

Hillingdon SACRE Self Evaluation 2024

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
a) How well supported and resourced is SACRE?	Established: SACRE is supported by a new RE Specialist as Advisor and senior LA representatives regularly attend and contribute to meetings and in the completion of agreed actions, now set out in an action plan. SACRE is supported with sufficient funding/resourcing, used to support SACRE activity, including attendance to conferences by multiple members, as well as developing additional guidance for schools over and beyond the usual order of business. The clerk maintains communication with the Chair and other members between meetings as needed. <u>However, it has been mooted that further opportunities for members to communicate with each other in between meetings could be investigated.</u>
b) How purposeful, inclusive, representative and effective are SACRE meetings?	Established: Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees and members are beginning to consider wider issues and opportunities to support agreed priorities and actions beyond the scope of only monitory exercises.
c) To what extent is the membership of SACRE able to fulfil SACRE's purpose?	Established: Membership reflects the diversity of the local community, and all SACRE members are now being invited to be involved in and/or attend training opportunities.
d) How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Established: We now have a development plan which is reviewed regularly and updated, providing an effective focus for the SACRE's work. We are now also undertaking an annual self-evaluation. SACRE has awareness of national projects or initiatives and is regularly represented at national events relevant to its work; for example, NASACRE.
e) How well informed is SACRE in order to be able to advise the LA appropriately?	Established: SACRE now has an excellent relationship with the LA following the development of working relationships by the new RE Advisor. The LA respond immediately to requests for information and to actively promote SACRE initiatives. SACRE is a member of NASACRE, and information is provided about wider national and local developments via the new Advisor. <u>In the coming year we will hopefully see an increase in the level of data being requested re more detailed examination data.</u>
f) What partnerships does SACRE have with key local and national stakeholders?	Developing: SACRE members attend the annual NASACRE conference and have engaged with other training opportunities (e.g. RE Hubs) following raised awareness from the RE Advisor, who also has already established relationships with Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriels Trust, which all inform her support of SACRE. She has also now connected with the Church of England Diocese Advisors. The Advisor has also set up teacher networking and CPD groups to build relationships with schools, and established strong working relationships with the LA. <u>However, there are further opportunities to be explored to expand the scope of SACRE in making further connections with other groups in the area, and perhaps with other SACREs.</u>
g) How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	Established: Academies are now attending and contributing to teacher network meetings set up by the SACRE Advisor. <u>However, further opportunities and communications with schools could be explored to ensure messages and initiatives promoted through the LA are being accessed by these academies. It has also been muted that more rigorous monitoring could take place to check if these schools are engaging, or indeed to develop initiatives and projects that would enhance their working relationships with SACRE (e.g. faith schools) in the future.</u>

Section 2: Standards and quality of provision of RE

<p>a) How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support delivery of pupil entitlement?</p>	<p>Established: The new Advisor has now set up teacher CPD networks, which attracts approximately half of all schools, including special schools and academies. SACRE is beginning to get a picture of what some schools are delivering, and Ofsted reports are read and any comments on RE noted and brought to SACRE.</p> <p><u>In recognition that there is a need to becoming more systematic to ensure we have a clear picture across all schools, we shall be disseminating an online survey from which to glean further information via the communication pathway to schools now established through the LA.</u></p> <p><u>The Advisor will also be encouraging the development and adoption of a scheme of work for schools, which will also allow a more consistent benchmark in future.</u></p>
<p>b) How does SACRE use information about standards and examinations to target support and training for schools?</p>	<p>Developing: Prior to the new Advisor no examination or other data had been included in the SACRE Annual Reports.</p> <p><u>The LA will be providing examination data, and an analysis will be presented as part of the upcoming/future Annual Reports.</u></p> <p><u>In addition, the Advisor has now set up CPD teacher networks to find out more about how well learners are doing.</u></p>
<p>c) How well does SACRE use knowledge of quality of learning to target support appropriately?</p>	<p>Developing: Teacher networks have now been set up, where schools have been able to identify areas of concern and training has been delivered to address these specified needs. <u>However, there is much room for improvement going beyond anecdotal feedback from staff. A school survey has been developed and will be launched in the next academic year.</u></p>
<p>d) To what extent does SACRE have and pass on information that supports high quality RE in schools?</p>	<p>Developing: Key messages are now being shared via the weekly education bulletin through the LA. There has also been some development of the SACRE and RE pages (LEAP) for schools. The Advisor is now also able to identify schools engaging - or not- with the new termly CPD sessions, through which to give advice on curriculum and teaching resources. Direct communication direct from the SACRE will also be shared via newsletter to schools in the new academic year.</p> <p><u>However, SACRE have expressed wishes to develop opportunities to gain a better understanding of effective RE/RWs prior to the review of the Agreed Syllabus in the near future. The SACRE Advisor is beginning to put into place appropriate learning opportunities and experiences for SACRE members.</u></p>
<p>e) To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?</p>	<p>Established: Advisor has set up teacher regular network/CPD sessions and regular advice/other communications which are fully funded by the LA, and which is open to all schools. Academies are offered and are part of the same standards review as maintained schools. By and large, academies co-operate with SACRE at this level. <u>SACRE will keep under review the ongoing situation, and the Advisor will continue to work with SACRE to ensure there is uniformly good communication. A number of our academies are faith schools, meaning further opportunities could be developed to support other areas of SACRE work in the future.</u></p>

Section 3: Effectiveness of the Locally Agreed Syllabus

<p>a) How does SACRE review the success of the existing Agreed Syllabus?</p>	<p>Established: RE Advisor in the last year has created and put in place arrangements to monitor the impact of the Agreed Syllabus (AS) and to source opinions of schools and RE teachers in several ways. This includes creating a school online survey as well the set-up of teacher networks. The RE Advisor will also continue to share recent RE national guidance, research and developments, and has built a good idea of the strengths/areas of weakness of the current AS.</p> <p><u>However, it is clear that SACRE members would like to increase their knowledge of what effective RE/RWVs looks like prior to the review of the AS, which will begin in earnest in the next couple of years. This will include more regular feedback between schools/SACRE to support expectations in the curriculum, particularly in light of the Ofsted review in 2024, and allow teachers and members of SACRE to voice from their own perspective what they actually think of RE. SACRE is now in a much stronger position to work collaboratively towards an AS.</u></p>
<p>b) How well does the Agreed Syllabus promote effective teaching and learning in RE?</p>	<p>Developing: Feedback conducted in the past year has shown that schools do not feel the current AS sets out clearly enough what is to be learnt at each Key Stage. Though progression in RE is stated, this does not link directly to the learning and there is no clear consistent or coherent understanding of the expectation of quality learning in the AS across schools.</p> <p>The Advisor has started to work collaboratively with schools through the networks a framework, a pedagogical model and some samples of planned learning to help clarify expectations. In addition, online surveys have now been developed and due to be launched in the Autumn term to allow further research based on people’s ideas on how they think a religious education curriculum should be taught.</p> <p><u>In the coming academic year, the Advisor will continue to support schools and SACRE in developing the framework and examples of the pedagogical model, hopefully with samples and further materials providing a clearer picture of progression in the subject, which will be included in the AS when it is under official review. SACRE will endeavour to make sure the framework, values, intended impacts on learning/wider issues in school through the new agreed syllabus, is maintained and balanced between both expectation and school needs.</u></p>
<p>c) How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?</p>	<p>Developing: The RE Advisor provides excellent CPD to RE leads, however for the past five years there has been no training or outreach from Hillingdon or SACRE. Schools have made clear they wish for more regular updates and continued CPD. The LA have committed to this, and systems are now in place for this continued support to be made available to all schools. In addition, efforts are now being made to increase clarity and access to the SACRE website on LEAP.</p> <p><u>It is unclear what processes and support were put in place for the launch of the current AS. However, structures are now in place to ensure that SACRE and schools will be able to work more effectively and collaboratively in the future when the revised syllabus is launched.</u></p>
<p>d) To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?</p>	<p>Developing: SACRE meetings are well supported by a capable, proactive and efficient clerk. They are attended with strong representation from all 4 groups, and following actions by the Advisor this year, teacher representation from next academic year will be improved for Primary and Secondary schools, as well as with increased diversity within particular religions (e.g. Islam). Members have been made aware of training opportunities (e.g. RE Hubs) by the Advisor this year, and following agreement from the Chair, will be purchasing the NASACRE package for members.</p> <p><u>However, the Advisor is aware of the need to build members’ understanding and agreement of what effective RE might look like in advance of the Agreed Syllabus Review to be conducted by the Agreed Syllabus Conference (ASC). Plans for appropriate learning experiences have begun to be put in place and shall always continue.</u></p>
<p>e) How robust are the processes for producing a strong educational Agreed Syllabus?</p>	<p>Developing: The syllabus was renewed and published in April 2022 with no apparent consultation with schools. This seems to be the same case as with the syllabus when republished in 2015. Feedback from schools has surmised that it is at best vague and has not kept up with trends and changes in the subject nationally, as it makes little reference to worldviews paradigm and no reference or concept of disciplinary lessons. For use in schools it feels out of date. It needs to align with the Ofsted review and include disciplines and worldviews approach.</p> <p>Having said this, over half the schools in the borough have been able to access CPD and voiced their opinions, with further opportunities on specific AS feedback planned. Many schools have committed to working collaboratively on the revision of the AS in due course, and with the structures and systems for SACRE not set up with the LA, we can ensure the review process this time will be engaging our schools.</p>
<p>f) How well does the Agreed Syllabus make use of national documents?</p>	<p>Developing: RE Advisor is familiar with national documents, including Ofsted and guidance from DfE and local Diocese materials. Some of these have been shared with SACRE members and schools via the CPD networks set up. There has also been some wider school communication systems set up, including revisions to the school SACRE website and a newsletter devised, to further promote awareness of national developments and documents.</p> <p>However, SACRE will have the opportunity to grasp a stronger understanding of the national picture and position of RE as the RE Advisor will ensure this is included in the programme for reviewing the AS.</p>

Section 4: Collective Worship

a) What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	<p>Acquiring: Apart from certain members of SACRE attending particular schools, there is very little knowledge of collective worship (CW) taking place in schools across the borough in general. A school survey has just been developed, which will be shared with schools in the next academic year. This will hopefully provide some further information from schools.</p> <p><u>It is clear that further systems of sharing information and communication with and between SACRE members could be devised. Opportunities for developing materials for schools, or at least hosting quality-controlled resources on the SACRE website could also be considered. However, these would need to be considered as part of a budget action plan.</u></p>
b) How does SACRE seek to influence the quality of collective worship in the LA's schools?	<p>Acquiring: Whilst some members of SACRE may have hands on experience of CW, it is not obvious that all members are clear of expectations or knowledgeable about what effective collective worship can look like in schools.</p> <p><u>It has been mooted by a couple of members that a regular item on the agenda could include CW. However, the purpose and availability of the Advisor and SACRE would need to be clarified so that any time in meetings can be spent productively and without detriment to other areas of focus where the remit of SACRE is clearer i.e. the Agreed Syllabus.</u></p>
c) How robust are SACRE's procedures for responding to requests from schools for a determination?	<p>Established: The RE Advisor has supported SACRE with change of denomination documents and application materials, which are now in place.</p>

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

a) How representative is SACRE's membership of the local community?	<p>Established: We have regular representation from all major local religious communities and following a recent review of membership by the Advisor, this now includes different groups within the same religious tradition of Islam, as well as Christianity. The constitution has now also been updated to reflect this diversity, and new systems have been put in place with the clerk to continue monitoring and supporting attendance and representation.</p>
b) How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	<p>Developing: SACRE is now in a better position to respond to community requests of representation, as demonstrated via the recent discussion and inclusion of other groups of Muslims.</p> <p><u>However, it has been voiced that SACRE members themselves would like to learn more about each other and their beliefs, and so the Advisor is now planning opportunities to model and experience effective learning of RE and RWVs in future meetings.</u></p>
c) How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p>Developing: SACRE are keen to contribute to support schools in promoting community cohesion, but in recent years have not been able to access opportunities to do so. However, members have now been made aware and are engaging with RE Hubs. In addition, the working relationship now established with the LA has meant SACRE have been able to provide specific CPD and guidance for schools in the last year, particularly in light of the situation in the Middle East.</p> <p><u>Moreover, the Advisor is planning opportunities for members to develop their own awareness of other cultures and religions during upcoming SACRE meetings, which may in turn, lend themselves to developing even further support in the form of guidance and perhaps resource materials for schools.</u></p>
d) How well is SACRE linked to LA initiatives promoting community cohesion?	<p>Developing: In the past year, SACRE have been active in developing guidance and materials supporting community cohesion, which have been endorsed and promoted by the LA. Whilst SACRE now has a strong working relationship with one department within the LA, <u>it has also been suggested that increased knowledge of wider LA initiatives may help SACRE in identifying further opportunities to support community cohesion.</u></p> <p><u>Moreover, the opportunity to make links and connect with other departments and Councillors in the LA could be further enhanced. One idea is to promote the work of SACRE in the Councillors' newsletter.</u></p>