

**SACRE annual reports to the QCA  
and other stakeholders**

**Pilot of a new reporting format**

**2006-7**

## 1. INTRODUCTION

### *The purpose of this revised reporting template*

1.1 SACREs remain central to the resourcing and monitoring of RE. The introduction of this new reporting format is part of the QCA's support for SACREs in England. This new format:

- Continues to fulfil the reporting requirement outlined in Circular 1/94;
- Widens the scope of information that SACREs can collect, and gives guidance on sources of information;
- Enables SACREs to self-evaluate as they compile their report, by using key questions reflecting the Ofsted self-evaluation guidance;
- Suggests a revised timescale and cycle for reporting and collecting evidence.

1.2 All SACREs are required by law to produce an annual report, a copy of which should be sent to the QCA. The QCA produces an annual analysis of SACRE reports as part of its role in keeping the curriculum under review. The analysis provides useful information on current issues in RE and collective worship.

1.3 Department of Education Circular 1/94 (para 99) also encourages local authorities (LAs) to send copies of the SACRE annual report to schools and local teacher training providers, as well as making a copy available for public inspection. In addition, LAs could consider sending the report to other stakeholders, such as professional associations, local faith communities, and inter-faith or community centres.

### *The function of a SACRE*

1.4 A SACRE's main function, as set out in the 1996 Education Act, is:

'To advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or the council may see fit.' (s.391(1)(a)).

1.5 A SACRE also:

- Can require the local authority to review its current agreed syllabus for RE (s.391(3));
- Must consider applications made by a Head Teacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

### *SACRE annual reports*

1.6 The content of a SACRE's annual report should, as a minimum, indicate how each of the functions has been discharged during the reporting year. The local SACRE report has the potential to be a valuable source of wider information about the provision of RE and the standards that pupils are achieving, about the

provision of collective worship and about the SACRE's own activity. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement.

## **2. Guidance on reporting**

### ***The new reporting template***

SACREs making use of this piloted reporting format will wish to take account of the structure of the reporting template and to submit a report that reflects the headings of the template.

The reporting template uses the section headings of the Ofsted SACRE self-evaluation guidance, so that SACREs can, if they wish, self-evaluate and compile a report as part of the same process. Some SACREs may choose to focus their self-evaluation on one section at a time, while others may conduct the complete process.

Within each section, there are specific questions that are designed to capture information on aspects of SACRE work. The questions are intended to help SACREs provide relevant information across the whole range of their work. The specific nature of the questions will also facilitate the annual analysis of reports by providing comparable information from every SACRE using the template.

### ***The sections of the template***

- 2.1 **Introductory and summary section:** this could include a letter from the Chair of the SACRE, or the Director of Children's Services, or some other person of standing in the LA, commending the report and providing a summary of the work of the SACRE in the past year, together with an outline of the challenges and prizes that lie ahead. This section could also include an executive summary of the report, that could be distributed to schools and other stakeholders.
- 2.2 **Preface:** two summary questions on the overall strengths and areas for development in RE.
- 2.3 **Standards and quality of provision in RE:** these questions ask the SACRE to give information on teaching and learning, attainment, leadership and management, teacher supply and resourcing.
- 2.4 **Management of the SACRE and partnership with the LA and other key stakeholders:** these questions focus on SACRE meetings, membership, action planning, support, advice and stakeholder relationships.
- 2.5 **Effectiveness of the local agreed syllabus:** these questions invite the SACRE to describe the syllabus review process, including reference to the Non-statutory national Framework for RE and use of guidance and monitoring material.
- 2.6 **Collective worship:** this section asks the SACRE to report on the quality of collective worship in schools, and to provide data on determinations, if any.

2.7 Contribution of SACRE to wider diversity issues: these questions invite the SACRE to consider how the ways in which it helps to build up cohesion and respect locally, by exemplifying good practice.

2.8 Summary: three final, general questions invite the SACRE to mention other elements of its good practice that have not been mentioned elsewhere.

### ***Responding to the questions in each section***

2.9 In each section, SACREs are guided as to sources of information. There is no compulsion to use all the sources suggested, or to limit the information to those sources.

2.10 The questions in each section are detailed and specific. SACREs are asked to be concise in their responses, in order to keep the writing of the report as manageable as possible. As a guideline, it is suggested that responses should not exceed approx. 100 words per question. Some questions can be answered much more briefly, while others can be answered with a word or phrase.

2.11 To answer some questions, SACREs will need to rely on sources of data from schools, or from school surveys, or from the LA. Where a SACRE is unable to obtain information, it is suggested that a brief statement giving the reason should be inserted in the answer space.

2.12 Appendices may be attached to the report, e.g. publications, tables of results, illustrations, photographs, samples of pupils' work, reports on special projects, notice of conferences or details of CPD provided.

### ***Timing of reports***

2.13 In order to coordinate efforts, Circular 1/94 (para 99) suggests that SACRE reports cover the academic year and that they be sent to the QCA by 31 December each year. Meeting this deadline requires planning to take account of the time needed to collect the information, draft the responses, have them agreed by the SACRE and local authority, assemble the appendices and send the completed report to the QCA.

2.14 In the past, delays in sending reports to the QCA have hindered a full review and analysis. The QCA encourages all SACREs to provide their report by 31 December to ensure that their insights are included in the annual analysis. In order to allow time for the analysis, QCA will need to observe the 31 December rigorously.

2.15 SACREs piloting the new reporting template are asked to use the format and sequence of questions. This will enable the many stakeholders who might read the report to access its main insights easily, and also facilitates the QCA analysis by providing consistency of information.

### ***QCA response***

2.16 By receiving SACRE reports in time, the QCA will be able to provide its annual analysis by May.

2.17 From May to July, SACREs, LAs, professional associations and other stakeholders can make reference to the annual analysis of SACRE reports and allow it to inform their thinking and action planning, where appropriate.

2.18 From September to December, SACREs are collecting information for their next annual report, taking forward actions indicated in the previous report and any insights gained from the annual analysis.

***Evaluation of the pilot template***

2.19 On submitting their annual report, SACREs participating in the pilot of the new template will be asked to evaluate the template, the reporting cycle and other aspects of their experience of reporting. The QCA will collect evaluative feedback and use it to inform any future developments in SACRE reporting.

## REPORT FORMAT

### Preface: Overall strengths and weaknesses of RE

Question	Suggested data source(s)
What are the main strengths and distinctive features of RE in your local authority? (If appropriate, please give examples of specific good practice.)	Minutes, reports, evaluations
What are the main weaknesses and development needs of RE in your local authority?	Minutes, reports, evaluations

### 1. Standards and quality of provision of RE

#### Key area 1a: Compliance and time allocation for RE

Question	Suggested data source(s)
To what extent is RE provision in schools compliant with the Agreed Syllabus requirements or recommendations in terms of time allocation?	School SEFs (where appropriate), LA adviser(s), professional experience of RE teachers
Please give the number of formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	SACRE correspondence and minutes

#### Key area 1b: Public examination entries in RE

Question	Suggested data source(s)
Please give a brief prose analysis of full GCSE entries, if possible analysed by gender. (Add tables in appendix)	LA data
Please give a brief prose analysis of short course GCSE entries, if possible analysed by gender. (Add tables in appendix)	LA data
Please give a brief prose analysis of AS level GCE entries, if possible analysed by gender. (Add tables in appendix)	LA data
Please give a brief prose analysis of full GCE A level entries, if possible analysed by gender. (Add tables in appendix)	LA data

### Key area 1c: Standards and achievement

Question	Suggested data source(s)
Please give a brief prose analysis of standards in KS1.	Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)
Please give a brief prose analysis of standards in KS2.	Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)
Please give a brief prose analysis of standards in KS3.	Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)
Please give a brief prose analysis of standards in full and short course GCSE, if possible analysed by gender. (Add tables in appendix)	LA data
Please give a brief prose analysis of standards in AS level GCE, if possible analysed by gender. (Add tables in appendix)	LA data
Please give a brief prose analysis of standards in full GCE A level, if possible analysed by gender. (Add tables in appendix)	LA data

### Key area 1d: Quality of teaching

Question	Suggested data source(s)
Please give a prose analysis of main teaching quality issues in the Foundation stage and KS1.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
Please give a prose analysis of main teaching quality issues in KS2.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
Please give a prose analysis of main teaching quality issues in KS3.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
Please give a prose analysis of main teaching quality issues in KS4 and post-16.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers

Please give a prose analysis of main teaching quality issues in special schools.	School SEFs (where appropriate),, Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
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### Key area 1e: Quality of leadership and management

Question	Suggested data source(s)
Please describe and evaluate the main RE leadership and management issues in primary schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
Please describe and evaluate the main RE leadership and management issues in secondary schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
Please describe and evaluate the main RE leadership and management issues in Sixth Form colleges and FE colleges, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers
Please describe and evaluate the main RE leadership and management issues in special schools, drawing attention to any recurrent strengths and weaknesses.	Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers

### Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	Suggested data source(s)
Please describe and evaluate the level of specialist RE provision in primary schools.	Adviser(s), AST(s)
Please describe and evaluate the level of specialist RE/RS provision in secondary schools.	Adviser(s), AST(s)
Please describe and evaluate the level of specialist RE/RS provision in Sixth Form colleges and FE colleges.	Adviser(s), AST(s)
Please describe and evaluate the level of specialist RE provision in special schools.	Adviser(s), AST(s)

### Key area 1g: Resources

Question	Suggested data source(s)
Please describe and evaluate the level of budgeting and ICT access for RE in primary	Possible annual questionnaire response from schools; budget



schools.	information from LA
Please describe and evaluate the level of budgeting, classroom accommodation and ICT access for RE in secondary schools.	Possible annual questionnaire response from schools; budget information from LA
Please describe and evaluate the level of budgeting, classroom accommodation and ICT access for RE in Sixth Form colleges and FE colleges.	Possible annual questionnaire response from schools/colleges; budget information from LA
If possible, please identify the average (=mean) spend on RE per pupil in schools in your LA.	Possible annual questionnaire response from schools; budget information from LA

## 2. Management of the SACRE and partnership with the LA and other key stakeholders

### Key area 2a: SACRE meetings

Question	Suggested data source(s)
How many quorate meetings has the SACRE had in the last year?	Minutes
Please give the percentage of attendance of SACRE members in committees 1, 2, 3 and 4.	Minutes
In what different locations has your SACRE met? (e.g. places of worship, schools, art galleries)	Minutes

### Key area 2b: Membership and training

Question	Suggested data source(s)
What range of faith groups and world views are represented on the SACRE as a whole, including cooptees?	Membership list
What training/induction is offered to new members of your SACRE?	Minutes
What training is offered to existing members?	Minutes

### Key area 2c: Improvement/development planning

Question	Suggested data source(s)
Has your SACRE undertaken, commissioned or sponsored any	Minutes, publications

publications, eg newsletters featuring good practice, festival calendars, contact databases? If so, please describe and evaluate briefly. (You may wish to include copies of publications, by email or posted as an appendix)	
Has your SACRE set up any online forums or support, e.g. advice, FAQs, portals to other good practice sites, or using the sites interactively with teachers, parents, governors, chaplains etc?	Minutes, project notes, URLs
Does your SACRE have a development action plan? If so, please attach it as an appendix.	
Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?	Minutes, publications
Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?	Publications, reports
Please evaluate briefly the impact of these initiatives on the quality of teaching and standards in RE.	Minutes; reports; market responses; customer comments; Adviser(s);-AST(s)

#### Key area 2d: Professional and financial support

Question	Suggested data source(s)
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and implementation of its action plan.	Budget

#### Key area 2e: Information and advice

Question	Suggested data source(s)
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	Minutes, reports

What professional advice on RE and collective worship is available to your SACRE? (e.g. Adviser, AST, Consultant) If possible, please give approximate number of days.	Budget, constitution, membership list
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### Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, Governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to HE? If so, please describe and evaluate briefly. Did the training focus on a particular issue, such as pedagogy, questioning in RE, thinking skills or management of subject? (You may wish to enter the typical clientele and attendance at these events, or the programme)	Minutes, publications, evaluations

### 3. The effectiveness of the local agreed syllabus

#### Key area 3a: Review of the agreed syllabus

Question	Suggested data source(s)
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing, launching or training in the agreed syllabus.	Minutes, action plan

#### Key area 3b: Using the National Framework

Question	Suggested data source(s)
What account is taken of the Non-statutory National Framework for Religious Education (e.g. in importance statement, breadth of study, use of 8-level scale, attainment targets)? What impact does it make on RE locally?	Adviser(s), AST(s), Consultant(s)

#### Key area 3c: Developing the revised agreed syllabus

Question	Suggested data source(s)
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present	Adviser(s), AST(s), Consultant(s)

version.	

**Key area 3d: Consultation/launch/implementation of the agreed syllabus**

Question	Suggested data source(s)
Please describe how your SACRE publicises, supports and exemplifies the Agreed Syllabus for RE.	Publications, reports, evaluations

**Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus**

Question	Suggested data source(s)
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the Agreed Syllabus and /or framework? (You may wish to include statistical data on the number and scope of primary and secondary schools contacted.)	Action plan, budget, reports

**4. Collective Worship**

**Key area 4a: Practice and provision for collective worship**

Question	Suggested data source(s)
How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include statistical data on the number and scope of primary and secondary schools contacted.)	Minutes, publications

**Key area 4b: Monitoring the provision of collective worship and tackling issues of non-compliance**

Question	Suggested data source(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary schools.	Adviser(s), AST(s), Consultant(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in secondary schools.	Adviser(s), AST(s), Consultant(s)
Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in special schools.	Adviser(s), AST(s), Consultant(s)

Please give the number of applications for Determinations in collective worship in the past year. Please specify: <ul style="list-style-type: none"> <li>- the number of applications</li> <li>- how many were new applications, and how many were renewals</li> <li>- approximately how many pupils were affected in each case</li> <li>- the SACRE's decision in each case, and a brief reason</li> </ul>	Minutes
Please give the number of complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	Minutes, correspondence

## 5. Contribution of the SACRE to wider diversity agendas

### Key area 5a: representative nature of the SACRE

Question	Suggested data source(s)
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership
Please outline what steps your SACRE takes to be pro-active in ensuring that membership reflects diversity.	Action plan, minutes

### Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	Suggested data source(s)
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (e.g. faith forums, committees, interest groups, campaigns, charities)	SACRE news/updates, reports on public lectures, exhibitions, consultations

### Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Question	Suggested data source(s)
Please offer a brief prose description of the ways in which your SACRE contributes to social, racial and religious harmony and to community cohesion.	Discussion

**Key area 5d: Links to local authority initiatives promoting diversity**

<b>Question</b>	<b>Suggested data source(s)</b>
Are there any issues that your SACRE has referred to its LA for consideration and / or action (eg grade data, resourcing)? If so, please specify, and describe the response/ outcome.	Minutes
Are there any matters concerning which your SACRE has given advice to LAs? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.	Minutes
If the advice offered to the LA was not in response to a specific request from the LA, please give the SACRE's reasons for offering advice on that matter.	Minutes
Are there any issues that your SACRE has referred to school leadership teams for consideration/ action (eg spirituality)? If so, please specify, and describe the response/ outcome.	Minutes
Are there any aspects of your SACRE's work that need external help, support, advice or resourcing?	Minutes

**Summary: General**

<b>Question</b>	<b>Suggested data source(s)</b>
What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?	Minutes, reports, evaluations
How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?	Reports, evaluations, personal perceptions of members
Are there any other points about RE, collective worship or SMSCD (Spiritual, Moral, Social and Cultural Development) that your SACRE would like to express to the QCA? (e.g. national innovations)	Minutes, reports



