



Standing Advisory Council on Religious Education

# Shropshire Annual Report

November 2011 – November 2012

## Introduction

SACRE's work this year has been focused on laying the foundations for its future working. We were sad to lose the services and strong support of Cathryn Hodges, our Chair, who due to personal circumstances has had to relocate away from Shropshire.

The detailed work of SACRE has been devolved largely to its three new committees which are shaping and developing their roles carefully and methodically. A key development point in the coming year will be to integrate the new members into the committee system and support them in bringing extra dimensions to the work of SACRE. Following advice from NASACRE we have adopted the new annual report structure which will also be used as the core for the on-going self-evaluation document and feed in to the action plan. The relevant sections of this document will be 'owned' by the relevant committees and they will have a direct input into their sections. The outstanding sections will then be covered through the full SACRE meetings.

The SACRE has also decided to change the reporting year to match the calendar year which culminates in the review of activities including examination outcomes. The changes that have been introduced in the current year will feed in to providing SACRE with much more detailed information on provision and standards in the primary phase in relation to curriculum and collective worship. The trial phase of this is currently being rolled out and should provide clearer information to inform the work of SACRE in 2013. At the autumn meeting and following discussion with the LA, SACRE has commissioned the LA officer to approach academies within the county to discuss developing links to support the teaching of RE.

## 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 checked="" 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 checked="" 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>	Through close working with the LA the SACRE has clear information on secondary schools. This is gained through subject surveys and information gathered through termly subject network meetings. Provision at KS4 is reported annually to SACRE as part of a survey of GCSE and AS/A Levels. Recognising that primary school information presents a greater challenge, a new system has been implemented this year. All maintained schools are scheduled for a visit on a five year rolling programme to gather information on all aspects of the RE curriculum. The sample each year reflects a cross section of small/medium/large schools; geographical location in the authority; and rural/urban so producing a balanced view. Individual school responses are discussed in detail in the Curriculum and Standards Committee with committee members having password protected access to the reports. Summary reports are then presented to SACRE at the autumn term meeting along with a summary of exam results. Outcomes of HMI subject survey visits are regularly reported to SACRE. Shropshire has had an unusually high number of these visits over the past three years. Where non-compliance issues arise these have been followed up through both LA and diocesan officers. Evidence - SACRE minutes and SACRE committee minutes.	

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	<input checked="" type="checkbox"/>

practice would:	and standards in examinations in secondary schools and how these relate to national figures. Analysis would be limited as would strategies to address issues.	
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>An annual summary of exam results is presented to the autumn term meeting. This compares standards against national benchmarks for both attainment and progress, and sets the results in the context of previous trends across the LA. The Curriculum and Standards Committee scrutinises the results on a more detailed school by school basis. Follow up actions include letters of congratulations from the Chair to departments that have done well and requests for the LA follow up with schools causing concern. The outcomes of these visits are reported back to the committee. One of these visits took place in conjunction with the diocesan education officer.</p> <p>The SACRE has implemented the survey visits above to gather a representative sample of primary school information on an annual basis.</p> <p>Through the LA there is a programme of subject specific network meetings for both primary and secondary schools, supplemented by additional subject specific CPD and consultancies. SACRE receives reports at every meeting in relation to all of these activities.</p> <p>Evidence - SACRE minutes and SACRE committee minutes.</p>	

<b>Key Area: 1c Quality of learning and teaching.</b>		
<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:	<p>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.</p> <p>be able to circulate information about national courses and support mechanisms to schools</p>	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<p>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.</p> <p>advise the LA on the support that is needed and have access to professional support that can be linked to schools in need.</p>	<input checked="" type="checkbox"/>
<b>Where are we and where do</b>	Information regarding the quality of teaching and learning is robust in secondary schools through close working with	

<p><b>we find evidence to support this?</b></p>	<p>the LA subject adviser for RE. Through surveys, regular e-mail contact, and CPD there is a strong relationship between schools and the LA. All CPD has a focus on teaching and learning and a subject specific website within the LA (Shropshire Learning Gateway) provides curriculum support, advice and guidance, and regular information updates. All new RE teachers are visited by the adviser and NQTs have a detailed induction programme monitored by the LA.</p> <p>All SACRE members have passwords to the RE pages. Teachers have made presentations to SACRE on good practice in their schools and examples of children's work have also been discussed at meetings.</p> <p>At primary level the specific information is much less robust. In response to this the school survey system has been introduced and that is beginning to produce detailed information on all aspects of primary RE across the county.</p> <p>Evidence - SACRE minutes and SACRE committee minutes.</p>
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<p><b>Key Area: 1d Quality of leadership and management, including the provision and management of resources.</b>  <i>To what extent does SACRE have and use information about the effectiveness of senior and middle leadership of RE in its schools?</i></p>		
<p><b>Developing</b>  A SACRE with developing practice would:</p>	<p>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.</p>	<input type="checkbox"/>
<p><b>Established</b>  A SACRE with established practice would:</p>	<p>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.</p>	<input checked="" type="checkbox"/>
<p><b>Advanced</b>  A SACRE with advanced practice would:</p>	<p>have a robust relationship with schools and the LA to gather meaningful information about the quality of L&amp;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.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>	<p>The same primary secondary divide exists here.</p> <p>Through the LA, and knowledge of some SACRE members due to their professional positions there is a generally good understanding of the quality of leadership and management in local schools. SACRE contains headteacher representation and headteacher association representation. Working knowledge of middle leadership is very good through the network links mentioned above and through the LA there is a good understanding of the position of senior leaders in relation to RE. For example, all secondary subject leaders and most teachers are linked through a group e-mail system which allows for rapid communication.</p> <p>The survey system is developing the same level of information on primary subject and senior leadership and resources. Close working with the two CoE diocesan teams is developing to secure better quality leadership and management at both middle and senior levels in primary schools.</p> <p>There is a good subject specific section on the Learning Gateway providing a wide range of free resources to all schools.</p> <p>Evidence - SACRE minutes and SACRE committee minutes.</p>	

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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>At secondary level surveys have been tracking the specialism and recruitment of staff. The outcomes of these surveys have been reported to SACRE - contextualised with reference to identical surveys done for geography and history. Secondary schools continue to recruit high quality specialist RE teachers, sometimes with the involvement of the RE adviser in the appointment process. The training is done through the LA. The Chair attended all secondary network meetings and SACRE members who teach have also been present.</p> <p>At primary level there is a broad knowledge of this issue, but no central information is kept on the number of 'specialist' RE teachers, or teachers with relevant qualifications in RE.</p> <p>Evidence - SACRE minutes and SACRE committee minutes.</p>	

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>	<p>SACRE is fully up to date with the academy situation at secondary level. Discussions have taken place in the Recruitment and Training Committee regarding a strategy towards academies and this has been further explored at full SACRE. Currently Shropshire has five secondary academies all of whom have maintained subject links to the</p>	

	LA advisory service and attend RE network meetings. The SACRE website pages contain relevant information and guidance (e.g. NASACRE) on academies. The developing situation is closely monitored by SACRE. Evidence - SACRE minutes and SACRE committee minutes.
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### **Successes/ What are we good at?**

- 1. Detail of knowledge relating to secondary schools.**
- 2. Recruitment of good quality RE specialists in secondary schools.**
- 3. Shropshire Learning Gateway as a support to teaching and learning.**

### **Barriers to success**

- 1. Capacity to address all of the issues that need addressing - specifically the logistics of gathering the necessary information on local primary schools.**
- 2. The distance between SACRE and internal school decision making?**

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

#### **For the SACRE**

- To implement the primary survey programme to produce the required information on the above aspects.**
- To develop its commissioning role of the LA to respond to requests for additional information or action arising from the above survey and other information, such as exam outcomes**

#### **For the LA**

- Through the existing network and CPD arrangements, to continue to build the relationship and exchange of information between SACRE, the SACRE committees and teachers**
- To feed back to the LA the outcomes from the developing primary survey programme**



## 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: 2a – The review process		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>We are currently in mid-term of the agreed syllabus. The syllabus is not due for review until 2014 - having been brought into line with national developments in 2009. This will be the fifth local syllabus Shropshire has written and the process developed through this experience will be implemented again. Plans for full school consultation have already been written in to RE network meetings for both primary and secondary schools for the autumn term 2013 and spring term 2014.</p> <p>Evidence - LA CPD plans for 2013-14.</p>	

Key Area: 2b – The quality of the local Agreed Syllabus		
<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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced	<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>	<input type="checkbox"/>

practice would:	have set out clear expectations of the role of the LA and school leadership in ensuring adequate resource and provision in schools.	
<b>Where are we and where do we find evidence to support this?</b>	The current syllabus has evolved from its previous three versions in such a way that support materials developed for them can still be used with the new framework. Areas of confusion from earlier versions have been addressed and the lines of progression have been clarified through a system of levels. A key development in the current syllabus has been the separation of statutory requirements from support and guidance materials. We now have three booklets plus web-based support and guidance with one booklet covering the statutory requirements. Evidence - Shropshire Agreed Syllabus for Religious Education 2009.	

Key Area: 2c – Launching and implementing the Agreed Syllabus		
<i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<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 checked="" 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</b>	All previous syllabuses have been launched with a special event involving schools, faith groups, LA corporate directors and SACRE members; and have included press coverage. Each launch has been followed by phase	

<b>this?</b>	specific CPD to support schools in the implementing of the new syllabus and includes web based additional support. Throughout the review process the LA CPD programme ensures schools are kept engaged in the process and informed/consulted of developments.
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<b>Key Area: 2d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Developing</b> A SACRE with developing practice would:	<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"/>
<b>Established</b> A SACRE with established practice would:	<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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>Traditionally Shropshire SACRE has adopted the process of drawing the ASC from its own membership. Minutes of all meetings at the time clearly indicate which body is functioning at which time - either ASC or SACRE. The local authority has supported all review processes through providing specialist advisory support, funding to use teachers in the development, admin support to produce and disseminate copies to all schools, and support to organise a launch.</p>	

Key Area: 2e - Developing the revised agreed syllabus		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	All reviews have involved specialist advisory support, specialist and primary teachers and the use of an external consultant to provide an independent view on the syllabus. In addition other schools and staff have been used to pilot draft materials in an unseen test and their views have been used in the re-drafting of the work.	

Key Area: 2f - Making best use of National Guidance		
<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 checked="" type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	All of the relevant listed documentation was used in the review of the last syllabus. Evidence for usage can be found in the Shropshire Agreed Syllabus 2009.
*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?**

- **Gathering and listening to the views of teachers with regard to the effectiveness of the Agreed Syllabus.**
- **Making use of good practitioners in the review and development of the syllabus.**

**Barriers to success**

- **The current economic climate may cause difficulties in effectively supporting the review of the syllabus**

**Areas for development/ Action points:**

**For the SACRE**

- **In the coming year to prepare the ground for the review of the syllabus in 2014, particularly in relation to new members and the different roles of SACRE and the ASC.**

**For the LA**

- **To ensure that sufficient funding is made available to support the review of the Agreed Syllabus in a time of significant budget restrictions.**
- **To ensure that appropriate support and professional guidance is available to support the review of the syllabus.**

## 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 checked="" 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>	<p>Information on collective worship is currently anecdotal and not systematically collected. The Collective Worship Committee is pursuing approaches to address this situation in relation to primary and secondary schools. For those primary schools for which it has responsibility a system has been established where a representative sample of schools are visited on a five year rotation to gather information on the provision and quality of collective worship. Individual school responses will be discussed in the committee in confidence and summary reports will be presented to the full SACRE once a year. For secondary schools the committee has a clearer view of provision (due to the smaller number of schools involved). A group e-mail list of secondary contacts of staff responsible for collective worship is being established and this will be used to develop links to provide further support and guidance.</p> <p>Currently advice and guidance is provided through the Learning Gateway where there is a separate section on collective worship. The SACRE has also been involved in producing high quality guidance to primary schools with support materials entitled "Worship Time". This includes an interactive DVD plus support materials. Evidence is contained in Collective Worship Committee minutes, Worship Time and on the Learning Gateway.</p>	

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	not be adequately supported for promoting quality of provision of collective worship.	<input type="checkbox"/>



practice would:	<p>have agenda items about collective worship dominated by the issue of SACRE trying to find a mechanism for obtaining data.</p> <p>have little understanding of the nature and potential of collective worship and of what effective provision in each school might be.</p>	
<p><b>Established</b> A SACRE with established practice would:</p>	<p>have occasional agenda items on collective worship, with some insight into how collective worship is being delivered in the LA's schools.</p> <p>understand what effective provision is but members of the SACRE have little 'hands-on' experience of 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>	<input checked="" type="checkbox"/>
<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 checked="" type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>	<p>Since setting up in its new structure in 2011 a new committee structure has been established to carry out detailed work on specific issues. The Collective Worship Committee is established with specific terms of reference and is setting about its task in relation to collective worship.</p> <p>Evidence is included in full SACRE and committee minutes and other papers.</p>	

<p><b>Key Area: 3c – Responding to requests for determinations</b></p> <p><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</p>	<p>be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process.</p>	<input checked="" type="checkbox"/>

practice would:	<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>	
<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> <p>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.</p>	<input type="checkbox"/>
<p><b>Where are we and where do we find evidence to support this?</b></p>	<p>SACRE is aware of its role in determinations through the individual and collective experience of both its members and professional officers.</p> <p>To date the SACRE has not received any requests from local schools in relation to determinations.</p>	

### Successes/ What are we good at?

- **Some very good publications have been developed in the past to support collective worship in primary schools.**
- **Advice and guidance for all schools is available through the RE pages of the Learning Gateway.**

### Barriers to success

- **Lack of direct e-mail contacts to secondary colleagues responsible for organising collective worship. They are a very diverse group who do not meet or have links to each other through any other medium.**
- **Lack of information regarding the provision of collective worship in most primary schools.**

### Areas for development/ Action points:

**For the SACRE**

- **To establish a group e-mail of secondary contacts to enable direct lines of communication to be established to the SACRE, the LA and also to each other.**
- **Through the Collective Worship committee to begin to address the lack of information by implementing the primary survey.**

**For the LA**

- **To support the SACRE by making time available for its officers to conduct the primary survey**

## **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: 4a – SACRE meetings		
<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 checked="" 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	The current arrangements of Shropshire SACRE meeting independently are relatively new. Attendance is good and members contribute to meetings, Currently agendas are finalised through consultation with the Chair/vice Chair but draw on matters from previous meetings and from the three committees which meet in advance of the full SACRE. The committees are taking control of agendas and at the last meeting it was agreed that all members will take it in turns over future meetings to do a short presentaiton on the group they represent. Meetings have been held in different places of worship and schools but currently are held centrally which is broadly convenient for most members, some of whom travel long distances to attend meetings. Evidence is contained in SACRE minutes and membership lists.	

Key Area: 4b – Membership and training		
<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 checked="" type="checkbox"/>
<b>Advanced</b>	make good use of co-option to ensure membership of the SACRE is well informed and is highly	<input checked="" type="checkbox"/>

A SACRE with advanced practice would:	representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members.	
<b>Where are we and where do we find evidence to support this?</b>	<p>Following recent changes there has been a concerted effort to recruit new members to SACRE. Membership is currently the most representative it has been for a long time. Currently there are two Christian denominations with a recent vacancy - both of which are in process of being filled in advance of the next meeting.</p> <p>Co-option has been discussed in detail at the Recruitment and Training Committee and subsequently at full SACRE and an agreed decision has been taken to reflect the current situation. All new members were sent information on the role of SACREs (NASACRE booklet), information specific to Shropshire SACRE and a meeting with the LA adviser before they attended their first meeting. At the last meeting of the Recruitment and Training Committee the further training needs of these new members was discussed and proposals put forward to the full SACRE. Evidence is contained in SACRE and Collective Worship Committee minutes.</p>	

<b>Key Area: 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 checked="" 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>The SACRE now has a clear action plan developed through a self-evaluation process. The process needs to be more fully owned by SACRE members. Scrutiny and the future development of the action plan has largely been devolved to the individual committees who contribute to the relevant sections of the SEF with the full SACRE determining overall priorities. Through good links with the LA the priorities are reflected in LA development plans which have clear references to the role of SACRE.</p> <p>Shropshire SACRE is regularly reflected at NASACRE meetings and a recent business plan has been submitted to the LA to secure financial support for future attendance at these meetings.</p>	

<b>Key Area: 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	<input type="checkbox"/>

practice would:	is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	
<b>Established</b> A SACRE with established practice would:	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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Shropshire LA is clear about its responsibilities towards supporting SACRE. It provides a clerk to all meetings in addition to a minuting clerk and the LA adviser with responsibility for RE attends all meetings. Where appropriate senior LA officers have also attended meetings. Where SACRE has asked for support and funding to fulfil its statutory obligations, such as reviewing the agreed syllabus, for developing support materials or for commissioning advisory time these have been supported by the LA.	

<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 checked="" 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>	Where data exists SACRE receives summary information with more detailed information discussed in committees. Outcomes include commissioned responses to individual schools or wider actions. Results of these are reported back to the relevant committee. Where gaps have been identified such as in the primary sector actions have been taken to address these by the appropriate committee.	

<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>		
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<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 checked="" 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>	<p>There are good links to local networks. Recent recruitment of new members was enabled by links through local Inter-Faith groups, local police and community groups. The Recruitment and Training Committee has recently discussed building further links with other local agencies. At the last meeting a representative from the Shropshire Schools Library Service did a presentation on how they support schools in both RE and Collective Worship. At the next meeting one of the diocesan representatives is sharing curriculum materials developed with the National Arboretum at Alrewas.</p> <p>Shropshire has no ASTs in RE and there are very limited RE higher education providers in the county.</p>	

<b>Key Area: 4f – 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>	<p>Currently there are only five academies in Shropshire, and they have been set up relatively recently. Discussions have taken place in relation to them but to date no formal arrangements are in place between the schools and SACRE. This is scheduled to be actioned in the coming year.</p>	



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

- **There are long established and positive relationships between SACRE and the LA.**
- **LA elected members are committed in their support of SACRE.**
- **Support arrangements for SACRE have been maintained at a time of financial pressure for local authorities.**
- **The potential of the new Recruitment and Training Committee to enhance the work of SACRE is high.**

## **Barriers to success**

- **Shropshire SACRE has always functioned without an identifiable budget. As such it has not had to deal with any financial cuts. Whilst Shropshire LA is very clear about its statutory responsibilities with regard to SACRE there remains the concern with the economic situation possibly making the work of the SACRE less effective.**

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

### **For the SACRE**

- **To establish the new way of working with the committees having a direct input into the action planning and self-evaluation aspects of SACREs work.**
- **As the number of Shropshire academies grows, to establish positive relationships with them.**

### **For the LA**

- **To continue to support the work of SACRE through the current economic climate through maintaining professional support and guidance.**

## **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: <b>5a – SACRE’s membership</b>		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	The current representation on SACRE is the fullest it has been for some time. The faith communities in Shropshire are very small and diverse and so recruitment has been a challenge. SACRE is looking forward to developing relationships and links to support schools through this new membership.	

Key Area: <b>5b SACRE’s understanding of the local area</b>		
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	As a prelude to the recruitment of new members detailed work was done on identifying the composition of religious diversity in Shropshire and the distinct nature of these communities. SACRE is very much aware, and now very well informed, about the diversity in the local area.	

Key Area: 5c – SACRE’s engagement with the community cohesion agenda.		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Following the work of a task and finish group some years ago the established members of SACRE are very well informed about community cohesion. Many of the new members come from backgrounds where the issues around community cohesion are very much part of their day to day work, serving police officers, prison chaplains, based in various phases of education, or through membership of local Inter-Faith groups. Drawing further on this expertise is part of the remit for the Recruitment and Training Committee.	

Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Through its membership and established links to the LA there are good opportunities for SACRE to enrich the work of the LA.	

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

- **Shropshire SACRE is now very representative of the local community.**
- **The new membership offers a broad and informed view of the local community through the day time occupations of its members including, teachers, lecturers, local politicians, religious leaders, and police.**

### **Barriers to success**

- **With the recent recruitment of so many new members, the challenge is to develop their individual expertise and talent to enrich the work of SACRE.**

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

#### **For the SACRE**

- **To develop the expertise of its new membership to better inform members on this, and other broader agendas.**
- **To develop the work of the Recruitment and Training Committee in steering the above development.**

#### **For the LA**

- **To continue to ensure that SACRE is listed and is brought into wider LA discussions on this agenda.**

## **ANNEX A – Shropshire SACRE Membership 2012**

### **Committee A - Other Christian Denominations/Other Faiths**

Mr Darren Clarkson	Buddhism
Mrs Barbara Sharrock	Religious Society of Friends
Mr Austin Atkinson	Roman Catholic Church
Mr Henry White	Methodist Church
Mrs Denise Samari	Baha'i
Imam Sohayb Peerbhai	Islam
Mr Ajmer Singh	Sikhism
Mrs Rashmika Jogi	Hinduism
Mr Howard Hutchings	United Reformed Church
Mrs Cathryn Hodges	Pentecostal/Charismatic/Independent Evangelical Churches
Mr Bill Morris	Orthodox Churches
Mr Michael Watts	Judaism

### **Committee B – Church of England**

#### **Hereford Diocese**

Mr Tristram Jenkins  
Mr John Hodson  
Mrs Sally McCamley

#### **Lichfield Diocese**

Mrs Rosemary Woodward  
Mrs Fiona Iddon

### **Committee C – Teacher Associations**

Mr Russell Pugh	NASUWT
Mr Jack Cornall	NAHT
Mrs Carol Morgan	NUT

### **Committee D Shropshire LA Members**

Cllr Mr John Hurst-Knight  
Cllr Mrs Beverley Baker  
Cllr Mrs Pauline Dee

**Co-opted Members**

Dr Simon Nightingale

Humanist

**Clerk to SACRE  
LA Officer**

Sue Round  
Alun Morgan