

County Offices  
Newland  
Lincoln  
LN1 1YL

27 February 2023

**Standing Advisory Council on Religious Education**

A meeting of the Standing Advisory Council on Religious Education will be held on **Tuesday, 7 March 2023** in the **Council Chamber, County Offices, Newland, Lincoln LN1 1YL** at **2.00 pm** for the transaction of business set out on the attached Agenda.

Yours sincerely



Debbie Barnes OBE  
Chief Executive

**Membership of the Standing Advisory Council on Religious Education**

**Christian and Other Religious Denominations (Committee "A" upto 10 members)**

Chris Burke (Chairman), Roman Catholic Church  
Andrew Hornsby, Methodist Church  
Swathi Sreenivasan, Hindu Community  
Atikur Rehman Patel, Islamic Association of Lincoln  
Dr Amanda Grant, Jewish Community  
Claire Simons, Salvation Army  
Sian Wade, Assemblies of God Pentecostal

**Church of England (Committee "B" upto 4 members)**

Cherry Edwards OBE (Vice-Chairman)  
Lynsey Norris  
Mark Plater

**Associations Representing Teachers (Committee "C" upto 4 members)**

Jayne Watson, NAHT  
Jennifer King, NAS/UWT  
Elizabeth Moore, NAHT  
Chris Thompson, NEU

**Lincolnshire County Council (Committee "D" upto 4 members)**

Councillors A J Baxter, Mrs J Brockway and M A Whittington

**Co-opted Member**

Jack Dryden, Humanist

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION AGENDA  
TUESDAY, 7 MARCH 2023**

<b>Item</b>	<b>Title</b>	<b>Report Reference</b>
1	<b>Opening Reflections</b>	
2	<b>Apologies for Absence/Member Changes</b>	
3	<b>Declarations of Members' Interests</b>	
4	<b>Minutes of the Previous Meeting of SACRE held on 11 November 2022</b>	(Pages 5 - 10)
5	<b>Correspondence received by the Chairman (if any)</b>	
6	<b>REQM Gold Award: William Farr</b> <i>(To receive an update from Jennifer King on William Farr Church of England Comprehensive School's receipt of the RE Quality Mark Gold Award)</i>	(Pages 11 - 14)
7	<b>Membership Update</b> <i>(To receive an update on the membership of the committee)</i>	(Verbal Report)
8	<b>NASACRE Self-Assessment Tool</b> <i>(To receive an update from Cherry Edwards OBE which discusses the responses to the NASACRE Self-Assessment Tool.</i>  <i>Members are kindly asked to review the data provided in readiness to provide feedback at the meeting)</i>	(Pages 15 - 48)
9	<b>Diocesan Update</b> <i>(To receive a report by Gillian Georgiou, Diocesan RE Advisor)</i>	(Verbal Report)
10	<b>Emerging patterns in Ofsted Reports - British Values and Mutual Respect</b> <i>(To receive an update from Gillian Georgiou, Diocesan RE Adviser, on the patterns emerging in recent Ofsted reports)</i>	(Verbal Report)
11	<b>Agreed Syllabus Update</b> <i>(To receive an update from Wendy Harrison, RE Adviser and Gillian Georgiou, Diocesan RE Adviser, on the plan for the agreed syllabus)</i>	(Verbal Report)
12	<b>Update from the Local Authority Adviser</b> <i>(To receive an update from Wendy Harrison, RE Adviser)</i>	(Verbal Report)

- 13 Report on RE time allocation in Lincolnshire's Secondary Schools**  
*(To receive an update from Wendy Harrison, RE Adviser, which advises on RE time allocation in Lincolnshire's Secondary Schools)* (Pages 49 - 50)
- 14 SACRE Annual Report**  
*(To receive the draft SACRE Annual Report for consideration)* (Pages 51 - 64)
- 15 Reflections at the next meeting**  
*(A volunteer is sought to undertake reflections at the next meeting)*
- 16 Date and time of the next meeting**  
*(The next meeting is scheduled to take place on 20 June 2023)*

**Democratic Services Officer Contact Details**

Name: **Emily Wilcox**  
Direct Dial **07557 486687**  
E Mail Address [emily.wilcox@lincolnshire.gov.uk](mailto:emily.wilcox@lincolnshire.gov.uk)

**Please Note:** for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements

Contact details set out above.

Please note: This meeting will be broadcast live on the internet and access can be sought by accessing [Agenda for Standing Advisory Council on Religious Education on Tuesday, 7th March, 2023, 2.00 pm \(modern.gov.co.uk\)](#)

All papers for council meetings are available on:  
<https://www.lincolnshire.gov.uk/council-business/search-committee-records>



**STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION  
22 NOVEMBER 2022**

**PRESENT:**

Christian Denominations and Other Religious Denominations (Committee A)

Chris Burke (Chairman) (Roman Catholic Church), Andrew Hornsby (Methodist Church), Swathi Sreenivasan (Hindu Community), Claire Simons (Salvation Army) and Sian Wade (Assemblies of God Pentecostal)

The Church of England (Committee B)

Cherry Edwards OBE (Vice-Chairman), Lynsey Norris and Mark Plater

Associations Representing Teachers (Committee C)

Jennifer King (NAS/UWT)

Officer/Advisers

Gillian Georgiou (Diocesan RE Adviser), Wendy Harrison (RE Adviser), Emily Wilcox (Democratic Services Officer) and Jess Wosser-Yates (Democratic Services Officer)

1 OPENING REFLECTIONS

Reflections were given by Cherry Edwards OBE.

2 ELECTION OF CHAIRMAN

RESOLVED:

That Chris Burke be elected as the Chairman of the Standing Advisory Council for Religious Education for 2022/23.

3 ELECTION OF VICE-CHAIRMAN

RESOLVED :

That Cherry Edwards OBE be elected as the Vice-Chairman of the Standing Advisory Council for Religious Education for 2022/23.

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4 APOLOGIES FOR ABSENCE/MEMBER CHANGES

Apologies for absence had been received from Councillor J Brockway, Amanda Grant, Elizabeth Moore, Atikur Rehman Patel and Jill Chandar-Nair.

5 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest.

6 MINUTES OF THE PREVIOUS MEETING OF SACRE HELD ON 14 JUNE 2022

RESOLVED:

That the minutes of the meeting held on 14 June 2022 be approved as a correct record and signed by the Chairman.

7 CORRESPONDENCE RECEIVED BY THE CHAIRMAN (IF ANY)

No correspondence had been received by the Chairman.

8 GUEST SPEAKER: JASMIT KAUR PHULL: SHERIFF OF LINCOLN

SACRE welcomed Jasmit Kaur Phull, the Sheriff of Lincoln to the meeting. The Sheriff reflected on her experiences of growing up with Sikh faith and the importance of teaching faith and the lessons it teaches about morals, respect and love.

9 ANALYSIS OF OFSTED REPORTS: MARCH 16TH - 20TH JULY 2022

Consideration was given to a report by the RE Adviser, which provided an analysis of Ofsted reports for the period of March 16th – 20th July 2022.

The RE Advisor highlighted an increase in reports of consistency in some key stage 2 pupil's knowledge of different faith and beliefs and assurance was provided that schools who had received reports of concern would be contacted and supported to address any issues with teaching and to highlight the issues.

During discussion on the report, concerns were raised regarding the teaching of the 'life' curriculum for R.E and the assumption being made by some inspectors that this equated to good quality religious education. The importance of offering a balance of religions within the syllabus was highlighted.

In response to a question, it was noted that the RE Adviser would engage with Chapel St Leonards Primary School to obtain further information on their 'Deep Dive' in Religious Education and report back at the next meeting.

RESOLVED:

That the report be noted and that further information on their 'Deep Dive' in Religious Education at Chapel St Leonards Primary School be reported at the next meeting

10 ANALYSIS OF SIAMS INSPECTIONS

Consideration was given to a report by the Diocesan RE Adviser, which provided an update on Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspections since the last meeting, as detailed in the report.

Members were advised that only one inspection had taken place, which was likely due to an increase in the retiring inspectors during the pandemic and difficulties in training new inspectors whilst closures of schools were ongoing. It was expected that the number of inspections would increase as many of the trainee inspectors had completed the necessary training.

RESOLVED:

That the report be noted.

11 DIOCESAN UPDATE

Consideration was given to an update by the Diocesan RE Adviser which provided an update on the recent work undertaken, including work on the national Worldviews Project, work on action research projects to determine the measures for good quality education in RE, school visits and training and mentoring staff.

RESOLVED:

That the report be noted.

12 REVIEW OF LINCOLNSHIRE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

Consideration was given to a report by the RE Adviser, which asked SACRE to agree the *process for the review of Lincolnshire's Agreed Syllabus for Religious Education* through an agreed syllabus conference which would produce and recommend the syllabus.

The report noted that it was not anticipated that a detailed re-write was required, however many changes had taken place since the present syllabus was produced, which were set out in the report.

Due to the publication of the Worldviews Project Materials, including guidance resource for syllabus writers, in early 2024 and the expectations set out in the Ofsted RE Research review

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(2021) members that a more in-depth re-write of the syllabus may be required and members unanimously voted to request a deferral of the review of the agreed syllabus.

The Diocesan RE Advisor noted that the current syllabus was rooted in building knowledge of particular religions whilst providing a balance of religious worldviews, and questioned whether there was a need to move towards looking at concepts of worldviews to transform learning, rather than focussing solely on teaching specific religious worldviews.

RESOVLED:

That it be recommended to the Local Authority that the review of the agreed syllabus be deferred for a year.

13 UPDATE FROM LOCAL AUTHORITY ADVISER

Consideration was given to an update from the RE Advisor on her recent work with schools, which included online training sessions for teachers, providing support within schools, working on the SACRE Annual Report, and working towards creating the new syllabus. An increase in demand from teachers for in person meetings was also noted.

RESOLVED:

That the report be noted.

14 SACRE SELF-ASSESSMENT TOOL

Consideration was given to an update by the Vice-Chairman which invited SACRE to review the SACRE Self-Assessment Tool which noted the challenging and diverse work of SACRES and highlighted an opportunity for SACRE members to provide input into the strengths of Lincolnshire SACRE and areas for development.

Agreement was sought that the Democratic Services Officer circulate a copy of the SACRE Self-Assessment to all members for completion, with the aim for the Vice-Chairman to collate all responses into an action plan for consideration by February 2023. The Local Authority Adviser will then provide the expertise and support in drawing up a draft action plan for consideration by February 2023.

RESOLVED:

That the SACRE Self-Assessment be circulated by the Democratic Services Officer for completion.



15      A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION

Consideration was given to an update by the RE Adviser, which invited members to discuss a report on the Review of the Performance of Religious Education, as set out in the agenda pack.

SACRE raised issue with the section on Government Performance and the removal of any form of funding in terms of training or broader curriculum projects, highlighting a need for funding for those training in the teaching of religious education. In relation to Educational Priorities, concerns were also raised that religious education often did not include learning on wider issues such as the climate crisis and the understanding of diversity.

It was agreed that a letter be drafted to the Local Authority on behalf of SACRE outlining their concerns as recorded.

RESOLVED :

That a letter be drafted to the Local Authority on behalf of SACRE outlining their concerns, as recorded.

16      REFLECTIONS AT THE NEXT MEETING

It was agreed that Sian Wade provide opening reflections at the next meeting.

17      DATE AND TIME OF THE NEXT MEETING

The next meeting is scheduled for Tuesday 7 March 2022.

The meeting closed at 3.23 pm

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## William Farr Church of England Comprehensive School

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Has been awarded...

# RE QUALITY MARK GOLD

For embedding excellent, creative and innovative RE practice throughout the school and for recognition as outstanding in the wider community.

A handwritten signature in black ink that reads 'Sarah Lane Cawte'.

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Sarah Lane Cawte  
Chair of the Religious Education Council of England and Wales

The logo for the Religious Education Council of England and Wales. It features a stylized, dark grey graphic of a sun or a flower with multiple petals or rays, positioned to the left of the text. The text 'Religious Education Council' is in a bold, sans-serif font, and 'of England and Wales' is in a smaller, italicized, sans-serif font below it.

**Religious Education Council**  
of England and Wales

Valid to: 15/12 /2025

The Religious Education Council of England and Wales,  
Registered Charity No: 1116543. Company limited by guarantee no 5907308. Registered in England.

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**Religious Education Quality Mark**  
**Award Details**

School name	William Farr Church of England Comprehensive School
School Address	William Farr School, Lincoln Road, Welton, Lincoln
Assessor Name	Angela Smith
Award given	Gold
Assessment Date	15/12/2022
Quotes from pupils (Please let us know anything interesting, surprising or wonderful which came out of the interviews with pupils)	RE opens your mind up. RE relates to real life. It gives you a bigger understanding. In RE you get real world knowledge. It helps you develop empathy for those you don't know. In RE you can ask anything you want.
Please make a summative comment about RE in the school which may be used for publicity	RE at William Farr is at the core of what the school seeks to be about, enabling fullness of life and always what is best for the students the school serves. Whilst there is a relatively new subject leader, she brings a vast wealth of experience at the school, having consciously decided to prioritise teaching and enabling RE to flourish as her main role. RE is taught by a passionate and highly committed team who work closely, making the most of every opportunity to develop and bring fresh approaches to the classroom, both in their own school and beyond.
Any other comments about the school or the process	The RE team, and especially the RE leader, are keen to be able to share their expertise and work with others, particularly those training to become RE teachers.

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# SACRE self-assessment tool

## 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.<sup>1</sup> 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>

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<sup>1</sup> *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		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP - Somewhere between Established and Advanced. CE – Advanced JK - Comment indicates somewhere between Established and Advanced - Meeting minutes, attendees, well attended, has funds. AH – Overall Developing with aspects of Established and Advanced indicated. - Advisers are well-informed and present information clearly to the meeting. WH – Advanced – SACRE Minutes	

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul>	<input type="checkbox"/>

	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.	
<b>Established</b> 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"/>
<b>Advanced</b> 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP - Somewhere between Established and Advanced. CE – Advanced JK – Comment indicates Advanced - We are all invited to take part in the meetings and encouraged to contribute. Having joined SACRE during lockdown I was made to feel welcome from the very first meeting online. As a local teacher I am encouraged to share any good practise, thoughts ideas etc. Methods of communication are excellent (as evidenced by the sharing of this form) the venues vary – we have held the meeting at our school previously. I have been supported in bringing our two trainees to the meeting to share practice with those outside of SACRE. AH – Established with aspects of Advanced indicated. - SACRE members are willing to ask questions and join in discussions. Opportunity is given for everyone who wants to, to speak. A number of members from all groups involved in education as teachers, governors etc. and good insights given by RE advisor and Diocesan adviser. WH – Advanced – SACRE Minutes	

<b>Key Area: 1c – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input checked="" type="checkbox"/>

<b>Established</b> 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"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE - Developing– As far as I am aware no membership induction or further training. JK – Comment indicates between Established and Advanced - As members we are supported in attending other training events and these are advertised during SACRE meetings and shared on the group emails. NASACRE is always offered as an event to attend. AH – Established with some points of Developing highlighted - Limited co-opted members who do not attend meetings. Attendance at times from some groups is low. WH – Developing – Constitution, SACRE Minutes	

<b>Key Area: 1d – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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.	<input type="checkbox"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE - Established	

	<p>JK - Comment indicates between Established and Advanced - We regularly debate the way forward, for example the production of the new LAS for RE. This is debated and funds are discussed. In times when many SACRE's have no funding we have always been proud that we are supported.</p> <p>AH – Developing with aspects of Established highlighted. - At least one member attends NASACRE conference and reports back each year. Advisers ensure meeting is well-informed about national initiatives.</p> <p>Little discussion held about priorities of the LA.</p> <p>WH – Established – SACRE Minutes</p>
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<b>Key Area: 1e - Information and advice</b> <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA 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"/>
<b>Established</b> 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 type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE – Advanced JK - Comment indicates Advanced - Both Wendy and Gillian provide regular updates about the provision of RE and this allows strategic planning. AH – Established with aspects of Advanced highlighted WH – Established - SACRE minutes, especially SMSC/RE analysis	

<b>Key Area: 1f - Partnerships with key stakeholders</b> <i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>
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<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE – Established JK – Comment indicates Established - The teaching representatives along with Wendy and Gillian can bring the ideas of the pupils. As a move forward it might be nice to invite some students along to share their ideas. AH – Developing with aspect of Established highlighted. - Some contact with schools but this has usually been with teachers rather than pupils. WH – Established - SACRE Minutes	

<b>Key Area: 1g – Relations with the Academies sector</b> <i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made 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 checked="" type="checkbox"/>

<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE – Established JK - Comment indicates between Established and Advanced - William Farr is an academy and I hold a place on the SACRE? Does this provide some evidence? AH - Highlighted aspects indicates Established. WH – Some aspects of Established highlighted but comment is that there is ‘Insufficient evidence’.	

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

**MP** - Fulfilling legal requirements & regular meetings

**JK** - Meeting minutes, attendees, well attended, has funds. We are all invited to take part in the meetings and encouraged to contribute. Having joined SACRE during lockdown I was made to feel welcome from the very first meeting online. As a local teacher I am encouraged to share any good practise, thoughts ideas etc. Methods of communication are excellent (as evidenced by the sharing of this form) the venues vary – we have held the meeting at our school previously. I have been supported in bringing our two trainees to the meeting to share practice with those outside of SACRE. As members we are supported in attending other training events and these are advertised during SACRE meetings and shared on the group emails. NASACRE is always offered as an event to attend. We regularly debate the way forward, for example the production of the new LAS for RE. This is debated and funds are discussed. In times when many SACRE’s have no funding we have always been proud that we are supported. Both Wendy and Gillian provide regular updates about the provision of RE and this allows strategic planning. The teaching representatives along with Wendy and Gillian can bring the ideas of the pupils.

**AH** - Advisers are well-informed and present information clearly to the meeting. SACRE members are willing to ask questions and join in discussions. Opportunity is given for everyone who wants to, to speak. A number of members from all groups involved in education as teachers, governors etc. and good insights given by RE advisor and Diocesan adviser. At least one member attends NASACRE conference and reports back each year. Advisers ensure meeting is well-informed about national initiatives. Some contact with schools but this has usually been with teachers rather than pupils.

**WH** – Support from LA in terms of funding an RE Adviser (approx. 5 days per month), Support from Diocesan RE Adviser, Good working relationship between LA and Diocese, Good clerking, Good links with NASACRE, Good links with local and national initiatives Members regularly updated on SMSC/RE in Ofsted reports

### **Barriers to success**

**MP** - More Finance, with full time Adviser

**AH** – Limited co-opted members who do not attend meetings. Attendance at times from some groups is low. Little discussion held about priorities of the LA.

**WH** - LA link does not have sufficient time to give to SACRE, therefore links with LA are limited, Time, SACRE has not developed an Action Plan, so priorities are unclear, Membership: vacancies not always followed up efficiently, Inadequate training programme

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

#### **For the SACRE**

**MP** - Expand support materials & CPD opportunities for schools.

**CE** – Need to provide induction training and planned training programme over a one or two year period.

**JK & AH** - As a move forward - invite pupils/students along to share their ideas.

**WH** - Produce an Action Plan, which includes membership update, Build up stronger links with academies, Set out a clear training programme for members.

#### **For the LA**

**MP** - Increase funding to achieve above.

**WH** - Continue to provide funding for the RE Adviser, Provide more info about LA priorities, Ensure regular attendance at meetings.

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## 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: <b>2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Between Developing and Established CE - Established but development points from Developing. AH – Established WH – Established - Ofsted inspection reports, SACRE Minutes.	

Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this 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"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input checked="" type="checkbox"/>
<b>Advanced</b> 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"/>

<b>Where are we and where do we find evidence to support this?</b>	MP – Developing CE - A mixture of Developing and Established. AH – Highlighted aspects indicate between Developing and Established WH – Advanced - LA exam data.
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<b>Key Area: 2c - Quality of learning and teaching.</b> <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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 type="checkbox"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP - Established CE – Established AH – Comment indicates Established however comment indicates - Advisers have good knowledge of the schools they visit but have limited hours available to carry these visits out. WH – Advanced - SACRE minutes	

<b>Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b>	not engage in communication with schools.	<input type="checkbox"/>

A SACRE in this position would:		
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input checked="" type="checkbox"/>
<b>Established</b> 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 type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Developing CE – Developing WH – Advanced - SACRE minutes, Diocese newsletters	

<b>Key Area: 2e - Relations with academies and other non-LA maintained schools.</b>		
<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>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation 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 type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Developing CE – Developing WH - Established	

### Successes/ What are we good at?

**MP-** Legal requirements

**WH-** Analysis of examination data, Analysis of Ofsted reports, Schools receive info about local and national events and CPD

**Barriers to success**

**MP** - Finance/ adviser time

**AH** – Advisers have good knowledge of the schools they visit but have limited hours available to carry these visits out.

**WH** - SACRE does not receive info about schools from the LA, Lack of clear strategy re. academies.

**Areas for development/ Action points:**

**For the SACRE**

**MP** - More adviser time

**WH** - Devise ways of improving communication with academies.

**For the LA**

**MP** - More finance

**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>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE - A mixture of Established and Advanced. AH – Established WH – Established - Questionnaires to schools, SACRE minutes.	

Key Area: 3b – The quality of the local Agreed Syllabus		
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>

<b>Advanced</b> 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE – Advanced AH – Advanced WH – Advanced - AS, SACRE minutes	

<b>Key Area: 3c – Launching and implementing the Agreed Syllabus</b> <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE - Established with aspects of Advanced. AH – Established WH – Established - SACRE minutes.	

**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>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP - Established/Advanced CE – A mixture of Established/Advanced AH – Established – Although 'Have all four committees well represented at meetings' is not part of the highlighted answer. WH – Developing	

<b>Key Area: 3e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>

<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE – Advanced AH- Advanced WH – Advanced - SACRE minutes.	

<b>Key Area: 3f - Making best use of National Guidance</b>		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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 checked="" type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE – Advanced JK – Comment indicates Advanced - The decision to take time with the rewrite of the AS so that we can take into account national documentation etc? AH – Advanced WH – Advanced - SACRE minutes.	

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

**MP** - Fulfilling requirements.

**JK** –The decision to take time with the rewrite of the AS so that we can take into account national documentation etc?

**WH** - Engaging with schools to help make decisions about the next AS.

## **Barriers to success**

**MP-** More adviser time

**WH** – Time, Ever changing situation, e.g. Ofsted, RE.

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

### **For the SACRE**

**MP** - More adviser time

**AH** – ‘Have all four committees well represented at meetings.

**WH** - Ensure that improvements are made re. setting up/maintenance of the ASC, Ensure SACRE members are fully aware of the requirements of the AS

### **For the LA**

**MP-** Finance for more adviser time

**WH** - Fully support clerking of the ASC.

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## 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.

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>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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 checked="" type="checkbox"/>
<b>Established</b> 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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Developing CE – Developing AH – Established with areas of Advanced highlighted. WH – Established - Church schools better informed and CW monitored, e.g. through SIAMs	

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP -Developing CE – Developing AH – Established WH – Established - Diocese	

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>



<b>Advanced</b> A SACRE with advanced practice would:	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 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.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	MP -Developing CE – Developing AH – Established WH – Developing - No determinations	

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

**MP** - Fulfil legal requirements.

**WH** - Strong support from Diocesan RE Adviser

**Barriers to success**

**MP** - CW focus, by more adviser time

**WH** - Time: means that LA Adviser has to concentrate on RE

**Areas for development/ Action points:**

**For the SACRE**

**WH** - Ensure members understand legal requirements re. CW.

**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”<sup>2</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

Key Area: <b>5a – SACRE’s membership</b>		
<i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input checked="" type="checkbox"/>

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

<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP - Established CE - Established AH – Established with aspects of Advanced highlighted. WH – Established - Constitution, SACRE minutes.	

<b>Key Area: 5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Advanced CE - Established AH – Established WH – Developing - N/A	

<b>Key Area: 5c – SACRE's engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
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<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. 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 checked="" type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Established CE - Established AH – Advanced WH – Developing - N/A	

<b>Key Area: 5d – SACRE's role within wider LA initiatives on community cohesion</b>		
<i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Requires improvement/struggling</b> 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"/>
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input checked="" type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. 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"/>
<b>Where are we and where do we find evidence to support this?</b>	MP – Developing CE – Developing AH - Established WH – Developing - N/A	

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

### **Barriers to success**

**MP** - Money!

**WH** - Many areas of Lincs lack diversity.

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

#### **For the SACRE**

**WH** - Provide training so that members are more aware of local diversity and community cohesion.

#### **For the LA**

**WH** - Provide data showing ethnic breakdown of pupils in schools, Keep SACRE informed about issues around community cohesion.

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## 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.

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LA name	School name	Religious character	Religious character
Lincolnshire	The Queen Elizabeth's High School, Gainsborough	Does not apply	wendyanneh@aol.com
Lincolnshire	The Priory Witham Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	The Priory City of Lincoln Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	The Priory Academy LSST	Does not apply	wendyanneh@aol.com
Lincolnshire	The Priory Ruskin Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	Caistor Grammar School	None	wendyanneh@aol.com
Lincolnshire	Branston Community Academy	None	wendyanneh@aol.com
Lincolnshire	William Farr CofE Comprehensive School	Church of England	wendyanneh@aol.com
Lincolnshire	Charles Read Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	De Aston School	Christian	wendyanneh@aol.com
Lincolnshire	Walton Academy	None	wendyanneh@aol.com
Lincolnshire	North Kesteven Academy	None	wendyanneh@aol.com
Lincolnshire	Caistor Yarborough Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	John Spendluffe Foundation Technology College	None	wendyanneh@aol.com
Lincolnshire	Sir Robert Pattinson Academy	None	wendyanneh@aol.com
Lincolnshire	The King's School, Grantham	None	wendyanneh@aol.com
Lincolnshire	Carre's Grammar School	None	wendyanneh@aol.com
Lincolnshire	University Academy Holbeach	Does not apply	wendyanneh@aol.com
Lincolnshire	Lincoln Christ's Hospital School	Christian	wendyanneh@aol.com
Lincolnshire	Bourne Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	Stamford Welland Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	Kesteven and Sleaford High School Selective Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	Bourne Grammar School	Christian	wendyanneh@aol.com
Lincolnshire	Kesteven and Grantham Girls' School	Does not apply	wendyanneh@aol.com
Lincolnshire	Queen Elizabeth's Grammar School, Horncastle	None	wendyanneh@aol.com
Lincolnshire	The Thomas Cowley High School	None	wendyanneh@aol.com
Lincolnshire	Skegness Grammar School	None	wendyanneh@aol.com
Lincolnshire	King Edward VI Academy	None	wendyanneh@aol.com
Lincolnshire	Sir William Robertson Academy, Welbourn	None	wendyanneh@aol.com
Lincolnshire	Boston High School	None	wendyanneh@aol.com
Lincolnshire	The Boston Grammar School	None	wendyanneh@aol.com
Lincolnshire	Spalding Grammar School	None	wendyanneh@aol.com
Lincolnshire	Lincoln UTC	None	wendyanneh@aol.com
Lincolnshire	The Barnes Wallis Academy	None	wendyanneh@aol.com
Lincolnshire	Thomas Middlecott Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	The Banovallum School	Does not apply	wendyanneh@aol.com
Lincolnshire	King Edward VI Grammar School	None	wendyanneh@aol.com
Lincolnshire	Somercotes Academy	None	wendyanneh@aol.com
Lincolnshire	Spalding Academy	None	wendyanneh@aol.com
Lincolnshire	Louth Academy	Does not apply	wendyanneh@aol.com
Lincolnshire	The Priory Pembroke Academy	None	wendyanneh@aol.com
Lincolnshire	The Gainsborough Academy	None	wendyanneh@aol.com
Lincolnshire	University Academy Long Sutton	None	wendyanneh@aol.com
Lincolnshire	The Giles Academy	None	wendyanneh@aol.com

% year 7 hours - RE	% year 7 hours - philosophy	% year 8 hours - RE	% year 8 hours - philosophy	% year 9 hours - RE	% year 9 hours - philosophy	% year 10 hours - RE	% year 10 hours - philosophy	% year 11 hours - RE	% year 11 hours - philosophy	% year 12 hours - RE	Year 13 hours - philosophy	% year 13 hours - RE	% year 13 hours - philosophy	% mixed hours - RE	% mixed hours - philosophy
7.45		4.75		6.56		2.93		2.83		2.68		2.44			
4.17		4.13		4		0		0		0		0			
3.51		3.54		3.27		7.27		7.37		0		0			
	0		0		0		0		0		4		1.6		
4.29		4.18		4.12		3.97		0		0		0			
4.45		4.26		4.02		4.04		2.09		3.49		3.9			
4.74		4.7		4.82		5		4.43		0		0			
3.08		3.52		3.52		2.95		3.19		2.06		2.12		7.69	
4.79	0	4.32	0	4.24	0	1.85	0	0	0	0	1	0	1.18		
50	0	0	15.4	16.3	0	0	0	9.21	0	0	30	0	6.74		
6.35	0	4.65	0	5.68	0	2.08	0	1.93	0	0	0	0	0		
3.77		3.45		3.33		0		0							
3.33		3.47				0		0							
3.31		3.71		3.83		0.99		0.98		0		0			
3.56		4.35		3.91		3.39		3.37		0		0			
	6.03		5.58		5.74		5.7		3.19		2.5		2.39		
0	0	0	0	0	0	0.89	0	0.85	0	0	5	0	2.02		
5.05		5.08		5.08		1.4		1.33		3.77		3.57			
3.71		2.76		2.96		3.42		2.24		0		2.54			
4.15		4.46		2.11		4.27		4.09		2.13		2.12			
3.9		3.9		3.9		3.63		3.56		2.26		2.5			
4.92		4.56		4.38		4.24		4.17		3.49		3.57			
4.46		3.36		4.11		2.47		2.15		3.68		4.89			
5.56		5.59		7.8		6.63		6.56		0		0			
4.21		3.42		8.31		8.1		0		0		0			
0		0		0		4.43		2.29		4.09		3.94			
4.27		2.2		1.94		3.45		5.13		2.78		6.06			
5.03		4.72		4.52		1.69		3.45		3.03		2.72			
4.22		4.12		4.3		2.83		2.83							
4.49		3.66		2.41		6.43		6.56							
4.03		3.88		7.72		7.69		7.27							
3.42		3.48		3		2.61		0							
3.02		2.66		2.93		1.15		1.2							
3.15		3.5		3.19		0		1.01							
5.89		6.08		2.45		0		0							
0		0		0		0		1.5							
2.54		2.24		0.74		0		0							

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## Lincolnshire SACRE Annual Report 2021-22



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**Introduction from the Chairman Cllr Chris Burke MBA.**



Chris Burke  
Chair of Lincolnshire SACRE

DRAFT

## 1. Background Information

The Education Reform Act (1988) established compulsory Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five-yearly revision of the locally agreed syllabus for Religious Education (RE) and consider any complaints about the provision and delivery of RE and collective worship referred to it by the LA.<sup>1</sup>

The membership of SACREs comprises four groups, together with nominated Advisers. The groups are:

**Committee A:** Christian denominations and other religions and religious denominations

**Committee B:** The Church of England

**Committee C:** Teachers' Associations

**Committee D:** The Local Authority.

### Also in attendance at Lincolnshire SACRE meetings 2020-21

Steve Blagg: Clerk

Jill Chandar-Nair: LA

Gillian Georgiou (GG): Diocesan RE Adviser

Wendy Harrison (WH): LA RE Adviser

[See Appendix, p., for details of Lincolnshire SACRE membership.]

## 2: Meetings and Membership

During 2021-22 there were three SACRE meetings: in December 2021, March 2022 and June 2022.

During the December meeting it was resolved that Chris Burke be elected Chairman of Lincolnshire SACRE and that Cherry Edwards be elected as Vice Chairman.

During the summer term meeting it was agreed that a letter of thanks be sent to Peter Crosby, Baptist Church Representative, following his resignation from the committee.

## 3. Updates from the Diocese

A key focus for the Diocese in recent months had been the use of the agreed syllabus in secondary schools. While many primary schools were using it effectively, the picture was not as clear in secondary schools. Many secondary schools had acknowledged the need to rethink their RE curriculum to reflect the knowledge and understanding shown by many pupils starting secondary school.

<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281929/Collective\\_worship\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281929/Collective_worship_in_schools.pdf)

The autumn term was characterised by a return to inspections, both Ofsted and SIAMS. A large proportion of the support offered had been focused on helping RE subject leaders prepare for inspection. A variety of different training sessions were provided to schools and academies across the region, including sessions on subject knowledge, curriculum design, subject leadership under assessing pupils progress in RE. This term has also focused on communicating the information contained in the Ofsted RE Research Review, published in May 2021, with a key focus on the different types of knowledge that might reasonably be expected to be developed in an effective RE curriculum.

During the spring term schools were still being affected by Covid-related disruption in schools. RE training and support continued to be delivered by the Diocesan RE Adviser both in person and virtually, as appropriate. She works across three LAs and a significant proportion of her work is currently focused in North and NE Lincolnshire where the Lincolnshire agreed syllabus has recently been implemented. She has also been supervising an RE subject leader who is currently carrying out a Farmington Scholarship and another who is participating in the Stage 1 Culham St Gabriel's leadership programme. A key focus this year is on supporting secondary schools and academies to deliver effective RE; she continues to work with colleagues nationally on RE-related issues including assessment and different types of knowledge in the RE curriculum.

Over the summer period the Diocesan RE Adviser updated the assessment guidance on the Diocese website and updated the teaching and learning suggestions used by some schools to help them deliver a curriculum based on the Lincolnshire agreed syllabus.

During the summer meeting consideration was given to a report by the Diocesan RE Adviser which provided an analysis of recent SIAMS (Statutory Inspections of Anglican and Methodist Schools) reports. SACRE was advised that SIAMS inspections reported on the religious character of schools, focusing on the effectiveness of the RE curriculum and the impact of collective worship. Inspections in voluntary controlled church schools reported on the effectiveness of religious education (RE) in relation to the school's strategic vision but did not report on pupil progress. Inspections in voluntary aided church schools also commented on progress and standards in RE. The committee was assured that the SIAMS inspection process was rigorous. Consideration was given to the report and during the discussion the following points were noted:

- The difference between the inspection of religious education within Voluntary Controlled and Voluntary Aided schools was explained. Voluntary Controlled schools had a legal duty to use the locally agreed syllabus for RE but the RE curriculum for RE would be inspected by Ofsted. Voluntary aided schools could choose whether to adopt the locally agreed syllabus or adopt an alternative syllabus for RE. Ofsted would not report on the quality of education in RE within those voluntary aided schools; instead it was the responsibility of the denominational authority (i.e. SIAMS) to do this.

- There had been significant legal questions raised relating to the current statutory requirements to provide collective worship that was 'wholly or mainly of a broadly Christian nature' in all schools and academies in England. However, the importance of collective worship in celebrating all religious and non-religious worldviews was emphasised.
- It was requested that a breakdown of figures for the total number of faith schools and schools of religious character in comparison the total number of schools in Lincolnshire could be circulated.

Consideration was also given to a report by the Diocesan RE Adviser which provided an update on her work with schools. The committee congratulated her on successfully securing a funding bid from the RE Council of England and Wales which would enable her to lead a team to develop an RE curriculum framework based on the REC's National Statement of Entitlement and associated guidance. The committee considered the update and during a discussion the following points were noted:

- Three groups were involved in the project- one would look at peace and reconciliation across worldviews and another will focus on the development of a curriculum that could be used across the multi- academy trust.
- The framework for the projects would be in line with the RE Council's draft National Statement of Entitlement.

### **Interfaith Week 2021: Sutterton Fourfields CE Primary School**

Pupils celebrated local faith communities during their interfaith celebration, 'Unity in the Community'. Classes explored a range of different religious and non-religious worldviews, including Christian, Jewish and Humanist, before sharing their learning with members of the local community. Pupils asked challenging questions and used their creativity to respond to their learning.

### **Spirited Arts 2021**

Pupils at Boston St Thomas CE Primary participated in this year's Spirited Arts competition. Lyla from Year 6 has shared this:

'During our RE lessons in summer term, we looked at how Christians believe that God has given us the world to take care of. No matter what religion or culture, we all agreed on the basic principle that God has made us stewards of the world and everything in it. I was inspired by the way humans and their reckless behaviour are impacting the destruction of our planet – reports, news and statistics are showing us that wildlife is slowly disappearing from the faces of Earth and oceans whilst the rising pollution is increasing globally at an alarming rate. Whilst working on my piece, I was able to express emotion through depicting the beautiful aspects which our planet has to offer – Mother Nature symbolised as a protector, giver of life; her powerful presence overlooking the world in which we live in. As Chief Seattle says, 'The Earth does not belong to man; man belongs to Earth'. I believe everything in the world is connected like skin is to bone. We need to educate the next generation on how to become dutiful stewards; after all, we did not weave the web of life, we are merely a strand of it...'



Staff and pupils at the school were incredibly excited to find out that Lyla's entry became one of the winning entries in this year's competition—congratulations to Lyla and to her RE teachers!



### **Strictly RE 2022: Building Community, 29th-30th January 2022**

RE teachers and subject leaders from across the country gathered together for the annual NATRE (*National Association of Teachers of RE*) conference, Strictly RE. For the second year running, this event was held virtually, which enabled significant numbers of teachers and leaders to participate. The event involved a number of keynotes including teaching GCSE and A Level exam boards, Culham St Gabriel's about worldviews, the different types of knowledge in the RE curriculum and dharmic traditions. It also included a significant number of workshops and seminars delivered by primary and secondary teachers from across the country. Several key themes emerged from the event. The first was the different types of knowledge mentioned in the Ofsted RE research review. Several seminars looked at how to develop pupils' substantive and disciplinary knowledge, as well as considering the impact of personal knowledge on learning in the RE classroom. The second was around better reflecting the diverse lived reality of religious and non-religious worldviews, with several seminars offering case studies that focused on Sikhi, Buddhist, and Muslim worldviews. Thirdly, many seminars focused on using texts and developing writing in both primary and secondary contexts. Initial feedback from the event showed that RE teachers and subject leaders found it incredibly useful professional development, but that its key power was in providing opportunities for teachers to connect with each other.

### **Holocaust Memorial Day 2022: St Thomas CE Primary Academy in Boston Freedom artwork**

This can be a difficult historical event to commemorate in a primary school, simply because of the magnitude of the horrors that occurred. At St Thomas', year six pupils engaged with it by engaging with a very interesting debate: 'Is it right for someone with no Jewish heritage to create artwork to commemorate The Holocaust?' To

enable this philosophical debate, interplay was encouraged between RE, History and English. This interplay allowed the children to retrieve and apply their substantive knowledge relating to anti-Semitism in Germany in the 1930s and 40s and their knowledge from writing biographies of Anne Frank's life. Pupils were also supported to draw upon their RE disciplinary knowledge of evaluating sources of authority, as well as questioning the world around them by working as philosophers. The session drew upon art exhibitions and used The Holocaust Memorial Day Trust's resources for the children to decide whether it would be ethically appropriate for them to create artwork. As a group, they drew their own conclusion: it would only be acceptable if the art was created with reverence, respect and a focus on the freedom of Jewish people. The year sixes approached this very maturely and they made connections to British Values: they recognised the importance of raising the profile of the importance of the freedom of all people, whether they hold religious or non-religious world views, by commemorating this day.

### **Living Faith: Scamblesby CE Primary School**

Charlie Luff, RE subject leader at Scamblesby CE Primary, has been supporting pupils to learn more about the global nature of Christianity. Pupils have been learning about the impact of geography and culture on Christian practice and life, as well as developing their ability to reason about the importance of diversity within religious and non-religious worldviews.

### **Hermeneutics in RE: Ancaster CE Primary School**

Hannah Parsons, RE subject leader at Ancaster Church of England Primary School, has been working to develop pupils' disciplinary knowledge through the RE curriculum. She has been focusing on building pupils' specialist knowledge and specialist skill through the disciplinary lens of theology. In particular, pupils have been developing their ability to interpret sources of authority, learning more about hermeneutics. They have been thinking carefully about how people interpret their sources of authority and how our own personal knowledge and beliefs can impact the meaning we draw from the texts we read.

## **4. Updates from LA Adviser**

### **CPD/Support for schools**

During the year the RE Adviser provided updates on school visits and training. Meetings and training sessions were currently taking place both virtually and in person. Online webinars had been very well attended. Schools had also been invited to receive an RE 'Health Check' free of charge which would involve the RE Adviser looking at schools' policy, planning and preparation for Ofsted, particularly deep dives. The following points were noted:

- The committee emphasised the importance of making training materials very easy to access for teachers who were often under pressure in terms of time. Materials needed to be inter-active and fun so that younger pupils could become more engaged in the learning of RE.
- There was a need for leaders within schools to acknowledge the importance of training in RE and to encourage staff to participate in the training available.

- The RE Adviser was now working with Focus Education, a national provider of materials for schools and training events, to develop training resources for RE.

### **Budget**

The RE Adviser provided an update on the budget for 2022-23 – she was pleased to report that the budget for Religious Education and SACRE had remained the same as for the previous year. This was welcomed by SACRE members who agreed that it reflected the importance placed on RE by the LA.

### **Analysis of Ofsted reports: September 2021- February 2022**

Between September and December 2021 areas for improvement included the need for pupils to develop a) a more detailed knowledge of diversity of faiths and cultures different to their own and b) a better understanding of diversity and difference in British society. Improvements also needed to be made to curriculum coherence and sequencing. The distinction between Section 5 inspections and Section 8 inspections was noted. A deep dive into RE had been carried out at Utterby Primary Academy and findings suggested that the curriculum was deemed to be strong, but the school's teaching of British Values was not as strong as it could be. It was clear from the analysis that pupils needed a better understanding of a range of religions and cultures. Assurance was provided there was a support network of training and information available to teachers but the need for more first-hand experience to understand the complexities around this was acknowledged. Members were reassured that schools had access to support from the LA RE Adviser and the Diocesan RE Adviser. SACRE's role in promoting and supporting faith leaders to encourage and support learning within other faiths was highlighted.

### **Discovery RE**

The LA RE Adviser provided members with an update on a commercially produced scheme of work, Discovery RE, which was being widely purchased by academies across the county. This resource is attractive to schools where there are no subject specialists in RE as it provides a structure to learning which includes topics to cover each term, along with lesson plans. It is distinct from the local syllabus and increasingly, the RE Adviser was being asked by individual schools to attempt to adapt it to meet the requirements of the Lincolnshire syllabus. However, she was experiencing challenges in monitoring the quality of the scheme and how well it was supporting teaching and learning in Lincolnshire. The committee supported the purchase of the Discovery RE resource by the Lincolnshire County Council for the RE Adviser's benefit. It was noted that the cost would not be absorbed by SACRE. The Diocesan RE Adviser expressed her concerns that the Discovery RE scheme of work was not well aligned to current development in RE. The committee acknowledged the preference that it was not adopted as a long-term solution within Lincolnshire and expressed their preference for an alternative scheme of work to be produced by Lincolnshire's advisers which would provide better quality of RE learning for Lincolnshire's schools, especially academies. It was clarified that academies did not have to use the Lincolnshire agreed syllabus so were more likely to use resources such as Discovery RE.

## **Religious Education Council Report: Still Standing**

Consideration was given to a presentation by the RE Adviser, which provided an overview of the Religious Education Council's report on SACRE's - Still Standing. This report referred to the recommendations of the findings of the Commission for Religious Education (2018). The findings of the report were outlined, highlighting the need for a review of legislation around RE and for a review of the role of SACREs. The report calls for greater clarity about the nature of high quality RE in the 21<sup>st</sup> century and the current committee structure of SACREs. The report also considers the implications of the academisation programme - whether, for example, the creation of a locally agreed syllabus for SACREs operating with only one state school within their area was a good use of public money. The Committee also noted the suggestion that SACREs review their membership to ensure that it represents their local community, including its religions and worldviews. The importance of making and maintaining contact with academies was emphasised and considered a priority. The committee commended the expertise of the RE Adviser and Diocesan RE Adviser in supporting Lincolnshire SACRE.

## **RE Time Allocation**

During the autumn meeting the RE Adviser provided an update on time allocations for RE in schools. Analysis was based on data provided by Deborah Weston, Research Officer for NATRE (National Association of Teachers of Religious Education). The data was reported by schools to the DfE as part of the school census in November 2020. 2928 schools were included in the sample which included the majority of state funded secondary schools. The data showed hours taught for years 7 to 13 in RE and philosophy. The committee was provided with the names of those schools that had reported zero hours of RE teaching, had not provided any data on RE and where hours of RE had decreased from 2000-20. It was suggested that as with any data, caution had to be applied regarding analysis, i.e. the data provided raised questions rather than provide answers.

## **5.Update from SACRE member**

During the spring meeting SACRE received an update from Mark Plater on a number of issues including the LAR-D project (Learning About Religion through Dialogue); survey of secondary RE-ITE students 2020-21; the Farmington Secondary RE teacher support group; Lincolnshire RE Hub and email group, and GCSE and A levels in Lincolnshire. Members were provided with written details. The following points were noted:

- Jennifer King (secondary teacher) reflected on her involvement with the Farmington secondary RE support group and highlighted the positive opportunity it offered to meet other teachers, share resources and connect with colleagues.
- The difficulties faced within the teaching profession in recent times were acknowledged. The Farmington Secondary RE support group offers valuable support and seeks to ensure that teachers feel valued.

- It was confirmed that there were currently only nine places available for this special Farmington Research opportunity being offered to secondary school teachers from schools close to Lincoln City centre.
- Previously under a different examination structure, many A level students would have chosen to study RE at AS level and continued with their studies at A level. The elimination of AS levels has meant that some students needed encouragement to take RE as an A level.

Bishop Grosseteste University had bid for a project which would provide funding for work to produce a syllabus which was based on religion and world views, focusing on 'big ideas'. Unfortunately, the bid was unsuccessful.

## **6. Review of Agreed Syllabus**

The present syllabus runs from 2018-23. Consideration was given to a verbal report by the RE Adviser which provided an update on the review of the agreed syllabus which would need to begin within the next year. When this process begins, officers would consult with teachers to seek their views, as well as taking note of changes to that have taken place since 2018, e.g. a new Ofsted Inspection Framework. Consideration was given to the report and during the discussion the following points were noted:

- It was confirmed that the agreed syllabus would apply to all primary and secondary maintained schools. Academies were able to choose their own syllabus, however many chose to adopt the Lincolnshire syllabus.
- It was also noted that two local authorities North Lincolnshire and NE Lincolnshire had bought into the Lincolnshire syllabus.
- Schools were legally obliged to outline their curriculum on their website.
- Comments received from inspections had indicated that Ofsted inspectors were satisfied with the RE syllabus provided within Lincolnshire.

## **7. Lincolnshire Annual Report 2020-21**

Consideration was given to a report by the RE Adviser, which invited the committee to consider and comment on the draft SACRE Annual Report 2020-21 prior to it being finalised. It was noted that no examinations had taken place within the 2020-21 academic year. Members were happy with the final report.

## **8. NASACRE Annual Conference**

The Committee received an update from Mark Plater on the annual NASACRE Conference which took place virtually on Monday 23rd May 2022. It was confirmed that there had been no detailed discussion on the Education White Paper. Questions were raised on the future role of SACRE's given that all very schools would become academies by 2030, as outlined in the white paper.

## **9. 2022 Examination results**

**Not yet available**

## **10. Collective worship**

There are no determinations at present.

### **11. Links with other bodies and organisations**

Lincolnshire SACRE has links with organisations such as the National Association of SACREs (NASACRE), RE Today/National Association of Teachers of Religious Education (NATRE), Association of RE Inspectors, Advisers and Consultants (AREIAC), the Religious Education Council (REC) as well as local faith communities.

### **12. Training for SACRE**

Members are kept up to date about local and national initiatives through regular training in meetings delivered by the LA and Diocesan advisers.

### **13. LA Budget**

This continues to support the work of the RE Adviser for approximately four days per month.



**Stamford market**

## Appendix: SACRE Membership

	8 December 2021	22 March 2022	14 June 2022
<b>Committee A: Christian and Other Religious Denominations</b>			
Chris Burke (Chairman), Roman Catholic Church	Present	Present	Present
Peter Crosby, Baptist Church	Present	Apologies Received	Apologies Received
Andrew Hornsby, Methodist Church	Present	Present	Present
Swathi Sreenivasan, Hindu Community	Present	Present	Apologies Received
Atikur Rehman Patel, Islamic Association of Lincoln	Apologies Received	Present	Present
Amanda Grant, Jewish Community	Apologies Received	Present	Apologies Received
Claire Simons, Salvation Army	Apologies Received	Present	Apologies Received
Sian Wade, Assemblies of God Pentecostal	Apologies Received	Apologies Received	Present
<b>Committee B: Church of England</b>			
Cherry Edwards OBE (Vice-Chairman)	Present	Present	Present
Lynsey Norris	Absent	Absent	Present
Mark Plater	Apologies Received	Present	Present
<b>Committee C: Associations Representing Teachers</b>			
Jennifer King, NAS/UWT	Apologies Received	Present	Present
Elizabeth Moore, NAHT	Apologies Received	Present	Apologies Received
Chris Thompson, NEU	Present	Absent	Absent
Jayne Watson, NAHT	Absent	Absent	Present
<b>Committee D: The Local Authority</b>			
Councillor Ashley Baxter	Present	Present	Present
Councillor Mrs J Brockway -	Present	Present	Apologies Received
Councillor - M A Whittington	Present	Apologies Received	Apologies Received
<b>Co-Optee</b>			
Jack Dryden, Humanist	Absent	Absent	Absent

### Officers/Advisers in attendance

Emily Wilcox - Clerk to SACRE

Jill Chandar-Nair (Inclusion and Attendance Manager, Lincolnshire County Council)

Gillian Georgiou (Diocesan RE Adviser)

Wendy Harrison (RE Adviser, Local Authority)

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