

Monitoring and supporting standards in RE

What does the NASACRE/DFE Self Evaluation tool say?

Key Area: 2a - RE provision across the LA. <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
Established A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
Key Area: 2b - Standards of achievement and public examination entries <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
Established A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>
Key Area: 2c - Quality of learning and teaching. <i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
Established	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's	<input type="checkbox"/>

A SACRE with established practice would:	attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	
Advanced A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
Key Area: 2d Quality of interaction and communication with leadership and management of RE in schools <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
Established A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
Advanced A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>

What could we do in York SACRE to develop this?

Annual questionnaire to schools We have recently approved an annual questionnaire to go out to schools. This enables us to meet some of our basic statutory role. Do the questions give us the information we need to fulfil our role?
Reports from officers Reports giving an overview of data e.g GCSE/A-Level data in City of York, reporting in workforce data etc
Reports from Ofsted In what format do we want to receive this information? What might it tell us?
Feedback from LA visits to schools An opportunity for partnership with the LA, to receive professional feedback on standards in RE across our schools

<p>Presentations from RE subject leads An opportunity to hear directly from RE subject leads about how they have developed their RE curriculum and the impact it has had. Support for members own subject knowledge about RE at different phases in education.</p>
<p>Presentations from pupils An opportunity to hear directly from pupils about the impact of their learning in RE</p>
<p>Visits to schools An opportunity to see things in action, talk to teachers and pupils and build up our own understanding of RE and the curriculum.</p>
<p>SACRE termly newsletter An opportunity to communicate with schools, share best practice and ensure schools receive local, regional and national updates. (See example attached)</p>
<p>Termly RE Professional Practice groups An opportunity for termly training for RE subject leaders building on national curriculum conversations in RE e.g Ofsted research review, Religion and Worldviews project, curriculum symposium</p>
<p>Stand-alone training opportunities Opportunities to provide a conference or training sessions on key themes e.g curriculum, assessment, subject knowledge, training for new subject leaders.</p>
<p>Engagement with RE Quality Mark www.reqm.org Supporting schools to engage with the quality mark, offer bursaries/ incentive for schools to apply for the accreditation. Offer training for schools on how to apply</p>
<p>Religion and Worldview events Opportunities for subject knowledge support for schools such as carousel of faiths events, visiting speakers to schools, events for pupils</p>
<p>Headteacher and Governor briefings Opportunities to feed in to LA briefings or set up a stand-alone briefing for Headteachers and governors on the statutory aspects of RE, Ofsted messages etc</p>