

## MINUTE EXTRACT

### STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

TUESDAY, 21 JUNE 2005

#### 6. How Effective is the SACRE? - An Evaluation

Catherine Coster (SACRE Advisor) introduced the QCA (Qualifications and Curriculum Authority) Self-Evaluation Toolkit and outlined the context in which SACRE's were being asked to consider their roles and their effectiveness against a set of performance criteria, including the legal responsibilities of the SACRE.

The SACRE Members discussed the Swindon SACRE's effectiveness of its monitoring in relation to the first criteria: 'Standards and Quality of Provision of RE', and graded itself Developing, Established, Advanced or Exemplar as follows in the way that it carried out its roles, and gave reasons for the judgements: -

- (1a) 'Compliance and Time Allocation' - Developing / Established  
The SACRE had been informed about the quality of teaching via visits to local schools and presentations from teachers but had not received detailed information about the time allocation given to RE teaching in schools.
- (1b) 'Standards and Achievement' - Established  
The SACRE had received Ofsted reports and information about examination results, but had not compared results to national trends or developed other ways outside Ofsted of gathering data about schools.
- (1c) 'Quality of Teaching, Leadership and Management' – Established  
The SACRE has monitored teaching standards through Ofsted reports and has supported forums for sharing good practice between teachers, but has not carried out detailed analysis of trends and strengths and weaknesses.
- (1d) 'Recruitment and Retention Issues' - Developing  
The SACRE had not previously considered this its role and had not received detailed information on staffing issues, only that which was included in teachers' presentations.
- (1e) Resources - Established  
The SACRE has received information relating to resources for RE in Schools, and had produced some guidance to assist areas of concern, but information was specific to schools not general.

The SACRE members recognised the need to identify ways to gather additional information from schools about the teaching and resourcing of RE without placing an additional burden on the school.

It was agreed that the remaining criteria for assessing SACRE's effectiveness be considered at the next meeting, with groups of members possibly being asked to report back on how the SACRE might improve in key areas, within its available resources.