

# Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP

Telephone 01572 722577 Email: [governance@rutland.gov.uk](mailto:governance@rutland.gov.uk)

Ladies and Gentlemen,

A meeting of the **RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** will be held via Zoom - <https://us06web.zoom.us/j/89761835402> on **Tuesday, 14th March, 2023** commencing at **4.30 pm** when it is hoped you will be able to attend.

Yours faithfully

Mark Andrews  
**Chief Executive**

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at [www.rutland.gov.uk/my-council/have-your-say/](http://www.rutland.gov.uk/my-council/have-your-say/)

## **A G E N D A**

### **A MOMENT FOR REFLECTION**

We gather together here today intent on doing good work.

We seek to represent fairly and well, those who have given us this task.

May our efforts be blessed with insight, guided by understanding and wisdom.

We seek to serve with respect for all.

May our personal beliefs give us strength to act honestly and well in all matters before us.

### **1) WELCOME AND APOLOGIES RECEIVED**

### **2) RECORD OF MEETING**

To confirm the minutes of the meeting of the Rutland SACRE held on the 29<sup>th</sup> November 2022.

(Pages 5 - 10)

### **3) ACTIONS FROM THE PREVIOUS MEETING**

#### **SUMMARY OF ACTIONS**

No.	Ref:	Action	Allocated to:
1	3	Daniel to distribute a short self-evaluation questionnaire for	<b>Daniel Alfieri</b>

		headteachers to complete regarding the quality of RE teaching in Rutland schools.	
<b>2</b>	7	Amanda to meet with Mary-Anne, Megan and Daniel to gain schools feedback as to what schools actually wanted from the network meetings and to discuss the possibility of inter-county meetings with Peterborough and Cambridgeshire.	<b>Amanda Fitton</b>

**4) SACRE ANNUAL REPORT 2021-2022**

To approve the Rutland SACRE annual report for 2021-2022.  
(Pages 11 - 22)

**5) NASACRE ANNUAL CONFERENCE/AGM**

To agree the two representatives to attend the NASACRE annual conference/AGM on the 22 May 2023, 10:30am -15:30pm in the Fishmongers' Hall, London. Full details can be found on the NASACRE website:  
<https://nasacre.org.uk/conference-and-agm/>

**6) SACRE DEVELOPMENT PLAN 2020-22**

To review/approve the SACRE Development Plan 2020-22 following completion of the NASACRE self-evaluation toolkit.  
(Pages 23 - 56)

**STANDING AGENDA ITEMS**

**7) UPDATE ON NETWORK MEETINGS**

To receive an update from Amanda Fitton, SACRE Advisor, on Network Meetings.

**8) TRAINING ATTENDED BY SACRE MEMBERS**

To receive a verbal update from Members of SACRE on training courses attended.

**9) MONITORING OF RE IN SCHOOLS AND OFSTED INSPECTIONS REPORT**

To receive a verbal report from Elizabeth Papworth, Education Development Lead and to receive any Ofsted Inspection Reports.

**10) ANY URGENT BUSINESS**

**11) FORWARD PLAN**

To review/update the Forward Plan  
(Pages 57 - 58)

**12) DATE OF NEXT MEETING:**

Tuesday, 6<sup>th</sup> June 2023 at 4.30 p.m.

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**DISTRIBUTION**

**MEMBERS OF THE RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION):**

<b>GROUP A – Representatives of faiths (other than Church of England) and world views</b>		
1.	Gurdev Singh (CHAIR)	The Sikh Faith
2.	Andrew Hull (VICE CHAIR)	Humanists UK
3.	Bjoern Finke	The Roman Catholic Church
4.	Madeleine Gilbert	The Baptist Church
5.	Sheila Gewolb	The Jewish Faith

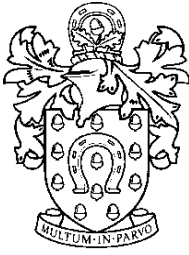
<b>GROUP B – Church of England Representatives</b>		
6.	Daniel Alfieri	Peterborough Diocese
7.	James McWhirter (Revd)	Rutland Deanery
8.	Mary-Anne Marples	Peterborough Diocese

<b>GROUP C – Teacher Representatives</b>		
9.	Megan Davis	Primary Teacher Representative
10.	Cara Topping	Primary Teacher Representative

<b>GROUP D – Local Education Authority Representatives</b>		
11.	Councillor R Powell	Rutland County Councillor
12.	Councillor D Blanksby	Rutland County Councillor

<b>Local Education Authority Officers</b>		
13.	Amanda Fitton	SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council
14.	Lizzie Papworth	Service Manager – Learning and Skills, RCC
15.	Jane Narey	Clerk, RCC

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# Rutland County Council

Catmose Oakham Rutland LE15 6HP  
 Telephone 01572 722577 Email: [governance@rutland.gov.uk](mailto:governance@rutland.gov.uk)

Minutes of the **MEETING of the RUTLAND SACRE (STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION)** held via Zoom on Tuesday, 29th November, 2022 at 4.30 pm

**PRESENT:**

<b>GROUP A – Representatives of faiths (other than Church of England) and world views</b>		
1.	Andrew Hull (VICE CHAIR)	Humanists UK
2.	Gurdev Singh (CHAIR)	The Sikh Faith

<b>GROUP B – Church of England Representatives</b>		
3.	Daniel Alfieri	Peterborough Diocese

<b>GROUP C – Teacher Representatives</b>		
4.	Megan Davis	Primary Teacher Representative
5.	Mary-Anne Marples	Primary Teacher Representative

<b>GROUP D – Local Education Authority Representatives</b>		
6.	Councillor S Webb	Rutland County Councillor

<b>Local Education Authority Officers</b>		
7.	Amanda Fitton	SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council
8.	Lizzie Papworth	Service Manager – Learning and Skills, RCC
9.	Jane Narey (CLERK)	Scrutiny Officer, RCC

**APOLOGIES:**

10.	Sheila Gewolb	The Jewish Faith
11.	Councillor R Powell	Rutland County Councillor

**ABSENT:**

12.	Rhoda Gibson	The Baptist Church
13.	Bjoern Finke	The Roman Catholic Church
14.	James McWhirter (Revd)	Rutland Deanery
15.	Cara Topping	Primary Teacher Representative
16.	Councillor D Blanksby	Rutland County Councillor

## 1 WELCOME AND APOLOGIES RECEIVED

The Chair welcomed everyone to the meeting. Apologies were received from Sheila Gewolb and Councillor Powell but Councillor S Webb attended the meeting as her representative.

## 2 RECORD OF MEETING

The minutes of the meeting held on the 6<sup>th</sup> September 2022 were approved as an accurate record.

## 3 ACTIONS FROM THE PREVIOUS MEETING

### Action 1

*Daniel informed attendees that the Diocese had confirmed that there was currently no mechanism in place to record the quality of RE in Schools. However, Rutland Head Teachers were due to meet together with the Diocese to see how information could be collated, possibly through a self-audit. It was agreed that Daniel would give an update at the November SACRE meeting with the action plan to be completed for the January meeting.*

Daniel had gone through all recent inspection reports and compiled any comments regarding the teaching of RE and the overall inspection grade – data from Daniel (copy attached). It was agreed that Daniel would distribute a short self-evaluation questionnaire for headteachers to complete regarding the quality of RE teaching in Rutland schools.

**ACTION: Daniel Alfieri**

### Action 2

*Shelia informed the group that central government was updating the White Paper after Academies had originally been told they did not need to follow an RE Syllabus when they should in fact follow the same guidelines as community schools. Update to be given at the November meeting.*

It was reported that no update on the White Paper had been received from central government but that an update would be given to all members when it was.

### Action 3

*New RE Legislation in Wales - Amanda to circulate a briefing to members on the new no 'opt-out' for religious education in Wales.*

*Action outstanding. Amanda to circulate and collate comments for November SACRE meeting.*

Members were informed that an email had been sent on the 7<sup>th</sup> September 2022 with a statement attached regarding the new rules for religious education in Wales.

### Action 4

*The final Agreed Syllabus 2023-28 would be discussed/approved by Rutland's Cabinet on the 7th March 2023 and it was agreed that Gill Curtis, Head of Learning and Skills would brief Councillor David Wilby, Portfolio Holder for Education and Children's Services prior to the meeting.*

Action noted and would be completed nearer the Cabinet meeting in March 2023.

### Action 5

*The Chair requested that the Agreed Syllabus 2023-28, the communication plan and a draft copy of the Cabinet report be ready for review at the November SACRE meeting. Revd James McWhirter also requested that a brief overview be provided.*

It was noted that a meeting to approve the final draft of the agreed syllabus and the communication plan would be held on Thursday, 1<sup>st</sup> December to further discussed.

#### Action 6

*Councillor Powell stated that a clear briefing would be required for when the Agreed Syllabus was discussed at Cabinet in March 2023 and queried when the report would go to Council. Jane said she would check and notify members.*

It was confirmed that an email had been sent to all members on the 16<sup>th</sup> September informing them that the SACRE Agreed Syllabus would be discussed/approved at RCC's Cabinet meeting on the 7<sup>th</sup> March 2023.

#### Action 7

- *It was agreed that Lizzie would arrange for a letter of congratulation be sent to schools regarding the exam results on behalf of the Rutland SACRE.*
- *It was agreed that Lizzie would contact schools to find out how many of the RE teachers were subject specialists.*
- *It was agreed that Lizzie would create a comparison table between Rutland and its statistical neighbours detailing the number of pupils studying RE.*

It was confirmed that a letter had been drafted and that the Chair would have final approval before it was sent to schools.

It was noted that all the RE teachers had confirmed they were subject specialists.

It was confirmed that a comparison table had been completed and this would be circulated to members for their information.

#### Action 8

*Members agreed that they would feedback any comments regarding the Draft Annual Report to Governance ready for the November meeting to be approved. All comments to be sent to [governance@rutland.gov.uk](mailto:governance@rutland.gov.uk)*

It was agreed that the draft Annual Report would be re-sent for members' comments.

#### Action 9

*The Chair requested that all details regarding public media and websites be listed in the Agreed Syllabus communications plan.*

It was confirmed that the communications plan would contain the details requested by the group.

## **4 AGREED SYLLABUS 2023-2028**

An update was received from Amanda Fitton, SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council on the Agreed Syllabus 2023-2028 and the Communication Plan. During the discussion, the following points were noted:

- The draft statutory documents had been written but needed finalising and would be discussed/approved at the Agreed Syllabus Conference: Joint Planning on Thursday, 1<sup>st</sup> December.
- The Agreed Syllabus would then be sent out to SACRE members for comment.
- Any comments regarding the wording within the document should be sent to Amanda Fitton, SACRE/RE Advisor ([amanda.fitton@cambridgeshire.gov.uk](mailto:amanda.fitton@cambridgeshire.gov.uk)).

## 5 TRAINING OFFER

Details were received from Amanda Fitton, SACRE/RE Advisor, Cambridgeshire, Northamptonshire, Peterborough and Rutland County Council regarding the available training on offer to SACRE members. During the discussion, the following points were noted:

- Rutland SACRE had paid the £50 annual fee so all training provided by NASACRE would be free to all Rutland SACRE members.
- Full training course details were available from the NASACRE website: [www.nasacre.org.uk](http://www.nasacre.org.uk)
- It was also noted that Humanist UK also provided free training courses for SACRE members. Details could be found on their website: [www.humanists.uk](http://www.humanists.uk)

## 6 NASACRE SELF-EVALUATION TOOLKIT

- The last section (Section 4) of the NASACRE Self-Evaluation Toolkit was reviewed and updated accordingly.
- It was agreed that the now fully completed self-evaluation toolkit would be circulated to all members with the minutes of the meeting and with the next meeting's agenda to help discussion regarding the SACRE development plan.

## 7 UPDATE ON NETWORK MEETINGS

An update was received from Amanda Fitton, SACRE Advisor. During the discussion, the following points were noted:

- It had been agreed that the network meetings needed to be revised.
- It was agreed that Amanda would meet with Mary-Anne, Megan and Daniel to gain schools feedback as to what schools actually wanted from the network meetings and to discuss the possibility of inter-county meetings with Peterborough and Cambridgeshire.

**ACTION: Amanda Fitton**

- Network meetings had previously been held in-person but it was proposed that virtual meetings would be better attended as per Peterborough and Cambridgeshire.
- Members were informed that Lesley Pollard's role as the RE Advisor for the Diocese of Peterborough would now be undertaken by Jane Lewis in her role as the Assistant Diocesan Director of Education for the Diocese of Peterborough.

## 8 TRAINING ATTENDED BY SACRE MEMBERS

- No training courses had been attended by members.
- Full training course details were available from the NASACRE website: [www.nasacre.org.uk](http://www.nasacre.org.uk)

## 9 MONITORING OF RE IN SCHOOLS AND OFSTED INSPECTIONS REPORT

- It was confirmed that no recent Ofsted inspections had been held since the last SACRE meeting.

## 10 FORWARD PLAN



- The Forward Plan was discussed and updated accordingly.
- The Agreed Syllabus Launch was confirmed as the 15 June 2023 and a notification would be sent to all schools presently.

## 11 ANY URGENT BUSINESS

- Amanda reported that the new census data had been received. Full details would be circulated with the minutes.
- Andrew reported that a free online discussion by the House of Commons would be available for members to listen to on the 6<sup>th</sup> December regarding RE and Collective Worship. The details would be sent to Jane for circulation to members.
- Members were informed that two members of Rutland SACRE had resigned: Fiona Wilce and the Rev Peter Holmes. It was agreed that Jane would contact the Peterborough Diocese and the Rutland Deanery for representatives of the Rutland SACRE.
- Thanks were expressed by the Chair, Vice Chair and the SACRE/RE Advisor to Fiona and Peter for all their hard work and support to the Rutland SACRE.

## 12 DATE OF NEXT MEETING:

A SPECIAL meeting of the Rutland SACRE would be held on Tuesday, 31st January 2023 at 4.30 p.m.

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**The Chair declared the meeting closed at 5.26 pm.**

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## SUMMARY OF ACTIONS

No.	Ref:	Action	Allocated to:
1	3	Daniel to distribute a short self-evaluation questionnaire for headteachers to complete regarding the quality of RE teaching in Rutland schools.	<b>Daniel Alfieri</b>
2	7	Amanda to meet with Mary-Anne, Megan and Daniel to gain schools feedback as to what schools actually wanted from the network meetings and to discuss the possibility of inter-county meetings with Peterborough and Cambridgeshire.	<b>Amanda Fitton</b>

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**Standing Advisory Council on  
Religious Education**

Supporting Rutland Schools in delivering Religious Education



**Rutland  
Standing Advisory Council  
For  
Religious Education  
(SACRE)**

**Report September 2021 – August 2022**

Version	Version 1.1
Guardian	Jane Narey, Scrutiny Officer <a href="mailto:governance@rutland.gov.uk">governance@rutland.gov.uk</a>
Approved by SACRE	
Next Review Date	January 2024

This report can be made available in other languages and formats on request.



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## **1. INTRODUCTION**

Welcome to the Rutland SACRE annual report. This report covers the academic year from September 2021 to August 2022.

The report is short but details the great deal of work that has been undertaken by the SACRE and that of the Local Authority Officers who have continued to support schools and regularly reported to SACRE.

Four meetings were held during the 2021/2022 academic year. All the meetings were held virtually despite the easing of lockdown restrictions following the COVID-19 pandemic, as members found these meetings easier to attend and just as effective.

SACRE's aim has always been to ensure that our children receive a balanced, open-minded and comprehensive education in RE. The main tasks undertaken by SACRE during this academic year were the development of the Agreed Syllabus and the review of the Rutland SACRE itself using the NASACRE Self-Evaluation Toolkit.

The next year promises to be an exciting one as work continues on the Agreed Syllabus, which will become effective from 1 September 2023. British society is changing and we hope that teachers, schools, parents and pupils will prepare for that change by adapting to and building on the changes planned in the Agreed Syllabus.

With thanks to everyone on the committee.

*Councillor Rosemary Powell (Chair: October 2021- July 2022)*

*Gurdev Singh (Chair: July 2022 – present)*

## **2. OFSTED INSPECTION REPORTS – SEPTEMBER 2021 – AUGUST 2022**

Five Ofsted inspection reports were received regarding Rutland schools during the past academic year. These included an inspection of a residential provision conducted under the social care common inspection framework and a Section 8 inspection of Great Casterton Church of England Primary School.

The inspection of The Shires in Oakham, which comprises of two specialist independent schools and one children's home, was undertaken in March 2022 and although the resulting report was 'good' it was disappointing to read that 'there are too few opportunities for pupils to learn about different faiths and cultures, and what it means to live in modern Britain.'

In May 2021 Ofsted published its review on what contributes to a high-quality Religious Education curriculum, assessment, pedagogy and systems. This was to be followed in the spring term of 2022, by a report on the quality of Religious Education curriculums taught in schools but to date nothing has been published. However, evidence for this will be gathered through subject 'deep dives' during inspections and we continue to encourage schools to actively review their curriculums.

### 3. SIAMS REPORTS

All church schools will be additionally inspected under section 48 of the Education Act 2005. These Statutory Inspection of Anglican and Methodist Schools (SIAMS) are not the responsibility of SACRE or the LA and therefore have no requirement to report on them in the Annual Report.

### 4. RE TEACHERS' NETWORK

Network meetings had been arranged over the academic year via Zoom for all teachers of RE in Rutland. Topics included Ofsted and deep dives, books and resources for the primary schools, the agreed syllabus and what does knowledge look like in RE.

Attendance was not very good over the year despite the meetings being online and being held on different days. Those that attended did find the information useful, along with the resources and being able to talk and share information with other teachers of RE.

The format of meetings moving forward will be reviewed along with training needs for schools and will involve the diocese.

### 5. KEY STAGE 4 AND 5 RESULTS

#### Religious Studies results – GCSE's and A-levels 2022

Results in RE for Rutland schools were published for the first time in two years due to the pandemic.

Data was taken from:

- [Key Stage 4 performance 2022 - National statistics announcement - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/key-stage-4-performance-2022-national-statistics-announcement)
- [Infographics for A level results, 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/infographics-for-a-level-results-2022)
- <https://www.ncer.org/Home.aspx>
- <https://www.finder.com/uk/gcse-statistics>

2022	Year group total	Cohort entry size	% of children sitting RE	GCSE 9 %	GCSE 5 or above %
Casterton College	117	15	13%	0%	66.7%
Catmose College	197	44	22%	11.4%	70.4%
Uppingham College	177	29	16%	3.4%	65.5%
Local Authority	491	88	20%	4.9%	67.5%
National results (ALL SCHOOLS)	5,349,250	243,875	4.6%	9.7%	66.2%

## **6. AGREED SYLLABUS**

The current agreed syllabus has run from September 2018 and Rutland SACRE was continuing the process of developing a new Agreed Syllabus which will commence from September 2023. The action plan with timelines and budgets has been developed and added to the development plan.

## **7. COMPLAINTS ABOUT COLLECTIVE WORSHIP**

There were no complaints about Collective Worship made to the Rutland SACRE by parents in the period of this report.

## **8. APPENDICES**

- Appendix A – The Role of SACRE
- Appendix B - Membership and Meeting Details of SACRE Meetings
- Appendix C – SACRE Development Plan 2020-22



## APPENDIX A

### i. The Role of SACRE

#### **Background:**

The 1988 Education Reform Act confirmed the statutory requirement for all LAs to reform a permanent body for Religious Education – The Standing Advisory Council for Religious Education (SACRE). The Rutland SACRE is an independent body which exists to advise the LA on matters concerned with the provision of Religious Education and Collective Worship.

The world of education has been, and is continuing, to change and successive governments strive to find ways to improve educational outcomes. Over recent years the role of the Local Authority in relation to schools has reduced but SACRE continues to be a statutory body. The Government's stance is that British Values and an understanding of others' cultures and faiths can best be taught through RE. The subject contributes significantly to meeting the Government's Prevent agenda.

#### **SACRE comprises of four groups:**

Group One:	Representatives of faiths (other than Church of England) and world views
Group Two:	Church of England Representatives
Group Three:	Teacher Associations
Group Four:	LA Representatives

Each group has equal status and voting rights. See Appendix B for membership details.

In Rutland, SACRE is supported by a clerk and a professional officer. The professional officer we have supports both SACRE and The Agreed Syllabus Conference. She is a part-time appointee for Rutland and also supports SACREs in Northamptonshire, Peterborough and Cambridgeshire. Rutland's Head of Learning and Skills also actively supports SACRE.

#### **The broad role of the SACRE is to support the effective provision of Religious Education and Collective Worship in maintained schools / community colleges through:**

- Advising the LA on methods of teaching the Agreed Syllabus for Religious Education;
- Advising the LA on the provision of training for teachers;
- Monitoring inspection reports on Religious Education, Collective Worship and SMSC development of pupils;

- Considering complaints about the provision and delivery of Religious Education and Collective Worship referred to SACRE by the LA;
- Obtaining support from the LA to review its Locally Agreed Syllabus;
- Contributing to community cohesion.

The Rutland SACRE meets at least four times each academic year and this has usually been at Rutland County Council's Catmose building reflecting SACRE's position as a committee of the Council. However, due to the ongoing pandemic, the four meetings held during the academic year 2021-2022 were all held virtually.

All of the SACRE meetings are open to the public who may attend as observers and minutes are published on Rutland County Council's website.

## **ii. Religious Education**

There is a legislative requirement that a Local Authority should undertake a review of its locally Agreed Syllabus every 5 years. This Agreed Syllabus was last under review during 2017/18. English Martyrs Catholic Voluntary Academy follows 'Come and See', the RE syllabus for schools within the Nottingham Roman Catholic Diocese.

## **iii. Collective Worship**

Rutland primary schools all have whole school collective worship but it is far more difficult for secondary schools to have whole school collective worship because of the demands of timetabling large numbers of young people and the space that is required for all young people in a secondary school to meet together. It does happen but more frequent collective worship takes place in smaller groups such as Year Group or House Assembly.

In addition to collective worship, faith schools also offer the opportunity for morning/end of day/lunchtime prayer. Pupils in these schools regularly recite the Lord's Prayer and children themselves write and lead prayers. Church of England schools use the Bible to support worship and pupils also have opportunities to worship in church.

In secondary schools in Rutland there is an emphasis on Spiritual, Moral, Social and Cultural Education and British Values.

## APPENDIX B - MEMBERSHIP AND MEETING DETAILS OF SACRE MEETINGS

The Rutland SACRE met on the following occasions in 2021-2022:

DATE	VENUE
Tuesday, 12 October 2021	Virtual via Zoom
Tuesday, 18 January 2022	Virtual via Zoom
Tuesday, 8 March 2022	Virtual via Zoom
Tuesday, 21 June 2022	Virtual via Zoom

### Group A – Representatives of faiths (other than Church of England) and world views

Name	Representing	Eligible Attendance	Actual Attendance
Aga Cahn	The Jewish Faith	3	0
Rhoda Gibson	The Baptist Church	4	1
Andrew Hull	Humanists UK	4	4
Andreas Menzies	The Roman Catholic Church	3	0
Gurdev Singh	The Sikh Faith	4	4
Bjoern Finke	The Roman Catholic Church	3	2
Sheila Gewolb	The Jewish Faith	1	1

### Group B – Church of England Representatives

Name	Representing	Eligible Attendance	Actual Attendance
Sara Barrett	Rutland Deanery	2	0
Rev P Holmes	Peterborough Diocese	4	3
Rev J McWhirter	Rutland Deanery	4	2
Daniel Alfieri	Peterborough Diocese	1	1
Fiona Wilce	Peterborough Diocese	1	1

### Group C – Teacher Representatives

Name	Representing	Eligible Attendance	Actual Attendance
Megan Davis	Primary Teacher Representative	4	4

Mary-Anne Marples	Primary Teacher Representative	1	1
Cara Topping	Primary Teacher Representative	1	1

**Group D – Local Education Authority Representatives**

<b>Name</b>	<b>Representing</b>	<b>Eligible Attendance</b>	<b>Actual Attendance</b>
Councillor Rosemary Powell	RCC Councillor	4	4
Councillor Lucy Stephenson	RCC Councillor	3	1
Councillor David Blanksby	RCC Councillor	1	0

**Local Education Authority Officers**

<b>Name</b>	<b>Representing</b>	<b>Eligible Attendance</b>	<b>Actual Attendance</b>
Gill Curtis	Head of Learning and Skills, RCC	1	2
Amanda Fitton	SACRE/RE Advisor, Cambridgeshire, Peterborough and Rutland County Council	4	4
Elizabeth Papworth	Service Manager – Learning and Skills, RCC	4	2
Stacey Potter (Clerk)	Assistant Business Support Manager, RCC	3	3
Jane Narey (Clerk)	Scrutiny Officer, RCC	1	1

## APPENDIX C – DEVELOPMENT PLAN 2020-22

Due to the ongoing effects of the COVID-19 pandemic during 2021-2022, some progress against the development plan has been delayed and tasks will be carried forward into 2022-23

STRATEGY	TASK	GROUP	PROGRESS
Management of SACRE & partnership with LA	<p><u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met.</p> <p><u>Analysis</u> 1. All four committees are represented fully from the local community consistently attending the meetings. 2. Produce annual report &amp; follow up. 3. Constitution, Development Plan, Engagement Plan</p>	SACRE members	Ongoing
Incorporation of Commission on RE Report recommendations into the work of SACRE	<p>Form a view on the following:</p> <ol style="list-style-type: none"> <li>1) Name</li> <li>2) National entitlement</li> <li>3) Impact of the broader OFSTED framework</li> <li>4) Parental / guardian right to withdraw children from RE</li> <li>5) Share view formally with the commission</li> </ol>	SACRE	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	<p>1a) <u>Monitoring:</u> Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils.</p> <p>1b) <u>Evaluating:</u> To determine what 'good' is and to develop a consensus of what 'good' looks like in practice.</p> <p>2) Ensure full schools' involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>	Head Teachers' Forum / RE network / teacher representatives on SACRE	<ul style="list-style-type: none"> <li>- Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non-denominational schools) and SACRE.</li> <li>- On-going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate</li> </ul>
New Agreed Syllabus	Develop action plan for new agreed syllabus and work with other neighbouring authorities	SACRE	

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## SACRE Development Plan 2020-22

<b>Strategy</b>	<b>Task</b>	<b>Group</b>	<b>Progress</b>
Management of SACRE & partnership with LA	<p><u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met.</p> <p><u>Analysis</u></p> <ol style="list-style-type: none"> <li>1. All four committees are represented fully from the local community consistently attending the meetings</li> <li>2. Produce annual report &amp; follow up</li> <li>3. Constitution, development plan, engagement plan</li> </ol>	SACRE members	Ongoing
Incorporation of Commission on RE Report recommendations into the work of SACRE	<p>Form a view on the following:</p> <ol style="list-style-type: none"> <li>1) Name</li> <li>2) National entitlement</li> <li>3) Impact of the broader OFSTED framework</li> <li>4) Parental / guardian right to withdraw children from RE</li> <li>5) Share view formally with the commission</li> </ol>	SACRE	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	<p>1a) <u>Monitoring</u>: Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils.</p> <p>1b) <u>Evaluating</u>: to determine what 'good' is and to develop a consensus of what 'good' looks like in practice.</p> <p>2) Ensure full schools' involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>	Head Teachers' Forum / RE network / teacher representatives on SACRE	<ul style="list-style-type: none"> <li>- Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non – denominational schools) and SACRE</li> <li>- On – going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate</li> </ul>
New Agreed Syllabus	Develop action plan for new agreed syllabus and work with other neighbouring authorities	SACRE	

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# SACRE self-assessment toolkit

## 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.

26 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.

20 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>	<p>The Rutland SACRE budget would be discussed and published on an annual basis in January at the Rutland SACRE meetings.</p> <p>The Chair of the Rutland SACRE shares the Annual Report for SACRE with Members at Full Council meetings. A statement regarding the Rutland SACRE responsibilities and what was being undertaken would be shared at the Rutland County Council Full Council meeting. This would enable more communication with the wider LA.</p>	

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.	X
<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 type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Members agreed that the Rutland SACRE was well represented but it was agreed that more teacher representation on the Rutland SACRE would be beneficial and would enable the Rutland SACRE to be placed within the advanced category.  More specific and wide ranged topics to be discussed and debated at future Rutland SACRE meetings.	

<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 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.	X
<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	<input type="checkbox"/>

	induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	
<b>Where are we and where do we find evidence to support this?</b>	<p>The Rutland SACRE would look at the new Census information for Rutland once available to understand whether diversity had changed in Rutland. This would enable Members to understand if the Rutland SACRE was accurately representing Rutland.</p> <p>The Rutland SACRE would look at providing future workshops for its Members on specific topics identified.</p> <p>Amanda Fitton, SACRE and Religious Education Advisor would provide Rutland SACRE Members with a list highlighting what Members should know regarding SACRE and additional areas of training that would be of interest.</p> <p>The Rutland SACRE were continuously looking at areas to improve.</p>	

<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.	X
<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 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>	<p>Members agreed that the input from the Rutland SACRE was correct, but it was not known what impact this had on schools. Having more teacher representatives on the Rutland SACRE would provide more insight.</p> <p>More work was required, and discussions needed regarding Key Area 1d.</p>	

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Key Area: 1e - Information and advice		
<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.	X
<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 type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	<p>With academisation and SACRE's not being able to go into schools to make judgement this was difficult. SACRE were relying on Ofsted reports, its website for information and public exams.</p> <p>Members agreed that regular information was shared but more insight was required. This was difficult to improve given the current structure.</p> <p>Schools would be invited to a future Rutland SACRE Board meeting.</p>	

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>		
<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	X

	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.	
<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>	Several Rutland SACRE Members had attended the National Conference and had undertaken various training.  Views from pupils would be obtained and shared at a future SACRE meeting.	

**Key Area: 1g – Relations with the Academies sector**

*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?*

<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.	X
<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>	Academies were attending the Network meetings regularly and the teacher representative on the Rutland SACRE was part of an academy school.  It would be beneficial to have more teacher representatives on the SACRE Board and to look at the teachers and pupils as a whole rather than the type of school.  The Rutland SACRE needed to strengthen its relationships with academies and the independent sector.	

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1) 8 March 2022**

**Date of review (2)**

**3  
5 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>	<b>Established</b> Ofsted reports are read and comments on RE are noted and discussed at SACRE meetings. All school websites were reviewed 2 years ago and details of RE curriculum noted. Action needs to re-done in September 2022.	

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 checked="" 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 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>	<b>Developing</b> SACRE will have no data until exams have taken place. Final examination data for GCSE's and A Levels in 2022 would not be available until February 2023. No exams have been completed or details received for the past two years due to the pandemic.	

<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.	X
<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 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>	<b>Developing</b> Comments and feedback from Ofsted is very limited. SACRE's ability to gather information from schools is limited. SIAMs reports may provide additional information. SIAMs officer within Peterborough Diocese could collate an overview.	

<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"/>

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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 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.	X
<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>	<b>Established</b> SACRE newsletter sent to all schools 3 times per year. Network meetings held and LA education bulletin sent out fortnightly to all schools. Invitations regarding schools' attendance at SACRE meetings ongoing. Wide ranging set of communication channels established.	

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Key Area: <b>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 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.	X
<b>Where are we and where do we find evidence to support this?</b>	<b>Advanced</b> All schools are treated the same by SACRE. Network meetings held and LA education bulletin sent out fortnightly to all academies and non-LA maintained schools.	

	Invitations regarding attendance at SACRE meetings ongoing but academies and non-LA maintained schools will be included in the invites. Wide ranging set of communication channels established.
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**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1) 21 June 2022**

**Date of review (2)**

**Date of review (3)**

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## 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.

4.1 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.	X
<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 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>	Currently do not know which schools follow what syllabus	

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.	X

<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 type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>	Schools are contacted and data is received. Network meetings are ongoing with discussions regarding the Agreed Syllabus.	

<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.	X
<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>	Work is in progress regarding the launch of the Agreed Syllabus	

<b>Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>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"/>

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<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 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	X
<b>Where are we and where do we find evidence to support this?</b>	Improvements continue to be made.	

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<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.	X
<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 type="checkbox"/>

<b>Where are we and where do we find evidence to support this?</b>	
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**Key Area: 3f - Making best use of National Guidance**  
*How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote\*)*

<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.	X

<b>Where are we and where do we find evidence to support this?</b>	Local Authority Officers have attended various courses and any new information regarding the Agreed Syllabus is distributed to SACRE members for comments.
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\*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and “Religious Education in English schools: “Non-statutory guidance 2010”; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

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

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1) 6 September 2022**

**Date of review (2)**

**Date of review (3)**

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## 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.

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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 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>	Rutland SACRE is Established and possibly verging on Advanced. Primary schools = ESTABLISHED Secondary Schools = DEVELOPING	

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 checked="" 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>	Primary Schools = ESTABLISHED Secondary Schools = DEVELOPING May not require much more action	

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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 checked="" 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>	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which	<input type="checkbox"/>



A SACRE with advanced practice would:	members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	
<b>Where are we and where do we find evidence to support this?</b>	Rutland SACRE has never received a request for a determination. No procedures currently in place.	

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

**Barriers to success**

**Areas for development/ Action points:**

- 49
- **For the SACRE**
  
  - **For the LA**

**Date of review (1) 29 November 2022**

**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.

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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>	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.	X

<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.

A SACRE with established practice would:		
<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>	<p>Contact would be made with the Jewish Faith representative to advise that as no response had been received, could another representative be recommended to join the Rutland SACRE. Sheila Gewolb from the Board of Deputies of British Jews would be included within the email.</p> <p>The SACRE Adviser would contact the Chair of the Peterborough SACRE to see if they could recommend a Muslim representative.</p>	

<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>			
51	<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.	X
	<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>	The Rutland Census information would be published in September 2022.	

**Key Area: 5c – SACRE's engagement with the community cohesion agenda.**  
*How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?*

<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.	X
<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 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>	Training to be provided regarding what the key area meant in practice.	

<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 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.	X
<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>	Community cohesion was not just about Religion and was also in relation to bringing together all areas of the community and this was being focussed on within schools.	

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	The SACRE Adviser confirmed that Ministry of Defence schools had their own SACRE. The SACRE Adviser would contact the Chair to invite them to attend a future Rutland SACRE meeting to discuss how they met the needs of their children within their SACRE.
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**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

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

**Date of review (1)      8 March 2022**

**Date of review (2)**

**Date of review (3)**

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## 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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**Rutland SACRE Forward Plan: 2022/23**

Meeting Date	Description	Lead
<b>Standing Agenda Items for every meeting</b>	A Moment for Reflection	
	Welcome and Apologies	Chair
	Record of Meeting	Chair
	Actions from the Previous Meeting	Chair
	NASACRE Self-Evaluation Toolkit	Chair
	Update on Network Meetings	Amanda Fitton
	Training Attended by SACRE Members	All
	Monitoring of RE in Schools & Ofsted Inspection Reports	Elizabeth Papworth
	Forward Plan	
	Any Urgent Business	
Date of Next Meeting		
<b>21<sup>st</sup> June 2022</b>	SACRE Membership	
	a) Appointment of a New Chair b) Appointment of a New Vice Chair c) Appointment of New Members	
	NASACRE Conference/AGM: Update	Amanda Fitton
	Agreed Syllabus Conference: Update	Amanda Fitton
	Education White Paper: Update	Amanda Fitton
<b>6<sup>th</sup> September 2022</b>	Rutland SACRE Constitution	Amanda Fitton
	Agreed Syllabus 2023-28	Amanda Fitton
	Rutland Exam Results	Elizabeth Papworth
	SACRE Annual Report 2021-2022 <i>(publication by December 2022)</i>	Jane Narey
<b>29<sup>th</sup> November 2022</b>	Training Offer	Amanda Fitton
	SACRE Annual Report 2021-2022 <i>(for final approval)</i>	Jane Narey
	Agreed Syllabus 2023-28: Update & Communication Plan	Amanda Fitton
<b>31<sup>st</sup> January 2023</b>	Agreed Syllabus 2023-28: Final Approval	Amanda Fitton
	SACRE Development Plan – draft <i>(SACRE’s completed Self-Assessment Toolkit document to be circulated with agenda)</i>	
<b>14<sup>th</sup> March 2023</b>	SACRE Annual Report 2021-2022 <i>(for final approval)</i>	Jane Narey
	SACRE Development Plan – final approval	
	NASACRE Conference/AGM – 22 May 2023	
<b>6<sup>th</sup> June 2023</b>	NASACRE Conference/AGM: Update	
	Agreed Syllabus Launch: 15 June 2023	

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