

Royal Borough of Windsor and Maidenhead
Standing Advisory Council on Religious Education (SACRE)

9 January 2015

To All SACRE Members

Dear Friends,

SELF-EVALUATION – CONCLUSIONS AND ACTIONS

You'll remember that we devoted a significant part of our last meeting in November to go through the first section of the NASACRE Self-Evaluation Framework (SEF) for SACREs. That led us to look in some depth at our SACRE's performance in its role in promoting high standards of RE teaching.

We didn't have time at our meeting to tidy up the conclusions and actions of our consultation. A small group of us was asked to complete the exercise. The final version of the conclusions and actions is overleaf (thanks are due to Jo Fageant, Simon Evry and Karen Butler for this).

I hope you will agree that the time spent on the SEF was useful in:

- reminding us of SACRE's responsibilities
- encouraging thoughtful discussion of how we can best fulfil them
- defining realistic actions to improve SACRE's performance.

I would like to suggest that at its next meeting SACRE continues the SEF - but jumps to section 5 on 'The Contribution of SACRE to Promoting Cohesion Across The Community', which seems to be a high priority. We would come back in later meetings to the other sections of the SEF – but we can decide on the day of course.

Yours sincerely,

Mike

Michael Gammage

Chairman

NASACRE – Self Evaluation Framework (SEF) for SACREs

Section 1: Standards and Quality of Provision of Religious Education

Summary and Conclusions of SACRE Consultation, 4 November 2014

Background

"In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)

SACRE's SEF Conclusions

Conclusion #1: The SACRE has little knowledge of which schools are fulfilling pupil entitlement in RE because it does not have robust processes in place to gain a full and accurate overview of RE provision.

Action: *As a start, the LEA has offered to provide quarterly summaries to SACRE of the RE and SMSC elements of Ofsted reports published following inspections of schools within the Royal Borough. This will provide some basic visibility for the members of SACRE.*

Conclusion #2: The SACRE has little knowledge about the quality of learning and teaching RE in schools; about examination entries; about the quality of RE leadership in schools; or about the challenges of recruitment and retention of subject specialists. So SACRE is unable to target support and training.

Action: *SACRE will seek to incorporate into all of its teacher training events appropriate surveys of RE teachers' perspectives, to broaden its understanding and help direct its priorities. SACRE will also seek to ensure that teachers are fully represented in its membership.*

Conclusion #3: SACRE should seek to engage more with academies and other non-LA maintained schools, to provide them with support where appropriate and to develop the widest professional RE network, both within the Royal Borough and more widely.

Action: *SACRE will seek to create a termly newsletter for RE teachers in all schools as soon as possible. SACRE will also seek to create an RE website for RE teachers, to which all teachers, including those in academies and other non-LA maintained schools, would have access.*