

Hillingdon SACRE Self-Evaluation 2025

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 sometimes attends and contribute to meetings and in the completion of agreed actions, now set out in an action plan. SACRE is supported with 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?	Advanced: Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees, with regular examples of interfaith dialogue being modelled in meetings. Our SACRE is now working collaboratively on several projects, including the Agreed Syllabus as well as developing other opportunities which lay beyond the statutory scope, demonstrating the enthusiasm of our members.
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. We continue to monitor attendance and representation.
d) How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	Established: We have a development plan which is reviewed regularly and updated, providing an effective focus for the SACRE's work, informed by our undertaking of 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. Several Members are also involved in further projects (e.g. Interfaith Conference) to improve their experiences in schools, and which reflect effective RE centred around the main principles of interfaith dialogue which has been agreed as central to our new syllabus. Further feedback from schools will ensure our priorities continue to be correctly targeted.
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 education department in 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.
f) What partnerships does SACRE have with key local and national stakeholders?	Established: SACRE members attend the annual NASACRE conference and in Conversation events with RE Hubs, and several have accessed other training opportunities with Re Hubs to register as speakers or the webinars via NASACRE to which we now subscribe. The RE Advisor has established relationships with Ofsted and national organisations such as Faith Belief Forum and Culham St Gabriels Trust, which all inform her support of SACRE, and this year schools were able to take part in some national initiatives as a result (Personal Knowledge research, Huddersfield University). Over the next year, <u>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

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>Established: The 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. In recognition of a need to become more systematic to ensure we have a clear picture across all schools, an online survey was disseminated and completed by several schools. This, along with the networks provided the Advisor a picture of the provision in the Borough, which has been shared with SACRE, though this does not reflect the whole borough.</p> <p><u>However, The Advisor can advise of other strategies to help monitor provision and will also be encouraging the development of a curriculum materials as part of the syllabus review process.</u></p>
b) How does SACRE use information about standards and examinations to target support and training for schools?	<p>Developing: Prior to the new Advisor no examination or other data had been included in the SACRE Annual Reports.</p> <p>The LA will be providing examination data, and an annual analysis of this and workforce data will be conducted in SACRE meetings. In addition, the Advisor has now set up CPD teacher networks to find out more about how well learners are doing. This information, as well as that gleaned from further strategies (mentioned above), could be used to support identification of schools to target for support/training. <u>However, once the revised syllabus is agreed, more focus on providing support and training can be more productively targeted.</u></p>
c) How well does SACRE use knowledge of quality of learning to target support appropriately?	<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>A school survey has been conducted, and the results of this shall be compared with a further survey following the release of the revised syllabus to determine support going forwards.</u></p>
d) To what extent does SACRE have and pass on information that supports high quality RE in schools?	<p>Established: 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 is now also shared via newsletter to schools, and more schools are engaging with SACRE/the Advisor as a result. SACRE members are clear about what high quality RE can look like, have agreed a key pedagogical model for the revised syllabus and several are engaged in further activities which promote and model effective RE strategies.</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>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

a) How does SACRE review the success of the existing Agreed Syllabus?	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 included creating a school online survey as well the set-up of teacher networks. 5 secondaries and 14 primaries have now completed this survey. 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. A further survey in Summer 2025 provided a picture of what teachers are looking for in the syllabus, and plans have been put in place to support this during the revision process.
b) How well does the Agreed Syllabus promote effective teaching and learning in RE?	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, and teachers in the networks are able to recognise where the syllabus does not reflect the new developments and expectations in the subject. 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. 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. <u>In the coming academic year, the Advisor will continue to work collaboratively with schools to develop a clearer pedagogical model and hopefully with samples and further materials providing a clearer picture of progression in the subject, which will be included in the revised AS.</u>
c) How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	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. <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>
d) To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	Developing: SACRE meetings are well supported by a capable, proactive and efficient clerk. They are attended with strong representation from all 4 groups, with increased teacher representation following actions by the Advisor last year, 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. It has been agreed that the ASC will be constituted with the same membership as SACRE, and these members received training on the new expectations of the subject in Summer 2025, after which even non-education members offered their reflections showing all were able to recognise effective models of learning. <u>However, the Advisor is aware that there remain some membership gaps (mostly due to attendance issues) in certain groups but has begun to put measures and strategies in place and shall always continue to monitor this.</u>
e) How robust are the processes for producing a strong educational Agreed Syllabus?	Established: The syllabus was renewed and published in April 2022 with no apparent consultation with schools. 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. Having said this, over half the schools in the borough have now voiced their opinions through e-surveys and networks and been able to access CPD 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 now set up with the LA, we can ensure the review process this time will be engaging our schools.
f) How well does the Agreed Syllabus make use of national documents?	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 have 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. SACRE has also had an opportunity to grasp a stronger understanding of the national picture and position of RE (see above) and the RE Advisor will ensure this continues to be included in the programme for reviewing the AS.

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> <p><u>Having said this, the Advisor has begun exploring strategies to support this, which may be available to SACRE members.</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 an item on the agenda could include CW, and the Advisor is able to clarify expectations of CW to SACRE members, which would be necessary as first step before any influence or support of CW in schools could be provided.</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>Established: Throughout the year, SACRE members have partaken in several different interfaith opportunities both in meetings and beyond, in which they have experienced and modelled effective RE learning through dialogue. Members are keen to contribute and share, and several have engaged with the planning of extra-curricular activities such as the pupils' interfaith conference.</p> <p><u>Following this conference, SACRE will have information to recognise how this has impacted schools.</u></p>
c) How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	<p>Advanced: SACRE is keenly aware of the importance of interfaith dialogue in community cohesion, and several examples of effective cohesion and dialogue have been demonstrated in meetings over the past year. SACRE have agreed on a pedagogy with this at its centre for the revised Agreed Syllabus. Members were previously unable to contribute to community cohesion as much as they would have liked, but with the strengthened relationship with the LA education team, this year have now begun to plan an interfaith dialogue conference for pupils, and several members are now registered with RE Hubs as school speakers.</p> <p><u>Over the coming year, SACRE could further enhance potential opportunities by developing a collaborative relationship with Hillingdon Interfaith Community.</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> Some members have gone out of their way to establish links and source contacts an information, for example about HMD events by the LA. <u>However, we acknowledge that support to link with other departments is needed, and it is hoped that with increased attendance from the LA education officer who may be able to access colleagues this may be achieved.</u></p>