

<b>Title:</b>	<b>SACRE Sunderland Self Evaluation</b>
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	Requires Improvement	Developing	Established	Advanced
<b>1: Management of the SACRE and partnership with the LA and other key stakeholders</b>				
1a – Funding: Professional and financial support <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>				
1b – SACRE meetings <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>				
1c – Membership and training <i>To what extent is the membership of SACRE able to fulfil SACRE’s purpose?</i>				
1d – Improvement/development planning <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>				
1e - Information and advice <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>				
1f - Partnerships with key stakeholders <i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>				
<b>Section 2. Standards and quality of provision of Religious Education</b>				
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>				
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>				
2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>				
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>				
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>				
<b>Section 3: The effectiveness of the locally agreed syllabus</b>				
<b>3a – The review process</b> <i>How does the SACRE review the success of the existing agreed syllabus?</i>				
<b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>				
<b>3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>				
<b>3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose</i>				
<b>3e - Developing the revised agreed syllabus</b> <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>				
<b>3f - Making best use of National Guidance</b> <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation?</i>				

	Requires Improvement	Developing	Established	Advanced
<b>Section 4. Collective Worship</b>				
4a – Supporting pupil entitlement What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?				
4b – Enhancing the quality of provision of collective worship How does SACRE seek to influence the quality of collective worship in the LA’s schools?				
4c – Responding to requests for determinations How robust are SACRE’s procedures for responding to requests from schools for a determination				
<b>Section 5: Contribution of SACRE to promoting cohesion across the community</b>				
5a – SACRE’s membership <i>How representative is SACRE’s membership of the local community?</i>				
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>				
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>				
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>				

**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?***

Key Area: <b>1a – Funding: Professional and financial support</b> <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> A SACRE with advanced practice would:	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.		

Key Area: <b>1b – SACRE meetings</b> <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> A SACRE with developing practice would:	Hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> 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.		
<b>Established</b> 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.		

<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>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.</p>		
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Key Area: 1c – Membership and training		Officers	SACRE
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>			
<p><b>Requires improvement/struggling</b> A SACRE in this position would:</p>	<p>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.</p>		
<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>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.</p>		
<p><b>Established</b> A SACRE with established practice would:</p>	<p>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.</p>		
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>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.</p>		

Key Area: 1d – Improvement/development planning		Officers	SACRE
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>			
<p><b>Requires improvement/struggling</b> A SACRE in this position would:</p>	<p>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.</p>		
<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>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.</p>		
<p><b>Established</b> A SACRE with established practice would:</p>	<p>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.</p>		
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>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.</p>		

Key Area: 1e - Information and advice <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	Not supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	Be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

Key Area: <b>1g – Relations with the Academies sector</b> <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>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	Have no opportunity to network with local academies.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

## Section 2. Standards and quality of provision of Religious Education

Key Area: 2a - RE provision across the LA. How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	Have no routes by which SACRE can gain information about RE provision in schools.		
<b>Developing</b> 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)		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

Key Area: 2b - Standards of achievement and public examination entries How does SACRE use information about standards and examinations to target support and training for schools?		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		



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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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		
<b>Advanced</b> 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	Not engage in communication with schools.		
<b>Developing</b> A SACRE with developing practice would:	Have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.		
<b>Established</b> 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.		
<b>Advanced</b> A SACRE with advanced practice would:	Have a constructive relationship with senior leaders and subject managers in schools to develop the subject.		

Key Area: 2e - Relations with academies and other non-LA maintained schools.		Officers	SACRE
<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>			
<b>Requires improvement/struggling</b> A SACRE in this position would:	Not have the mechanisms and not have the knowledge of making contact.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

### Section 3: The effectiveness of the locally agreed syllabus

Key Area: <b>3a – The review process</b> <i>How does the SACRE review the success of the existing agreed syllabus?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

Key Area: <b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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		

Key Area: <b>3e - Developing the revised agreed syllabus</b> <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> A SACRE with advanced practice would:	Ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning		

Key Area: <b>3f - Making best use of National Guidance</b> <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

#### Section 4. Collective Worship

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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> A SACRE with advanced practice would:	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 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.		

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

Key Area: <b>5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> 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		
<b>Developing</b> 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.		
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.		
<b>Advanced</b> 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.		

Key Area: <b>5b SACRE’s understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		



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>		Officers	SACRE
<b>Requires improvement/struggling</b> 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.		
<b>Developing</b> 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.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		

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>		Officers	SACRE
<b>Requires improvement/struggling</b> A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.		
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.		
<b>Established</b> 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.		
<b>Advanced</b> 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.		