



***New annual report template for
SACREs***

Thursday 7th October 2021

Introductions and Welcome

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Aims of the new template

The template has been produced in partnership with the DfE as part of NASACRE's ongoing work to support SACREs.

It aims to enable SACREs:

to fulfil legal requirements;

- a) produce their annual report showing how they have used their resources to best effect, and
- b) to celebrate what they and their local schools are doing well and explain any barriers to success.

This in turn will:

- a) provide a structure that can be analysed to identify national trends / issues, and
- b) enable SACREs to compare their work with that of other SACREs.

Supporting this work

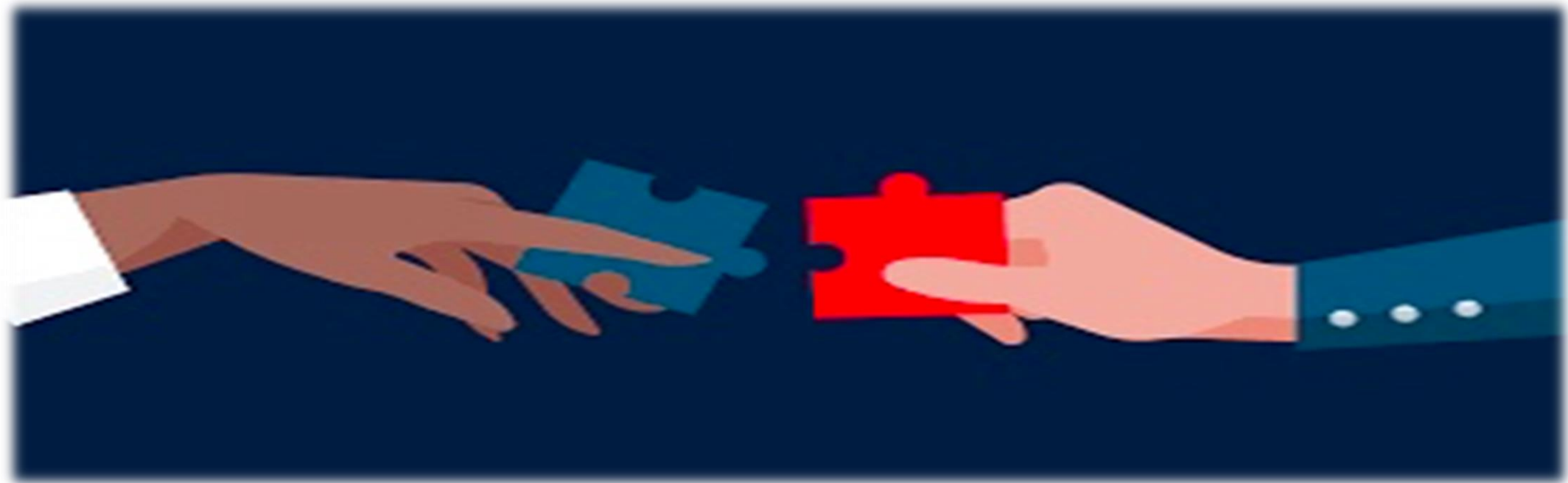
As part of NASACRE's ongoing work to support SACREs we have reviewed and revised the SACRE self-evaluation tool:

- a) to give SACREs a more useful tool to measure their effectiveness and produce development plans in order to sustain good practice and improve areas of weakness, and
- b) to link to the Annual Report template so the evaluation process can feed into and inform Report writing.

Annual report template with links to SACRE self-evaluation document

Content of Annual report	Link to SACRE self-assessment tool
1. An introduction including:	
<ul style="list-style-type: none"> ● Table of contents 	
<ul style="list-style-type: none"> ● Words from the Chair 	
<ul style="list-style-type: none"> ● List of SACRE meetings, venues and a brief overview of content of these meetings 	Management of SACRE & Partnerships (Section 1)
<ul style="list-style-type: none"> ● <i>Executive summary</i> Optional (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?) 	
2. A section on RE including:	
<ul style="list-style-type: none"> ● The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS 	Effectiveness of the local agreed syllabus (Section 3) Standards and quality of provision (Section 2a, 2b, 2c) Effectiveness of the LA (Section 2a, 2b)
<ul style="list-style-type: none"> ● Standards and monitoring of RE 	Standards and quality of provision (Section 2a, 2b, 2c)
<ul style="list-style-type: none"> ● Teacher training and materials for schools 	Standards and quality of provision (section 2c)
<ul style="list-style-type: none"> ● Other information (withdrawals; Complaints; teacher recruitment & retention) 	Standard and quality of provision (Section 2, 2d, 2e)

NASACRE and the Department for Education



Annual report contents (a)

1. An introduction including:

- Table of contents
- Words from the Chair of SACRE welcoming new members, celebrating successes, thanks, etc.
- Overview – including the number of times SACRE has met and attendance at meetings, venues, and a brief overview of content of these meetings including self-evaluation tool findings – link to SACRE Development plan
- Overview as above for the ASC if this is currently sitting, working groups, progress
- *Executive summary* (if report is over 10 A4 pages, this might be helpful as a separate document, so readable for schools)

Annual report contents (b)

2. A section on RE (statutory responsibilities) including:

- The local agreed syllabus (LAS) and RE in schools, including whether any academies have adopted the LAS
- Monitoring the Agreed Syllabus (AS) and relationship with an AS review
- Work of the ASC (Agreed Syllabus Conference) and associated working parties if this is currently sitting, showing progress and links to other work nationally or locally
- Standards and monitoring of RE. This can include monitoring by scrutinising exam data, conversations with schools or teacher groups, website trawls and presentations from teachers/schools. What has SACRE done and how has the monitoring helped SACRE to commend successes and support improvements?
- Have any schools applied for, or achieved, REQM awards?
- Teacher training and materials and advice for schools provided or recommended through SACRE
- Other information (e.g. pupils being withdrawn from RE and how the SACRE monitors, advises or supports schools with this, complaints about RE referred to LA/SACRE) and
- Advice given to the LA.

Annual report contents (c)

3. A section on Collective Worship (statutory responsibilities) including:

- Standards and monitoring of Collective Worship (CW). This can include monitoring by scrutinising Ofsted reports, conversations with schools or teacher groups, website trawls and presentations from teachers/schools. What has SACRE done and how has monitoring helped SACRE to commend successes and support improvements?
- Determinations. How many are current and how many have been applied for and what happened? Link to your local determination process documents online. How long since it was refreshed? Does it need updating?
- Teacher training provided (locally or national training circulated to schools) materials and advice for schools
- Other information (e.g. pupils being withdrawn and how the SACRE monitors, advises or supports schools with this, complaints on CW to the LA/SACRE) and
- Advice given to the LA.

Annual report contents (d)

4. A section on links with other bodies:

- National bodies, e.g. NASACRE, the RE Council, national faith and belief organisations, and
- Local bodies, e.g. dioceses, Inter Faith Groups, Peace Walks, HMD events.

5. A section on other areas of SACRE involvement locally:

- Governor training, and
- Advice on issues within the community, e.g. Ramadan advice for schools in partnership with the local communities.

Annual report template (e)

6. A section on SACRE's own arrangements (statutory responsibilities) including:

- Professional and administrative support and how the LA supports the SACRE (clerking, adviser, links to council initiatives)
- Membership, representation and recruitment - quoracy, issues and successes with recruitment
- Training for SACRE (and ASC) members, and
- Finance given to SACRE for its work.

Annual report contents (f)

7. Appendices - for example:

- Table of GCSE results – short and full, A/S & A Level RS results
- Details on CPD provided to schools
- Any LA/SACRE policy statements on RE or CW
- Development plan tied to funding, and
- Circulation details for this Annual Report.

The SACRE self-evaluation tool

The SACRE self-evaluation tool focuses on the following five aspects of the work of SACREs:

- Management of the SACRE and building the partnership between the SACRE, the LA and other key stakeholders
- Promoting improvement in the standards, the quality of teaching, and provision in RE
- Evaluating the effectiveness of the locally agreed syllabus
- Promoting improvement in the provision and quality of collective worship, and
- Contributing to cohesion across the community, highlighting diversity and the promotion of social and racial harmony.

Key Area: 1c – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
Requires improvement/struggling A SACRE in this position would:	not have a 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"/>
Developing 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"/>
Established 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.	<input type="checkbox"/>
Advanced 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 induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
Where are we and where do we find evidence to support this?		

Final questions

