

# HSACRE



## HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION MEETING TO BE HELD AT COMMITTEE ROOM 5 - CIVIC CENTRE

**Date:** Wednesday 26 June 2024

### Members

**Time:** 6.00 pm

Sumen Starr (Chair)  
Keith Lunn (Vice-Chair)  
Ria Searle

**Venue:** Committee Room 5 - Civic Centre

Tim Wright  
Alice Vahdat  
Balmukund Prasad Joshi  
Alavari Jeevathol  
Dorothy Sadlik  
Angela Lount  
Naseem Bint Amir  
Ninette Fernandes-Viana

**Meeting:** This meeting is open to Members  
of the Public or Press

Jasvir Singh Rayat  
Pauline Byles  
Melanie Dring  
Hedson De Castro  
David Beeston  
Jenna Naulls  
Waheeda Rehmanji  
Councillor Kishan Bhatt  
Councillor June Nelson  
Councillor Jagjit Singh  
Councillor Shehryar Ahmad-Wallana

# Agenda

---

- 1 Apologies for Absence
- 2 Declarations of Interest
- 3 Membership
  - 3.1 New Appointments\* (RR)
  - 3.2 Inclusion of Sentientism with regards to Group A (RR)
- 4 Minutes of Previous Meeting 3 - 8
- 5 Determinations
- 6 National Updates (Verbal Update)
  - 6.1. Ofsted Report on RE (published,17/04/2024) (SB)  
<https://www.gov.uk/government/publications/subject-report-series-religious-education>  
Further links to summaries of the Ofsted Report:  
<https://schoolsweek.co.uk/ofsted-criticises-limited-and-poor-quality-re-lessons/>  
<https://www.natre.org.uk/news/latest-news/ofsted-deep-and-meaningful-the-religious-education-subject-report-april-2024/>
  - 6.2. RE Hubs (SB)  
<https://www.re-hubs.uk/get-involved/get-involved/>
  - 6.3. NASACRE conference (SB/KL)
  - 6.4. New draft NASACRE CIO Constitution Slides\*
  - 6.5. Proposed NASACRE CIO Constitution:  
[NASACRE Constitution 2023](#)  
[Draft NASACRE Constitution May 2024](#)  
[Proposed CIO Constitution changes](#)
- 7 Local Updates (Verbal Update)
  - 7.1. Interfaith calendar for Hillingdon (SB)  
Online calendars with descriptions:  
[https://www.reonline.org.uk/festival-calendar/?filters=%7B%22may%22%3A%7B%22term\\_id%22%3A%2253%22%2C%22taxonomy%22%3A%22months%22%7D%7D](https://www.reonline.org.uk/festival-calendar/?filters=%7B%22may%22%3A%7B%22term_id%22%3A%2253%22%2C%22taxonomy%22%3A%22months%22%7D%7D)  
Borough wide art competition, Bromley:  
<https://bromleyeducationmatters.uk/Pages/Download/e54adb9c-4b5b-401d-a6c9-15ccea92c775/PageSectionDocuments>
  - 7.2. Teacher Sessions (SB)

7.3. E Survey (SB)

Hillingdon Religious Education Primary School Survey 2024

<https://forms.gle/sEXGbKvRC9itEUv59>

Hillingdon Religious Education Secondary School Survey 2024

<https://forms.gle/L9eMRy9LufibbhwN9>

8 HSACRE Action Plan (Verbal Update)

8.1. Updated Action Plan\* (SB)

8.2. Self-evaluation\* (SB)

9 Dates of Future Meetings

Future Hillingdon SACRE meetings are currently scheduled for:

- 14 November 2024
- 27 March 2025

10 AOB

This page is intentionally left blank

Name	Notes
<b>GROUP A</b>	
Other Faiths and Worldviews represented in the LA, including other Christians. <10 (ten) representatives.	
Alice Vahdat	Bahai
Balmukund Prasad Joshi	Hindu
Alavari Jeevathol	Humanist
Dorothy Sadlik	Jewish
Angela Lount	Methodist
Naseem Bint Amir	Muslim
Ninette Fernandes-Viana	Roman Catholic
Jasvir Singh Rayat	Sikh
<b>Vacant</b>	
<b>Vacant</b>	
<b>GROUP B</b>	
The Church of England <4 (four) representatives.	
Pauline Byles	Church of England
Melanie Dring	Church of England
Keith Lunn (Vice-Chair)	Church of England
Tim Wright	Church of England
<b>GROUP C</b>	
Teachers (Primary and Secondary). <6 (six) representatives.	
Sumen Starr (Chair)	DHT - Head of Secondary (SEN)
Hedson De Castro	SEND Secondary Teacher
Ria Searle	Secondary RE Teacher
<b>*Jenna Naulls (NEW MEMBER)</b>	Primary Teacher
<b>*Waheeda Rehmanji (NEW MEMBER)</b>	Primary Teacher
<b>*David Beeston (NEW MEMBER)</b>	Primary Teacher
<b>GROUP D</b>	
Local Authority Councillors <4 (four) representatives.	
Cllr Kishan Bhatt	Local Authority Councillor
Cllr June Nelson	Local Authority Councillor
Cllr Jagjit Singh	Local Authority Councillor
Cllr Shehryar Ahmad-Wallana	Local Authority Councillor
<b>*(Con) To be appointed</b>	
<b>NON-VOTING MEMBERS</b>	
Michael Hawkins	Local Authority Officer
Stacey Burman	Hillingdon SACRE Advisor
Rebecca Reid	Clerk to Hillingdon SACRE

Please Note:

A member **MUST** tender their resignation with a **named replacement** in writing to the Chair or Clerk of SACRE.

A substitute member can be nominated by the **absent** member with notice of this substitution provided to the SACRE clerk at least 6 hours in advance of the meeting.

This page is intentionally left blank

## Minutes

### HILLINGDON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

5 March 2024



Meeting held at Committee Room 4a - Civic Centre, High Street, Uxbridge UB8 1UW

	<p><b>Committee Members Present:</b></p> <p>Sumen Starr (Chair, Secondary)          Keith Lunn (Vice-Chair, Church of England)          Alice Vahdat (Bahai)          Alavari Jeevathol (Humanist)          Dorothy Sadlik (Jewish)          Naseem Bint Amir (Muslim)          Angela Lount (Methodist)          Dr Ninette Fernandes-Viana (Roman Catholic)          Jasvir Singh Rayat (Sikh)          Tim Wright (Church of England)          Pauline Byles (Church of England)          Melanie Dring (Church of England)          Ria Searle (Secondary)          Hedson De Castro (SEND Secondary)          Councillor Kishan Bhatt          Councillor Jagjit Singh          Councillor Colleen Sullivan</p> <p><b>Non-Voting Officers:</b></p> <p>Stacey Burman, HSACRE Advisor          Michael Hawkins, Head of the School Improvement Team          Rebecca Reid, Democratic Services Apprentice (HSACRE Clerk)</p>
23.	<p><b>APOLOGIES FOR ABSENCE</b> (<i>Agenda Item 1</i>)</p> <p>Apologies for absence were received from Councillor Colleen Sullivan and Ria Searle.</p>
24.	<p><b>MEMBERSHIP</b> (<i>Agenda Item 2</i>)</p> <p>Members heard from the HSACRE Clerk that all responses had been received from Members regarding the Membership Audit and that details of the various Committee Groups A-D were officially published on the Hillingdon Council website. This would help to improve transparency and efficiency of clarifying on the website which faith groups were being represented by Members.</p>
25.	<p><b>DECLARATIONS OF INTEREST</b> (<i>Agenda Item 3</i>)</p> <p>It was noted that Pauline Byles was a School Governor at Bishop Ramsey and an Associate Governor of Dr Triplett's CE Primary School.</p>

	<p>It was also noted that Councillor June Nelson was a School Governor at Harmondsworth Primary School.</p> <p>There were no further declarations of interest.</p>
26.	<p><b>MINUTES OF PREVIOUS MEETING</b> (<i>Agenda Item 4</i>)</p> <p>Members raised questions about the wording of the SACRE Clerk being provided by Southwark Council.</p> <p>This was clarified as a typographical error and it was noted that the wording had since been changed to reflect that a SACRE Clerk had been provided by Hillingdon Council, and that the correct version had been published online.</p> <p><b>RESOLVED:</b> That the minutes of the meeting dated 21 November 2023 be agreed as a correct record.</p>
27.	<p><b>DETERMINATIONS</b> (<i>Agenda Item 5</i>)</p> <p>Attention was drawn to a Freedom of Information request that had been submitted about how many requests for a change in determinations around collective worship had been received in the last 3 years.</p> <p>No determinations had yet been made.</p> <p>However, it was acknowledged that due to recent actions, if an application for a change in determination were to be submitted by a school, HSACRE would be well prepared and equipped to deal with the application.</p>
28.	<p><b>NATIONAL UPDATES</b> (<i>Agenda Item 6</i>)</p> <p>It was noted that The Interfaith Network had been set up to improve understanding between faith groups but had recently confirmed its closure due to lack of government funding.</p> <p>The Chair questioned when The Interfaith Network was set to close.</p> <p>There was not yet a confirmed closing date for the Network.</p> <p>The HSACRE Advisor emphasised the significance of HSACRE faith groups being strong, as they might now be the only group that schools could access in the Borough for faith speakers, and reminded members that schools may attempt to access these representatives of other faiths and worldviews via the RE Hubs website.</p> <p>It was highlighted that almost no Faith Representative Committee Members from HSACRE was yet advertised as a faith speaker on the RE Hubs website.</p> <p>It was explained, concerningly, that this meant Hillingdon schools were having to go out-of-borough to seek out faith speakers for schools, despite the diverse community of faith representatives that existed within the Borough.</p> <p>The HSACRE Advisor urged all SACRE faith representative Committee Members to register as faith speakers on the RE Hubs website.</p>



Members were notified that an information request had been received about the Sikh festival of Vaisakhi from a council officer.

Members were informed that The Interfaith Network website had a calendar of religious festivals published on the website which would soon be no longer in use due to the established closure of the Network.

Considerations were made around HSACRE producing a similar calendar of religious festivals on the Hillingdon Council website, and the possibility of adding localised photographs of people celebrating their different religious festivals. This would, in effect, offer the opportunity for real believer examples and individual experiences to be shared with schools about different religious festivals and celebrations.

It was noted that many festivals were commonly celebrated or taught about in schools.

Some Members expressed their interest in encouraging schools directly to get involved when it came to sharing information about celebrating different festivals.

The Chair conveyed that a Sikh-practicing school had looked at important dates in Judaism, Hinduism, and Christianity. This included the Holocaust.

The Head of the School Improvement Team noted that colleagues had been looking into faith-based festivals as well as non-faith-based festivals so that this could be reflected in how employees saw themselves in the workplace.

It was agreed that draft wording would be devised by the HSACRE Advisor which could be sent to schools (e.g. via School Governors) requesting for photographs of different religious festivals and celebrations happening in the Borough.

Councillor Nelson expressed her support of adopting a calendar of religious festivals similar to that published on The Interfaith Network website and urged HSACRE Members to register as faith speakers on RE Hubs to demonstrate support as a Committee.

Members notably added that the Home Office had made their employees aware of important key dates in the Sikh calendar.

The HSACRE Advisor requested for this information to be sent to her or the HSACRE Clerk.

As a further matter, the Advisor explained that the Ofsted RE Subject Report based on school inspections since 2021 had still not been published, but an extract from the Ofsted Annual Report 2021 had been included in the meeting papers, along with comments and questions which could be directed to schools to promote thinking and evaluation of their RE curriculum.

The Chair questioned with interest when the HSACRE Advisor would be delivering the planned teachers' sessions, and how many teachers would be joining the sessions.

The HSACRE Advisor responded that both a primary school RE session and secondary school RE session would be held in the morning on the 11 March 2024 at Oaklands School, in addition to a second workshop to support schools with navigating dialogue with pupils around the Middle East crisis.

The questions raised in the Ofsted Annual Report would also be discussed with teachers during the training sessions.

It was reported that 33 primary schools had registered for the teacher training session in the previous term and 24 of those schools had attended. The HSACRE Advisor has since been in contact with these schools who did not attend the session and has since fostered stronger relationships with those schools. The Advisor also suggested that she would approach teachers in attendance to the session about membership of SACRE to increase primary school representation.

In addition, there were 9 secondary schools who had registered for the teacher training session last term, and 5 of those schools had attended.

It was agreed this provided strong headway in supporting an improved understanding of what was good quality RE in our schools.

The HSACRE Advisor noted that the annual written report for SACRE did not currently go far enough to showcase all the great work of Hillingdon SACRE in previous years.

It was emphasised that more could be done to add greater detail within the annual report about how HSACRE was identifying the RE happening in schools, such as through teacher training sessions and meetings in order to establish how the RE syllabus could be developed.

The HSACRE Advisor also proposed devising an electronic survey to share with RE leads as an information gathering source to monitor the RE subject.

Members raised questions about the extent to which the current RE syllabus was adapted to SEND schools.

The response was that SACRE was responsible for devising the RE syllabus. Although the statutory syllabus could not be easily amended since it could only be changed every 5 years, the non-statutory materials could be adapted and improved to meet the individualised needs of various schools, including SEND schools.

The Head of the School Improvement Team added that the RE curriculum in schools could be adapted to SEND pupils through the use of breaking down more conceptual tasks into smaller steps, which would help reduce cognitive load for pupils.

The HSACRE Advisor acknowledged that SEND was an area that was not recognised enough within the syllabus, but that this could be better approached by engaging schools to have a more active voice when crafting the RE syllabus.

The teacher training sessions could serve as a strong consultative base to better adapt the RE syllabus to different schools' needs.

Considerations were made to plan adaptations to the RE syllabus while also taking into account budgeting and funding factors.

Concerns were raised by a Councillor about the use of surveys to collect information from schools.

As a Scrutiny Committee Member, the Councillor had received information that there was often a particularly low school response rate to surveys.

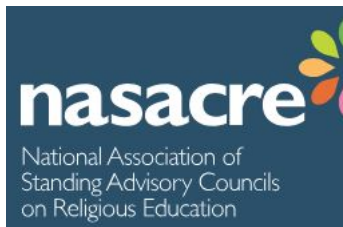
	<p>Members were reassured that teacher networks would be set up before the survey was put in place, and having a named person to develop a relationship with through these networks would encourage a better percentage of responses and much higher engagement from the online survey by teachers.</p> <p>Comments were made by Members around increasing the engagement of 6th form students in RE which could set a positive tone for the entire school and wider community.</p> <p>The HSACRE Advisor expressed appreciation of this comment and noted that in her experience in other Boroughs, 6th form students were often not engaged in RE, even though this was a requirement.</p>
29.	<p><b>LOCAL UPDATES</b> (<i>Agenda Item 7</i>)</p> <p>HSACRE were informed that a NASACRE Conference was to be held at Hilton York on Monday 20 May 2024.</p> <p>The HSACRE Advisor invited Members of HSACRE to attend the Conference.</p> <p>The Committee voted by a show of hands on using the electronic survey method as an information gathering source to identify what RE was happening in schools, discover how the RE syllabus could be developed, and continuously monitor the RE subject. This was agreed by the Committee.</p> <p>Members also voted on the production of a calendar of religious festivals on the Council Committee's website, which was also agreed by the Committee.</p>
30.	<p><b>HSACRE ACTION PLAN</b> (<i>Agenda Item 8</i>)</p> <p>The HSACRE Advisor explained the action plan for the Committee's consideration and would be adapted to reflect Key action points proposed to Members. These were subsequently agreed to include:</p> <ul style="list-style-type: none"> <li>• Faith Representatives on the Hillingdon SACRE Committee to register themselves as Faith Speakers on the RE Hubs website.</li> <li>• HSACRE Advisor to devise an electronic survey for teachers to complete to help identify the RE happening in schools and consider how the RE syllabus could be developed.</li> <li>• HSACRE Advisor to support the production of a localised calendar of religious festivals for publishment on the Council Committee's website by drafting wording which can be sent to schools (e.g. via School Governors) requesting for photographs of different religious festivals and celebrations happening in the Borough.</li> </ul> <p>HSACRE Advisor to approach teachers in attendance about membership of SACRE to increase primary school representation.</p>
31.	<p><b>DATES OF FUTURE MEETINGS</b> (<i>Agenda Item 9</i>)</p>

	<p>It was agreed that the next meeting of HSACRE would be scheduled for:</p> <ul style="list-style-type: none"> <li>- Wednesday 26 June 2024</li> </ul> <p>Members will also be able to attend this meeting remotely via MS Teams (please contact the Hillingdon SACRE Clerk if you would like to join remotely). Members will also be able to attend this meeting remotely via MS Teams (please contact the Hillingdon SACRE Clerk if you would like to join remotely).</p> <p>If you are unable to attend this meeting, please email <a href="mailto:democratic@hillingdon.gov.uk">democratic@hillingdon.gov.uk</a></p>
32.	<p><b>AOB</b> (<i>Agenda Item 10</i>)</p> <p>Members raised a query regarding the feasibility of allowing children from Hillingdon Schools to present their RE work to the HSACRE Committee to encourage engagement and foster understanding between different faith groups.</p> <p>The HSACRE Advisor responded that sometimes schools experienced pressure when requested to present to SACREs, though samples of pupils' work stemming from/within the teacher groups could instead be shared with the HSACRE Committee.</p> <p>It was further shared that, in another SACRE Borough, creative approaches had been taken to develop short video clips by SACRE Faith Committee Members, which were then shared with schools to use in classrooms to stimulate interfaith dialogue including a more diverse range. The key factor enabling this initiative was the collaboration between the HSACRE Advisor and the individual SACRE members in crafting the curriculum resources. This approach promoted engagement, understanding and meaningful conversations around the RE curriculum and could be mirrored in Hillingdon in the future.</p>
	<p>The meeting, which commenced at 6:00 pm, closed at 7:08 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Clerk to HSACRE - Email:[democratic@hillingdon.gov.uk](mailto:democratic@hillingdon.gov.uk) on Please enter via main reception and visit the security desk to sign-in and collect a visitors pass. You will then be directed to the Committee Room.. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

# NASACRE CIO Registration York – 20<sup>th</sup> May 2024

- 1: Introductions
- 2: Why are we registering as a CIO?
- 3: What do we need?
- 4: The Draft Constitution
  - Mission
  - Membership
  - Mechanisms
- 5: What's Next?
- 6: Membership Consultation and Feedback

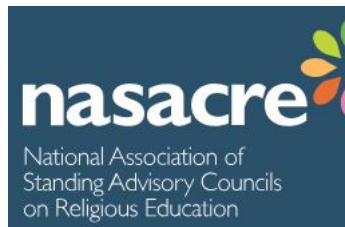


Barnabas Consulting Ltd

## Why are we registering as a CIO?

The NASACRE Executive decided to register as CIO in 2023 in order to:

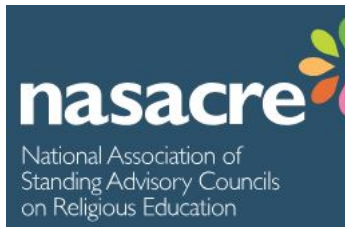
- Secure the future of NASACRE
- Enable NASACRE to write contracts and (potentially) employ staff
- Strengthen NASACRE's ability to apply for (and win!) grants/bids
- Meet the conditions of the bank for a bank account
- Protect the Executive and manage their liability as individuals



## What do we need?

The Charity Commission requires NASACRE to provide:

- Evidence of authorisation/approval to use the name
- Appropriate charitable aim(s)
- An appropriate constitution/governing document

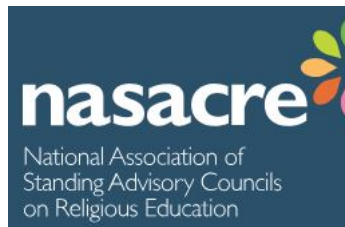


Barnabas Consulting Ltd

## The Draft Constitution

- NASACRE's current constitution (set in 2023) is 2 pages long
- The Draft Constitution, developed from the Charity Commission's own template) is nearly 28 pages long!
- Some of the major changes are summarised in the supporting paper

It is a *DRAFT* Constitution – nothing has been finalised yet



Barnabas Consulting Ltd



## NASACRE Mission

The NASACRE Mission (Objects) is proposed as:

- a) The Charitable Purpose of strengthening and supporting all local SACREs across England in their duties including any future duties that might be required of SACREs following a change in the law.
- b) The Advancement of Education (the subject of Religious Education) through strengthening and supporting all local SACREs across England in their duties, including but not limited to providing
  - i) services, education, advice, information and resources to and through local SACREs
  - ii) workshops, conferences, seminars and/or lectures to and through local

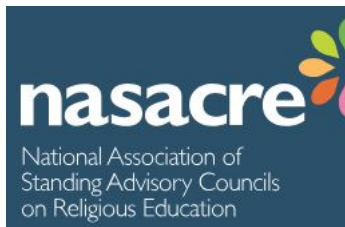


Barnabas Consulting Ltd

## NASACRE Membership

The Draft Constitution allows:

- any English SACRE that has paid subscription to be a Member, with full voting/nominating rights
- the Board of Trustees to establish other (non-voting) forms of Associate Membership

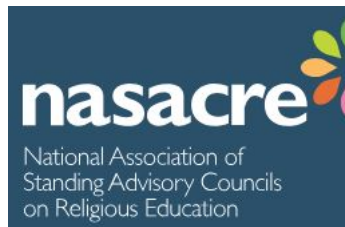


Barnabas Consulting Ltd

## NASACRE Mechanisms

The Draft Constitution sets out lots of mechanisms for how NASACRE will run as a charity, including:

- Nominating, voting for and getting rid of Trustees
- Trustee numbers and Terms of Service
- How General Meetings are called and run
- How to manage assets if the charity is wound up

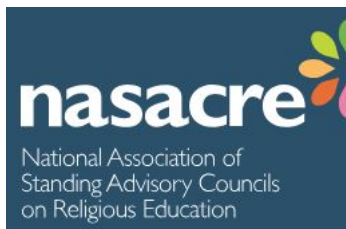


Barnabas Consulting Ltd

## NASACRE – What's Next?

The process is:

- Member consultation and feedback from now to the end of June
- Consultation/feedback review by Working Group
- Redraft and Final Draft Constitution review by Executive
- Final Draft Constitution legal review
- Charity registration application, hopefully by September!



Barnabas Consulting Ltd

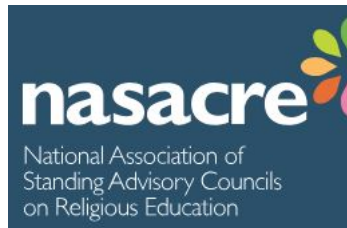
## **NASACRE Member Consultation and Feedback**

Please send your comments and questions to:

Mike McMaster – Barnabas Consulting  
[mike@barnabasconsulting.co.uk](mailto:mike@barnabasconsulting.co.uk)

By Friday 28<sup>th</sup> June 2024

Please be precise in your comments/feedback and, wherever possible, reference specific pages/sections of the Draft Constitution.



Barnabas Consulting Ltd

This page is intentionally left blank

1.

**SACRE Meetings and Development**

Focus	Actions	Timing	Outcomes
Advisor	<b>MH</b> confirm vendor arrangements for SB	Autumn 2023	Advisor receiving payment for support from relevant budgets
Members	<b>SB</b> to suggest amendments to <u>constitution</u> /members groups required	Autumn 2023	Vacancies filled with consistent and high attendance
	<b>SB</b> create <u>audit</u> of members.		
	<b>SACRE</b> members complete audit.	Spring 2024	
	<b>RR</b> amend/update on website.		
	<b>SB</b> source new members if needed.	Summer Meeting 2024	
	<b>SACRE</b> members vote new members if needed.		
<b>RR</b> maintain register of attendance to be included in future Annual Reports	Autumn 2024		
NASACRE	<b>RR</b> renew membership of NASACRE	May 2023	Passwords received from NASACRE/confirmation of membership
	<b>RR</b> confirm booking of attendance to NASACRE conference	Summer Meeting 2024	SACRE attendance to NASACRE
	<b>SB</b> include NASACRE updates on agenda		SACRE informed of relevant developments from NASACRE
Meetings and Training	<b>SB</b> liaise NOF/MG to update SACRE <u>webpage</u>	Autumn 2023	Improved communication with schools and within SACRE
	<b>SB/Chair/MG</b> attend RE Hubs/NASACRE meeting. Feedback to SACRE	November 2023	Agenda and dates agreed for year ahead. Members informed of all national and local updates, including regional/pan London.
	<b>SACRE</b> faith group members (A+B) registered on 'RE Hubs' website for teachers	Spring Meeting 2024	
	<b>SB</b> share new research in RE, inc. Ofsted expectations and syllabus examples.	Ongoing	SACRE attendees recognise good quality RE in syllabi including own

2.

**School communication and Support**

Newsletter	<b>SB</b> devise newsletter insert for teachers. <b>MH</b> support dissemination to schools	Autumn 2023	All schools aware of Advisor, aims of SACRE, CPD sessions available
Teachers' Session 1	<b>SB</b> to obtain email contacts for schools from <b>HSP</b> (DG) and <b>MH</b>	Autumn 2023	Minimum 10 schools attending/communication with Advisor.
	<b>RR/SB</b> confirm <b>HLP</b> (DG) + <b>MH</b> notify schools of teacher online session	Primary 27/11	
	<b>SB</b> to plan and deliver teachers' session	Secondary 6/12	
Teachers' Session 2	<b>SB</b> confirm <b>HLP</b> (DG) + <b>MH</b> notify schools of teacher session	Primary 11/3	Minimum 10 schools attending. Attendees confirm understanding of good quality RE.
	<b>SB</b> to plan and deliver teachers' session	Secondary 11/3	
Teachers' Session 3	<b>SB</b> confirm with <b>HLP</b> (DG) + <b>MH</b> notify schools of teacher session	Primary 3/6	Minimum 10 schools attending and engaging in review of RE Syllabus. Increased picture of school provision of RE.
	<b>SB</b> to plan and deliver teachers' session	Secondary 3/6	
Interfaith Events/ Materials	<b>SB</b> draft Hubs invitation letter for places of worship, <b>SS</b> sign, <b>RR</b> send.	March 2024	Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above). 1/4 Hillingdon schools engaged with above to boost awareness of aims of SACRE and examples of strong RE in action.
	<b>SACRE</b> agree format of above Interfaith support around anti-persecution focus		
	<b>SB</b> confirm with <b>HLP</b> (DG) + notify schools		
	<b>SB</b> run x2 events for schools. <b>SB</b> feedback to SACRE		
	<b>SB</b> draft wording for schools + SACRE faith members re. images of festivals		
	<b>MH/RR</b> prepare collation+ storing images, MH/SB disseminate to schools.		Bespoke Interfaith event/resources or materials for all schools to engage which promotes strong RE (as agreed, above).
	<b>SB</b> develop Autumn festival calendar with support. <b>MH</b> upload council website.	Summer 2024	

3.

**Monitoring of standards and quality of RE and Collective Worship in Hillingdon Schools**

Collective Worship	<b>SB</b> devise <u>determinations</u> policy and guidance	Autumn 2023	SACRE clear about requirements for CW. Systems in place for requests.
	<b>SACRE</b> approve once explained, <b>RR</b> to upload to SACRE website		
School Survey	<b>SB</b> devise e survey for Subject Leaders	Summer 2025	SACRE have stronger picture of RE and CW in schools
	<b>MH/SACRE</b> approve and share with schools		
	<b>SB</b> share with schools and collate/analyse results	Autumn Term	
	<b>SB</b> share findings/results with SACRE	Autumn	
	<b>SB</b> include in Annual Report	December 2024	

This page is intentionally left blank



## **Section 1: Management of the SACRE and partnership with the LA and other key stakeholders**

### ***How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?***

*(Taken from 2010 DfE Checklist for an effective partnership between an LA and its SACRE/ASC)*

- Does the LA and the SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE (and CW) in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

LAs must adequately fund SACREs to enable them to carry out their statutory duties and to support high quality RE and collective worship in schools.<sup>1</sup> We consider 2% of the CSSB to be a reasonable spend to enable this. LAs must set aside sufficient money to ensure the Agreed Syllabus review can be effective every five years.

We reiterate that as a minimum expectation, LAs must provide the following:

- a clerk, and a professional officer who has expertise in RE curriculum design
- a publicly accessible place to meet and the reasonable expenses of members
- publishing the agreed syllabus and other SACRE materials (including agendas and minutes), most usually on the LA website
- NASACRE subscription and AGM attendance.

The relationship between a Local Authority and its SACRE is essentially one of partnership and collaboration, with mutual obligations and statutory responsibilities. So that a SACRE can advise and act effectively for the LA in the field of Religious Education and Collective Worship, the LA must ensure not only that there is a local SACRE, but also that it is able to fulfil its functions. The extent to which a SACRE is supported by funding and personnel, will determine how well individuals and committees can work together. Where a SACRE is valued by the LA, it is more likely that members of the SACRE will be able to contribute both to SACRE's work and to the LA's wider strategic objectives.

By bringing together many local stakeholders (faith/belief communities, teachers, local politicians and co-optees such as universities and parents) into a statutory body, SACREs can act positively for LAs as a sounding board on their core business of RE and CW, and also on wider strategic educational objectives such as raising standards, narrowing the gap and promoting community cohesion, as well as community matters related to interfaith collaboration and wellbeing. Core and value-added functions work best when the SACRE is appropriately supported, resourced and managed, and when channels of communication with the LA are good.

The potential for SACREs to contribute more widely is dependent on SACRE members feeling that the meetings are outward looking, focused on pupil needs, purposeful and enjoyable. This can be achieved, for example, by meeting in different locations (schools, places of worship, cultural centres and council meeting rooms) and by ensuring that all members feel they are equal partners whose views and experiences are sought, listened to and valued.

Alongside this, SACRE has the power to develop structural relationships with academies, etc. by exploring ways in which an academy "presence" can be incorporated into SACRE, e.g., by co-options (non-voting), through additional places in Group C (teacher organisations), or by creating a non-voting notional "Group E" (as had been envisaged in the Grant Maintained era). Similar considerations apply to the ASC. Although the legal framework would currently not allow voting rights to any distinct academy representation, SACREs and ASCs would surely not wish to proceed with decisions which were clearly not acceptable to the academy sector represented in their wider membership.

Key Area: 1a – Funding: Professional and financial support		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 1b – SACRE meetings		
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1c – Membership and training</b>		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no 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"/>
<b>Developing</b> 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"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Page

Key Area: <b>1d – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>1e - Information and advice</b>		
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Page 2

Key Area: <b>1f - Partnerships with key stakeholders</b>		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Key Area: 1g – Relations with the Academies sector**

*How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?*

<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	<input type="checkbox"/>
<b>Advanced</b> SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

This page is intentionally left blank

## Section 2. Standards and quality of provision of Religious Education

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

In principle, every pupil is entitled to RE of the highest quality. At its best, RE will be one of the most popular, relevant, stimulating and truly educative elements in the curriculum. This potential gives SACREs both a benchmark for aspiration and a spur for action.

A core duty of a SACRE is to gain an overview of the quality of the RE provision in local authority maintained schools and to develop effective strategies to promote the highest standards. SACREs may also request information from academies, academy chains and free schools where they educate pupils from the LA which appointed SACRE. In the light of the current inspection culture of partnership and self-evaluation, SACREs will need to adopt an astute and sensitive approach to achieve this overview.

Information to assist SACRE in carrying out its role is likely to come from a range of sources, which may include:

- public examination results
- reports from School Improvement Partners
- analysing questionnaires
- sharing of information from subject self-evaluation forms as appropriate, and in agreement with schools
- feedback from professional development activities
- presentations to SACRE from local teachers

The Guidance offers analysis and advice to support SACREs in reviewing their own effectiveness, their patterns of partnership, and their strategies in relation to enhancing the quality of RE provision in local authority maintained schools. In addition, in the light of the development of academies and other non-LA maintained schools, SACREs also need to take note of and respond appropriately to this new diversified scenario. (In the ensuing pages, the phrase “academies etc” is used as shorthand to refer to all non-LA maintained schools within a particular LA area.

Key Area: <b>2a - RE provision across the LA.</b> <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>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2b - Standards of achievement and public examination entries</b> <i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		



Key Area: <b>2c - Quality of learning and teaching.</b>		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	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 attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		
Key Area: <b>2d Quality of interaction and communication with leadership and management of RE in schools</b>		
<i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>
<b>Established</b> 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"/>
<b>Advanced</b> 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"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>2e - Relations with academies and other non-LA maintained schools.</b>		
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Successes/ What are we good at?**

**Barriers to success**

**Areas for development/ Action points:**

- **For the SACRE**
  
- **For the LA**

**Date of review (1)**

**Date of review (2)**

**Date of review (3)**

## Section 3: The effectiveness of the locally agreed syllabus

***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 in partnership with SACRE make decisions about the use of national guidance and exemplar material in a review of the agreed syllabus?***

The locally agreed syllabus (AS) is the bedrock on which schools will build robust sequences of effective learning experiences in RE. A good, recent AS will support both the delivery of high quality RE in schools and RE's contribution to the schools' wider curriculum aims and impact.

The major factors to be considered in creating or revising an AS include statutory requirements, non-statutory guidance and exemplar material, developments in the school curriculum generally, and local circumstances. Key advice on producing an AS is given in the Guidance. SACREs and ASCs are recommended to take note of this advice in their work on the AS.

LAs are required to review their AS at least every five years. This cycle of reviewing, revising, re-launching and re-implementing the AS gives SACREs and ASCs opportunities for ongoing development and improvement of their effectiveness in providing schools with an AS that is truly "fit for purpose".

While the ASC holds the legal responsibility for revising the AS, in practice much of the preparatory and supplementary work will be carried by the SACRE within its routine business. Moreover, in most LAs the membership of SACRE and ASC overlap substantially or are identical. This can contribute to greater inclusivity and coherence, but good practice will ensure that it is always clear at any time which body is in place at a meeting, and that it is the ASC which is in session when decisions about the AS are considered.

Academies, etc. are, in principle, free to choose their own RE syllabus. In practice, however, many may well continue to use their local AS. There are some sound reasons for SACRE and the LA to encourage this where possible, and to enable academies, etc. to have some involvement in the process of revising the AS or of devising a new AS. Relationships between SACREs and academies will necessarily be entirely voluntary and not covered by legislation or guidance. SACREs should therefore approach such relationships in a spirit of mutual respect and collegiality. These issues have not been incorporated into the matrix below, but see Section 4.

Key Area: <b>3a – The review process</b> <i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Page 32

Key Area: <b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: 3c – Launching and implementing the Agreed Syllabus		
<i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Page 3

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC)		
<i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>3e - Developing the revised agreed syllabus</b>		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Page 39

Key Area: <b>3f - Making best use of National Guidance</b>		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

\*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and "Religious Education in English schools: "Non-statutory guidance 2010"; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review

# SACRE Self Evaluation Toolkit

## Introduction

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities as opportunities, with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## Rationale

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

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

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column, SACREs may wish to identify any issues and action points within that focus, as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and LAs. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

## Section 4. Collective Worship

### *How effectively does the SACRE fulfil its responsibilities for the provision and practice of Collective Worship?*

Maintained schools are required to provide a daily act of Collective Worship for every pupil. In community schools not having a religious foundation, the acts of CW should be “wholly or mainly of a broadly Christian character”, without being distinctive of any particular denomination. Part of a SACRE’s role is to support the effective provision of CW in community schools and to advise the LA on issues related to provision and quality. It must also consider applications from headteachers in community schools that the requirement for CW to be wholly or mainly of a broadly Christian character be disapplied for some or all of the pupils in that school. SACRE ‘determines’ the appropriateness of that application and grants a ‘determination’ to those schools where the application is judged to be in the best interests of the pupils. All pupils in schools with determinations continue to have an entitlement to daily CW.

CW can be a rich and rewarding element of the curriculum as a whole and SACREs have the opportunity to enhance its quality by offering appropriate guidance and support.

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA’s schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		



Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

This page is intentionally left blank

# **SACRE Self Evaluation Toolkit**

## **Introduction**

This tool has been created to help SACREs in their essential role to advise the Local Authority (LA) in meeting the entitlement of pupils across the LA to engage in high quality Religious Education (RE) and Collective Worship (CW) and to support the LA to reflect on its practice. In an educational context where standards and accountability are at the top of the agenda, a SACRE's work has become increasingly challenging and diverse, but also more rewarding and stimulating. Good SACREs will therefore tackle their responsibilities as opportunities, with enthusiasm, whilst recognising the need for realistic and ongoing appraisal and self-review.

In many ways, SACREs reflect the work of governing bodies in schools, in so far as they act as critical friends to the LA on matters of RE and CW. Like school governors, members are unpaid volunteers who give up their time to support RE and CW locally.

This toolkit is an amended version of the 2015 document. It takes account of changes in inspection arrangements and in the role of LAs, and of the development of maintained schools independent of their LA. It is designed to help individual SACREs evaluate their effectiveness, including considering their impact on pupils' educational experience and learning. It also helps SACREs review their organisational patterns and structures, and their partnership with the LA and other key stakeholders.

The toolkit highlights five key dimensions of SACRE's work and provides exemplification of good practice. A SACRE that uses this self-evaluation guidance should gain a clear picture of its strengths, identify areas for further development, and establish key priorities for action.

The DCSF publication "Religious education in English schools: Non-statutory guidance" (2010) ("the Guidance") remains the most recent official statement in this field: <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>. The Guidance sets out the responsibilities of SACREs and LAs as well as those of other stakeholders in RE. Key summaries from the Guidance are included in the Annex to this document.

## **Rationale**

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

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

Each aspect forms a section within the toolkit and each section is divided into focus questions to help SACREs explore their provision. Descriptors for 'Requires improvement/struggling', 'Developing', 'Established' and 'Advanced' practice will enable SACREs to evaluate their standing within each focus question.

In the final column, SACREs may wish to identify any issues and action points within that focus, as appropriate. Key priorities can then be identified at the end of each section to inform the development of an action plan.

The intention is that, over time, exemplars of good practice from different SACREs will be made available on an open website, together with annual reports, as a way of adding further support to SACREs and LAs. Clearly the capacity of any SACRE to make the most of this will be dependent on the extent of the support it receives from, and the quality of its relationship with the LA.

SACREs are invited to use the format of this evaluation in conjunction with their annual report.

## Section 5: Contribution of SACRE to promoting cohesion across the community

### ***How effectively does SACRE, in partnership with the Local Authority and the faith communities, contribute to the promoting of cohesion across the community?***

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”<sup>1</sup>.

Schools play a major role in helping to shape the future of our society, and the duty laid on each school to promote community cohesion is a significant part of that role. One of the most obvious and effective contributors to the community cohesion agenda is Religious Education. SACREs should take every opportunity to promote the contribution of RE to the community cohesion programmes in local schools. Where properly supported by the LA, SACREs themselves can act as powerful vehicles for promoting community cohesion in schools, in education more widely, and in the local community. SACREs should exemplify good practice in their internal relations and in the ways in which they go about their business. Advice on the contribution of SACREs and RE to community cohesion is given in the Guidance.

Key Area: <b>5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<sup>1</sup> Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

Key Area: <b>5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

Key Area: <b>5c – SACRE's engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools' provision for community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE's contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE's contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion**

*How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?*

<p><b>Requires improvement/struggling</b> A SACRE in this position would:</p>	<p>be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.</p>	<p><input type="checkbox"/></p>
<p><b>Developing</b> A SACRE with developing practice would:</p>	<p>be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.</p>	<p><input type="checkbox"/></p>
<p><b>Established</b> A SACRE with established practice would:</p>	<p>be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.</p>	<p><input type="checkbox"/></p>
<p><b>Advanced</b> A SACRE with advanced practice would:</p>	<p>be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.</p>	<p><input type="checkbox"/></p>
<p><b>Where are we and where do we find evidence to support this?</b></p>		

## WORK PROGRAMME 2024/25

<b>Committee name</b>	Hillingdon SACRE
<b>Officer reporting</b>	Rebecca Reid, Democratic Services Apprentice
<b>Papers with report</b>	None
<b>Ward</b>	All

### HEADLINES

This report is to enable the **Hillingdon SACRE** to review planned meeting dates and the forward programme.

### RECOMMENDATIONS

**That the Hillingdon SACRE Committee:**

- 1. Confirms the dates for Hillingdon SACRE meetings.**

### SUPPORTING INFORMATION

The meeting on 14 November 2024 will start at 18:00PM in Committee Room 5

<b>Meetings</b>	<b>Room</b>
14 November 2024	CR5
27 March 2025	CR5

This page is intentionally left blank