

Self evaluation of your SACRE

- **supporting**
- **strengthening**
- **promoting**

The aims for tonight's training



Within this session, we will:

- Run through the rationale for why we have created the toolkit
- Explain how to use the toolkit
- Help you feel more confident in assessing your SACRE's work
- Hear a reflection from a SACRE already using the new toolkit
- Explain how the toolkit helps the creation of an Action / Development Plan for your SACRE

SACRE self-evaluation toolkit



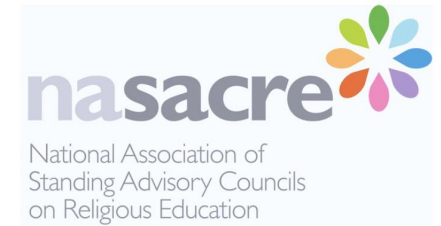
- This toolkit has been created to help SACREs in their essential role to advise Local Authorities (LA) and their schools in meeting the entitlement of pupils to engage in high quality Religious Education (RE) and Collective Worship (CW) and support SACREs to reflect on their practice. In an educational context where standards and accountability are at the top of the agenda, SACREs' work has become increasingly challenging and diverse, but also more rewarding and stimulating.

SACRE self-evaluation toolkit



- In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are in the main unpaid volunteers who give up their time to support RE and CW locally.
- This toolkit is an updated version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and also of the development of maintained schools, independent of their LA.

Focus of the toolkit



The toolkit is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The SACRE self-evaluation toolkit focuses on the following five aspects to do this:

- Management of the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
- Promoting improvement in the standards, the quality of teaching, and provision in RE
- Evaluating the effectiveness of the locally agreed syllabus
- Promoting improvement in the provision and quality of CW
- Contributing to cohesion across the community, highlighting diversity and the promotion of social and racial harmony

Scenarios



Scenario's

1a – Funding: Professional and financial support

SACRE 1

Has no SACRE budget – but do have a clerk and chair. LA attends meetings, but representative doesn't have capacity to process or deal with things SACRE needs

SACRE 2

Has a budget. Has a development plan where budget has been allocated to a number of priorities. SACRE has strong links with LA – they are often asked to input other education discussions and resources produced within the LA. SACRE is regularly briefed around national developments in RE and are involved in the national conversation around these developments. They are a subscribed member of NASACRE and have been attending monthly NASACRE webinar's and training

1b – SACRE meetings

SACRE 3

SACRE meets regularly and meetings are orderly, but members feel under-utilised and are often receiving information from the council and not contributing to the work of the SACRE.

SACRE 4

SACRE tends always to be quorate. Papers are distributed well in advance of meetings, providing members time to seek advice from the community they represent at meetings. SACRE regularly gets to see and hear from teachers using the agreed syllabus, and work from pupils. Meetings have time and space for members to think together about how collective worship or RE can be improved in their area

1c – Membership and training

SACRE 5

SACRE members receive no initial training when they become members on their role. SACRE members do not attend NASACRE conference or monthly webinars – there is no on-going training for members. Member have no way of contacting one another outside of meetings. The LA finds it difficult to fill all places on it's SACRE

SACRE 6

SACRE reviews its constitution/terms of reference every 3 years to ensure it is fit for purpose and has the right members on it to represent local schools/teachers and communities. There are agreed processes in place for training new members, as well as providing training opportunities for SACRE members locally and nationally via NASACRE. There are systems in place for replacing members if people are not turning up at meetings and the LA provides high quality clerking and advisory support

1g – Relations with the Academies sector

SACRE 7

SACRE has no one on it to represent academies in the area. SACRE has limited contact with academies through the LA. This is a one-way direction so SACRE can advertise opportunities to academies, but no ability to hear from them.

SACRE 8

SACRE is keen to have academy representation on SACRE but there seems to be confusion over whether this is possible legally in the LA. CSSB funding is not clearly understood as being for all pupils in RE/CW for a SACRE



Lewisham example



SACRE self-assessment tool

Lewisham SACRE

Key Area: 1c – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Established A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	X
Advanced 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. There are robust systems in place for succession planning for members and SACRE roles.	X
Where are we and where do we find evidence to support this?	Historically we have had training in house and now are subscribed to the NASACRE programme which has been attended. We have a good working system of shared places and substitutes. All meetings for the past 3 years have been quorate.	

Successes/ What are we good at?

‘Having a dedicated RE officer makes a big different, despite the reduction of her hours to 1.5 days.’

‘There have been changes of personnel but the spirit feels the same. It seems that whoever comes in is caught by that spirit. There’s a strong sense of collegiate wanting to do well.’

‘Everyone feels safe; safe to talk and not know, and say something contentious if needs be’

Barriers to success Covid

Areas for development/ Action points:

- **For the SACRE** Work with the LA on the Development plan. Set up varied meeting venues as soon as is possible.
- **For the LA** Support re-engagement with the Academies and the Young Mayor’s team

Using the toolkit to develop an Action/Development Plan

Appendix 2 SACRE priorities for 2020-2021

Key:	 Task completed
	 Task to do
	 Task started

No	Priority	Date	Process	Outcomes	Cost/resource implications
4	Links to best practice in RE and CW	<p>January 2021</p> <p>January 2021</p>	<ul style="list-style-type: none"> Secure RE consultant to keep SACRE and LA up to date on legal issues: LA employed Claire Clinton to ensure this is done for 12 months Provide finances for consultant and SACRE member to attend National SACRE AGM May 2021 and London meeting 	<ul style="list-style-type: none"> Fulfil legal requirement to have a SACRE running correctly Reflect on best practice from other authorities and use in Newham 	Funding for 30-35 days work by CC, to be secured for 2021-22
5	Develop our New Agreed Syllabus	January 2021	<ul style="list-style-type: none"> Form a teacher review group and set meetings dates to work on units during summer term 2021 Do a survey with teachers (RE leaders at primary and secondary schools) around what they like or don't like about our present AS, and ideas for anything they want included in our new review Share results from survey with SACRE Build upon Barbara Wintersgill's Big Ideas in RE, as well as Exeter University's work on aspects of RE – ensure Newham AS is up to date RE advisor share plan for work with SACRE to ensure everyone is happy with the plan going forward Have an agreed syllabus conference in Nov/Dec 2021, where the text of the new syllabus is agreed Work with LA and design team to forward plan AS being ready for going into school's spring 2022 	<ul style="list-style-type: none"> Fulfil legal requirements to have an up to date AS Reflect on best practice nationally as we develop our present AS Ensure teachers voice is central to the process 	Funding secured from LA for this extra piece of work

Any questions?

