



Proposed Plans for SACRE Effectiveness from

NASACRE

For the National RE Strategy

Introduction

These proposals have been drawn together to indicate a range of activities that the RE community believes would strengthen the capacity of local Standing Advisory Councils on Religious Education (SACREs) in raising standards in RE both in their own locality and, collectively, nationally.

We believe that religious education is a vital subject that is central to the development of each child's identity. The QCA Non-statutory National Framework for RE describes the unique nature of the subject thus:

'Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables

pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.'

The local nature of religious education ensures that faith communities can be secure that the religious education taught in their local schools reflects the unique local nature of the religious traditions.

'Standing Advisory Councils for Religious Education (SACREs) have an important role in the development of effective learning in religious education and supporting good practice in collective worship. The work of SACREs has become increasingly challenging and diverse. In many ways SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the local education authority (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 religious education (RE) and collective worship locally.' (Ofsted – SACREs and Self-evaluation- a guide)

Aspects of the work of SACREs include:

1. monitoring and supporting the improvement of the standards, quality of teaching and provision in RE in each Local Authority;
2. involvement in a positive partnership between the SACRE as a whole, its constituent member groups including all local faith communities, the LA and other key stakeholders such as Diocesan Boards;
3. monitoring the effectiveness of the locally agreed syllabus for religious education and advising the LA on changes that are required;
4. monitoring and supporting the improvement of the provision and quality of collective worship in schools in the LA;
5. making a strong contribution to the promotion of social and racial harmony and community cohesion in the LA.

A strong and effective SACRE contributes to the preparation of pupils for adult life in a range of ways. Its work contributes positively to local community cohesion, providing positive links between the LA, its schools and the local communities that it represents.

The partnerships and commitment to areas of shared purpose forged between the SACRE members models the way that the wider community can develop shared aims and positive partnerships. Its dialogue frequently includes the wider representation of its constituent faith communities and political groups and its shared endeavours result in practical outcomes that are a measure of how significant such partnerships can be.

A SACRE is the only local statutory forum where those beliefs and values that are most important to members of the local community can be sensitively considered so that they can be shared and communicated through the curriculum to local young people, enabling them to learn to live alongside each other as informed and respectful members of society.

Whilst some SACREs are already working effectively, producing models of excellence in many areas of their work, it is apparent that there are

significant areas of development for other SACREs across the country. These have been indicated in the past by Ofsted (An evaluation of the work of Standing Advisory Councils for Religious Education November 2004) which produced a number of significant Main Findings. All of these areas are addressed in this plan:

- Several LEAs experience difficulty in recruiting members of the SACRE, especially from within minority religious groups.
- Many of the SACREs inspected work on the margins of the LEA rather than being fully integrated into its professional structure. Only a minority of SACREs have a costed development plan with rigorous success criteria clearly linked to the LEA education development plan (EDP).
- Few LEAs provide adequate resources or training for SACREs to carry out their designated functions thoroughly.
- All the SACREs inspected had to rely on professional advice in order to execute their statutory and extended responsibilities. This advice is most effective when it is linked to advice given to schools.
- Agreed syllabuses vary significantly in style, character, structure and quality. None of the agreed

syllabus conferences (ASCs) in the LEAs inspected had the capacity to carry out an agreed syllabus revision without significant support from an adviser or consultant. The extent of the involvement of ASC members varied between LEAs.

- SACREs' functions have not been sufficiently focused on raising achievement in RE and improving the quality of teaching and learning.
- Too many SACREs have lost touch with their original brief, which was to advise the LEA. The key challenges to successful RE, for example non-compliance and the shortage of RE teachers, may be better resolved by focusing the LEA on policy decisions rather than producing guidance.
- Collective worship generally occupies less of the time and interest of SACREs than does RE. SACREs monitor levels of non-compliance by reading Ofsted's school inspection reports but have limited success in persuading LEAs to make compliance a priority. SACREs take seriously their responsibility for considering applications for determinations, and generally undertake this task very professionally.
- Many SACREs already make a significant contribution to their LEA's role in promoting social cohesion and others recognise their potential to do so.

□ Ofsted's evidence from school inspections reveals that there is no consistent link between the productiveness of a SACRE, the quality of an agreed syllabus, the existence of an adviser and the quality of RE in the LEA at Key Stages 1 to 3. This raises questions about whether all SACREs and LEAs are using appropriate measures to support teaching and learning in RE.

□ SACREs and their work are not generally well known among teachers outside their membership. RE teachers interviewed were generally more familiar with national initiatives and guidance and with text books than with publications from the SACRE or the LEA. Where the LEA had an RE adviser, he or she was better known to teachers than was the SACRE.

□ The best SACREs make a significant direct contribution to supporting RE, in particular faith community members who regularly offer their services to schools by leading collective worship, organising school visits to places of worship and contributing to RE lessons. A few provide high quality support that can be shown to have a positive impact on standards. Effective SACREs give confidence to local faith communities that their religion is being

accurately presented and that RE is not confessional.¹

□ SACREs are worthwhile organisations in that they provide unique opportunities for members of the community, of all faiths and none, to meet and discuss educational issues. The strength of SACREs lies in their multi-faith, multi-ethnic and multi-cultural composition. Building on this strength, several have already developed a role as an advisory group to the local authority on any matters related to faith, ethnicity and culture, either alone or in collaboration with other committees. Too many, however, 're-invent the wheel' when they revise syllabuses and guidance and do not take account of the resources available to them.

Recent conferences organised by the QCA, the RE Council and NASACRE have indicated that many of these areas remain in need of development for some or many SACREs and that representatives of those SACREs are clear how they could improve and are keen to be supported in order to be more effective.

¹ To be non-confessional, RE teaching must not be distinctive of any denomination; it should not try to force specific beliefs or doctrines upon children.

Effective SACRE practice has already been defined by Ofsted and is reproduced in Appendix 3. This paper and its proposals aim to address many such areas of weakness in order to strengthen all SACREs and promote greater effectiveness. These proposals include recommendations for strengthening partnerships that are already established locally, for example between individual SACREs and their LA, and nationally between members of the RE Council and other bodies such as the QCA, DfES and Ofsted.

The recent (January 2007) Ajegbo Report ‘ Diversity and Citizenship – a review’ was commissioned in response to a growing debate about whether UK society engages with issues around ‘race’, religion, culture, identity and values in the UK today, in a way that meets the needs of all pupils. The questions asked were:

‘Do we, as individuals and as a nation, respect each other’s differences and build on commonalities? Do we appreciate our own and others’ distinct identities? Do we really have an understanding of what it is to be a citizen, of how it is to live in the UK? And, most importantly, are we ensuring that all our children and young people have the education they need to embrace issues of diversity and

citizenship, both for them to thrive and for the future of our society? ‘

The Ajegbo report states that *‘exploring cultural, religious and ethnic diversity is a key aspect of schooling young people for the world and is inextricably linked to standards and attainment. It should be at the very heart of a teacher’s purpose – and we know that for most teachers it is. The right training and support, however, are crucial.’* And within the report the contribution of religious education and local faith communities to building good community cohesion is emphasised.

SACREs are already in existence; they are statutorily constituted local interfaith groups, working in partnership with teachers and the Local Authority. They are well placed to address these issues and have indicated through their feedback to national bodies that they are committed to playing their part in this work. Many make strong contributions that are valued in their own area and beyond.

In strengthening the capability of all SACREs, this network of groups will be able to contribute more fully and cohesively to the promotion of community cohesion by their schools, their LAs and their faith communities working together in partnership.

Rationale and Overview:

- The principal objective of SACREs is to ensure the ENTITLEMENT of all pupils to high quality religious education and collective worship;
- SACREs themselves have an entitlement to appropriate support to enable them to achieve the above effectively
- The purpose of these proposed activities is to EMPOWER both individual SACRE members and local SACREs to be more effective in meeting this objective;
- Community cohesion is an important outcome and is also a thread running through all these activities.



Summary of proposals

This plan has five main objectives:

		Costing: £
A: Recruitment and training of SACRE members; (Areas of improvement 1, 2 and 3 on p.9 and following)	One-off investment	17,000
	Annually	180,500
B: Strengthening of partnerships between SACREs & Local Authorities; (Area of improvement 4 on p.13)	One-off investment	nil
	Annually	nil
C: Continuing professional development of SACRE members and self-evaluation of SACREs; (Areas of improvement 5, 6, 7 and 8 on p.14 and following)	One-off investment	14,500
	Annually	2,000
D: Promotion of community cohesion; (Area of improvement 9 on p.18)	One-off investment	51,000
	Annually	20,000
E: Building the capacity of the NASACRE;	one-off investment	1,500
	Annually	30,500
Appendix A Monitoring the Effectiveness of the plan	One-off investment	7,000
	Annually	3,000
TOTAL COST OF IMPROVING SACREs	One-off investment	91,000
	Annually	236,000

Areas for Improvement

These proposals cover a total of ten main areas for improvement:

1. Recruitment of SACRE members;
2. Training for new SACRE members including representatives of all committees; Chairs and Clerks;
3. Training of serving SACRE members; networking SACRE members and supporting them, individually and collectively;
4. Identification and implementation of Local Authorities' (LA) responsibilities for SACREs;
5. Effective practice in the roles and duties of SACREs;
6. SACRE's role in monitoring of religious education provision and standards, and the quality of collective worship;
7. SACRE Self Evaluation;
8. SACRE Annual Reports;
9. Strengthening contribution of SACREs to the community cohesion agenda;
10. Building the capacity of the NASACRE.

These areas represent crucial aspects of SACRE practice which, in some local authorities, need improvement in order to ensure quality provision for pupils' learning and bring all SACREs up to the standard of the best. Local Authority investment in the work of their SACREs is not costed but work towards indicating to them a reasonable budget allocation has been referenced.

Appendix A sets out the arrangements for monitoring the effectiveness of the plan.

PLAN: TOWARDS MORE EFFECTIVE SACRES

Objective A: Recruitment and training of SACRE members

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>1.</p> <p>Recruitment of SACRE members</p>	<p>To encourage awareness and support of a range of partners in the work of SACREs, nationally and locally;</p> <p>To promote:</p> <ul style="list-style-type: none"> • appropriately comprehensive representation across all faith communities on committee A; • full representation on all other committees; <p>To stimulate interest and encourage commitment by all members;</p> <p>To encourage the establishment of faith networks to resource and support SACRE representation based on model of Board of Deputies.</p>	<p>Produce publicity leaflets to publicise the importance of SACREs and their work:</p> <ul style="list-style-type: none"> • with LAs; • with elected members; • with schools; • with the DfES; • with faith communities (available in community languages, where necessary); • with teacher professional associations; • with the public through the press; <p>Support recruitment to individual SACREs;</p> <p>Encourage individual SACRE members to contribute to SACRE newsletter/ NASACRE website /on line forum</p> <p>Engage in discussion with faith community leaders about networking;</p> <p>Facilitate an annual meeting of faith community network chairs;</p>	<p>NASACRE Executive</p> <p>REC & partner organisations, including translating service</p> <p>Faith organisations and Individual SACREs</p> <p>NASACRE executive REC</p> <p>REC with NASACRE executive and faith community organisations</p>	<p>From autumn 2007</p> <p>Beginning autumn 2007</p>	<p>The scope of the work of SACREs understood by all parties;</p> <p>SACRE activities well publicised and valued;</p> <p>SACREs fully representative of constituent areas, and across all committees;</p> <p>Member SACREs reporting all meetings quorate;</p> <p>High level of satisfaction from individual SACRE members;</p> <p>Increased awareness of the work of SACREs by LAs and schools</p> <p>Networks of faith community representatives established and effective in facilitating recruitment and supporting SACRE members;</p>	<p>10,000 for production and circulation of publicity leaflets</p> <p>Costings in area 2</p> <p>1,000 annually, for a co-ordinators' annual meeting</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
2. Training for new SACRE members: a) representatives of groups A,B,C and D; b) Chairs, newly elected; c) Clerks, newly appointed; d) Co-opted members	To equip and empower: <ul style="list-style-type: none"> new SACRE members from all groups to understand the nature of RE/CW and be fully aware of the role of SACREs; all new members to understand the nature of their role and the responsibility they have to pupils in schools and to their particular interest group; To enable: <ul style="list-style-type: none"> new chairs to develop their role of leadership of SACRE and encourage advocacy for RE/CW; newly appointed clerks or administrative support officers to appreciate the importance of their role in servicing their SACRE, appropriately ensuring materials are manageable and easy to access by all members, and to understand their role as personal links between their SACRE and the local authority (LA). 	Publicise outcomes of pilot programme of training of new minority faith representatives to all SACREs for information;	REC with NASACRE Executive	Report: April 2007	SACREs fully aware of the outcomes of the training pilot and of plans for the full training programme;	2,000
		Build on training programme for new faith representatives to cover all SACREs in nine government regions, one region per term.	REC with NASACRE Executive	Termly, one region per term, from autumn 2007	Committee A vacancies filled with well-informed and enthusiastic faith community reps;	120,000 annually over three years**
		Provide two national training conferences per year, based on the pilot training programme, to include representatives on other committees;	NASACRE Executive	beginning spring 2008	Well informed and enthusiastic representatives of all 4 groups;	20,000 annually
		Establish an annual regional conference for SACRE chairs;	NASACRE Executive with QCA	first conference 2008	Effective chairs, networking and sharing good practice;	13,500 annually (1,500 per region)
		Develop training materials based on the pilot and publish on the NASACRE website for local use to include sections for new Chairs of SACRE & clerks;	NASACRE Executive	ongoing	Training materials published and in use;	5,000

* see appendix B for breakdown of costs

Objective B: Strengthening of partnerships between SACREs & Local Authorities

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>4. Identification & implementation of Local Authorities' (LA's) responsibilities for SACREs</p>	<p>To ensure the status and responsibilities of SACREs are fully recognised;</p> <p>To promote a partnership between LAs and their SACREs;</p> <p>To give every SACRE the opportunity to be effective;</p>	<p>Work with Ofsted to revise the SACRE Self Evaluation Guide to include LAs' responsibilities;</p> <p>Encourage discussion nationally about the effectiveness of the partnership between the LA and SACRE;</p> <p>Request clarification and guidance from DfES on local authority responsibilities (e.g; efficient clerking/ availability of data) to be sent to all chief officers;</p> <p>Challenge any LA whose SACRE is non compliant re: annual reporting;</p> <p>Challenge any LA whose SACRE is non compliant re: annual reporting of existing determinations to the secretary of state;</p> <p>Encourage LAs to publicise the work of their SACREs with schools, Elected Members and the local community.</p>	<p>NASACRE representatives with HMI</p> <p>NASACRE with QCA/DfES HMI</p> <p>REC with DfES</p> <p>QCA</p> <p>DfES</p> <p>NASACRE</p>	<p>2007</p>	<p>Chief and other LA officers aware of the status and value of the SACRE and their responsibilities towards it;</p> <p>LAs held accountable re: the efficacy of their support for SACREs;</p> <p>All SACREs supported appropriately and efficiently by their LAs;</p> <p>All SACREs submitting effective annual reports;</p> <p>All SACREs submitting determinations data;</p> <p>Schools and local communities aware of the work of their local SACRE;</p>	<p>Costed in area 7</p> <p>Further costings of work in this section from DfES & QCA</p> <p>Costings for a publicity leaflet in area 1</p>

Objective C: Continued professional development of SACRE members and self-evaluation of SACREs

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>5.</p> <p>Effective practice in the roles and duties of SACREs</p>	<p>To secure SACRE effectiveness in both statutory and desirable outcomes;</p> <p>To encourage SACRE confidence;</p>	<p>Produce <i>A Handbook For The Effective SACRE</i>;</p> <p>Trial the handbook and publish it;</p> <p>Issue free of charge on disc and online to all SACREs;</p>	<p>NASACRE Executive and NASACRE members</p>	<p>2007/8</p>	<p>Draft handbook in place and evaluated by sample of SACREs;</p> <p>Publication in use by majority of SACREs;</p> <p>Increase in good practice, evidenced in SACRE reports and SSE processes;</p>	<p>6,000 for development</p> <p>500 for publication on CD</p>
	<p>To encourage adequate and equitable funding for all SACREs;</p>	<p>Establish a baseline entitlement for resourcing the work of SACREs and ASCs;</p> <p>Publish and effect a formula for funding;</p>	<p>DfES with NASACRE</p>	<p>2008/9</p>	<p>All SACREs adequately funded in the light of the suggested formula;</p> <p>Work of SACREs and support from LAs strengthen by annual monitoring;</p>	<p>1,000 for consultation and development of a formula for consultation</p>
	<p>To ensure access to specialist RE support for all SACREs</p>	<p>Discuss with Ofsted how the work of SACREs can be effectively monitored;</p> <p>Encourage all LAs & SACREs to fund professional support to monitor the effectiveness of their agreed syllabus;</p>	<p>NASACRE with Ofsted/DfES</p> <p>DfES</p>	<p>2007/8</p>	<p>All SACREs professionally supported;</p>	
	<p>To support SACREs in the development of effective processes for advising the LA on issues in relation to RE that need to be addressed.</p>	<p>Produce advice and disseminate good practice where it is available nationally through the NASACRE website.</p>	<p>NASACRE</p>	<p>2007/8</p>	<p>All SACREs use appropriate processes for advising their LA; LAs are aware of local needs in RE.</p>	<p>Costing covered in above</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>6.</p> <p>Monitoring of religious education provision and standards, and monitoring of the quality of collective worship;</p>	<p>To secure resources for SACRE's monitoring role to be effective;</p> <p>To ensure access to data;</p> <p>To equip SACREs with the necessary knowledge to make monitoring possible;</p> <p>To enable SACREs to make purposeful use of all monitoring activities;</p>	<p>Secure adequate funding to enable SACREs to be effective in monitoring standards; (ref area 5)</p> <p>Encourage primary schools to pass information on standards in RE for every pupil to their partner secondary schools and to their local SACRE;</p> <p>Encourage all data collection systems to include RE at KS3;</p> <p>Encourage LAs to make data available to SACREs and provide training for SACRE members on how to understand the data;</p> <p>Establish clear guidance for SACREs on monitoring standards through, e.g. <i>Five Year Agreed Syllabus Monitoring Cycle</i> (see appendix C)</p> <p>Build on the monitoring pilot to set up an online programme, on the NASACRE website, to analyse data from schools' RE self evaluation, in order to inform SACRE monitoring, provide schools with local and national data against which to compare their own results and provide an annual national summary for all interested groups;</p> <p>Encourage national bodies to produce guidance on assessment in RE linked to the non-statutory national framework assessment scale;</p> <p>Support SACREs to make use of all available data to advise the LA on actions required to raise standards in RE.</p>	<p>DfES</p> <p>DfES/QCA LAs Schools</p> <p>DfES</p> <p>DfES</p> <p>REC NASACRE Executive</p> <p>REC</p> <p>(QCA)</p> <p>NASACRE Executive</p>	<p>2008</p> <p>According to individual agreed syllabus cycles</p> <p>2007/8</p>	<p>All SACREs engaged in productive monitoring;</p> <p>All SACREs able to access data;</p> <p>All SACREs in receipt of analysis of relevant data;</p> <p>Information gathered used to effect improvement;</p> <p>Effective and manageable monitoring in place in most SACREs and information used to raise standards;</p> <p>All data used to inform SACREs and LAs effect improvement in standards in local schools;</p>	<p>5,000 set up costs + 2,000 annual maintenance & reports</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>7.</p> <p>SACRE Self Evaluation</p>	<p>To help SACREs become more aware of their own effectiveness in order to achieve optimum impact;</p> <p>To embed a cycle of evaluation and target setting;</p> <p>To encourage a culture of improvement;</p>	<p>Work with QCA/Ofsted to revise and update the SACRE Self Evaluation Guide;</p> <p>Build upon the pilot Ofsted inspections of SACREs, through sample external monitoring, to validate SACRE self evaluation;</p> <p>Encourage SACREs to include outcomes of self evaluation processes in the annual report, with relevant documentation made public;</p> <p>Produce examples of SACRE development planning, based on self evaluation processes, and publish on the website, with commentary;</p> <p>Include workshops on self evaluation as part of the training portfolio (ref area 2);</p>	<p>NASACRE Executive in partnership with Ofsted/QCA</p> <p>Individual SACREs</p> <p>NASACRE Executive</p> <p>NASACRE trainers</p>	<p>2007</p> <p>annually</p> <p>2007</p> <p>2008</p> <p>2008</p>	<p>Increase in the range, use and effectiveness of SACRE self evaluation;</p> <p>More effective SACREs;</p> <p>Improvement in standards in RE across all key stages;</p> <p>The majority of SACREs working to a costed development plan, informed by focused self evaluation</p>	<p>2,000</p> <p>To be agreed</p> <p>No cost</p> <p>Funded through area 2</p>

AREA	TARGETS	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
<p>8.</p> <p>SACRE Annual Reports</p>	<p>To ensure all SACREs meet the statutory requirement to report annually and to submit a copy of their report to QCA;</p> <p>To encourage SACREs to make positive and formative use of annual reporting processes</p>	<p>Follow up non-compliant SACREs through contacting LA chief officers;</p> <p>Include focus on annual reports, with examples, in <i>The Handbook For The Effective SACRE</i>;</p> <p>Provide and disseminate advice on how to make best use of reports to publicise the work of SACREs and offer effective advocacy for RE and CW through newsletters, websites, conferences;</p>	<p>QCA</p> <p>NASACRE Executive</p> <p>NASACRE Executive</p>	<p>Annually</p> <p>2007/8</p>	<p>All SACREs submitting annual reports to QCA;</p> <p>More effective use of SACRE reports to highlight the work of SACREs with a variety of audiences;</p> <p>Better understanding of the work of SACREs across every LA and its schools.</p>	<p>Costed in area 5</p>

Objective D: Promotion of Community Cohesion

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
9. Community Cohesion	To explore and identify ways in which religious harmony and community cohesion can be promoted through the RE curriculum;	Set up a research project to develop a pedagogy for promoting harmony and community cohesion through RE, as indicated in the Ajegbo report, with exemplars of good practice and publish as classroom materials;	Higher Education institution in partnership with several SACREs & schools	2008/9	Clear guidance on promoting community cohesion and religious harmony in place and in use in classrooms;	50,000
	To establish networks of faith communities, nationally and locally, to raise awareness of the potential of RE to contribute to community cohesion;	Facilitate a national network of faith community leaders to co-ordinate their community's representation on SACREs and to champion the role of RE and the work of SACRE in contributing to community cohesion locally;	NASACRE Executive with faith community leaders	2007/8	Greater understanding of the nature and purpose of RE and its potential for developing community cohesion;	Costing covered in area 1
	To encourage and support SACREs to work effectively in partnership with their LAs to develop and deliver the LA's policy on community cohesion;	Produce an advisory leaflet to raise SACRE awareness of the nature and purpose of the LA's Children and Young People's Plan and publish as a supplement to <i>SACRE News</i> .	NASACRE Executive	2007	All SACREs' development plans reflecting the priorities of their LA's C&YP's Plan;	1,000
	To enable SACREs to make best use of every opportunity to promote understanding between faith communities, and enhance community cohesion;	Building on the successful Westhill Foundation funded initiatives in the Young People's Faith Forum projects, support individual SACREs to undertake projects encouraging dialogue between young people of different backgrounds;	NASACRE Executive with the Inter Faith Network	Annually from 2008	Young people involved in dialogue in their local communities, encouraged and supported by their SACRE;	20,000 annually
	To raise individual SACRE members' awareness of the potential of the work of SACRE to promote community cohesion, and to understand the contribution they can personally make.	Include accounts of successful projects in <i>The Handbook For The Effective SACRE</i> and on the NASACRE website;	NASACRE Executive	2007/8	Good practice shared and discussed by all SACREs	Costings covered elsewhere
		Encourage SACREs to meet in a variety of venues, including schools and places of worship;	Individual SACREs	2007	SACREs providing a model of community cohesion in practice	
	Share good practice exemplars through the <i>SACRE News</i> , through conferences and on the NASACRE website;	NASACRE Executive		SACREs providing effective links between schools and local faith communities to enrich learning experiences in RE		
	Support individual members in developing links between their faith communities, the SACRE and schools.					

Objective E: Building the Capacity of the NASACRE

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
10. NASACRE capacity building	To ensure NASACRE has the capacity to engage at all levels with the activities in this plan and to secure the successful implementation of all planned activities in order to raise standards;	Establish professional and administrative support for the work of NASACRE to enable it to carry out necessary duties to provide greater support than is currently possible, as outlined in these proposals;	NASACRE Executive	2007/08	Increase in the effectiveness of local SACREs through sustained and efficient support from NASACRE	30,000 annually
	To enable NASACRE to be increasingly effective in networking and supporting SACREs;	Upgrade the NASACRE website to: <ul style="list-style-type: none"> • host the RE self-evaluation facility; • host paperwork and materials from the training programme, master copies of leaflets etc.; • increase opportunities for SACRE members to share experiences and discuss good practice; • provide support by strong SACREs or individual representatives to those in difficulty or needing support; 	NASACRE web manager	2007	Effective and productive communication across and between SACREs; Good practice shared consistently and effectively for improvement	1,500 + 500 annually

APPENDIX A: Monitoring the effectiveness of the plan

AREA	TARGET	ACTION	BY WHOM	WHEN	CRITICAL SUCCESS FACTORS	COST £
Monitoring the success of the plan	<p>To ensure all targets are met;</p> <p>To evaluate the implementation of the plan and assess its effectiveness in strengthening SACREs;</p> <p>To evaluate the impact of this element of the strategy on raising standards in RE and in contributing to community cohesion.</p>	<p>Monitoring the implementation of this area of the Strategy, through:</p> <ul style="list-style-type: none"> • regular reporting to the RE Council and NASACRE Executive on progress towards meeting targets, by all responsible for actions in this plan; • analysis of SACRE reports annually; • critical evaluation of the success and value of training experiences by: <ul style="list-style-type: none"> ○ trainees; ○ trainers; ○ SACREs; • analysis of evaluations for the REC and public scrutiny; • external review by an independent consultant on the overall outcomes of planned actions, measuring success against the identified 'critical success factors' and regular reporting back to REC; 	<p>NASACRE Executive</p> <p>QCA</p> <p>New and existing SACRE/ASC members undertaking training;</p> <p>External consultants</p>	<p>For every REC meeting</p> <p>Annually</p> <p>At the end of every training course;</p> <p>Annually</p> <p>2008/9</p>	<p>Reports received and discussed; progress monitored;</p> <p>Recognition in SACRE reports of the impact of the planned action on standards;</p> <p>New and existing members positive about benefits of training;</p> <p>Positive independent reports received;</p> <p>Recognition of the impact of planned actions on the effectiveness of SACREs and RE standards in school</p>	<p>2,000 annually</p> <p>1,000 annually</p> <p>7,000</p>

APPENDIX B MISSING

APPENDIX C: An Example of SACRE Monitoring through the Agreed Syllabus Cycle

Year	Cycle activity	Through, for example:	Ongoing activities	Resources
Agreed Syllabus	Review	<ul style="list-style-type: none"> critical evaluation of existing agreed syllabus; awareness of potential impact of NFRE on raising standards; 	Analysis of public examination data annually;	Adviser days;
Agreed Syllabus + 1	Evaluating initial impact of syllabus	<ul style="list-style-type: none"> sampling school plans; questionnaires to schools; 	Analysis of end of KS data;	Accommodation for meetings;
Agreed Syllabus + 2	Evaluating ongoing impact of syllabus	<ul style="list-style-type: none"> sampling pupils' work; questionnaires to pupils; interviews with pupils; 	In-service training for SACRE members on interpreting and using data;	Supply cover for teachers' working groups;
Agreed Syllabus + 3	Evaluating embedded impact of syllabus on standards	<ul style="list-style-type: none"> use of the RE Self Evaluation Form in eg:10% of schools 	In-service training for SACRE members on use of school SEF;	Travel expenses for attendance at meetings;
Agreed Syllabus + 4	Preparing for review	<ul style="list-style-type: none"> school survey/focused consideration of particular areas of AS effectiveness 	Year on year budget planning for cycle activity incorporated in SACRE Development plan	Publication costs for revised/new agreed syllabus.
Agreed Syllabus + 5	Review	<ul style="list-style-type: none"> setting up ASC; questionnaire to schools and analysis of responses; analysis of available and useful data over 5 years of AS; analysis of local community demographics to ascertain appropriate coverage; survey of national developments in RE; rewriting syllabus, if required; 		

At any time, if there is a need	In depth evaluation of provision and standards in any key stage as necessary, eg: in KS 3 where GCSE standards have dropped.	<ul style="list-style-type: none"> • analysis of school(s) results; • analysis of school(s) RE SEF returns; • analysis of percentage of specialist/ non-specialist RE teaching; • survey of specialist/non-specialist subject leadership. 		
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APPENDIX D: Postscript Advanced SACREs

Definition from the Ofsted SACRE Self-Evaluation tool.

SACREs at this stage will have very effective practice. Members will have a shared vision and understanding of their aims and purpose, and will seek 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 by 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 pupils' 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 the SACRE can contribute to the promotion of social and racial harmony.

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