

Durham SACRE Self-Evaluation October 2012

This is a simplified SEF based on the NASACRE RETool which we have used in previous years.

SACRE members can evaluate the effectiveness of SACRE in key areas of work and use this evaluation to identify key actions for the future. Evidence for this evaluation can be identified.

In other words we are going to ask the following questions:

- What are we good at? What are we not so good at? (evaluation and judgement)
- How do we know? (evidence)
- What are we going to do next? (development planning)

SACRE members could use the following judgements if they wish:

- Developing
- Established
- Advanced

1. Standards and quality of provision of RE

Key questions: How effectively does SACRE, in partnership with the LA, evaluate standards and the quality of provision in RE in schools? How effective are the strategies to improve standards and the quality of provision?

To think about: how well does SACRE know about, challenge and support schools re:

- what the RE curriculum looks like in schools
- the quality of teaching in RE
- leadership and management in RE
- how well pupils are doing in RE in terms of standards and progress
- whether the school are following the Agreed Syllabus and legal requirements (including giving sufficient time to RE)

2. The Effectiveness of the Agreed Syllabus

Key question: How effectively does the SACRE, in partnership with the LA, monitor the impact and evaluate the effectiveness of the Agreed Syllabus in raising standards? How effectively does the Agreed Syllabus Conference review the Agreed Syllabus? How effectively does SACRE launch the Agreed Syllabus and provide training and support to schools in its use?

To think about:

- the review process (including consultation, writing, involvement of ASC members)
- use of national documentation and guidance
- quality of Agreed Syllabus, how it is set out and what it contains
- the launch
- subsequent training and support materials

3. Collective Worship

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

To think about: How well does SACRE:

- know about the legal requirements for collective worship and what is good practice
- know about challenges for collective worship in schools
- offer guidance, training, support to ensure good quality provision
- respond to determination requests
- monitor collective worship in terms of compliance and quality

4. Management of SACRE and Partnerships

Key questions: How far does SACRE carry out its role and responsibility effectively? How does the SACRE's partnership with the LA enable it to be effective?

To think about:

- How effective are SACRE meetings? – regular, agenda, inclusive, informative, enable discussion, have purpose and outcomes?
- Is membership and attendance strong? – all committees, all faiths. Does Constitution need revising?
- How effective is training and induction for members?
- Does SACRE have adequate professional support?
- Does SACRE have adequate financial support?
- How well informed are SACRE members of developments nationally and locally and what does SACRE do as result?
- How effective are evaluation and development planning processes?
- Does SACRE have partnerships with key stakeholders?

4a. SACRE and relationship with Academies

Key questions: How effectively is SACRE encouraging Academies etc to see themselves as stakeholders in their local area e.g. by devising ways in which Academies have a presence on SACRE? (this is a NASACRE question). What is and should be the relationship between SACRE, Academies and the Local Authority (this is a Durham SACRE question)

To think about:

- What is the legal position with Academies and SACRE?
- What is the relationship between Academies in Durham and the Local Authority?
- What role could and should Durham SACRE have with Academies? – monitoring, advising, supporting

5. SACRE and community cohesion

Key question: How effectively does SACRE, in partnership with the LA and the faith communities, contribute to the promoting of cohesion within schools and across the community?

To think about:

- Does SACRE membership reflect religious diversity within the region?
- Do SACRE members know about diversity and differing faith communities within the region and within SACRE?
- How does SACRE help schools to engage with faith communities and members and develop community cohesion?
- Is SACRE aware of wider LA and regional initiatives concerning community cohesion and faith groups? e.g. Interfaith Groups, Anne Frank exhibitions, Holocaust Memorial Day?