

Report from SACRE Self Evaluation Activity 25/9/12

Key: **D**= Developing; **E**= Established; **A**= Advanced; **EG**= Exemplar of good practices

1. Standards and quality of provision of RE

- a) *Compliance and time allocation for RE* **D**
Little knowledge of levels of compliance and the time schools are allocating for RE. (SACRE Advisor comment: We need to aim to for 'more carrots than sticks'.)
- b) *Public examination entries in RE* **E**
Informed about the number of pupils in the LA entered for GCSE AS and A2 and an analysis of performance (SACRE Advisor comment: Do we need to encourage more schools to enter pupils for public examinations? How will RE falling outside the EBacc affect this?)
- c) *Standards and achievement* – end of key stage 1, 2 and 3 GCSE, AS and A2 level **D**
Limited knowledge and no clear strategies
- d) *Quality of teaching* **E/EG**
The SACRE receives regular presentations from teachers about good practice in teaching and learning in RE – the SACRE works with the LA to provide guidance to schools about effective guidance to schools about RE including rigorous subject self-evaluation.
- e) *Quality of leadership and management* **E**
Patchy intelligence, but limited funds to obtain more. Self-evaluation tools are offered on CPD and 'How to be a good subject leader' is a regular topic at cluster meetings.
- f) *Recruitment and retention. Level of specialist provision* **D**
Little knowledge of data and issues to do with recruitment and retention (SACRE Advisor comment: Patchy intelligence, but limited funds to obtain more)
- g) *Resources* **E**
Some information about issues related to resources for RE – limited opportunity to discover areas for concern and address them

2. Management of the SACRE and partnership with the LA and other key stakeholders.

- a) *SACRE meetings* **A**
SACRE members do contribute to the development of the agenda.- meetings are lively, teachers and faith representatives regularly attend – meetings are held in schools and sometimes in places of worship.
- b) *Membership and training* **A**
Membership reflects the diversity of Swindon and some opportunities for SACRE members to participate in training activities. (SACRE Advisor comment: this is a matter of funding and take up).
- c) *Improvement/development planning* **A**
SACRE has a well-developed action plan with clear objectives and success criteria
SACRE represented at national events – NASACRE
- d) *Professional and financial support* **E**

SACRE has some access to specialist support – but a modest budget which only allows the funding of some initiatives

e) *Information and advice* **D**

SACRE receives limited information about public examination data – asks questions but does not challenge

(SACRE Advisor comment: the local authority provides a range of information about examinations, but this has been summarised for SACRE in previous years to focus on that which is most important, due to time and capacity. There is a question as to how far the SACRE can in future challenge when the performance is in academies, and therefore outside of the LA's remit)

f) *Partnership with other stakeholders* **E/A**

SACRE has the opportunities to hear the views and experiences of pupils

3. The effectiveness of the locally agreed syllabus

a) *Review of the agreed syllabus* **A**

Clear system for review with appropriate budget and a strong sense of ownership.

b) *Using the National Framework* **A**

This is used but does not reflect local circumstances.

c) *Developing the revised agreed syllabus* **A**

Well attended consultation meetings

d) *Consultation/ launch/ implementation* **E/A**

Good launch – strong media coverage – effective training

e) *Additional guidance , monitoring and evaluating the agreed syllabus* **D**

Shortage of financial and human resources – effect support

4. Collective worship

a) *Practice and Provision for Collective worship* **A**

SACRE offers high quality advice and support on collective worship

b) *Monitoring the provision and tackling issues of non-compliance* **E**

Limited hands off experience of collective worship in schools

5 Contribution of SACRE to the social and community cohesion agenda

a) *Representative nature of SACRE* **A**

Strong – good representation

b) *Knowledge and understanding of the local religious , cultural and ethnic community* **E/A**

SACRE is very aware of local diversity and informs itself of the distinctive needs and opportunities created by this diversity.

Comment was made that in meetings there needs to be opportunities created so that quieter members can have space to speak up or are asked directly – to ensure that one or two people do not dominate.

c) *Understanding the intrinsic contribution which RE can make to social and racial harmony.* **A**

SACRE produces guidance to schools about diversity