

| Section 1: Management of the SACRE and partnership with the LA and other key stakeholders | |
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| Key Area: 1a – Funding: Professional and financial support | |
| <i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i> | |
| Established/Advanced | <ul style="list-style-type: none"> • SACRE is 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. • SACRE's plans are linked to other local work and projects. • The LA is represented at some meetings and can provide a means of communication with the wider LA. • Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed. |
| Actions Required | <ul style="list-style-type: none"> • Develop closer links between SACRE and the LA. • Develop a strategic, costed development plan. |
| Key Area: 1b – SACRE meetings | |
| <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i> | |
| Established/Advanced | <ul style="list-style-type: none"> • Good attendance where all four committees are generally well represented, and meetings are quorate. • Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. • Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. • Meetings move beyond routine matters to consider wider issues about the quality of RE and CW. |
| Actions required | <ul style="list-style-type: none"> • Create opportunities for SACRE members to contribute more to the development of the agenda and strategic development plan. • Hold meetings in a variety of venues, including council venues, local places of worship and schools. • Put in place p to enable contact with and between members outside of SACRE meetings. • Ensure that meetings have more of a focus upon the major priorities for improvement in schools. |

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| Key Area: 1c – Membership and training <i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i> | |
| Developing | <ul style="list-style-type: none"> • Membership fulfils the basic statutory obligations. • Some training sessions take place. |
| Actions required | <ul style="list-style-type: none"> • Put in place effective procedures to fill vacancies. • Increase induction and training opportunities for SACRE members. |
| Key Area: 1d – Improvement/development planning <i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i> | |
| Established/Advanced Advanced | <ul style="list-style-type: none"> • 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 work, but this is not linked to a development plan. • SACRE is regularly represented at national events relevant to its work; for example, NASACRE conference. |
| Actions required | <ul style="list-style-type: none"> • Produce a costed development plan which is reviewed regularly and updated on an annual basis. This would provide an effective focus for the SACRE's work and link the plan to wider LA priorities. |
| Key Area: 1e - Information and advice <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i> | |
| Established/Advanced Advanced | <ul style="list-style-type: none"> • SACRE is regularly provided with clear information relevant to the quality and provision for RE in schools and given a context within which any school is working. • To an extent, SACRE uses this information effectively to give advice to the LA. This can include advice related to the review of the AS. |
| Actions required | <ul style="list-style-type: none"> • SACRE needs to receive the information in a way that enables it to act as a critical friend and question the LA's work. • Advice to the LA does not necessarily lead to strategic action and/or partnership work to improve standards. • Provide SACRE with more information about CW in schools. |

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| | <ul style="list-style-type: none"> Develop a stronger partnership with the LA to play an active role in promoting ideas and initiatives. |
| Key Area: 1f - Partnerships with key stakeholders <i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i> | |
| Established | <ul style="list-style-type: none"> SACRE is well informed about other key stakeholders supporting RE and has some meaningful contact with the groups involved. SACRE members attend the annual NASACRE conference and other training opportunities. |
| Actions required | <ul style="list-style-type: none"> Develop links with other bodies, such as local inter-faith groups to support raising standards and developing community cohesion. Develop opportunities from pupils/students as part of the work around high-quality RE and CW. Engage with representatives of key support networks and higher education providers. |
| Key Area: 1g – Relations with the Academies sector <i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i> | |
| Established | <ul style="list-style-type: none"> SACRE has 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 what is possible between academies in an area. One of SACRE's members is a teacher at an academy – this helps to inform discussions. |
| Actions required | <ul style="list-style-type: none"> Develop stronger links with academies. |

Summary

Strengths

- Fulfilling legal requirements & regular meetings.
- Meetings are well minuted (excellent clerking) and generally well attended.
- The LA has funded SACRE well over the past 15 years or so.
- Members are all invited to take part in the meetings and encouraged to contribute.
- Teachers are encouraged to share any good practise, thoughts ideas etc – but this could be developed further.
- Members are supported in attending various training events and these are advertised during SACRE meetings and shared on the group emails. NASACRE conference is always offered as an event to attend.
- Key educational issues relating to RE are regularly discussed.
- Both the LA and Diocesan RE Advisers are well informed and provide regular updates about the provision of RE.

- Good working relationships between LA and Diocese.

Barriers to success

- Limited time available for the LA Adviser (approx. 5 days per month) limits what can be achieved.
- Limited input from co-opted members.
- Attendance from some groups is low.
- Lack of meaningful links with LA.
- SACRE has not developed an Action Plan, so priorities are unclear.
- Membership: vacancies not always followed up efficiently.
- Inadequate training programme.
- Insufficient input from pupils.
- Limited number of venues for meetings.
- Limited information about CW.

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| Section 2. Standards and quality of provision of Religious Education | |
| <i>Key Area: 2a - RE provision across the LA. How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i> | |
| Established | <ul style="list-style-type: none"> • SACRE has some knowledge about which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. • LA Adviser provides information about Ofsted reports, Diocesan RE Adviser about SIAMs. |
| Action required | <ul style="list-style-type: none"> • SACRE could work more effectively with the LA to support and promote pupil entitlement. |
| <i>Key Area: 2b - Standards of achievement and public examination entries How does SACRE use information about standards and examinations to target support and training for schools?</i> | |
| Established | <ul style="list-style-type: none"> • SACRE has some knowledge of standards in primary and secondary schools. SACRE is provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures. • There are some processes in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). |

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| Actions required | <ul style="list-style-type: none"> • More focused follow up of examination results over time. |
| Key Area: 2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i> | |
| Established | <ul style="list-style-type: none"> • SACRE has 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. • The actions of the LA and Diocesan Advisers have impact on learning and teaching. |
| Actions required | <ul style="list-style-type: none"> • Provide SACRE with better information about what constitutes good teaching and learning in RE – this could be backed up by more input from schools in meetings. • SACRE should be more effective in advising the LA on the support that is needed and have access to professional support, linked to schools in need. |
| Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i> | |
| Established/advanced | <ul style="list-style-type: none"> • The LA and Diocesan RE Advisers communicate regularly with schools, sending regular updates and information. They have a constructive relationship with senior leaders and subject managers in schools to develop the subject. |
| Action required | <ul style="list-style-type: none"> • Based on feedback from Advisers, discuss ways to enhance leadership and management of RE in schools. |
| Key Area: 2e - Relations with academies and other non-LA maintained schools. <i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i> | |
| Developing/Established | <ul style="list-style-type: none"> • SACRE gets some information about the RE situation in local academies etc, but little or no established relationships and liaison with all of them - no overall strategy. • By and large, academies co-operate with SACRE when the opportunity is offered.at this level. |
| Action required | <ul style="list-style-type: none"> • Establish more effective links with academies. |

Strengths

- Information provided for SACRE, e.g. examination data, Analysis of Ofsted and SIAMs reports.
- Schools receive info about local and national events and CPD.
- Advisers work well with subject leaders to identify strengths and weaknesses in RE.

Barriers to success

- Funding/ Adviser time – LA RE Adviser has good knowledge of a number of schools but limited hours available to carry out much more than a light touch.
- SACRE does not receive info about schools from the LA.

| Section 3: The effectiveness of the locally agreed syllabus | |
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| Key Area: 3a – The review process | |
| <i>How does the SACRE review the success of the existing agreed syllabus?</i> | |
| Established/Advanced | <ul style="list-style-type: none"> • SACRE has reviewed the opinions of schools and RE teachers and has a good idea of the strengths/areas of weakness of the current AS. • The review of the AS includes full consultation with schools and other key stakeholders. • There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved. |
| Actions required | <ul style="list-style-type: none"> • Ensure that there is a costed action plan (in partnership with the LA), and that a sufficient budget has been allocated for the latest AS review and relaunch. • Ensure that a clear and systematic process for monitoring the effectiveness of the AS is built into this plan. |
| Key Area: 3b – The quality of the local Agreed Syllabus | |
| <i>How well does the locally Agreed Syllabus promote effective learning & teaching in RE? Is it “fit for purpose”?</i> | |
| Advanced | <ul style="list-style-type: none"> • SACRE, supported by RE Advisers, ensures that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. |

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| | <ul style="list-style-type: none"> • There are clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. • The AS references latest RE research that is relevant to help pupils make good progress in RE. |
| Key Area: 3c – Launching and implementing the Agreed Syllabus <i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i> | |
| Established | <ul style="list-style-type: none"> • SACRE has clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. • Advisers provide additional guidance or extended training on using the AS over its life. • Clear guidance is provided about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus. |
| Actions required | <ul style="list-style-type: none"> • Ensure that the launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors, rather than just LA and Diocesan RE Advisers. |
| 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> | |
| Established | <ul style="list-style-type: none"> • SACRE’s membership increasingly that 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. • All four committees well represented at meetings. • Agendas and papers are distributed well in advance so all members have time to consider them carefully. |
| Action required | <ul style="list-style-type: none"> • Ensure that the ASC is well represented in terms of diversity. |
| Key Area: 3e - Developing the revised agreed syllabus <i>How robust are the processes for producing a strong educational Agreed Syllabus?</i> | |
| Advanced | <ul style="list-style-type: none"> • SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. • The AS has a clear framework for progression and challenging learning. |

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| Action required | <ul style="list-style-type: none"> 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. |
| Key Area: 3f - Making best use of National Guidance | |
| <i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation?</i> | |
| Advanced | <ul style="list-style-type: none"> SACRE takes full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. |
| Action required | <ul style="list-style-type: none"> Ensure that the syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and provides guidance for schools about how to make the best links. |

Strengths

- Meeting statutory requirements.
- Taking time with the latest rewrite of the AS so that SACRE can take into account national updates, e.g. Ofsted.
- Engaging with schools to help make decisions about the next AS.

Barriers to success

- Insufficient LA RE Adviser time.
- Ever changing situation, e.g. Ofsted, national RE initiatives, etc.

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| Section 4. Collective Worship | |
| 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> | |
| Developing/Established | <ul style="list-style-type: none"> Advisers seek to ensure that schools have some access to, and advice on, appropriate resources for the delivery of CW. |

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| Action required | <ul style="list-style-type: none"> • Provide training for SACRE so that members are better informed about requirements regarding CW. |
| Key Area: 4b – Enhancing the quality of provision of collective worship <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i> | |
| Developing/ Established | <ul style="list-style-type: none"> • Support for CW is strong in church schools. |
| Action required | <ul style="list-style-type: none"> • Provide more training to support SACRE members re. CW in order to increase understanding of the nature and potential of CW and what effective provision in each school might look like. • Look into opportunities for SACRE members to visit schools and observe CW. • Develop ways in which the LA / RE Adviser can promote quality provision of CW within the constraints of limited funding (which means that priority is given to RE). |
| Key Area: 4c – Responding to requests for determinations <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i> | |
| Requires improvement/struggling | <ul style="list-style-type: none"> • SACRE has a limited understanding of what a determination is due to the fact that no schools have ever applied for determinations. |
| Action required | <ul style="list-style-type: none"> • Provide training for SACRE on CW, including determinations. • Draw up documentation for schools to use if they need to make an application for a determination. |

Strengths

- Diocesan RE Adviser provides support for schools re. CW.

Barriers to success

- LA RE Adviser's lack of time - has to concentrate on RE.

| Section 5: Contribution of SACRE to promoting cohesion across the community | |
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| Key Area: 5a – SACRE’s membership <i>How representative is SACRE’s membership of the local community?</i> | |
| Established | <ul style="list-style-type: none"> Sacre’s membership broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE. |
| Action required | <ul style="list-style-type: none"> Review current membership to check for gaps. |
| Key Area: 5b SACRE’s understanding of the local area <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i> | |
| Established | <ul style="list-style-type: none"> SACRE is provided with analysis of the religious and cultural diversity within the LA and is therefore aware of different groups representing the diversity within the local area. |
| Action required | <ul style="list-style-type: none"> Ensure that SACRE knows about and has a relationship with local inter-faith groups and the work that they do in the locality. |
| Key Area: 5c – SACRE’s engagement with the community cohesion agenda. <i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i> | |
| Established | <ul style="list-style-type: none"> SACRE has an understanding of what community cohesion means and the duty on schools to promote this. There is a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work. |
| Action required | <ul style="list-style-type: none"> Ensure that community cohesion is made explicit in the new AS. Provide training so that members are more aware of local diversity and community cohesion. LA to provide data showing ethnic breakdown of pupils in Lincolnshire schools and keep SACRE informed about issues around community cohesion. |

Strengths

- Success in recruiting members from a range of faith communities over the past few years.

Barriers to success

- Many areas of Lincs lack diversity. Provide data showing ethnic breakdown of pupils in schools, Keep SACRE informed about issues around community cohesion.

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