

# SACREs and SELF-EVALUATION: A GUIDE

## Introduction

SACREs have an important role in the development of effective learning in religious education and supporting good practice in collective worship. The work of a SACRE has become increasingly challenging and diverse. In many ways a SACRE reflects the work of governing bodies in schools i.e. they act as a critical friend to the LEA on matters of religious education and collective worship. They also mirror the work of governing bodies in that members are unpaid volunteers who give up their time to support RE and collective worship locally.

A key question for a SACRE to consider is that if they were abolished tomorrow, who would miss them? This guide to SACREs and self-evaluation is designed to help individual SACREs evaluate their role and in particular to consider their impact on pupil's learning. The guidance highlights five key dimensions of a SACREs work and provides exemplification of good practice. It encourages all SACREs to consider their distinctive, key strengths and areas for developing. Using the self-evaluation guidance should enable a SACRE to have a clear picture of its strengths and areas which could be further developed. It encourages SACREs to consider their key priorities, their organisational patterns and structures and their partnership with the LEA and other key stake-holders.

This self-evaluation tool has been developed from three main sources:

- The recent Ofsted report on the inspection of SACREs
- QCA's annual analysis of SACRE reports
- The National Association of SACRE's (NASACRE) work in exemplifying effective practice in SACRE's

## Rationale

The purpose of the self-evaluation tool is to help SACREs and LEAs assess the quality and effectiveness of their work and to identify where they might develop further.

The tool focuses on a range of aspects of the work of SACRE including:

1. The monitoring and improvement of the standards, quality and provision for RE
2. The partnership between SACRE, the LEA and other key stakeholders
3. The effectiveness of the locally agreed syllabus
4. The monitoring and improvement of the provision and quality of collective worship

## 5. The contribution of SACRE to the promotion of social and racial harmony

Each SACRE should be able to identify where it is in relation to three broad stages of development: **Developing, Established and Advanced**. Wherever possible some exemplars of good practice are included.

### Stage 1 Developing

SACREs at this stage of development, while they may be fulfilling their statutory obligations, do so at a fairly basic level and are not able to be proactive in providing advice to the LEA or in taking the initiative in promoting developments. They are often unclear about their roles and responsibilities and are not particularly well informed about the strengths, weaknesses or priorities for development in schools. They often have a formal relationship with the LEA but have little input to or awareness of the LEAs priorities. The issues facing SACREs at this stage may be:

- Finding it difficult to meet their statutory responsibilities
- Low levels of attendance at SACRE meetings
- Limited awareness of the quality of provision for RE and collective worship in schools
- Limited subject specialist or financial support from the LEA
- Little information about the impact or effectiveness of the locally agreed syllabus
- Limited representation from religious diversity in the local community
- No development plan to focus the future work of SACRE

The objectives for SACREs at this stage of development is to focus on ways of becoming more proactive in their work and moving beyond the basic fulfilment of their statutory obligations. Key targets might include:

- Reviewing and extending the membership of SACRE
- Making SACRE meetings more purposeful
- Identifying sources of specialist advice to support SACRE's work
- Producing an action plan to focus ways of developing the work of SACRE
- Creating stronger links with RE teachers in local schools.

### Stage 2 Established

SACREs at this stage will have a well-established relationship with their LEA and have a clear idea about their priorities for development. Resourcing levels enable it to carry out its functions effectively. They will be reasonably well-informed about the quality of provision in local

schools and, as a result, are in a position to challenge and support the work of the LEA. Meetings will be seen as purposeful and worthwhile occasions.

The issues facing SACREs at this stage may be:

- Limited opportunities to take the initiative in promoting new ideas
- Gaining better information about the quality of provision in schools
- The need to extend the links with wider LEA priorities and activities
- Ways of extending their analysis of the impact and effectiveness of the locally agreed syllabus

At this stage maintaining momentum may be an imperative and key targets might include:

- Exploring ways of measuring the impact of their work more effectively
- Extending the ways in which SACRE can contribute to the LEAs priorities
- Investigating opportunities to be more proactive in promoting and initiating activities to improve quality and provision
- Exploring ways in which SACRE can extend its contribution to the promotion of social and racial harmony

### **Stage 3 Advanced**

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose and will be proactive in seeking to sustain their positive work in the light of changing needs and priorities. Meetings will be very purposeful and focused on the major priorities for improvement in schools. There will be a very effective partnership with the LEA and SACREs will be well supported in terms of subject specialist advice, training and funding. They will be very well informed about the quality and provision for RE and collective worship in schools and about wider LEA and national priorities and developments. The process of reviewing, revising, implementing and evaluating the locally agreed syllabus will be very robust ensuring that schools are well supported in their work. Objectives at this stage will be concerned with innovation and sharing good practice to sustain the momentum and success. Key targets might include:

- Extending the range of initiatives taken to improve standards and quality in schools
- Ensuring pupil progress can lead to recognition of achievement through, for example, GCSE accreditation
- Exploring ways of sharing good practice more widely with other SACREs and schools
- Improving the ways in which evidence is gathered about standards and the quality of provision in schools particularly in the light of changes in the nature of Ofsted inspections

- Developing the ways in which SACRE can contribute to the promotion of social and racial harmony

## **The responsibilities of a SACRE**

The legal responsibilities of the LEA are to:

- Ensure that there is a SACRE
- Ensure all four committees are represented on SACRE
- Ensure there is an Agreed Syllabus which is reviewed at least once every five years
- Ensure that support is in place for SACRE to enable it to discharge its responsibilities
- Take note and respond to any advice it receives from SACRE
- Reference to SACREs from the LEA may include advice methods of teaching, the choice of teaching material and the provision of teacher training.

The SACRE must:

- Publish an annual report of its work and send this to QCA
- Consider requests for determinations on collective worship when required
- "Advise the LEA upon such matters as collective worship and the religious education to be given in accordance with an agreed syllabus".

The SACRE is also likely to

- Monitor the provision for both RE and Collective Worship
- Provide support and advice on RE and Collective Worship to schools

## 1. Standards and Quality of Provision of RE

*How effectively does SACRE, in partnership with the LEA, monitor and evaluate standards and the quality of provision for RE in schools?*

*How effective are the strategies to improve Standards and the quality of provision?*

Key Area	Developing	Established	Advanced	Exemplar
<b>1a</b> Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well-informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	Where an Ofsted report highlights non-compliance or inadequate curriculum time for RE, a SACRE requires the LEA to investigate and report back on the action being taken by the school to address the situation.
<b>1b</b> Standards and achievement: including AS/A2 level, GCSE and standards at the end of Key Stages 1, 2 and 3.	Limited knowledge about standards within schools and no clear SACRE/LEA strategies to address areas of concern or share good practice.	Informed about standards of RE in schools locally and by comparison with national figures but limited analysis of the data and little opportunity to develop strategies to address weaknesses. Largely dependent on information from Ofsted reports on schools.	Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary and key stage 3. Clear strategies in place to address areas of weakness. Developing independent mechanisms to gather data about performance independent of Ofsted reports.	A SACRE receives detailed analysis of examination performance and requires the LEA to explain how it would intervene in schools where there was clear evidence of under-performance.  A SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage.
<b>1c</b> Quality of	Limited knowledge about the quality of teaching and	Information provided about findings in relation to quality of	Clear and detailed information about the quality of teaching and	A SACRE receives regular presentations from teachers about

teaching and leadership and management	leadership and management of RE in schools.	teaching and leadership and management derived from Ofsted reports but limited analysis of strengths and weaknesses and little opportunity to develop strategies to address weaknesses.	leadership and management with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness.	good practice in teaching and learning in RE.  A SACRE advises the LEA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools.
<b>1d</b> Recruitment and retention issues. Level of specialist provision	Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools.	Some investigation and analysis of subject recruitment and retention issues. SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to address concerns.	Detailed knowledge of patterns of recruitment, retention and specialist provision. SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.	A SACRE recommends to the LEA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LEA. They then build links with local teacher training providers to explore ways of improving recruitment of specialist staff.
<b>1e</b> Resources	Little knowledge about issues related to the quality of resources for RE in schools	Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.	Detailed knowledge of issues related to resources for RE in schools. SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.	A SACRE works in partnership with the LEA to develop a subject website which incorporated guidance about current high quality resource materials

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

*How far does SACRE's partnership with the LEA enable it to carry out its responsibilities effectively?*

Key Area	Developing	Established	Advanced	Exemplar
<b>2a</b> SACRE Meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work. Business tends to be focused solely on routine statutory requirements and tends to be dominated by the LEA officers.	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. 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 collective worship.	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings sharing their experience and insights. Meetings are held in a variety of venues including local places of worship and schools.	A SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.
<b>2b</b> Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members participate in training activities.	Very good use is made of co-option to ensure SACRE membership which is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction and training opportunities for SACRE members.	A SACRE has a well-developed process of co-option of local teachers of RE to ensure it has a broad representation from all types of school in the LEA.
<b>2c</b> Improvement/	SACRE does not have an action plan to focus its future work and	SACRE has a basic action plan which is reviewed	SACRE has a well-defined action plan with clear objectives	A SACRE is provided with a summary of the current LEA

Development planning	there is little overt link between the priorities of the LEA's development/improvement plan and the work of SACRE	regularly and up-dated on an annual basis. This provides an effective focus for SACRE's work. There is some attempt to link the plan to the wider LEA priorities	and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LEA. SACRE is regularly represented at national events relevant to its work (e.g. NASACRE)	priorities and identifies ways its our action plan can incorporate relevant objectives related to these priorities
<b>2d</b> Professional and financial support	Representatives of the LEA attend meetings but there is limited subject specialist advice available. Basic SACRE functions are resourced but there is no specific budget for SACRE and little opportunity for SACRE to take initiatives requiring funding.	SACRE has some access to subject specialist advice. The LEA is represented at meetings and can provide a means of communication with the wider LEA. SACRE has a modest budget which enables it to fund some initiatives.	SACRE is well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LEA and about national developments. SACRE is also attended by a led officer from the LEA who can provide a strong link between the work of SACRE's work and the wider LEA. SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	A SACRE in an LEA with no subject specialist adviser co-opts a local AST with expertise in RE and secures release time for her to undertake development work for SACRE and schools
<b>2e</b> Information And Advice	SACRE receives routine information relevant to its statutory duties such as GCSE data and information from Ofsted reports on RE. There is limited information provided about wider national and local developments. SACRE tends to receive information in a reactive way rather than taking a	SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. SACRE receives the information in a way that enables it to challenge and question the LEA's work.	SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LEA which leads to strategic action to improve standards and quality in schools. SACRE has a strong partnership	A SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant under-achievement by boys. It advises the LEA to undertake an exercise to identify good practice and provide guidance to schools about effective strategies for raising boys' achievement.



	proactive role in asking questions and challenging the LEA's work.		with the LEA and plays an active role in promoting ideas and initiatives.	
<b>2f</b> Partnership with other key stakeholders (e.g. pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality	SACRE has little contact or awareness of other local agencies and rarely has contact with pupils or parents.	SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.	SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and HEI providers are regularly involved with SACRE. SACRE's activities build on the local networks effectively.	A SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of SACRE and provide a forum to discuss issues of mutual interest.

### 3. The Effectiveness of the local Agreed Syllabus

*How effectively does SACRE, in partnership with the LEA, monitor the impact of the Agreed Syllabus in raising standards, utilize national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous Agreed Syllabus?*

Further information on the quality of an Agreed Syllabus can be found at Appendix One.

Key Area	Developing	Established	Advanced	Exemplar
<b>3a</b> Review of the Agreed Syllabus	Little opportunity to review the effectiveness of the previous Agreed Syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing. There is little budget for Agreed Syllabus development and no clear action plan to structure the review process.	The SACRE has a good idea of the strengths/weaknesses of the previous Agreed Syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the Agreed Syllabus review.	The SACRE has a clear and systematic process for reviewing the Agreed Syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly costed, including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the Agreed Syllabus review with clear targets for what needs to be achieved.	A SACRE reviews all available evaluation data about the effectiveness of the existing Agreed Syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the Agreed Syllabus. It invites participation of an external consultant to provide a more objective view of the quality of the existing Syllabus.
<b>3b</b> Using National Framework for Religious Education	The SACRE has a limited view of the role and significance of the National Framework in relation to the Agreed Syllabus review process and does not use the Framework in a coherent way	The SACRE is aware of the National Framework and uses it in their Agreed Syllabus review but does not extend the framework to reflect local circumstances.	The SACRE fully utilizes the National Framework in the construction of the revised Agreed Syllabus understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.	A SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing Agreed Syllabus. As a result it establishes a clear view of the way its revision of the Agreed Syllabus will build on the National Framework.

	Syllabus, particularly in raising standards.		process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new Agreed Syllabus and to measure its effectiveness in raising standards.	next five year revision.
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<p><b>3c</b> Developing the revised Agreed Syllabus. See <b>Appendix 1</b> for the characteristics of an effective Agreed Syllabus.</p>	<p>The SACRE has no clear structure for process of developing a revised Agreed Syllabus. 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 Agreed Syllabus.</p>	<p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. SACRE ensures that strong direction is provided to design an Agreed Syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LEA, hold consultation meetings which are reasonably supported.</p>	<p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LEA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p>	<p>A SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the Agreed Syllabus.</p>
<p><b>3d</b> Consultation/Launch/Implementation of the Agreed Syllabus</p>	<p>No special launch is planned and schools are not aware of the significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus.</p>	<p>A launch event is organised and other forms of communication e.g. LEA/SACRE website are utilized to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p>	<p>A high profile launch, involving the wider community and strong media coverage gives the Agreed Syllabus a high profile as an important development in the work of the LEA/SACRE. Effective training on implementing the Agreed Syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the Agreed Syllabus and the implications for teaching and learning.</p>	<p>A SACRE 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.</p> <p>The launch event includes high quality presentations from a range of local religious communities and schools.</p>
<p><b>3e</b> Additional guidance/monitoring and evaluating the Agreed Syllabus</p>	<p>The LEA/SACRE is limited by financial and professional constraints and not able to provide any significant additional guidance on using the Agreed Syllabus. It has limited arrangements in place to monitor the impact of the Agreed</p>	<p>The LEA/SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the Agreed Syllabus, particularly in raising standards.</p>	<p>The LEA/SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the</p>	<p>A SACRE builds a process of monitoring the effectiveness of the Agreed Syllabus into its Development Plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the</p>

#### 4. Collective Worship

*How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?*

Key Area	Developing	Established	Advanced	Exemplar
<b>4a</b> Practice and provision for collective worship	The SACRE/LEA has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE Agenda and national developments are not known. There is no training provision for collective worship.	The SACRE/LEA has not provided guidance to schools on collective worship, focussing on good practice. SACRE meetings regularly focus on provision and practice in collective worship and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.	The SACRE/LEA provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well-supported training enhances provision.	A SACRE regularly, through its website, provides exemplar acts of worship for schools to use. These are frequently updated. SACRE members visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high-level usage of the exemplar acts of worship.
<b>4b</b> Monitoring the provision of collective worship and addressing issues of non-compliance	The SACRE/LEA does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-compliance can be addressed.	The SACRE/LEA monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice is provided to schools but SACRE members have limited 'hands-on' experience of collective worship in schools.	The SACRE/LEA closely monitors provision for collective worship and provides guidance and support for schools, particularly on non-compliance. SACRE members have direct experience of collective worship in schools through first hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.	A SACRE, in partnership with the LEA and the local secondary heads association, arranged for all its members to visit local secondary schools to observe acts of worship and discuss issues with staff and pupils. Following the visits a report was published, highlighting best practice and ways in which non-compliance might be addressed.

## SACRE Self-Evaluation

What is distinctive about your SACRE?

Key Strengths

Key Areas for Development

## 5. Contribution of SACRE to the social and racial harmony agenda

### *How effectively does SACRE, in partnership with the LEA, contribute to the wider social and racial harmony agenda?*

Key Area	Developing	Established	Advanced	Exemplar
<b>5a</b> Representative nature of SACRE	SACRE membership meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.	SACRE and the LEA ensure representation broadly reflects the religious diversity of the local community.	SACRE has strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim communities)	A SACRE in an LEA with few non-Christian communities is proactive in seeking out members who are representative of a wide diversity of other religious traditions.
<b>5b</b> Knowledge and understanding of the local religious, cultural and ethnic community	SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	SACRE is well aware of different groups representing the diversity within the local area.	SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.	A SACRE is provided with a detailed analysis of the religious and cultural diversity within the LEA and issues related to the relative educational performance of pupils from different ethnic groups.
<b>5c</b> Understanding the intrinsic contribution which RE can make to social and racial harmony	SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.	SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures this embedded explicitly in the Agreed Syllabus and related guidance.	A SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.
<b>5d</b> Links to local authority initiatives promoting social and racial harmony	SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.	SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has opportunity to discuss and contribute to this work.	SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links, which relate to this work.	A SACRE in a predominantly mono-cultural area takes the initiative in the local authority in developing links with a small new Muslim community.

## Appendix One

### The characteristics of an Agreed Syllabus

An effective local Agreed Syllabus is likely to promote quality religious education if it has the following characteristics:

- Provides a clear structure which users find easy to follow and highlights the role of RE in the curriculum
- Meets statutory requirements but also reflects breadth and balance in religious education, particularly in taking into account local characteristics and circumstances
- Has clear statements about expected standards
- Provides appropriate levels of challenge for pupils of differing ages and abilities, which are progressive and demanding but realistic
- Reflects national developments particularly the use of the non-statutory national framework
- Gives clarity over assessment requirements
- Builds carefully on prior Agreed Syllabus provision
- Ensures that learning in RE has both continuity and progression



Key Area number	Key Area	Developing	Established	Advanced
1a	Compliance/Time allocation			
1b	Standards and Achievement			
1c	Teaching/Leadership			
1d	Recruitment and retention			
1e	Resources			
2a	SACRE meetings			
2b	Membership and training			
2c	Improvement planning			
2d	Professional/financial support			
2e	Information and Advice			
2f	Partnerships			
3a	Review of the Agreed Syllabus			
3b	Using the National Framework			
3c	Developing an Agreed Syllabus			
3d	Implementing the AS			
3e	Guidance and Monitoring			
4a	Provision for collective worship			
4b	Monitoring collective worship			
5a	Representative SACRE			
5b	The local community			
5c	Promoting harmony through RE			
5d	Links to other local initiatives			

## Developing SACREs – Points for Action

In order to develop the role of SACREs further, SACREs might consider the following action points:

- Find out more about other SACREs in the local area to share ideas, resources and expertise.
- Develop the partnership, where appropriate, with local HEI providers.
- Encourage SACRE members to access national websites (e.g. DfES, Ofsted, QCA) and RE organisations (NASACRE, REC, AREIA, PCFRE) to keep informed of developments in RE and Collective Worship.
- Develop relationships with key personnel in the LEA who have responsibility for racial/social harmony issues.
- Utilize the LEA Education Development plan and review where SACRE might be able to make a contribution to meeting objectives.
- Use the self-evaluation guidance as a basis for drawing up development priorities for the work of a SACRE.