

New SACRE annual report template workshop

Members of the NASACRE Executive led a discussion around plans by the DfE and NASACRE for a new template for writing SACRE Annual Reports and how these might link to a SACRE self-assessment template.

Lesley Prior explained to those present the ways in which the revised report template was part of a wider piece of NASACRE's work in meeting the needs of member SACREs linked to a partnership with the DfE including the FOI questions

During the past year this partnership work has included:

Immediate needs

Practical questions arising out of the pandemic, including:

- SACRE Meetings and Agreed Syllabus Conferences meeting and voting – online
- 'period of grace' for schools renewing determinations in relation to Collective Worship

Strategic work

The need for long term strategies to support all SACREs, identified through data analysis and research, including:

- funding for SACREs
- the work of SACREs

Denise Chaplin then shared NASACRE's work in progress on the Annual Report Framework and the SACRE self-evaluation tool. The aims of this work is to:

1. Produce a revised structure for SACRE annual reports
 - a) To enable SACREs to fulfil legal requirements
 - b) Produce a report showing how they have used their resources to best effect
 - c) To celebrate what they and their local schools are doing well and explain any barriers to success
 - d) To provide a structure that can be analysed to identify national trends / issues
 - e) In producing a national analysis to enable SACREs to compare their work with that of other SACREs
2. Review and revise the SACRE self-evaluation tool
 - a) To give SACREs a more useful tool to measure their effectiveness and produce development plans so as to sustain good practice and improve areas of weakness
 - b) To link to the proposed new structure for the Annual Report so the evaluation process can feed into and inform Report writing

An outline of the proposed Annual report contents was shared and discussed. Then briefly there was a discussion about linking the self-evaluation process to the SACRE's work and the Annual Report process

The SACRE self evaluation tool is currently called the RE Tool on the NASACRE website and will be renamed, updated, and probably re-ordered.

Next Steps in NASACRE's work will be:

- Circulate the framework for use in the current calendar year so SACREs can use the new template from Sept 2021- with submission to DfE/NASACRE by end of February 2022.
- Provide some online training (Summer term 2 or Autumn term 1 in 2021)
- Working with partners ensure an analysis is produced and publicised. Work starting on analysis of annual reports March 2022 – a report to be ready for the 2022 NASACRE conference at the end of next May.
- Encourage further feedback from partners

Feedback from the Chat:

- SACRES are partnerships – made of a range of stakeholders for RE – all sorts of contexts - mindful in supporting members – making sure we are functioning within statutory requirements.
- Wanting SACRES to celebrate, explain barriers, provide structures to identify national issues.
- It is welcome a report format that all will use and will be easy to analyse. Will there be a heading that clearly states Statutory Responsibilities?
- Regarding a heading that clearly states Statutory Responsibilities- important to clarify – putting in capitals – evidence gathering to fulfil the statutory responsibilities.
- Could it be called the SACRE Development and Self-evaluation toolkit?
- What do you mean by standards in collective worship?
- Is there NASACRE advice/guidance on Determinations?
- Is there any guidance on what is meant by complaints in the context of SACRE? i.e. if it is a complaint about school delivery, that would I presume first follow the usual school complaints process
- Does the DfE guidance for complaints policies for schools include that complaints about RE or CW should be referred to/ noted to SACRE- I think that isn't clear in the document... re complaints as it should always use schools' complaints policy first if maintained or academy etc
- Is it worth thinking about how it might link the 'training' bit to the four professional development areas that Richard referred to this afternoon?
- There could be merit in the self evaluation explicitly asking SACREs' to reflect on their performance in relation to their statutory responsibilities first and then on other matters such as Community Cohesion or BLM. Thus mirroring the structure of the AR.