

## **NOTICE OF MEETING**

### **Standing Advisory Council on Religious Education**

**Thursday 12 November 2015, 5.00 pm**

**Council Chamber, Fourth Floor, Easthampstead House, Bracknell**

### **To: The Standing Advisory Council on Religious Education**

David Fawcett, Church of England (Chairman)  
Councillor Dr Gareth Barnard, Bracknell Forest Council  
Ken Blanton, The Free Churches  
Ben Britton, NASUWT  
Rev Jackie Case, Free Churches - Methodist  
Rev Paul Collins, Church of England  
Chris Cooper, Catholic Diocese of Portsmouth  
Madeline Diver, Associations Representing Teachers (VOICE)  
Councillor Ms Moira Gaw, Bracknell Forest Council  
Kathy Hadfield, Co-opted Member  
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council  
Manfred Lemke, The Free Churches  
Carol Logan, Church of England  
Councillor Mrs Isabel Mattick, Bracknell Forest Council  
Councillor Ms Ash Merry, Bracknell Forest Council  
Mark Olney, Church of England  
Arfan Rashid, Muslim faith  
Steve Rollins, Catholic Diocese of Portsmouth  
Rabbi Zvi Solomons, Jewish faith

ALISON SANDERS  
Director of Corporate Services

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Published: 2 November 2015



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Thursday 12 November 2015, 5.00 pm  
Council Chamber, Fourth Floor, Easthampstead House,  
Bracknell**

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**AGENDA**

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1. <b>Welcome and Apologies for Absence</b>	
2. <b>Election of Chairman</b>	
3. <b>Appointment of Vice-Chairman</b>	
4. <b>Minutes of the Previous Meeting</b>	
To approve as a correct record the minutes of the meeting of the Committee held on 9 July 2015.	3 - 8
5. <b>Matters Arising</b>	
6. <b>Annual SACRE Report 2014-5</b>	9 - 16
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9. <b>Exam Results 2014/15</b>	
10. <b>Union Representatives</b>	
11. <b>Any Other Business</b>	
Pan-Berkshire Hub – The documents are available to view on the Council's web site with this agenda.	
12. <b>Dates of Future Meetings</b>	
The next meeting will be held on 3 March 2016.	

**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
9 JULY 2015  
5.00 - 6.45 PM**



**Present:**

David Fawcett, Church of England (Chairman)  
Councillor Dr Gareth Barnard, Bracknell Forest Council  
Ben Britton, NASUWT  
Rev Jackie Case, Free Churches - Methodist  
Rev Paul Collins, Church of England  
Madeline Diver, Associations Representing Teachers (VOICE)  
Councillor Ms Moira Gaw, Bracknell Forest Council  
Councillor Mrs Isabel Mattick, Bracknell Forest Council  
Councillor Ms Ash Merry, Bracknell Forest Council  
Carol Nicholls, Catholic Diocese of Portsmouth  
Chris Cooper, Catholic Diocese of Portsmouth (Observing)  
Mark Olney, Church of England  
Arfan Rashid, Muslim faith

**In Attendance:**

Anne Andrews, Oxford Diocese Adviser  
Chris Salt, School Adviser, Bracknell Forest Council

**Apologies for absence were received from:**

Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council  
Manfred Lemke, The Free Churches  
Carol Logan, Church of England  
Rabbi Zvi Solomons, Jewish faith

**68. Welcome and Apologies for Absence**

The Chairman welcomed members to the meeting. Apologies received were noted.

**69. Minutes of the Previous Meeting**

The minutes of the meeting held on 19 March 2015 were agreed as a correct record and signed by the Chairman subject to Minute 66 being amended to read that Ivy Court should be Iveagh Court.

**70. Matters Arising**

Minute 58 – The Chairman reported that his proposed letter to schools regarding the responses to the Collective Worship Survey had not yet been sent.

Minute 66 – The Social and Cultural Association of Dastyar was still being investigated by Ian Boswell.

71. **Presentation - Collective Act of Worship**

**Catherine Forrester, Headteacher at New Scotland Hill Primary**

Catherine Forrester advised members that the school had 235 pupils including nursery. Catherine circulated an agreement that had been introduced 18 months ago that pupils sign up to, which focused on the headings for respect for Yourself, Others and Our School. The school had a long-term plan for collective worship which supported thinking about special days that included national, international and current events. The respect headings each contained a set of values that were covered during assembly and Catherine briefly ran through the weekly assembly timetable.

Catherine advised that a quarter of the time during collective worship was spent on reflection and that the children helped shape collective worship by choosing songs, setting up the hall and lighting candles during reflection. Catherine advised that sometimes prayers were said during collective worship and there had been vicar representation from St Michael's Church but that more time was spent on reflection than prayer.

Catherine advised members that she would become the Executive Head of Winkfield St Mary's CofE Primary School in September and expected the school to follow a similar theme of collective worship to New Scotland Hill and to be Christian-based.

**Louise Fletcher, Assistant Headteacher and Pastoral Manager at Edgbarrow School**

Louise Fletcher advised members that the school had 1350 pupils and that a proportion of the daily assembly was reflection rather than collective worship.

Louise circulated an assembly rota which had a weekly Spiritual, Moral, Social and Cultural (SMSC) theme to the content of the assembly. Examples included World Braille Day and Holocaust Memorial day. Louise said some of the assemblies were arranged by the children and were meaningful and enjoyed by the children. Louise said if not reflecting as a year group during assembly then reflection took place during tutor time and that a similar assembly timetable was in place for sixth form pupils.

Louise circulated the school governors' SMSC policy. The paper outlined how SMSC development was supported in school, how it was monitored and reviewed and gave examples of SMSC development in teaching, learning and the curriculum.

The Chairman thanked Catherine Forrester and Louise Fletcher for attending the meeting and for their interesting and informative presentations.

72. **A New Settlement: Religion and Belief in Schools**

The meeting considered the report entitled A New Settlement: Religion and Belief in Schools, the authors of which were The Rt Hon Charles Clarke and Linda Woodhead MBE DD as part of the Westminster Faith Debates series.

The report included discussion on the Act of Collective Worship, Religious Education, Curriculum and Faith Schools. Recommendations made included:

- (a) *The current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools*

*should be required to set out their statement and strategy for promoting Spiritual, Moral, Social and Cultural Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.*

- (b) The Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.*
- (c) The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.*
- (d) Further effort be given to developing alternative proposals for fairer admissions procedures to faith schools, procedures which balance the rights of families of faith to have their children educated in that faith with other considerations of fairness to others and serving the whole local community.*

The meeting agreed that the current guidance which states that all schools should provide daily collective worship that was broadly Christian in nature was difficult to achieve as it involved pupils of other or no particular faith. It was noted that many schools had now replaced collective worship with reflection and that if reflection was made meaningful then learning would take place and it would respect those for whom worship was not appropriate or relevant.

The report recommended that consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' but the meeting felt that 'Religious and Moral Education' was a rather outdated phrase. The meeting considered that some other parts of the report were out of date and did not reflect that pupils were encouraged to get involved in assembly and collective worship which could take place at any time of day in any normal group of pupils.

The report identified a number of specific and important roles for SACREs one of which was that SACREs should play a role in promoting the priorities of community cohesion and educating for diversity. Anne Andrews advised that the latest resident's survey showed a strong sense of cohesion between faith organisations and non-faith organisations which suggested good cohesion was being promoted by schools in the borough.

### 73. **NASACRE AGM**

Anne Andrews briefly reported on the NASACRE AGM held on 21 May 2015. The Rt. Hon Charles Clarke was the keynote speaker and he had suggested that the membership of SACREs needed to be looked at so that "they better reflect the modern situation". The meeting agreed with this and proposed that SACREs should reflect the modern situation or modern thinking in the area in which it sat (as opposed to national modern situations or thinking).

Anne Andrews reported that disappointingly not much time was spent working through the discussion support sheet for 'Meeting the Challenge' following the keynote speech.

74. **NASACRE Web Site**

Anne Andrews advised that the NASCRE website had been re-launched and would include a link to a members survey looking at the purpose of Religious Education. The link to the survey was not live and Anne said she would advise members when it became so. Anne said the new website was useful and informative and included lots of resources such as the Annual Report and various training sessions. Anne said she would be happy to present the new website on her laptop at the next meeting if that could be arranged. Anne advised that not all of the website would be accessible to those without a password which she proceeded to give out to members.

**(Action: Anne Andrews)**

75. **SACRE Briefing 8**

This item was covered as part of the discussions on “A New Settlement: Religion and Belief in Schools” and the NASACRE AGM.

76. **Subject Leader Meeting and Hub Session Feedback**

Anne Andrews reported that five people had signed up to attend the Subject Leader Meeting but only one of those five people had attended along with four other subject leaders who had not signed up. Anne advised that attendees said they had found the meeting useful, they had shared resources and had discussed British values. Anne said she would request a copy of the minutes and would circulate them to members.

**(Action: Anne Andrews)**

Anne Andrews advised that a conference would take place between 10 AM and 4 PM on 03 September 2015 at Winchester University to discuss The Role of Faith in British Schools and look at the issues raised by The Rt Hon Charles Clarke and Linda Woodhead MBE DD. The cost of attending the conference was £12.00 and included lunch and tea. Anne Andrews said she would be unable to attend so all members were asked to check their diaries and advise the Chairman if they would be able to attend.

**(Action: All)**

77. **Joint SACREs Conference**

The Chairman reported that the conference was about building bridges between SACREs and bringing members together. A talk took place by a Religious Education teacher about arranging visits to places of worship. Conference attendees were split into groups which included teachers who said that when they arranged visits to places of worship they had found it hard to obtain payment from parents for their child to take part. The teachers stated that parents were more willing to pay for their child to attend an art gallery, for example. The meeting discussed that the local authority used to have a fund for this type of community work but no such funding had yet been agreed for this year. The Chairman advised that one of the teachers who attended the conference was a member of the NUT and he had suggested to her that she become a member of SACRE. The Chairman said he would give Anne Andrews her name so that she could liaise with her to follow up his suggestion.

**(Action: Chairman)**

Anne Andrews said work would take place to build up a programme of visits to churches within different Christian communities but stated that this was not yet a live

unit of work. The work would include looking at what teachers wanted from the visits and ensuring hosts were appropriate to the age group visiting. The meeting agreed that churches that meet in community centres should be included in the programme of visits. This may necessitate a representative from those churches visiting schools as community centres are often in use for other activities the rest of the time. Cllr Mrs Isabel Mattick said she would enquire as to whether Ascot Priory would be willing to receive school parties.

***(Action: Cllr Mrs Isabel Mattick)***

It was proposed that members advise Anne Andrews of church groups that would be willing to receive school parties so that a list of willing participants could be produced. The group discussed visits to places of worship of faiths other than Christianity and Anne Andrews advised that the mosque and synagogue in Maidenhead and the Buddhist Centre in Taplow would be happy to receive visitors. Anne Andrews said she would pass on the contact details for these venues to Ben Britton. Madeline Diver reported that members of the Faith and Belief Forum were also happy to go into schools and talk about their faith.

***(Action: Anne Andrews)***

Ian Boswell's replacement, Justin Whitlock, had offered to run a workshop for faith group speakers who would be willing to go into schools. Members discussed what the content of the workshop might be and agreed it should be linked to the Prevent workshop. Madeline Diver and Anne Andrews agreed to liaise about this further.

***(Action: Madeline Diver & Anne Andrews)***

#### **78. SACRE Development Plan**

The Chairman apologised to members that the previous Development Plan had not been fulfilled completely citing as an example that a proposed meeting between primary school children and secondary school children had not yet taken place.

Chris Salt said he felt that schools should have a better understanding of the work of SACRE and the meeting discussed how best this could be achieved. It was proposed that visits to schools could be made by SACRE members who best matched the needs of the school to share knowledge and offer support to what could be the only RE teacher in the whole school. It was agreed that visits should be supportive in nature and the SACRE should not be viewed as another Ofsted. Chris said he would put together a list of schools that would welcome a visit by SACRE.

***(Action: Chris Salt)***

The meeting discussed suggestions that the SACRE could become part of Headteacher induction and that an introduction sheet outlining the purpose of the group was sent to schools. It was noted that a SACRE newsletter was sent to Headteachers but there was concern that it was not circulated effectively amongst school staff. It was agreed that Chris Salt would liaise with schools a few weeks into the new term to obtain the RE leader's contact details for the newsletter to be sent to.

***(Action: Chris Salt)***

Anne Andrews spoke about a scheme called 'Young Ambassadors for RE' and proposed that SACRE visits to schools could identify young people in the borough who could become part of the scheme. It was agreed that Cllr Mrs Ash Merry would

look at how engagement with young people could be best achieved and in what setting.

**(Action: Cllr Mrs Ash Merry)**

The meeting agreed that the Development Plan would be a standard agenda item at future meetings for review and updates. Anne Andrews said she would send the Development Plan to Derek Morgan for him to circulate amongst members.

**Action: Anne Andrews)**

79. **SACRE Reporting and Evaluating Toolkit**

This item was deferred to the next meeting.

80. **Any Other Business**

There was no other business.

81. **Dates of Future Meetings**

It was noted that future meetings would be held at 5pm on the following dates:

12 November 2015

03 March 2016





# Annual SACRE Report 2014-5

The SACRE has several aspects to its role. It:

- ❖ Advises the local authority on matters relating to collective worship and religious education
- ❖ Advises on methods of teaching and resources for religious education
- ❖ Decides whether or not to grant determinations to those schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifies the need for a revised religious education syllabus

*In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)*

To help with this endeavour the Bracknell Forest Borough SACRE works with NASACRE (the National Association of SACREs) and The Diocese of Oxford and the other Berkshire SACREs.

This report sets out a brief summary of the work of the Bracknell Forest SACRE over the academic year 2014-2015.

The minutes of the meetings which give more detail can be found at

<http://democratic.bracknell-forest.gov.uk/mgCommitteeDetails.aspx?ID=157>

For more information about the role and business of the SACRE please contact:

**The Clerk:** [Priya.Patel@bracknell-forest.gov.uk](mailto:Priya.Patel@bracknell-forest.gov.uk)

**The Local Authority Officer:** [chris.salt@bracknell-forest.gov.uk](mailto:chris.salt@bracknell-forest.gov.uk)

**Adviser:** [anne.andrews@oxford.anglican.org](mailto:anne.andrews@oxford.anglican.org) 07884 655097

## **1. Introduction**

This year has seen a change of personnel in the two advisers to SACRE. After several years as an excellent adviser, Jo Fageant decided to limit her activities and retired from the role. Anne Andrews a former teacher and already a member of SACRE stepped into the role and has made a very good start by writing termly newsletters for schools. Anne also runs the termly training sessions for RE coordinators and provides SACRE with insights into the help schools require.

Chris Salt has taken over as the LA adviser to SACRE and has offered telling observations on the continued development of RE and collective worship in schools. Chris has also arranged for teachers to address SACRE on how collective worship is implemented in LA schools.

SACRE itself has had concerns about how it can effectively monitor the delivery of RE and collective worship and is seeking ways to aid schools in the delivery of collective worship whilst having some misgivings over the terms under which collective worship is supposed to be delivered.

The SACRE is concerned about its low profile and the council and schools lack of understanding of its role.

Bracknell Forest SACRE is one of the smaller SACREs in terms of the number of schools in its remit, so it is working with the other Berkshire Unitary Authorities on projects to enhance the teachers and pupils RE experience

The focus of SACRE this year has been that of informing itself better of the current situation in Bracknell Forest regarding RE and CW. Following on from the RE survey of last academic year, a survey into CW was undertaken and the results reported to the SACRE and the LA. Teachers from two schools, a primary and a secondary, were invited to take part in the final meeting of the year and give presentations on the way that collective worship is delivered in their schools.

Reports are now regularly received into the training offered to RE subject leaders. SACRE has also begun to engage in self-evaluation using the NASACRE recommended Toolkit. This will have a higher priority next year and will inform the updating of the SACRE development plan, also scheduled for the autumn term.

**David Fawcett**

**Chair to SACRE**

## **2. Standards, quality & provision of RE**

- Data has been gathered about GCSE results and A level results. The data showed that standards at GCSE have continued to rise across the borough, with Edgbarrow School gaining 60% at A or A\*, but concern was expressed about the difficulties of comparing data from different establishments where some enter all pupils for full course RE and others allow pupils to select. The LA has agreed to try to break the data down more for next year's analysis.
- Data is not available from primary schools, but teachers are continuing to engage with the training on offer and sharing good practice at the meetings. One school was undertaking a comparison between two of the town centre churches with a whole year group, each half spending an hour in the two venues. The outcomes of this activity will be shared at the next meeting. With a move away from levels for the recording of pupil achievement and progress the issue of assessment in RE is likely to remain a challenge for some time.
- SACRE is aware that its members need greater access to schools in order to carry out more efficient monitoring of standards and the Local Authority has agreed to provide a list of schools that would be ready to welcome SACRE members in a supportive role.
- There is also an awareness of the difficulty to communicating directly with RE subject leaders and the LA will seek to address this by requesting information from schools early each term
- The newsletter containing important information about training and developments in RE continues to be sent to all schools in the borough each term. Materials for RE and CW are recommended.
- No complaints have been received about RE, but support was given to one school where parents were requesting withdrawal from lessons on Islam. The head teacher was provided with materials to help her write to the parents concerned and the issue has largely been resolved. The RE subject leader at the school has started to attend the termly training.

## **3. Agreed Syllabus**

The RE questionnaire showed that the Agreed syllabus (2012) has been welcomed. It is not due for revision until 2017 so there has been no discussion about it.

## **4. Standard, quality & provision of Collective worship**

- The decision was taken to ask schools to send in a snapshot of their collective worship and a week was chosen just after Christmas. Schools were asked to supply an overview of the week's worship. It was decided to include church schools in the request as that would give SACRE a comparison. Responses were received from 13 schools and the analysis revealed that many schools were not complying fully with the requirement to provide a daily act of collective worship. The Local authority were informed, but as has become clear since then with the publication of the pamphlet "A New Settlement: Religion & Belief in Schools" this is not an unusual

state of affairs and currently no action has been taken. This will undoubtedly form the basis of future discussions.

- It was clear however that many schools are planning collective worship carefully and ensuring that every pupil has the opportunity for worship and reflection on a daily basis. In many of the schools a clearly broadly Christian ethos underpinned the process, even in some of the non-church schools.
- A reminder of the statutory guidelines for collective worship was included in the summer edition of the SACRE newsletter.
- Two teachers were invited to attend the summer meeting and present the rationale and procedures for collective worship in their schools. The difficulties of providing whole school worship in large community schools was highlighted, but pupils are given an opportunity to lead and the worship in both the primary and the secondary schools were planned for their content and learning opportunities for SMSC.
- No complaints have been received about Collective Worship in Bracknell Forest schools.
- No requests for determinations have been received

#### **5. Advice and training offered to LA, schools & governors**

- The LA has been advised that RE data needs to be broken down more clearly to indicate which schools are entering all pupils for GCSE and which are allowing pupils to select. This will enable SACRE to better evaluate the impact of recent changes to examination requirements. This will be evident in the next set of data issued.
- The LA has been advised that information about school RE leaders needs to be made available to SACRE and that has been agreed to.
- Training and advice has been offered to teachers and to schools on using “Big Questions” in planning RE and anecdotally this is being implemented with positive results for pupil engagement.
- SACRE continues to have the support of the LA in scheduling, advertising and taking bookings for RE subject leader meetings. Attendance at these meetings is currently not large – the £30 cost and timing is probably the biggest issue – but fairly consistent. Some teachers who find themselves unable to attend send apologies and request notes from the meetings. At the request of SACRE each session has encouraged teachers to engage with the wide range of artefacts on offer in the resources centre and the content of sessions has reflected the requests of teachers: visiting places of worship, big questions and curriculum planning and British Values and RE.
- The issue of training in RE for NQTs has been raised with the LA and will hopefully be addressed next academic year.

#### **6. Management of SACRE**

- BFBC SACRE has continued to meet three times per year.
  - 13<sup>th</sup> November 2014
  - 19<sup>th</sup> March 2015
  - 9<sup>th</sup> July 2015

- All meetings have been quorate and attendance has been fairly stable. There have however continued to be changes of personnel this year and SACRE has welcomed new members, some of whom have yet to assume their places. Teacher groups are still under represented and there has been an interim clerk (maternity cover), change of professional adviser and Local Authority Officer. Following the elections in May, Group D has had an almost complete change of personnel, with only two members of the Local Authority remaining in role. The roles of chair and vice-chair have been consistent.
- NASACRE logon on details have been issued to all SACRE members and they have been asked to look at the information contained on the website. This will be looked at properly at the next meeting as part of SACRE member training.
- SACRE has begun the task of self-evaluation using the NASACRE toolkit and this will further highlight training needs and challenges.
- A member of SACRE attended the NASACRE AGM in May in Birmingham and reported back to SACRE with a summary of the questions raised by Charles Clarke which have since been elaborated in the publication available on the NASACRE website: <http://www.nasacre.org.uk/file/a-new-settlement-for-religion-and-belief-in-schools.pdf> . This document was discussed at length, but no conclusions were reached on how to respond. The NASACRE briefing was not available at the time but will be discussed at the next meeting.
- Members of SACRE were also involved in the Pan-Berkshire SACRE joint conference in June. The focus of this conference was the launch of the Culham St Gabriel's Project with the title "Crossing Bridges". This project links with the SACRE aim of raising awareness of different faith communities and reaching out to teachers as for the first time, teachers were encouraged to attend the meeting and share their experiences of visits. Bracknell forest teachers and SACRE members were well represented and contributed to the discussions. The project is still ongoing and several churches in the borough are being asked to participate. This will raise the profile of SACRE further with churches and teachers.

#### **7. Contribution to Local Authority Wider Agenda**

- Members of SACRE were invited to and participated in the Faith and Belief Forum
- The plan to invite SACRE to report to the Overview and Scrutiny panel was postponed by the local elections but the social cohesion issue will be a mainstay of the next SACRE development plan

#### **8. Conclusion**

The information gathering exercises this year have helped SACRE to assess the size of the task that remains if the standards of RE teaching are to be raised in the current climate. SACRE is aware that the profile of SACRE also needs to be raised and the development plan will address this. The new members of Group D have agreed to meet together and come up with some suggestions for additional support, in terms of time and if possible, finances.

## SACRE Membership and Attendance 2014-5

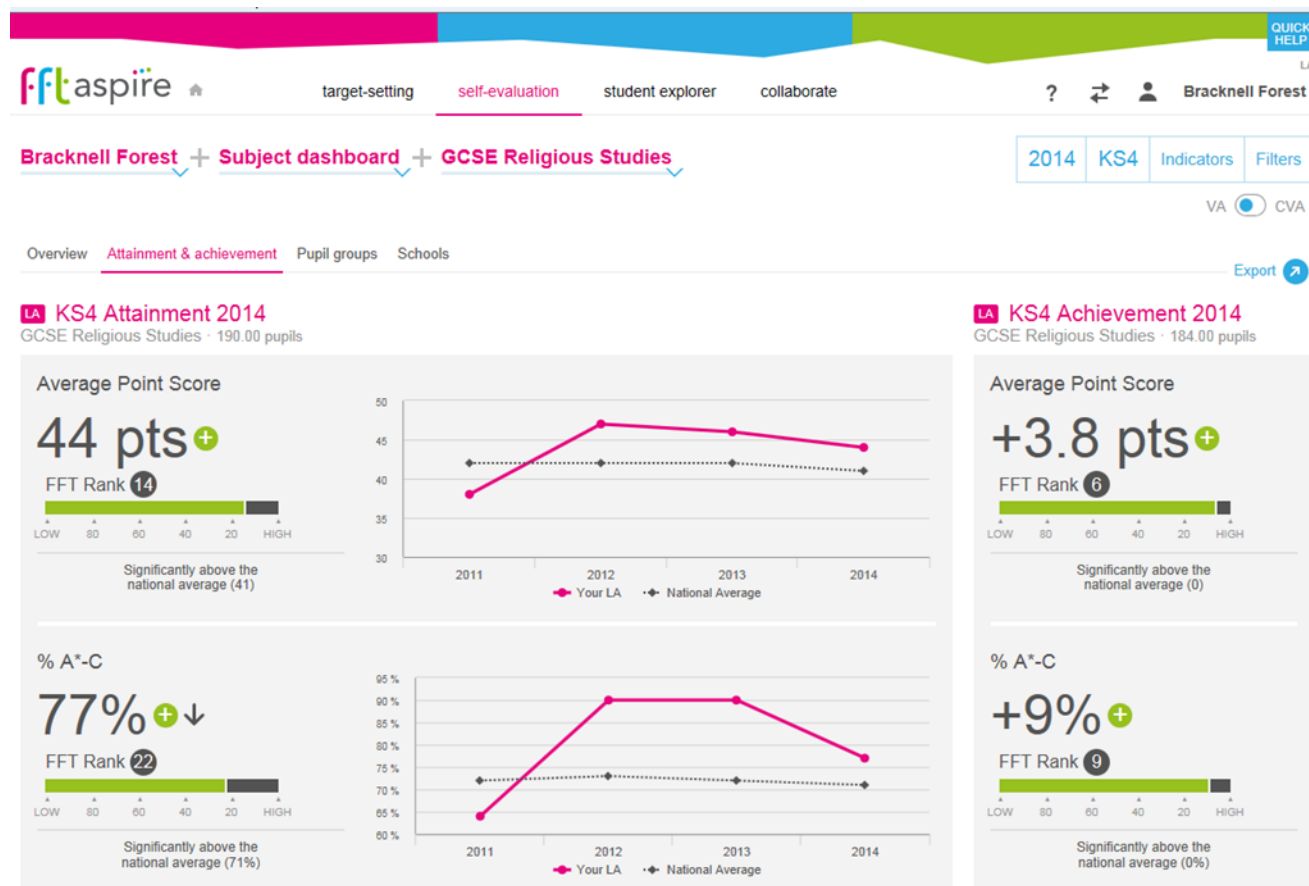
Group Represented	Name	13 November 2014	19 March 2015	9 July 2015
Free church	Jackie Case			Present
Free Church	Manfred Lemke			x apologies
Free churches	Ken Blanton	X apologies	x	x
Free Churches	Chris Smith	X apologies		
Free Churches	John Baildam	X apologies	Present	
Catholic	Carol Nicholls	Present	Present	Present
Catholic	Chris Cooper			Observer
Muslim	Arfan Rashid	Present	Present	Present
Hindu	<i>Vacancy</i>			
Buddhist	<i>Vacancy</i>			
Sikh	<i>Vacancy</i>			
Jewish community	Zvi Solomons	x apologies	x apologies	x apologies
C of E	David Fawcett	present	present	present
C of E	Mark Olney	x apologies	present	present
C of E	Anne Andrews	present	present	
C of E	Paul Collins			Present
C of E	Carol Logan		Observer	X apologies
NAS/UWT	Ben Britton	Present	x apologies	present
VOICE	Madeleine Diver	Present	Present	Present
NUT	<i>Vacancy</i>			
ATL	<i>Vacancy</i>			
NAHT	<i>Vacancy</i>			
SHA	<i>Vacancy</i>			
Councillor	Gareth Barnard	x apologies	x	Present
Councillor	Andy Blatchford	Present	Present	
Councillor	Dorothy Hayes	Present	Present	x apologies
Councillor	Will Davison	Present	Present	
Councillor	Cliff Thompson	x apologies	Present	
Councillor	Moira Gaw			present
Councilor	Isabel Mattick			Present
Councillor	Ash Merry			Present
Co-opted member	Kathy Hadfield	Present	Present	present
School Adviser	Chris Salt	Present	Present	present
Professional Adviser	Jo Fageant	x apologies	x apologies	
Professional Adviser	Anne Andrews			Present

### Bracknell Forest

### GCSE: Religious Education Results 2012 – 2014

The following data shows a breakdown of GCSE performance in Religious Education over the last 4 years. Data for 2015 will become available during the Autumn term.

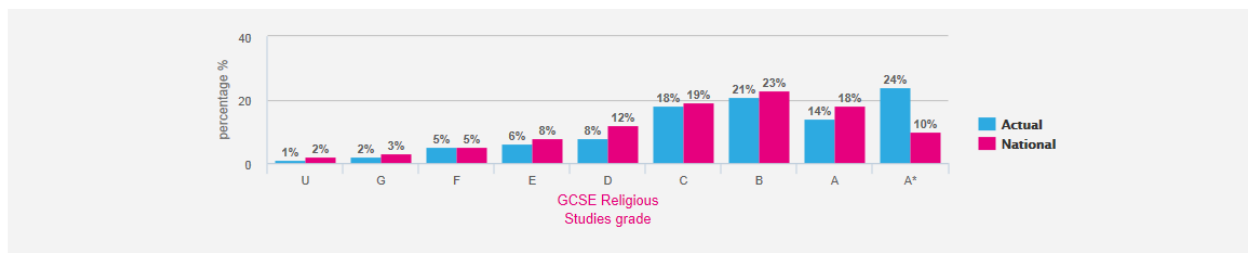
From 2011, where GCSE results and Pupil Average Point Scores for RE in Bracknell Forest were below the National Average, there has been significant progress rising to a peak in 2013. The figure in 2014 has dipped slightly but this represents the fact that the former GCSE short courses were no longer being reported nationally. All Year 11 students at Ranelagh School had taken the GCSE Short Course in RE and these did not appear in the national results.



**LA KS4 performance summary** GCSE Religious Studies

	Actual results			Pupil progress		
	2012	2013	2014	2012	2013	2014
Number of pupils / % matched	181	171	190	98%	99%	97%
Average Point Score	47 + ↑	46 +	44 +	+4.2 + ↑	+2.6 +	+3.8 +
Average Grade	B + ↑	B +	B - +	+0.7 + ↑	+0.4 +	+0.6 +
% A*-A	39% + ↑	37% +	38% +	+9% + ↑	+4%	+13% +
% A*-C	90% + ↑	90% +	77% + ↓	+15% + ↑	+13% +	+9% +
% A*-G	100% ↑	99%	99%	+1%	+0%	+2%
% 3 Levels Progress	88% + ↑	87% +	79% + ↓	+16% + ↑	+14% +	+11% +
% 4 Levels Progress	62% + ↑	57% +	58% +	+16% + ↑	+9% +	+14% +

LA Grade distribution 2014 · actual results · 190 pupils



## KS4 school performance summary 2014

GCSE Religious Studies

	Pupils	Actual results		Pupil progress	
		Average Point Score	% A*-C	Average Point Score	% A*-C
LA Bracknell Forest	190	44 <span style="color: green;">+</span>	77% <span style="color: green;">+</span> <span style="color: grey;">↓</span>	+3.8 <span style="color: green;">+</span>	+9% <span style="color: green;">+</span>
College Hall	5	22 <span style="color: red;">-</span>	40%	+1.6	+31%
Easthampstead Park Community	30	31 <span style="color: red;">-</span> <span style="color: grey;">↓</span>	33% <span style="color: red;">-</span> <span style="color: grey;">↓</span>	-3.1	-15% <span style="color: grey;">↓</span>
Edgbarrow	52	54 <span style="color: green;">+</span> <span style="color: green;">↑</span>	98% <span style="color: green;">+</span>	+13.0 <span style="color: green;">+</span> <span style="color: green;">↑</span>	+30% <span style="color: green;">+</span>
Garth Hill College	15	45	73%	+1.3	-2%
Ranelagh	2	49	100%	-1.9	+3%
Sandhurst	61	44	79%	+2.7 <span style="color: green;">+</span>	+8%
The Brakenhale	30	42	83%	-1.1	+10%



**DRAFT SACRE DEVELOPMENT PLAN FOR 2015-2017**

<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Cost</b>	<b>Key Personnel</b>
<b>Statutory obligations</b>					
Produce an annual report on the work of the SACRE	Using records and papers of meetings, write a report, on the work of the Bracknell Forest SACRE.	Annually for Autumn session	Finalised version of the SACRE report should be published and distributed to all BF schools by the end of January and on NASACRE website	Up to one day of writing time £400?	Anne Andrews David Fawcett
<b>On going initiatives</b>					
Annual analysis of GCSE and A level entry and results statistics	Analysis of information about entries and results compared with previous years and national data	Annually for Autumn meeting	Analysis to be completed in time for presentation to the SACRE at the autumn term meeting (and for inclusion in the annual report?)		Chris Salt
Review and amend/update a SACRE development plan	Review the development plan and up date it for the year ahead	For the autumn term meeting	By the end of the autumn term meeting an updated version of the development plan is agreed		SACRE and SACRE consultant
SACRE and schools to receive a newsletter about RE (& CW?)	Newsletter to be written, compiled and distributed on a termly basis	3 times per year	Publication and distribution of a newsletter each term	Consultant time (4 hours per term) Printing costs	Anne Andrews
Ensure members are well informed about SACRE related issues and contribute to local debates on such issues	Support the organisation and planning of an annual conference for local SACREs: Summary analysis of conference evaluation to be produced  Themes, venues and speakers to be organised  Bookings made	By end of summer term;  By start of calendar year  By end of January	Conference organised according to the timings indicated. At least 5 members of the SACRE to attend the conference and be able to report back for discussion at the autumn term meeting	One sixth of the total conference cost.	Jo Fageant, officers and SACRE members from each LA  Jo Fageant  Jo Fageant

Objective	Action	Timescale	Success criteria	Cost	Key personnel
Ensure the SACRE is informed about the quality and diversity of RE in BF schools	Invite a teacher to make a presentation about an aspect of RE in their school at each summer term meeting	At each summer term meeting	Each summer term meeting receives a presentation which helps the SACRE to develop an informed sense of RE in BF schools	Gift tokens?	Chris Salt
Ensure members are well informed about SACRE related issues and themselves contribute to national debates on such issues	Members of the SACRE attend relevant conferences eg NASACRE,  Relevant information about RE identified in newspapers, journals etc to be made available to members	Nominations made as invited by conference organisers  As appropriate	The SACRE is represented at all appropriate national conferences  Members receive copies of up to date information/articles on RE and discussion of these is included in meetings as appropriate	Conference fees and travel costs incurred by representatives Estimate: £100	Members of the SACRE  All members – information sent to Clerk for distribution
Maintain direct communication with RE subject leaders	Email schools to request name of RE subject leader at the start of each year	Annually & at each meeting	A direct email address for the RE subject leader at each BF school. Direct contact improving attendance at meetings.		Chris Salt / Anne Andrews
Support termly RE subject leader meetings	Set dates, organise venues and advertise to all subject leaders	Annually at the start of each year	Termly meetings held with BF teachers; training making an impact	3 x planning & running sessions; venue	Anne Andrews Patricia White Jeremy Saunders
<b>ONE OFF INITIATIVES? BLUE SKY THINKING?</b>					
Objective	Action	Timescale	Success criteria	Cost	Key personnel
Improve the quality & frequency of collective worship in schools	Training event	Spring 2016?	Event held; Future survey of CW shows more consistency of provision across the borough	Planning time; venue; publicity	Anne Andrews? Chris Salt? Robin Sharples (Diocesan worship adviser)
Produce collective worship guidance for schools	The SACRE to determine the nature of the proposed advice and organise a subgroup to work on it		Useful guidance for schools on collective worship to be produced and made available on the BF website	Dependent on whether the resource is produced in hard copy	Sub group of the SACRE

Enable an event for pupils	Support RE subject leaders group to plan an event to engage pupils from BF schools that will enrich their experience and learning in RE		BF schools have an opportunity to participate in an authority-wide event focused on enriching pupils experience of RE	?	RE subject leader group supported by a sub group of the SACRE
Devise and offer to schools an RE competition	Decide on the nature of the competition, how and with whom it will be organised, timescales, prizes etc		Schools within BF will participate in the competition and prizes will be awarded. Press coverage to be organised	Cost of prizes	The SACRE or a sub group, representatives of the RE subject leaders group and Chris Salt

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# **BRACKNELL FOREST SACRE**

**RETool**

# **The SACRE RETool: Reporting and Evaluating Toolkit**

## **Introduction**

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

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

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

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

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

## **Rationale**

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

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

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

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

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

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

## Section 1. Standards and quality of provision of Religious Education

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

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

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to approach the achieving of this overview with some sensitivity and astuteness.

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

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

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



Key Area: <b>1a. RE provision across the LA.</b> <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>		
<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.	<input type="checkbox"/>
<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 Agreed Syllabus. SACRE's process for acquiring this information is adequate but lacks coherence.  Have limited opportunities to implement strategies in support of pupil entitlement.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example effective and wide-spread use of the RE SEF) in place to gain a full and accurate overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1b. Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<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.	<input type="checkbox"/>
<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. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes (for example including effective and wide-spread use of the RE SEF) in place to gain accurate information about standards in all schools and examination entries in secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA. entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1c Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little or no knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from LA SIPs, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE's attempts to improve learning and teaching have limited effect.  be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<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 that can be linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1d Quality of leadership and management, including the provision and management of resources.		
<i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge about the quality of leadership and management in RE in local schools. They are unaware of issues relating to the availability of resources for RE in schools.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of leadership and management (including senior leadership interest in RE) from the LA, the RE SEF and from contact with teachers and pupils. Limited analysis of this information, however, means that SACRE support to improve learning and teaching has little effect.	<input type="checkbox"/>
<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 L&M (including senior leadership interest in RE). This information is analysed to identify trends, areas of strength and areas for development. SACRE draws on expertise in effective schools to support all schools in the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1e. Recruitment and retention of skilled specialist RE staff.		
<i>To what extent does SACRE use information about specialist provision in their schools to target training and support recruitment?</i>		
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of data and issues related to the recruitment and retention of subject specialists in schools. Little or no support from the LA.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some processes in place, supported by the LA, to gather information on staffing in schools, both in relation to subject specialism and teacher commitment to RE. The SACRE would have limited opportunity to act effectively on this information.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about specialist and committed staff in RE. This information is analysed to identify gaps, training needs and ways to support recruitment and retention.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1f. Relations with academies and other non-LA maintained schools.		
<i>To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<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.	<input type="checkbox"/>
<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. By and large academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a pro-active policy of liaison with all academies etc and of sustaining a wider professional RE network within the area. While the independence of academies etc is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

## Section 2: The effectiveness of the locally agreed syllabus

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

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

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

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

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

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

Key Area: <b>2a – The review process</b>		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>have limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards. This provides little or no opportunity to review the effectiveness of the agreed syllabus.</p> <p>not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. The SACRE is unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation made by the LA.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current agreed syllabus.</p> <p>have devised a costed action plan in partnership with the LA, and have been allocated a sufficient budget for the agreed syllabus review and relaunch.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>have a clear and systematic process for monitoring the effectiveness of the agreed syllabus built into its development plan. Reviewing the agreed syllabus includes full consultation with schools and other key stakeholders, including faith communities. Issues that have arisen have been discussed and addressed in planning for a Review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and printing/ distribution costs. There is a strong sense of shared ownership of the prospective agreed syllabus review, with clear targets for what needs to be achieved.</p>	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2b – The quality of the local Agreed Syllabus</b>		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in religious education? Is it “fit for purpose”?</i>		
<b>Developing</b> A SACRE with developing practice would:	<p>ensure that the Agreed Syllabus sets out what is to be learnt at each Key Stage. Levels are made available, but do not link directly to the learning and there is no clear expectation of quality learning in the Agreed Syllabus.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>ensure that the Agreed Syllabus provides a clear framework for and expectations of learning in RE.</p> <p>make clear the value of RE in school both in terms of learning and of wider issues.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>ensure that the Agreed Syllabus provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA.</p> <p>have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.</p>	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 2c – Launching and implementing the Agreed Syllabus**  
*How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?*

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<b>Developing</b> A SACRE with developing practice would:	<p>provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE.</p> <p>have little training provision for implementing the revised syllabus.</p> <p>be prevented from providing any significant additional guidance or extended training on using the agreed syllabus by a shortage of financial and human resources.</p>	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	<p>use other forms of communication (for example the LA website) to promote the launch.</p> <p>have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed.</p> <p>provide additional guidance or extended training on using the Agreed Syllabus over the life of the Agreed Syllabus.</p>	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>Involve the wider community and use strong media coverage, to give the Agreed Syllabus a high profile as an important development in the work of the LA and SACRE. The launch event would include high quality presentations from a range of local faith or belief groups and schools.</p> <p>provide effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning. The SACRE provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.</p>	<input type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)**

*To what extent is the membership of ASC able to fulfil its purpose?*

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<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>have a membership that fulfils basic statutory requirements. There are limited induction and training opportunities; members are unclear of their roles, or how an agreed syllabus can be structured. Particular faith or belief groups or teachers from different phases do not attend.</p> <p>provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.</p>	<input type="checkbox"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for members' training and the purpose and action plan for the work of the ASC are clear.</p> <p>have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.</p>	<input type="checkbox"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants. There is a strong, co-ordinated programme of induction and training opportunities for members.</p> <p>Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights.</p> <p>provide effective admin to support the process</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		



Key Area: <b>2e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new agreed syllabus. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new agreed syllabus.	<input type="checkbox"/>
<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 agreed syllabus which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<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 Agreed Syllabus has a clear framework for progression and challenging learning	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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Key Area: <b>2f - 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>		
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the agreed syllabus review process and are unable to use national guidance in a coherent way.  have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the education of the whole child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the Agreed Syllabus review process, but does not ensure its use reflects local circumstances.  Have ASC members who take note of the broader curriculum picture but do not link the Agreed Syllabus to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised Agreed Syllabus, 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"/>

<b>Where are we and where do we find evidence to support this?</b>	
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\*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious education in English schools: “Non-statutory guidance 2010”.

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- For the SACRE
- For the LA

### **Section 3. Collective worship**

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

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

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

Key Area: <b>3a – Supporting pupil entitlement</b>		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing collective worship.  provide little advice or support towards fulfilling pupil entitlement to collective worship.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges facing schools in providing collective worship.  provide some advice in support of delivering pupil entitlement and would seek to ensure that schools had access to, and advice on, appropriate resourcing towards delivering collective worship.	<input type="checkbox"/>
<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, and periodically reviews its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>3b – Enhancing the quality of provision of collective worship</b>		
<i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported for promoting quality of provision of collective worship.  have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data.  have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools.  understand what effective provision is but members of the SACRE have little 'hands-on' experience of	<input type="checkbox"/>

	<p>collective worship in schools.</p> <p>promote in-service support for teachers with responsibility for collective worship, and provides advice on enhancing quality of provision.</p>	
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools.</p> <p>have first-hand experience of collective worship in schools.</p> <p>disseminate good practice in consultation with schools and teachers, sponsors an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

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<p><b>Key Area: 3c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i></p>		
<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request.</p> <p>be found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.</p>	<input type="checkbox"/>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p> <p>have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions.</p> <p>be found by a request for a determination able to respond in an adequate but piecemeal fashion, without a systematic overview of this area of work.</p>	<input type="checkbox"/>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities.</p> <p>have a well-established and effective framework for responding to requests, with which members are familiar and comfortable.</p>	<input type="checkbox"/>

	Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. SACRE periodically reviews all existing determinations.	
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- For the SACRE

- For the LA

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

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

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

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

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

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

Key Area: <b>4a – SACRE meetings</b>		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<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 are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and collective worship.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	<input type="checkbox"/>
<b>4a</b> <b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4b – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		



Key Area: <b>4c – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Developing</b> A SACRE with developing practice would:	not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a basic action plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		
Key Area: <b>4d – Professional and financial support</b>		
<i>How well supported and resourced is SACRE?</i>		
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some access to subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
<b>Advanced</b> 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. 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 4e - Information and advice</b>		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<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 rather than ask questions of the LA and challenge its work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards. This can include advice related to the review of the Agreed Syllabus. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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

<b>Key Area: 4g– 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>		
<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.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some attempts to set up an academies presence in SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible. Nevertheless, some academies are now committed to working with SACRE and to finding a constructive way forward.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have considered systematically the legal and structural options open to them, and have set up formal procedures for establishing a permanent and sustainable academies presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partners with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

#### 4.3 Successes/ What are we good at?

##### Barriers to success

##### Areas for development/ Action points:

- For the SACRE
- For the LA

## **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”<sup>1</sup>.

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.

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

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
<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.	<input type="checkbox"/>
<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.	<input type="checkbox"/>
<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 communities). It would also endeavour to include representation from small local faith communities and / or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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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>		
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<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 local Inter Faith groups and the work that they do in the locality.	<input type="checkbox"/>
<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 and take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local Inter Faith groups. The SACRE would be aware of the impact of this local context on schools and on the provision for RE and collective worship in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Key Area: 5c – SACRE’s engagement with the community cohesion agenda.</b>		
<i>How much does SACRE understand the contribution which RE can make to a schools’ provision for community cohesion?</i>		
<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. It may also have little opportunity to promote RE’s contribution to schools of faith communities.	<input type="checkbox"/>
<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. The SACRE would understand and have a clear commitment to the part RE can play in promoting community cohesion and would seek to promote this throughout its work.	<input type="checkbox"/>
<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. The members of SACRE would appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local Agreed Syllabus and related guidance. SACRE members, as representatives of different sections of the wider community, would appreciate how they and their wider constituencies can work in partnership with other agencies to enhance the promotion of community cohesion in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

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<b>Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion</b>		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<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.	<input type="checkbox"/>
<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.	<input type="checkbox"/>
<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 and take the initiative in promoting activities and links, which relate to this work.  be aware of and work in partnership with local Inter-Faith groups to ensure the LA’s work has a broad consultation base.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

## 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.



**Discussion date(s)**

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