. The group should also include the RE professional supporting SACRE and an LA Officer, especially in cases where the RE professional is not an officer of the LA.

The role of the RE professional is to ensure that anything decided by the sub-group is in accordance with the statutory position of a SACRE and to advise on how realistic a suggested course of action may be. So, for instance, if the sub-group decide that it wants to find out what all teachers of RE in the authority think are the strengths and weaknesses of the Agreed Syllabus, the RE professional could confirm that this is within their remit in maintained community and controlled schools but may suggest targeted sampling as opposed to all teachers.

The remit of the LA Officer is in regard to access to schools, where that isn't within the remit of the RE professional, and the resourcing and budget implications of any action, or group of actions together. In this way the development plan can be effectively costed.

Once the actions have been agreed they can be presented to SACRE as a whole for discussion, amendment and/or adoption.

What makes a good action?

Within any development plan there should be clear indicators of success, sometimes referred to as targets. These should be specific, measurable, attainable, relevant and timed.

Being specific enables SACRE to be clear about what it wants to achieve in terms of an action that came from the development planning process. The more **specific** the action, the easier it should be to gather evidence that the action was successful. There should be a clear idea about what a **measurable** or successful outcome to an action would actually look like – what difference will it make? If it won't make a measurable difference why then is it an action relating to a priority? Of course, there may be multiple ways of measuring the impact of an action and those ways should be clear in the development plan.

Whilst SACRE is an appointed body it may only meet three to six times a year therefore for its actions to be **attainable** it might need to work in partnership with others. Hence, if others are involved in the delivery of the action it will be important to ensure that they have been consulted first and are committed to taking part in anything that SACRE is planning.

The issue of **relevance** cannot be underestimated. SACRE may have a great idea but if it is not relevant to the development of SACRE, the LA or schools then it is a wasted opportunity.

Finally, it needs to have a clear **timeframe** with points along the way so that progress can be measured. If it is not on course for completion within the time given to it it is important for SACRE to know so that it can amend the priority or so that it can put pressure on to ensure that it is completed within the time specified.

How often?

It is useful to have an annual review of the development plan, although it is not always necessary to revisit the RETool annually.

Some SACREs have a three-year development plan, which enables some stability in relation to the four-year cycle of Council elections. Hence, if all the councillors changed at the end of their four years there would be continuity of action that transcended the electoral process most of the time. Other SACREs have a five-year development plan as this coincides with the Agreed Syllabus review process. Naturally, a cycle of two three-year development plans would have to address the Agreed Syllabus in one of those three years.

If SACRE has decided on a three-year or five-year development plan there are two ways that a SACRE might manage this.

1. Where a SACRE had an AGM, it might decide to revisit its action plan at that point. At this meeting progress might be looked at in some detail, recognising actions completed and the impact assessed.
2. SACRE could have the development plan as a standing item on every agenda. The advantage of this is that it would enable early intervention if an action was not on track to be completed within the time given, ceased to be relevant or had been completed early. In either case it is important that the development plan does not 'get lost' and is only visited three or five yearly. The actions and progress of the development plan should be reported in the Annual Report.

How would you know the development plan has been successful?

It is important that SACRE has the ability to know whether its development plan is of value, either to the SACRE itself or to the LA and its schools. At times it is difficult to assess this, other than by asking members of SACRE what they think about the effectiveness of the development plan on the basis of the evidence presented to them. Therefore every so often, it might be useful to have an external evaluator look at the development plan. This need not be someone external to the LA but someone who understands development planning and can ask the right sorts of questions to ensure that the development plan is everything that SACRE wishes it to be.

It is worth remembering that the development plan is a public document and therefore there is public accountability in both its formation and discharge.

Item 8

	STANDING AGENDA ITEM	PREPARATORY WORK	NEXT STEPS	NOTES
AUTUMN	<ul style="list-style-type: none"> • Previous Minutes • Elect Chair and Vice • Vote on submission of Annual Report. • SACRE-Self Evaluation Tool. • Agree work focus for this academic year & create short- & long-term action plan. • NASACRE Briefing. • Newsletter Items. • AOB 	<ul style="list-style-type: none"> • Read last minutes. • Let P Wood know if you can attend. Think about candidates. • Read draft report be prepared with comments. • Read NASACRE SET document, and minutes of previous meetings to be able to comment on progress and suggestions on content of the SET. https://www.nasacre.org.uk/resources/sacre-management • Read previous academic years minutes & newsletters to formulate ideas for a focus on this academic year. What role can you take in the work of SACRE? • Read the NASACRE briefing for this term and be ready to discuss. https://www.nasacre.org.uk/sacre-briefing • Is there anything you want to draw to the attention of RE teachers? • Is there anything you want SACRE to consider? 		
SPRING	<ul style="list-style-type: none"> • Previous Minutes • Review short term action plan. • NASACRE Briefing. • Newsletter Items. • AOB 	<ul style="list-style-type: none"> • Read last minutes. • Read the short term action plan be ready for discussion. • Read the NASACRE briefing for this term and be ready to discuss. https://www.nasacre.org.uk/sacre-briefing • Is there anything you want to draw to the attention of RE teachers? • Is there anything you want SACRE to consider? 		
SUMMER	<ul style="list-style-type: none"> • Previous Minutes • Discuss content of Annual Report. • Review Action Plans • NASACRE Briefing. • Newsletter Items. • AOB 	<ul style="list-style-type: none"> • Read last minutes. • Review SACRE work this year. Use the NASACRE annual framework to aid your thoughts as what should go in the report. https://www.nasacre.org.uk/resources/sacre-management • Review Action Plans • Read the NASACRE briefing for this term and be ready to discuss. • Is there anything you want to draw to the attention of RE teachers? • Is there anything you want SACRE to consider? 		