

Public Document Pack

NORTH LINCOLNSHIRE COUNCIL

NORTH LINCOLNSHIRE STANDING ADVISORY COUNCIL

12 October 2023

Chairman: Councillor John Davison

Venue: FO1e Conference Room,
Church Square House,
Scunthorpe

Time: 4.00 pm

E-Mail Address:
vikki.oxley@northlincs.gov.uk

AGENDA

1. Apologies for absence
2. Declarations of personal interest
3. Quorate
4. Matters arising/previous minutes dated 27 February 2023
5. Appointment of new members
6. Terms of Reference (reviewed)
7. Feedback from SACRE Conference
8. North Lincolnshire SACRE Annual Report 2022
9. National Association of Teachers of Religious Education (NATRE) Data
10. SACRE Self-Assessment Tool
11. Interfaith week; What's happening? (contribution to art prizes)
12. Date/time and venue of next meeting - To be agreed

NORTH LINCOLNSHIRE COUNCIL

NORTH LINCOLNSHIRE STANDING ADVISORY COUNCIL

27 February 2023

PRESENT: -

Executive Elected Members
Cllr J Davison (chairman)

School Representatives
Ms C Card

Faith Leaders and Representatives
Mr R Singh, Mr N Sardar, Ms G Reid, and Mr T MacDonald

Local Authority Officers
Mrs J Taylor and Mrs V Oxley (Secretary)

The meeting was held at the University Campus North Lincolnshire, Civic Centre, Ashby Road, Scunthorpe, DN16 1AB.

249 **APOLOGIES FOR ABSENCE**
Cllr H Rayner and Mrs B Braisdell

250 **DECLARATIONS OF PERSONAL INTEREST**
No declarations of interest were received.

251 **APPOINTMENT OF NEW MEMBERS**
Cllr J Davison asked members to welcome Mr R Singh, Mr N Sardar, Ms G Reid and Mr T MacDonald, to the meeting.

Resolved – That Mr R Singh, Mr N Sardar, Ms G Reid, and Mr T MacDonald had been approved to be part of the membership.

252 **MATTERS ARISING/PREVIOUS MINUTES DATED 10 NOVEMBER 2022**
That the minutes of the meeting held on 10 November 2022, having been circulated amongst the members, be taken as read and correctly recorded, and signed by the Chair.

253 **ROLE AND FUNCTIONS OF THE SCARE**
Mrs V Oxley advised members the role and functions of the Standing Advisory Council for Religious Education (SACRE) that;

- i. overview of the quality of RE provision in local authority-maintained schools and developing effective strategies to promote the highest standards.
- ii. 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

NORTH LINCOLNSHIRE STANDING ADVISORY COUNCIL
27 February 2023

- to provision and quality.
- iii. it must also consider applications from head teachers in community schools that the requirement for collective worship to be wholly or mainly of broadly Christian character be disapplied for some or all of the pupils in that school.
 - iv. SACRE 'determines' the appropriateness of that application and grants a 'determination' to those schools where the application is judged to be in the best interest of the pupils.
 - v. SACRE is set up to represent a balance of all the interests of the local community. This includes elected councillors, representatives' of local faith communities and members of the education community.

Resolved – That the Terms of Reference be reviewed for next meeting.

254 **SCARE CONFERENCE**

Mrs J Taylor advised members the SACRE Conference will be taking place on Wednesday, 28 June 2023, at Normanby Hall. RE leads from all primaries and secondary's are invited to attend. RE leads from North East have also been invited. Tickets will cost £30 (NL) and £40 (NEL).

Lat Blaylock the Editor for RE Today had confirmed he would be a speaker. Other speakers to be confirmed.

After discussion members suggested for 'world views' and 'collective worship' to be key focus areas for the conference.

Resolved – That (a) SACRE members attend the conference were possible (b) Mrs J Taylor email all RE leads for suggestions of key focus areas for the conference (c) 'world views' and 'collective worship' to be included as key focus areas for the conference.

255 **SACRE SELF-ASSESSMENT TOOL**

The SACRE Self- Assessment Tool had been circulated prior to the meeting.

Mrs J Taylor advised members the tool is provided by the National Association of Standing Advisory Councils on Religious Education (NASACRE). The tool had been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It 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.

Mrs J Taylor advised looking at section Key Area: 1e - Information and advice

NORTH LINCOLNSHIRE STANDING ADVISORY COUNCIL
27 February 2023

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

After discussion members agreed the toolkit provides an resource to monitor the progress of the SACRE.

256 **RE TODAY**

Cllr J Davison took this point to congratulate Ms Card for her recent case study published in RE Today.

257 **NASCACRE**

Mrs J Taylor advised members of the NASACRE training available to all members.

Resolved – That (a) the link to the NASACRE training be circulated (b) if members would like to attend training to contact Mrs V Oxley.

258 **DATE AND TIME OF NEXT MEETING**

Thursday, 12 October 2023, 4pm, at Conference Room, Church Square House, Scunthorpe.

This page is intentionally left blank

North Lincolnshire Standing Advisory Council on Religious Education

Constitution/Terms of Reference

1 Introduction

The duties of the SACRE include gaining an overview of the quality of RE provision in local authority maintained schools and developing effective strategies to promote the highest standards.

The Agreed Syllabus Conference holds the legal responsibility for revising the Agreed Syllabus. The ASC members are all members of SACRE.

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 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 interest of the pupils. All pupils in schools with determination continue to have an entitlement to daily collective worship.

A SACRE is set up to represent a balance of all the interests of the local community. This includes elected councillors, representatives' of local faith communities and members of the education community. The constitution of the SACRE is determined by law. There are four communities which make up the SACRE.

2 Relationship of the SACRE with the Local Authority

2.1 The SACRE will have a separate identity and is independent of the Local Authority. The SACRE shall be consulted by the Local Authority on any issues falling within its scope of interest.

2.2 SACRE's main function is to advise the Local Authority upon such matters connected with religious worship in Community and Voluntary Controlled schools and the advice on religious education to be given in accordance with an agreed syllabus as the Authority may refer to SACRE or as the SACRE may see fit.

Also it:-

- can require the Authority to review its current agreed syllabus; and
- must consider applications made by a head teacher that the requirement for collective worship in Academy schools or Schools which have not been designated as having a religious character to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.

2.3 The broad role of the SACRE therefore is to support the effective provision of Religious Education and collective worship in schools.

3 Membership

3.1 The SACRE shall consist of:-

3.1.1 persons appointed to represent respectively:-

- such Christian denominations and other religions and denominations of such religions as, in the opinion of the Authority, will appropriately reflect the principal religious traditions in the area; (not including persons to represent the Church of England);
- the Church of England;
- such associations representing teachers as, in the opinion of the Authority, ought, having regard to the circumstances of the area, to be represented;
- the Local Authority;
- Co-opted Members who shall hold office on such terms as may be determined by the members co-opting them.

3.2 The membership shall consist of:-

3.2.1 Committee (A)

Roman Catholic representatives
Free and Non-conformist representatives
Other Christian Denominations
Representatives of other faiths, including but not limited to;
Jewish
Sikh
Muslim
Hindu
Buddhist

3.2.2 Committee (B)

Church of England representatives (nominated in consultation with the appropriate Diocesan Education Authorities)

3.2.3 Committee (C)

Representation from such associations representing teachers as, in the opinion of the Authority ought to be represented, having regard to the circumstances of the area.

3.2.4 Committee (D)

Elected Members of the Authority

3.3 The SACRE may also include co-opted members appointed in accordance with paragraph 4 below.

3.4 The number of members appointed to any representative group to represent each denomination or religion required to be represented shall, so far as is consistent with the efficient discharge of the groups function, reflect broadly the proportionate strength of that denomination or religion in North Lincolnshire

4 Co-opted Members

4.1 The members of the SACRE, who have not been co-opted themselves, may co-opt a person, and a person so co-opted shall hold office on such terms as may be determined by the members co-opting them.

5 Term of Office

5.1 All members of the SACRE shall hold office for up to a 4 year period(council election term) or until he/she is re-appointed or the appointment of his/her successor. The Clerk to SACRE shall generate letters to those whose term of office is due to cease and ensure that re-appointment (should it be desired) is an item on the agenda at the next SACRE meeting. All members of the SACRE are eligible for reappointment.

5.2 Any person co-opted shall hold office on such terms as may be determined by the members co-opting them.

5.3 A member of SACRE may be removed from membership by the Authority if in their opinion s/he ceases to be representative of the religion, denomination or associations which s/he was appointed to represent or (as the case may be) of the Authority.

5.4 Should a member of SACRE not attend three consecutive meetings without sending apologies, the Clerk to SACRE shall write to that member informing them that their membership will lapse if they are unable to attend the next meeting.

5.5 Any member of the SACRE may at any time resign his/her office.

6 Substitution

6.1 Any member of the SACRE unable to attend a meeting may appoint a named substitute to attend in his/her place.

7 Voting Arrangements

7.1 On any question to be decided by SACRE only the representative groups on the Council shall be entitled to vote and each such group shall have a single vote.

7.2 On formal votes it may be necessary for the four representative groups to meet separately to determine how their collective vote will be cast. To facilitate such a vote each representative group should elect a chair.

7.3 In the event of a tied vote groups are to revisit the issue in question until a decision has been achieved.

7.4 Co-opted members shall not have a vote.

8 Conduct of Business

8.1 Subject to the requirement of the voting arrangements above, the SACRE and, in relation to any question failing to be decided by members of the SACRE of any particular category, the members of that category may regulate their own proceedings.

8.2 The validity of proceedings of SACRE or of the members of the SACRE of any particular category shall not be affected:-

8.2.1 by a vacancy in the office of any member of the SACRE

8.2.2 On the ground that a member of the SACRE appointed to represent any religion, denomination or association does not at the time of the proceedings represent the denomination or associations in question.

8.3 The representative groups on the SACRE, other than that consisting of persons appointed to represent the Authority, may at any time require a review of any agreed syllabus for the time being adopted by the Authority.

8.4 Three weeks in advance of each meeting, the Chair shall meet with the Educational Representative from the Local Authority and the Clerk to SACRE to agree the agenda. SACRE members can propose agenda items by contacting the Chair or the Clerk to SACRE. An agenda for each meeting shall be distributed at least one week in advance of a scheduled meeting, by the Clerk to SACRE.

8.5 Notes of each SACRE meeting are to be taken by the Clerk to SACRE, who is responsible for their typing and distribution within one calendar month of the meeting.

9 Frequency of Meetings

9.1 The SACRE shall normally meet termly on three occasions per year.

9.2 Meetings of the SACRE may be convened at the request of the Chairman or any of the representative groups.

10 Sub-Groups and Working Parties

10.1 SACRE may appoint members to working parties which may include non-members with expertise to contribute. The working party shall be involved in exploratory work rather than decision making. The working party shall normally include members from all representative groups.

11 Reports

11.1 The SACRE shall in each year publish a report with respect to the exercise of their functions and any action taken during the preceding year which will be submitted to the Qualifications & Curriculum and Development Authority (QCDA).

12 Quorum

12.1 No decision shall be transacted at the meeting unless all the representative

groups are represented at that meeting.

13 Election of the Chair and Vice-Chair

13.1 The Chair of SACRE shall normally be an elected member of the Local Authority and shall be elected annually at the last meeting of the summer term, from amongst those members appointed by it. The new chair shall take up office from the end of that meeting.

13.2 SACRE's vice chair may be elected from Committee A, B or C.

14 Observers

14.1 In accordance with the statutory requirements of the Education Act 1996 and associated regulations the press and public will be entitled to attend meetings of the SACRE. At the beginning of each meeting, for half an hour, members of the public will have an opportunity to receive answers to any pre-received written questions they have submitted to the clerk. A notice period of 14 days will be required for such questions to be posted.

14.2 In addition to an Administrative Officer appointed by the Local Authority to clerk the SACRE meetings, there will be in attendance an educational representative, each of whom may speak but not vote.

15 Consultation Process

15.1 Members are required to consult with the groups that they represent on a regular basis.

15.2 From time to time SACRE may, as and when appropriate, consult with parents and governing bodies of Community schools and voluntary controlled schools and shall make contact with the parents and governors via the school.

16 Monitoring and Review

16.1 The effectiveness of SACRE will be assessed by internal review, annually via the SACRE Development Plan.

16.2 The SACRE will monitor and review the operation of the Constitution to ensure that the aims and the principles of the Constitution are given full effect and may make recommendations for ways in which it can be changed.

16.3 The SACRE is authorised at any time to make any variations to those parts of the Constitution to give effect to any changes in the law and where, in its opinion, needs and circumstances require it.

This page is intentionally left blank

Guidance for local authorities about membership of Standing Advisory Councils for Religious Education (SACREs)

This note provides information on a recent court ruling and shares the Department for Education's (the Department) view **that representatives from non-religious belief systems may be appointed to Group A of a SACRE and/or to an Agreed Syllabus Conference (ASC).**

Background

SACREs are established by local authorities, as required by legislation¹, and their membership must consist of the following groups:

- Group A: members that represent Christian denominations and other religions and their denominations who will appropriately reflect the principal religious traditions in the area;
- Group B: members that represent the Church of England;
- Group C: members that represent the teaching profession or other relevant associations that, in the opinion of the authority, ought to be represented; and
- Group D: members that represent the [local] authority.

The recent legal case of *Bowen v Kent County Council*² (more details in the Annex) clarified that applications for Group A membership from persons who represent holders of non-religious beliefs should be considered in the same way as applications from those who represent holders of religious beliefs.

In the Department's view, the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief. To be "analogous", the non-religious beliefs must, in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998, attain the necessary level of cogency, seriousness, cohesion, and importance to attract protection under the Convention Rights.³

The final decision on appointment of persons to a SACRE or ASC is a matter for local authorities. This may include consideration of whether such a representative would help ensure that the relevant traditions and beliefs in the local authority's area are appropriately reflected in Group A.

¹ [Section 390\(4\)\(a\) of the Education Act 1996](#)

² www.bailii.org/ew/cases/EWHC/Admin/2023/1261.html

³ This aligns with the policy in Wales, where a non-religious belief for the purposes of education is aligned with those philosophical beliefs that are protected following European Convention of Human Rights caselaw.

ANNEX

The claimant, Stephen Bowen, sought to be appointed to join Group A of the Standing Advisory Council for Religious Education (SACRE) of Kent County Council (KCC). KCC refused to appoint Mr Bowen because it took the view that, as a humanist, Mr Bowen does not represent '*a religion or a denomination of a religion*' for the purposes of section 390(4)(a) of the 1996 Act. KCC considered that it did not have the power to appoint Mr Bowen to Group A and that it would have been unlawful for it to do so.

Mr Bowen challenged this decision on the basis of it being discriminatory and so in breach of Article 14 of the European Convention on Human Rights (ECHR). He contended that pursuant to section 3 of the Human Rights Act 1998 (HRA 1998), section 390(4)(a) must be read in such a way as to avoid the breach.

The judge ruled that KCC's interpretation of section 390(4)(a) of the Education Act 1996 breached Article 14 of the ECHR. The KCC's decision was quashed as it "*... failed to interpret the provision in compliance with the Human Rights Act 1998 humanism is self evidently a belief system ... and would be encompassed within any Convention-compliant interpretation of section 390(4)(a) [of the Education Act 1996].*"

SACRE Annual Report

January – December 2022

Contents

Page 14

Slide(s)	Content
3	Foreword by the Chair
4	Introduction: About SACRE
5	Self-Evaluation (SEF)
6	Collective Worship
7	Agreed Syllabus
8	Ofsted Inspection Data 2022
9	Management of SACRE and contribution to the wider Council priorities
11	Holocaust Memorial Day 2022
13	Standards & Quality of Provision of RE
16	CPD – Supporting Schools
17	Development Plan
18	During 2022 we have.... Our plans for the next 12 months

Foreword by the Chair

Welcome to North Lincolnshire Standing Advisory Council on Religious Education (SACRE) annual report for the period January – December 2022.

Providing religious education is a statutory requirement and I believe that giving our children a broad knowledge of our diverse world is more important now than ever. With this at our heart, North Lincolnshire SACRE has worked closely to support schools in delivering high quality RE and Collective Worship. The newly adopted Agreed Syllabus provides all pupils from Early Years Foundation Stage to KS5 with a rich diverse curriculum and one we believe will enable our young people to be knowledgeable, thoughtful and reflective.

SACRE is resolute in its ambition to increase its membership to reflect the rich diversity North Lincolnshire has and so make informed decisions about how to support Religious Education in our locality.

The annual conference is always a highlight of the year, and this year was no exception with keynotes from Lat Blaylock and Dr Kate Christopher providing insights into national developments as well as workshops from teachers from North and North East Lincolnshire sharing their expertise at a local level.

North Lincolnshire SACRE is robust in its commitment to schools and looks forward to increasing its membership in 2023.

Page 15



Councillor John Davison
Chair of SACRE



Introduction: About SACRE

Councils have a duty to set up a Standing Advisory Council for Religious Education (SACRE). The duties of the SACRE include gaining an overview of the quality of religious education provision in local authority maintained schools and developing effective strategies to promote the highest standards.

The Agreed Syllabus Conference (ASC) holds the legal responsibility for revising the Agreed Syllabus. The ASC members are all members of SACRE.

Part of a SACRE's role is to support the effective provision of collective worship in community schools and to advise the local authority 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 broadly Christian character be disapplied for some or all of the children 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 interest of the children. All children in schools with determination continue to have an entitlement to daily collective worship.

A SACRE is set up to represent a balance of all the interests of the local community. This includes elected councillors, representatives of local faith communities and members of the education community. The constitution of the SACRE is determined by law.

SACRE Membership and Minutes of Meetings

SACRE Membership is comprised from:

- Representatives of Christian denominations other than the Church of England and representative of other faiths
- Representatives of the local Church of England dioceses
- Representatives of Teachers' Associations
- Local Authority Representatives

Details of SACRE members and minutes of meetings can be found on the North Lincolnshire Council website:

<https://www.northlincs.gov.uk/your-council/about-your-council/council-committees/standing-advisory-council-for-religious-education-sacre/#1534502440810-b8483ff5-e7e6>

During 2022 North Lincolnshire SACRE held three meetings which took place on 24 March and 7 July . At these meetings, the Strategic Officer for SACRE presented the Annual Report (for the period January to December 2021) and the NASAC report on funding. The Strategic Officer shared advice passed on to schools around RE and Collective Worship during lockdown. Meetings focused on the Self Evaluation Framework from NATRE and an action plan was developed.

Self-Evaluation (SEF)

The Self-Evaluation process continued to follow the format from NATRE. The foci included;

Key area 1 - SACRE meetings *(How purposeful, inclusive, representative and effective are SACRE meetings?)*

SACRE was proactive in increasing membership and ensuring it was diverse, reflecting both the locality of North Lincolnshire and the membership constitution . Members of SACRE attended events at a Mosque and Gudwada however self-evaluation agreed that whilst membership fulfils the basic statutory obligations there are limited induction and training opportunities for SACRE members, an action taken into 2023.

Key area 1d – Improvement/development planning *(How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?)*

Self-evaluation sited that overt linkage between the priorities of the LA’s development / improvement plan and the work of the SACRE is limited. SACRE identified that it needs to be more proactive in LA and National developments, It was agreed that since the representative from the Lincoln Diocesan has been unable to attend in person much of SACREs understanding about developments has been limited. This has been actioned for 2023/24.

Key area 1e - Information and advice *(How well informed is SACRE in order to be able to advise the LA appropriately?)* This was a strength of SACRE as they are regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA’s work. Close links were established between the LA representative and School Improvement Officers



Collective Worship

The quality and monitoring of Religious Education provision in schools

- Religious Education provision is monitored within faith schools via school governors and by curriculum and diocesan leads, and also by Ofsted via Section 48 inspections.
- Collective worship provision is monitored via LA school reviews and Ofsted inspections.
- Secondary General Certification of Secondary Education (GCSE) results are monitored.

Page 18

Advice to statutory bodies

Local Authority
 Any enquiries from members of the public, parents or schools are responded to via the Lead Officer. This may relate to Freedom of Information, research questions and the discrimination of any statutory guidance and or updates.

2022:
 Withdrawals: **NONE**
 Complaints: **NONE**
 Government or other statutory bodies: **NONE**

Determinations: No applications made



Local Authority Standing Advisory Council for Religious Education: Lead attended National Association of Teachers of Religious Education and National Association of Standing Advisory Council of Religious Education training and this was disseminated to others.

Agreed Syllabus

In 2021 it was agreed to adopt the Lincolnshire Agreed Syllabus with effect from September 2021 and purchased this for all Academies in North Lincolnshire and Local Authority schools.

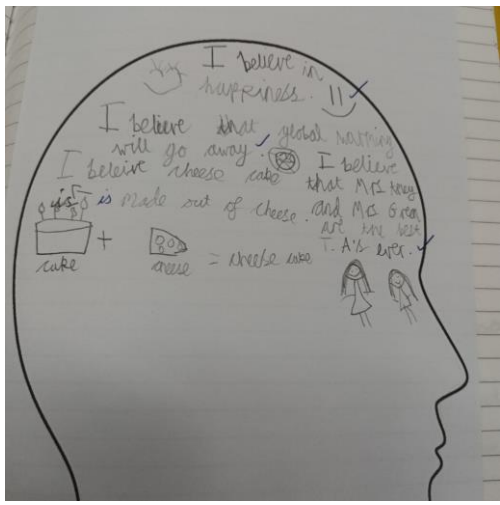
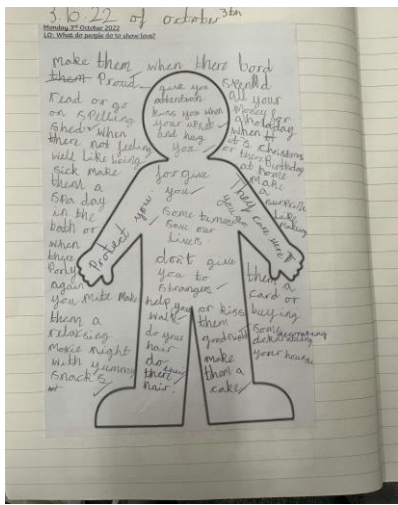
2022 saw a period of establishment with the Agreed Syllabus. The LA SACRE Lead and the RE Subject Pioneer worked closely to establish strong links between the LA and schools. An already established network was supported by SACRE by providing a training venue so training and meetings could be held central Scunthorpe.

Where schools were not yet following the Agreed Syllabus SACRE contacted the schools to offer support and advice.

Page 19



Lincolnshire Agreed Syllabus for Religious Education
2018-2023



Ofsted Inspection Data January – December 2022

Page 20

School	Phase	Date of Inspection	Comments
St Luke's	Primary	24-25 May 2022	Pupils personal development is a large part of school life. The curriculum is carefully planned and includes spiritual, moral , social and cultural opportunities . Pupils develop their debate and turn taking skills through the student council. Members are elected by pupils which teaches pupils about democracy .
Hibaldstow Academy	Primary	08-Jun-22	Leaders recognise the importance of pupils learning about diversity in modern Britain. Pupils are taught about different faiths and the need to show respect to everyone. Pupils get the opportunity to discuss issues that are important to them through the big conversation ”.
Winteringham Primary	Primary	19-Jul-22	Pupils learn about staying safe and the world they live in. They learn about different faiths and can speak with clarity about the make-up of different families.
Oakfield Primary	Primary	05-06 October 2022	They have a strong understanding about different faiths and can speak with clarity about the make-up of different families.

One SIAMS Section 48 inspection was carried out in North Lincolnshire between January and December 2022 and the school was found to be Outstanding.

Management of SACRE and contribution to the wider Council priorities

- As part of the Council's commitment to ensuring high quality education for all North Lincolnshire children, the LA funds work to support the SACRE to undertake its duties and to support the development of self evaluation
- The officer with responsibility for SACRE provides information for the Council, which in turn provides support and encouragement for the work undertaken. The SACRE is also clerked so that whatever it undertakes is ably administered.
- North Lincolnshire SACRE continues to be financed as a statutory function of North Lincolnshire Council.
- Provides information, advice and guidance to support Religious Education for all schools and early years settings. This includes working in partnership with local communities and faith groups to support a shared understanding of each other's beliefs, faiths and values.
- The Agreed Syllabus provides a framework for our work, support and partnership working and includes a range of support for head teachers, governors and RE coordinators.

Page 21

- Works closely with different faith and community Partnerships to develop a shared understanding of different communities - Having a shared approach to celebrating national events such as Faith Week, Children's Day and contributing to celebrating a shared sense of place in how we live our lives together within North Lincolnshire.
- Hosts an annual conference to provide a forum to share best practice, innovation in terms of teaching and learning resources and a place to consider and reflect on key themes relating to faith and beliefs. The conference was unable to be held during 2021 due to the restrictions of the Covid-19 pandemic.
- Provides regular support for trainee and early career teachers, it also provides opportunities for Religious Education Leads to come together to share planning, ideas and resources to enhance teaching and learning across all phases of education.

Management of SACRE and contribution to the wider local authority agenda continued

Links to broader community initiatives

- Members represent a range of faith interests and groups from within the North Lincolnshire communities. The Board has an elected member as the chair and the work of the group is supported, on behalf of the Board, by council corporate services.
- Members aim to bring a representative view to the board meetings and oversee the statutory functions.

Membership of SACRE

- Councillor John Davison (Chairman)
- Vikki Oxley (Clerk)
- Jeanette Taylor (Strategic Lead)
- Councillor Helen Rayner
- Bronwen Braidell
- Catriona Card
- Mrs C Ranyell
- Gillian Georgiou
- Liz Jenman

Governor Training

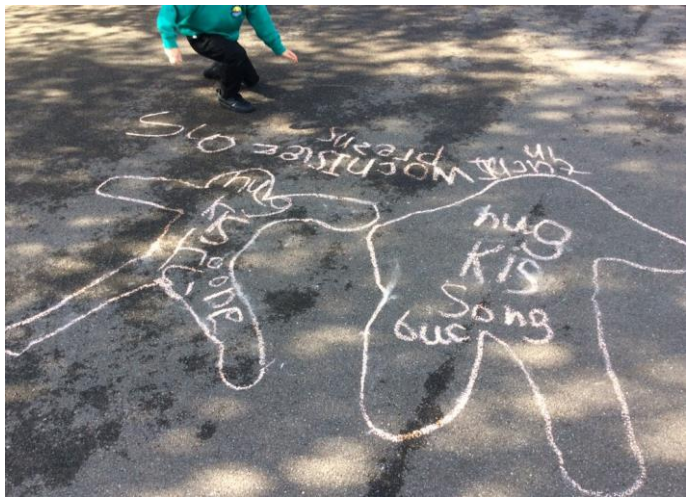
Information to be provided upon request.

No requests had been made in 2022.

Advice provided to the Community

Information to be provided upon request.

No requests had been made in 2022.



Page 22

Holocaust Memorial Day 2022

The Mayor of North Lincolnshire, Cllr Peter Clark, hosted an online commemoration on Thursday 27 January to mark the anniversary of Holocaust Memorial Day 2022. The ceremony, which usually takes place in Scunthorpe, was postponed due to the high number of Covid-19 cases in North Lincolnshire to ensure people were kept safe and well.

Instead, the Mayor invited people to reflect at home and watch a special video, available on North Lincolnshire Council's [YouTube channel](#). The Mayor asked local young people to record passages, remembering the millions of men, women and children who lost their lives in the Holocaust and more recent genocides in Rwanda, Cambodia, Bosnia and Darfur. Pupils from Berkeley Primary School, New Holland Church of England and Methodist Primary School and St Hugh's School; the Chair of the Youth Council; and Reverend Enid Knowles, the Mayor's Chaplain, all joined the Mayor in recording their respects.

One Day Square House was also illuminated in purple to mark the anniversary. The theme for Holocaust Memorial Day (HMD) 2022 was **One Day**. There are many ways to interpret the theme, including, 'One Day in history', 'One Day when life changed', 'One Day at a time', 'One Day in the future' and 'One Day is a snapshot'. We learn more about the past, we empathise with others today, and we take action for a better future.

The Mayor of North Lincolnshire, Cllr Peter Clark, said:

"Holocaust Memorial Day is a time for us to honour the victims of the Holocaust and subsequent genocides, which we are doing once again this year, but in a different way.

"This year's theme is 'One Day', which can mean so many things. Holocaust Memorial Day is One Day where we commemorate with the hope there may be 'One Day in the future with no genocide'.

"Together we can all make a difference and help take action to create a safer future for everyone."

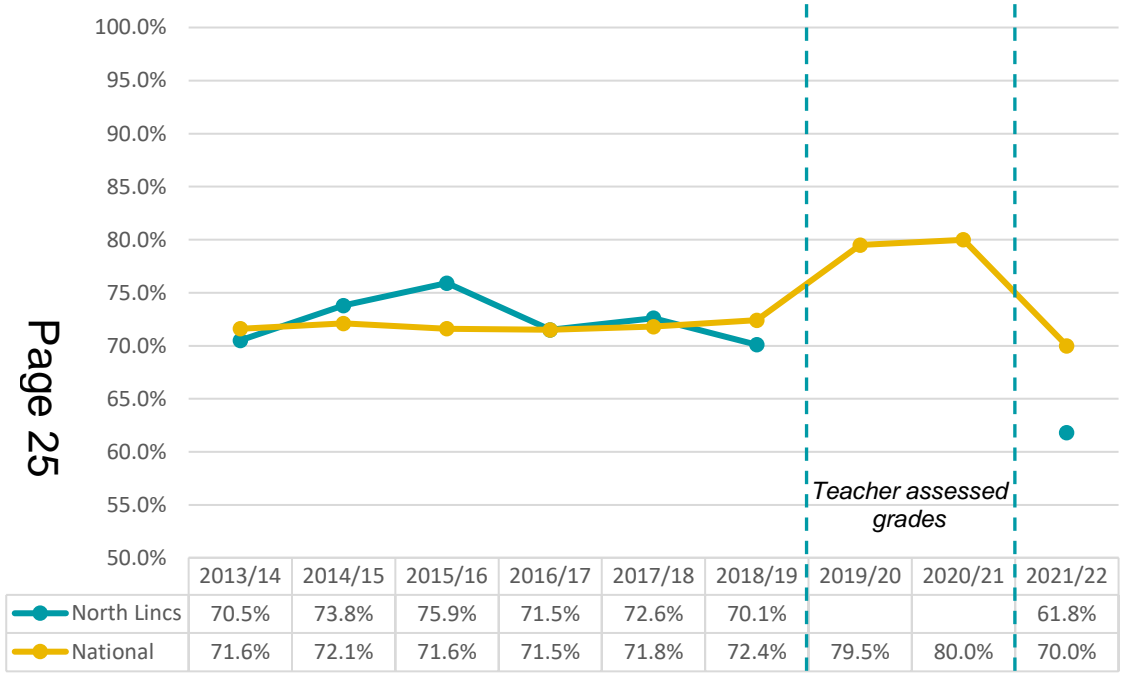


Appendices

Standards and quality of provision of RE – GCSE examination results

Page 25

Religious Studies GCSE outcomes: A*-C / Grade 9-4

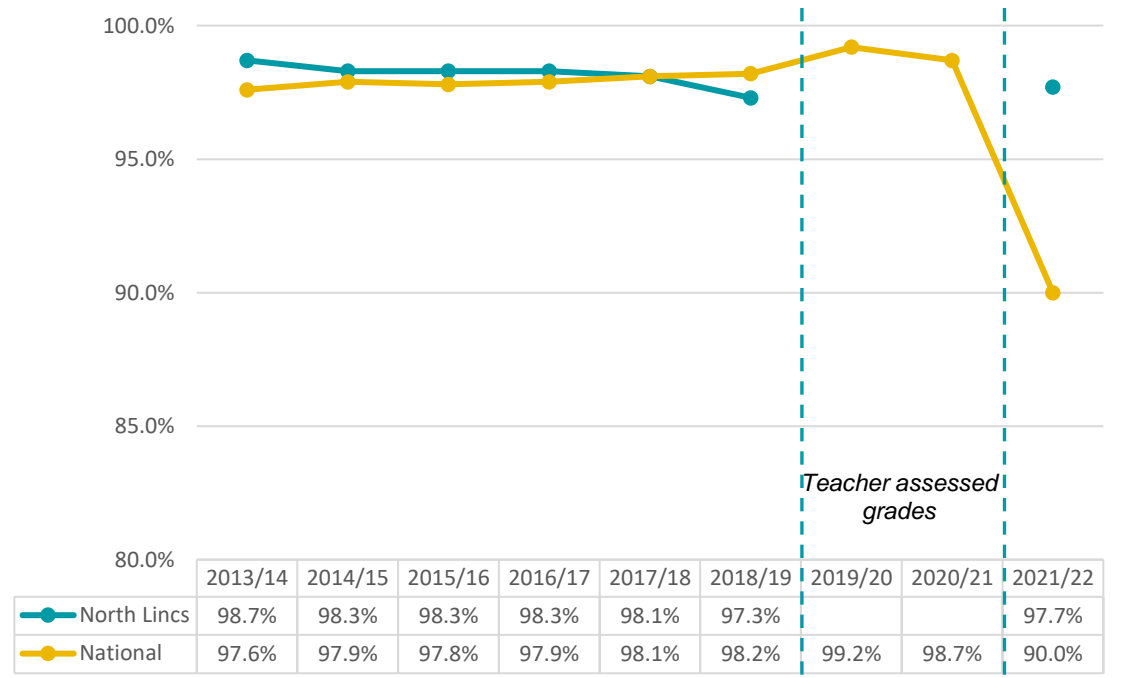


The proportion of young people achieving a Grade 4 or above (grade A*-C prior to 2018) in Religious Studies has seen a decline between 2014 to 2022. Nationally, figures remained stable at approximately 70%.

In North Lincolnshire there has been a drop of 8.7 percentage points between 2014-2022, compared to a 1.6 percentage point fall seen nationally.

- North Lincolnshire subject-level data for 2020 & 2021 is not published due to the changes in which GCSE grades were awarded, due to the Covid pandemic.

Religious Studies GCSE outcomes: A*-G / Grade 9-1



The proportion of young people in North Lincolnshire achieving a pass (grade 1 or above) in Religious Studies has declined slightly by 1 percentage point since 2014.

Nationally, the proportion of young people achieving a pass (grade 1 or above) has seen a fall of 7.6 percentage points since 2014.

Standards and quality of provision of RE – GCSE examination results by School

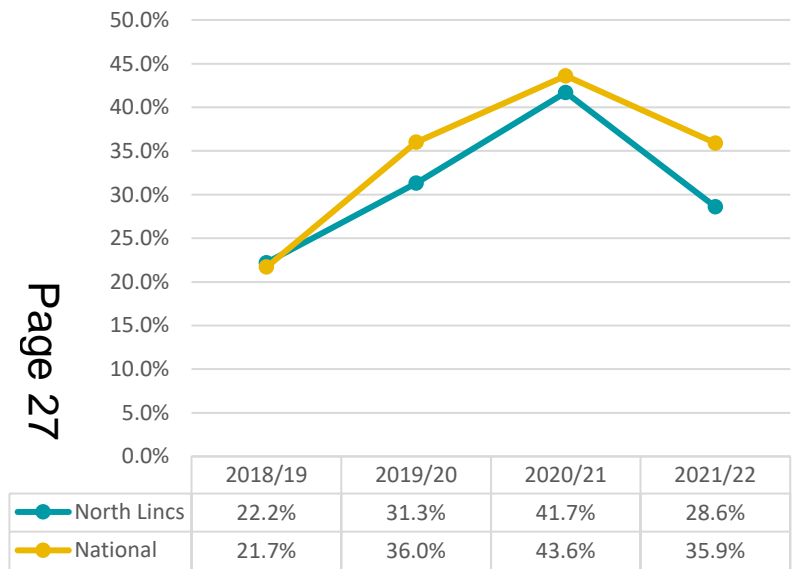
School	2022				2019			
	Number on Roll	Number of Entries	% achieving Grade 9-5	% achieving Grade 9-1	Number on Roll	Number of Entries	% achieving Grade 9-5	% achieving Grade 9-1
Baysgarth School	166	3	100.0%	100.0%	125	1	100.0%	100.0%
Frederick Gough School	260	246	57.3%	67.1%	240	210	71.0%	99.0%
Huntcliff School	118	112	22.3%	29.5%	86	86	25.6%	89.5%
The St Lawrence Academy	141	140	53.6%	65.7%	137	14	85.7%	100.0%
St Bede's Catholic Voluntary Academy	135	132	64.4%	72.0%	122	116	65.5%	98.3%
The Axholme Academy	116	24	50.0%	75.0%	80	15	73.3%	100.0%
South Axholme Academy	171	0			147	145	55.2%	97.9%
Winterton Community Academy	97	0			106	1	100.0%	100.0%
Engineering UTC North Lincolnshire	70	0			43	0		
Melior Community Academy	136	0			98	0		
Outwood Academy Brumby	145	0			114	0		
Outwood Academy Foxhills	112	0			83	0		
Sir John Nelthorpe	139	0			103	0		
The Vale Academy	123	0			127	0		

- North Lincolnshire Subject-level data for 2020 & 2021 is not published due to the changes in which GCSE grades were awarded, due to the Covid pandemic. Therefore 2019 figures are included for comparison

Standards and quality of provision of RE – A Level examination results

Page 27

Religious Studies - A Level outcomes:
Grade A* - A

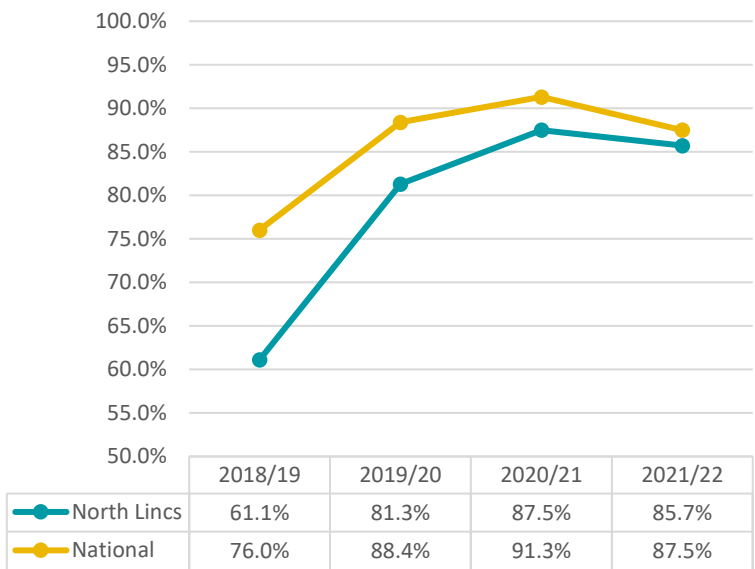


In 2021/22, 28.6% of young people achieved Grade A*-A in Religious Studies in North Lincolnshire. This was an increase of 6.4 percentage points since 2019, the last time examinations took place.

The outcome for North Lincolnshire was 7.3 percentage points below the National average of 35.9%.

- In both 2019/20 and 2020/21 attainment shows increases compared to 2018/19, higher than would be expected in a typical year. This likely reflects the changes to the way A Level grades were awarded rather, than improvements in student performance as grades were teacher assessed.
- North Lincolnshire & national data sourced from DfE Explore education statistics – January 2023

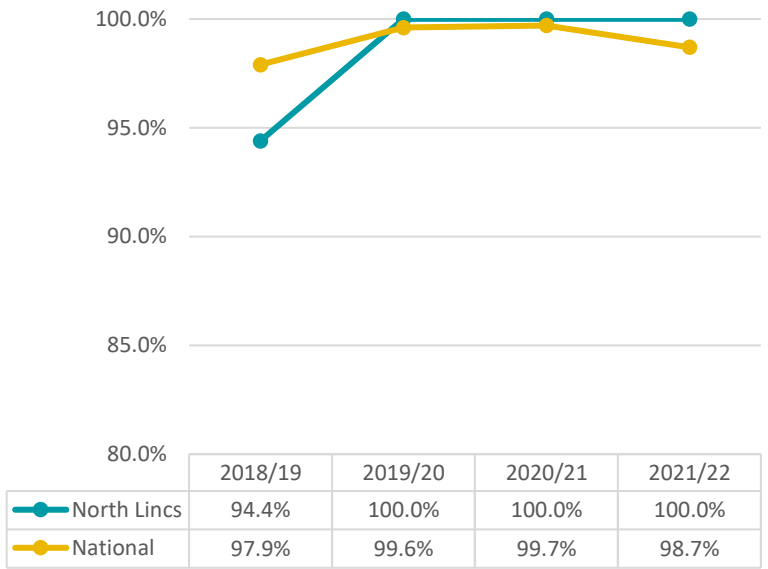
Religious Studies - A Level outcomes:
Grade A* - C



In 2021/22, 85.7% of young people achieved Grade A*-C in Religious Studies in North Lincolnshire. This was an increase of 24.6 percentage points since 2019, the last time examinations took place.

The outcome for North Lincolnshire was 1.8 percentage points below the National average of 87.5%.

Religious Studies - A Level outcomes:
Grade A* - E



In 2021/22, 100% of young people achieved Grade A*-E in Religious Studies in North Lincolnshire. This was an increase of 5.6 percentage points since 2019, the last time examinations took place.

The outcome for North Lincolnshire was 1.3 percentage points above the National average of 98.7%.

CPD - Supporting Schools

Annual SACRE Conference

The 2022 Annual Conference was held at Normanby Hall on 11 March 2022

-Key Notes were delivered by:

Lat Blaylock (editor of RE Today) on **A Practically Inspiring Talk KS1-KS3 and Better Writing in RE**

or Kate Christopher inspired the delegates with a talk on **Islam as a Worldview**

Teachers from North and North East Lincolnshire were offered a range of workshops in the afternoon, two were delivered by teachers in north Lincolnshire and one by a teacher in north East Lincolnshire.

Themes included; Using Research to Inform Teaching and Learning in RE, Developing Oracy through the RE Curriculum, Grassroots Support: Using RE Networks to Improve the Effectiveness of RE.

Teacher Training:

- All North Lincolnshire School Centred Initial Teacher Trainees, both primary and secondary received training from Anna Crosby, Subject Pioneer for North Lincolnshire Schools on subject knowledge around Christianity, Islam and Judaism

- SACRE provided advice to schools regarding the implementation of the new Agreed Syllabus



Progress rating key:	Red - Off pace/not being implemented	Amber - On track for implementation	Green - Implemented	Blue - Hard evidence of impact
----------------------	--------------------------------------	-------------------------------------	---------------------	--------------------------------

Areas for Development

A1: Irregular attendance at SACRE meetings lead to meetings not being quorate

Actions	Actioned by	Target Date	Progress	RAG	Impact	Monitored by
a) Analyse constitution and attendance at meetings. To ascertain where there are gaps in membership Any members not attending 3 consecutive meetings and no apologies sent to be contacted and removed as per the constitution Publicity on council website to promote the SACRE to encourage new membership Members of SACRE to make contact in local faith groups	JT/VO SACRE members	Dec 22	VO and JT attended Interfaith events and met members of local faith groups. They have agreed to join the SACRE		Membership increased	SACRE Chair JF

A2: To have a clear picture of the effectiveness of the current SACRE

Actions	Actioned by	Target Date	Progress	RAG	Impact	Monitored by
Complete Self Evaluation with SACRE members Consider: <ul style="list-style-type: none"> How far does SACRE fulfil terms of constitution? How effective is SACRE in supporting schools across LA? How effective is SACRE in supporting new members? 	Chair & members of SACRE JT	Nov 22 March 23 July 23 Nov 24	JT in regular contact with Lead School Improvement Officers and Head of Standards and Effectiveness to request RE is an agenda item on specific school visits.		The queries are raised with senior leaders. The Lead Officer for SACRE will request Lead School Improvement Officers to report back on the discussion	SACRE Chair KH

During 2022:

We have:

- Strengthened membership to the SACRE
- Provided training venues for RE leader meetings to enable them to be well attended
- Worked closely with School Improvement Officers to put RE on the agenda for school meetings
- Strengthened ties with North-East Lincolnshire through holding the Annual Conference

Page 30

Our plans for the next 12 months:

We will:

- Hold our Annual Conference in June 2022
- Continue the self-evaluation process and develop a strategic plan
- Increase membership

Circulation for the SACRE Annual Report

- North Lincolnshire SACRE Members
- Head of Education Standards
- Cabinet Member

Contact us

Jeanette Taylor,
Strategic Officer for SACRE
North Lincolnshire Council

Jeanette.Taylor@northlincs.gov.uk

Page 31



This page is intentionally left blank



SACRE self-assessment tool

North Lincolnshire SACRE

The SACRE Self Evaluation Toolkit

Introduction

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

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

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It 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 toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

Rationale

The SACRE self-evaluation toolkit focuses on the following five aspects of the work of SACREs:

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

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

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

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

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

Section 1: 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?

(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.¹ We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk
- a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet
- the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

1. The Minister for School Standards, Nick Gibb MP, included this statement in response to a parliamentary question from Stephen Timms MP: "If the Department is informed that an individual SACRE or ASC is experiencing difficulties in fulfilling its statutory duties, the Department will contact the local authority to remind them of their duty to support their activities satisfactorily."

2021HC Deb, 28 March 2018, cW <https://questions-statements.parliament.uk/written-questions/detail/2018-03-28/134697>

¹ *ibid.*, page 11

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory 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 LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees 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 CW, 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. 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 meeting 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, 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: 1a – Funding: Professional and financial support		
How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?		
Requires improvement/struggling A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
Established A SACRE with established practice would:	access to some 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 checked="" type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Attendance of LA officer at all meetings. • LA funds LA officer to work for SACRE • Clerk provided by LA • LA paid for all schools to have the new agreed syllabus • LA funds annual RE conference • Primary Consortium appointed RE lead teacher who works closely with LA officer to support implementation of New Agreed syllabus • Specialist advice from members including member of NATRE executive, leadership programme with Cullum St Gabriel • LA officer has a BA Hons degree in RE • LA officer follows up concerns re the provision of RE in schools with LA SIPs • LA budget for SACRE to fund the promotion of RE in secondary schools as this is seen as a concern in some schools 	

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
Requires improvement/struggling A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> • routine administrative arrangements • appropriate distribution of agendas and papers 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.	<input checked="" type="checkbox"/>
Established A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. 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. 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 CW.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. 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 and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	<ul style="list-style-type: none"> • Attendance is not always quorate • Although SACRE spent time agreeing the new agreed syllabus much of the work is administrative • Papers and agendas are always distributed well in advance (see emails from VO) 	

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.	✓
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	New membership not always pursued New members infrequently attend meetings No formal induction for new members, LA officer or Chair has met informally to discuss the purpose of SACRE and its vision	

Key Area: 1d – Improvement/development planning <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
Requires improvement/struggling A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	✓
Established A SACRE with established practice would:	have a costed development 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. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Sacre chair is an elected member of the council and offers insight into priorities.	

Key Area: 1e - Information and advice		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
Requires improvement/struggling A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
Developing 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 when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
Established A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 1f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
Requires improvement/struggling A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has	<input type="checkbox"/>

	opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	
Where are we and where do we find evidence to support this?	Have an awareness of local agencies, however this needs to be developed. Action: Find a way to hear from pupils, questionnaire, film students talking we can listen to pupil voice Have made contact with inter faith group, will link with some of their work, e.g. around how members of different faith groups fast. To be shared with schools. More joint working needs to be undertaken.	

Key Area: 1g – Relations with the Academies sector <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>		
Requires improvement/struggling A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
Developing 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 checked="" type="checkbox"/>
Established A SACRE with established practice would:	have made attempts to include academies on 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, or what is possible between academies in an area.	<input type="checkbox"/>
Advanced SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Contact with Academies around statutory duty Action: Invite representative from academies to join sacre.	

Page 42

Successes/ What are we good at?

Supporting the implementation of the new agreed syllabus, the syllabus was paid for by the LA and distributed to all schools and academies

LA supported a series of training for subject leads in order to implement the AS effectively

Support to schools through LA officer and leading teacher

Raising awareness of the importance of effective RE being taught in all schools and academies
Good working relationship with schools in North Lincs

Barriers to success Limited membership on SACRE

Areas for development/ Action points:

- **For the SACRE :**
- **To increase membership in order to be representative of the demographic of NL**
- **To foster closer links with a range of faith communities in NL**
- **To be more proactive in making links with national projects or initiatives related to the work of SACRE and promoting these across all schools in the LA.**

To be proactive in advertising attendance for SACRE

To do a presentation on RE in school, faith groups so that members know the work of SACRE

Arrange meetings to be in other venues (different faith groups): contact places of worship, e.g. Mosque, schools, church,

Create an induction package to support new members? CC to follow up how SACREs induction

Have virtual meetings which make up sub-groups to look at:

Induction

Agreed Syllabus - how to support schools

JT to visit a sample of schools to support schools in delivery of RE.

- **For the LA**
- **To monitor more closely the provision of RE in all schools and academies**
- **To monitor KS4 outcomes**
- **To monitor teaching of RE in primary**

- **To monitor teaching of RE in academies**
- **To provide support for a working party to develop the teaching of RE in secondary schools**
-

Date of review (1) July 2023

Date of review (2) July 2024

Date of review (3) July 2025

Section 2. 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 aspiration and a spur for action.

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. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which 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: 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?		
Requires improvement/struggling A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
Developing 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 (e.g. a website trawl)	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an 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"/>
Where are we and where do we find evidence to support this?	AS purchased for all schools Audit of Ofsted reports LA officer working closely with RE subject champion – needs to extend to secondary	

Key Area: 2b - Standards of achievement and public examination entries How does SACRE use information about standards and examinations to target support and training for schools?		
Requires improvement/struggling A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
Developing 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 and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	Data is gathered and disseminated. Ofsted reports have been scrutinised SIAMS inspection reports. Reported in Annual report
--	---

Key Area: 2c - Quality of learning and teaching.
How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?

Requires improvement/struggling A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little 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 or no professional support in the LA working with the SACRE.	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Some knowledge via SIAMS / Ofsted. LA officer works within standards and effectiveness but RE rarely mentioned in meetings. Where concerns have been raised LA officer takes this to the school's SIP.	

Key Area: 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

Requires improvement/struggling A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>

Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input checked="" type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Chair writes to all schools to communicate key messages. Updates are sent to schools, but does not enhance leadership in schools. LA officer advises schools on the AS to support its implementation in school.	

Key Area: 2e - Relations with academies and other non-LA maintained schools.		
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
Developing 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"/>
Established 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 and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?	Chair has written to academies outlining their legal obligation to teach RE.	

Successes/ What are we good at? Providing support for the AS by supporting the subject champion, attendance at meetings has increased with offer of a change of venue. Proactive in contacting schools re legal obligation

Barriers to success

Opportunities to meet school leaders regarding the teaching of RE especially in secondary school – secondary school rep needed on SACRE.

Reduced capacity in SIP team

Areas for development/ Action points:

- **For the SACRE Support around collective worship, events and training to support teaching of RE in secondary schools**
- **For the LA Information to SIPs regarding the statutory duty to teach RE, SACRE to be clear about how far subjects such as 'life' are meeting the statutory requirements**

Date of review (1)

Date of review (2)

Date of review (3)

Section 3: 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 (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

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.

LAs are required to review their AS 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 an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, 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 inclusivity 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 decisions about the AS are 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 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: 3a – The review process		
<i>How does the SACRE review the success of the existing agreed syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
Established A SACRE with established practice would:	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 AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. 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 design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i>		
Requires improvement/struggling A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
Established A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>

Advanced A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3c – 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>		
Requires improvement/struggling A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	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. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
Established A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>

Developing A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. 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.	<input type="checkbox"/>
Established A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. 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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	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 to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. 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. Provide effective admin to support the process	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 3e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
Requires improvement/struggling A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have no clear structure for developing a new AS. 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 AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
Established 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 AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
Advanced A SCRE 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 AS has a clear framework for progression and challenging learning	<input type="checkbox"/>

Where are we and where do we find evidence to support this?	
--	--

Key Area: 3f - 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>		
Requires improvement/struggling A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS 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 holistic education of the child.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS 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 AS 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"/>
Advanced A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		
*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”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

- **For the SACRE**

- **For the LA**

Date of review (1)

Date of review (2)

Date of review (3)

Page 55

Section 4. 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 CW 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 CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW 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 CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Page 56

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
Established A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
Advanced 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. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
Requires improvement/struggling A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
Established A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 4c – Responding to requests for determinations <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
Requires improvement/struggling A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	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, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
Established A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
Advanced	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>

A SACRE with advanced practice would:	members are familiar and comfortable. 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. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

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”².

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.

Page 59

Key Area: 5a – SACRE’s membership		
<i>How representative is SACRE’s membership of the local community?</i>		
Requires improvement/struggling A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
Established	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"/>

² 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.

A SACRE with established practice would:		
Advanced 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 or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5b SACRE's understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
Requires improvement/struggling A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
Developing A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. 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 interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Key Area: 5c – SACRE's engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
Requires improvement/struggling A SACRE in this position would:	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.	<input type="checkbox"/>

Developing 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. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
Established A SACRE with established practice would:	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.	<input type="checkbox"/>
Advanced 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. 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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

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>		
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Successes/ What are we good at?

Barriers to success

Areas for development/ Action points:

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

Date of review (1)

Date of review (2)

Date of review (3)

Page 62

ANNEX

The responsibilities of a Local Authority

The detailed rights and responsibilities of local authorities can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, local authorities are legally required to:

- establish a SACRE and appoint representatives to each of the four committees
- establish an occasional body called an agreed syllabus conference (ASC)
- institute a review of its locally agreed syllabus every five years
- appoint members of the committees represented on the ASC
- ensure that membership of Group/Committee A on the SACRE and ASC is broadly representative of the local area
- take all reasonable steps to ensure that SACRE and ASC membership is representative

The responsibilities of a SACRE

The detailed rights and responsibilities of SACREs can be seen in full in *RE in English Schools: Non-statutory guidance 2010*. This can be found at <http://www.teachernet.gov.uk/teachingandlearning/subjects/re/guidance/>

In brief, SACREs are legally required to:

- advise the local authority on RE and collective worship
- publish an annual report on their work
- send the annual report to QCDA (or its successor body)
- meet in public, unless confidential information is to be disclosed
- make their minutes available to the local authority and make provision for public access to their agenda and reports

The Guidance also indicates that SACREs should, as a matter of good practice:

- Monitor the provision for both RE and Collective Worship
- Provide advice and support on RE and Collective Worship to schools
- In partnership with the local authority, keep the locally agreed syllabus and provision in schools under review
- Offer advice to the local authority

In addition, SACREs may:

- Require their local authority to review the locally agreed syllabus
- Decide to advise their local authority
- Co-opt members who are not members of any of the four groups.

The Guidance also makes it clear that SACREs can and should make a strong contribution to the promotion of community cohesion in schools and in the local community through their promotion of good quality RE and through their operation as a SACRE.

This page is intentionally left blank