

SACRE SELF-ASSESSMENT TOOL

Notes of discussions
Spring 2023

SECTION 1: MANAGEMENT OF THE SACRE AND PARTNERSHIP WITH THE LA AND OTHER KEY STAKEHOLDERS

1A – FUNDING: PROFESSIONAL AND FINANCIAL SUPPORT

How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?

25

Advanced

A SACRE with advanced practice would:

be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan.

The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.

1B – SACRE MEETINGS

How purposeful, inclusive, representative and effective are SACRE meetings?

<p>Developing A SACRE with developing practice would:</p>	<p>hold meetings regularly with:</p> <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers <p>Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.</p>
--	--

<p>Established A SACRE with established practice would:</p>	<p>have good attendance where all four committees are well represented and meetings are quorate.</p> <p>Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work.</p> <p>Meetings are well managed with strong contributions from a wide range of members.</p> <p>Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.</p>
--	--

Possible areas for development:

- Opportunities for teachers and representatives of faith and worldview communities to share their work.

Suggestion:

- o SACRE members could be encouraged to present for 5-10 minutes at meetings.

1C — MEMBERSHIP AND TRAINING

To what extent is the membership of SACRE able to fulfil SACRE's purpose?

Developing
A SACRE
with
developing
practice
would:

have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.

Possible areas for development:

- A programme of induction for SACRE members.

Suggestions:

- Allocate new members a buddy/ mentor?
- Chair or vice-chair to arrange a meeting to talk with new members before they attend their first SACRE meeting
- For new faith representative members, ask a member of group C if the new member could visit their school to observe an RE lesson and Collective Worship
- Robust systems in place for succession planning for members and SACRE roles.
 - Establish set procedures for recruiting new members.
 - For some faith groups it will work well for existing members to help with recruiting new members e.g. Free Churches who don't have a central organisation to contact. For other faith groups, it would be good to have a list of organisations who can be contacted to nominate new members.

1D – IMPROVEMENT/DEVELOPMENT PLANNING

How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?

Advanced

A SACRE with advanced practice would:

have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.

1E - INFORMATION AND ADVICE

How well informed is SACRE in order to be able to advise the LA appropriately?

29

Advanced

A SACRE with advanced practice would:

receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.

Suggestions for developing the SACRE's engagement with/ knowledge of CW in schools:

- o The SACRE could produce guidance for schools on CW
- o The SACRE could request that members of Group C (especially headteachers/ deputies) present to members on CW at their school
- o Linda Galpin may be able to give an overview of CW in Wokingham schools based on her work with schools?

1F - PARTNERSHIPS WITH KEY STAKEHOLDERS

What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?

Developing A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.
Established A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.

Possible areas for development:

- Hear from pupils/students about RE and CW. It was noted that this is not easy to do in practice, however. Arrangements for students to attend a SACRE meeting would involve quite a bit of work on the part of a teacher.
 - Links with other bodies, such as local interfaith groups. It was noted that it takes time to establish links and we may lack capacity to do this.
- Action: EW to find out whether Wokingham still has an interfaith group.

SECTION 2. STANDARDS AND QUALITY OF PROVISION OF RELIGIOUS EDUCATION

2A - RE PROVISION ACROSS THE LA

How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?

32

Established
A SACRE with established practice would:

have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.

Discussion notes:

Easier to gain information about provision in primary schools due to greater engagement with networks and training.

The Wokingham conceptual understanding document is a model of excellent practice and could be considered 'advanced' practice.

Possible areas for development:

- Share examples of different models for fulfilling pupil entitlement within our schools so that schools have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.

2B - STANDARDS OF ACHIEVEMENT AND PUBLIC EXAMINATION ENTRIES

How does SACRE use information about standards and examinations to target support and training for schools?

Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.

Discussion notes:

Very difficult for SACRE to monitor standards other than through published exam results. There are no national level descriptors for assessment in schools. Fewer visits to schools by SACRE members have taken place since the start of the pandemic. Our survey for secondary schools is an attempt to gather further information.

2C - QUALITY OF LEARNING AND TEACHING.

How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?

Established A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.

Discussion notes:

We have more contact with primary schools. We regularly ask teachers about their training needs, and meet their requests. Additional capacity would be required in order to do more gathering of information from schools about their needs.

2D QUALITY OF INTERACTION AND COMMUNICATION WITH LEADERSHIP AND MANAGEMENT OF RE IN SCHOOLS

To what extent does SACRE have and pass on information that supports high quality RE in schools?

35

Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.
--	--

Discussion notes:
We have very good communication with our schools, via items in Education News and emails to RE leaders. We receive and respond to emails from schools with queries relating to RE provision.

2E - RELATIONS WITH ACADEMIES AND OTHER NON-LA MAINTAINED SCHOOLS

To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?

36

Advanced

A SACRE with advanced practice would:

have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.

SECTIONS 3 AND 4

Section 3: The effectiveness of the locally agreed syllabus

Action: Angela to suggest to the hub that this section is considered when planning for the syllabus review.

Action: If each SACRE is to hold its own launch event, our SACRE could consider Key Area: 3c – Launching and implementing the Agreed Syllabus

Section 4. Collective Worship

– covered in our discussion of Key Area 1e



SECTION 5: CONTRIBUTION OF SACRE TO PROMOTING COHESION ACROSS THE COMMUNITY

5A — SACRE'S MEMBERSHIP

How representative is SACRE's membership of the local community?

Established A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.
---	--

Discussion notes:
We have some vacancies for members.
We have recently welcomed a Humanist onto our SACRE.
We could strengthen our membership systems (recruitment and induction) as noted under area 1c.

5B SACRE'S UNDERSTANDING OF THE LOCAL AREA

How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?

Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.
Established A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.

Discussion notes:

We found it hard to assess ourselves in this area, and are not sure whether this area falls within SACREs' remit.

Census data on religion and belief in the borough has recently been shared with members. The 'Real People, Real Faith' project is an excellent example of engaging with and learning from local faith communities. Regular presentations from SACRE members (as noted under area 1 b) would help us to develop in this area.

5C – SACRE’S ENGAGEMENT WITH THE COMMUNITY COHESION AGENDA

How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?

<p>Requires improvement/struggling A SACRE in this position would:</p>	<p>have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE’s contribution to cohesion.</p>
<p>Developing A SACRE with developing practice would:</p>	<p>have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE’s contribution to cohesion.</p>
<p>Established A SACRE with established practice would:</p>	<p>have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.</p>
<p>Advanced A SACRE with advanced practice would:</p>	<p>understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.</p>

Discussion notes:
We are not sure that this area has been well thought through by NASACRE when developing this tool. We feel this is not something that SACREs can comment on or engage with meaningfully. The interconnection between RE and community cohesion is a complex area.

5D – SACRE’S ROLE WITHIN WIDER LA INITIATIVES ON COMMUNITY COHESION

How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?

Requires improvement/struggling A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.
Developing A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.
Established A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.
Advanced A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.

Discussion notes:
There is not legally any requirement for SACREs to be involved in this area. SACREs lack capacity, resources and expertise to engage in this area of work. The regular item on our meeting agendas - ‘What’s happening in Wokingham schools?’ – provides SACRE members with information about the local context in which the SACRE is working, and includes information about the ways in which schools are being affected by local and national issues, such as new arrivals to the borough.

THOUGHTS ABOUT OUR SACRE'S USE OF THE TOOL

The chair, vice-chair, RE advisor, LA link officer and any interested SACRE members could review our SACRE against the tool at regular intervals, focusing on the sections we feel are most useful, and feed back to members.

A summary of our self-assessment against the tool could perhaps be included in our annual reports.

This page is intentionally left blank