

ROYAL BOROUGH OF WINDSOR AND
MAIDENHEAD
STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION (SACRE)
ANNUAL REPORT 2023-24



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INTRODUCTION

FROM THE CHAIR OF SACRE

As I write this, we are preparing for our next SACRE meeting at Maidenhead Synagogue, courtesy of our representative for Judaism. This follows on from the September meeting at Maidenhead Gurdwara, hosted by our SACRE rep for Sikhism. I extend my sincere thanks to both colleagues who have shown such warmth and courtesy in allowing us to share an understanding of their faith through these visits to their places of worship. I would also like to place on record my thanks to the teacher representatives from Furze Platt Infants, Desborough College and Eton Wick CE First School, all of whom have hosted meetings this year. Not only do these opportunities to be together in such special places provide a chance to learn, we are beginning to feel greater understanding of the people who sit alongside us in the meeting, to know a little more about their life and mindset, and that can only be a good thing.

This has been a busy and important year in the life of SACRE. In addition to the priorities included in our development plan which aim to promote the very best practice in the teaching of RE, the ongoing review of the Berkshire Agreed Syllabus has been brought to a conclusion and is now poised for its launch at the end of March. Over the course of the year, SACREs in all six LAs have worked hard - together and independently - to monitor its development, consider the challenges and changes that it has proposed, express views and make suggestions which have shaped its evolution. It has been an interesting, if anxious time, determining our shared vision for schools, with the schools themselves very much in partnership and so I would like to thank everyone involved for their contributions.

We have continued to monitor RE and Collective Worship, where it has been possible, by scrutinising Ofsted reports for elements of practice that have a bearing on RE and focusing in depth on the detail of SIAMS reports. I have enjoyed visiting schools in the Borough that have had these inspections, listening to headteachers speaking about their experiences, and discussing their many strengths. Where it's feasible, we try to find ways of sharing the highlights through network meetings – and there is often some wonderful practice to share.

March 2025 marks not only the submission date for our Annual Report but also the retirement of Anne Andrews who has been our Diocesan Adviser for several years. We have a huge debt of gratitude to pay to Anne for so many things. Her leadership of the two biggest pieces of work to come out of the Pan-Berkshire SACRE Hub: the *Real People, Real Faith* Film Project and the Review of the Berkshire Agreed Syllabus are both significant and she led them with great professionalism. Anne's work as Adviser to our SACRE has been invaluable. Her strong yet subtle and well-informed guidance of our thinking has kept us on track. The commitment, energy and thought she has given to network meetings and to compiling termly schools' newsletters, has been exceptional. I know too, from personal experience, how effectively Anne has worked with individuals who have needed her wise counsel and kindness and I think I speak for a number of others when I say a heartfelt: 'Thank you!' We wish her a long and very happy retirement.

My thanks to all who serve on SACRE.

Karen Butler, Chair of SACRE

OVERVIEW

Windsor and Maidenhead SACRE has met four times during the year 2023-24, as SACRE and as Agreed Syllabus Conference. Attendance has continued to be good this year, with a mixture of online and hybrid meetings. This has enabled even those not able to travel to attend meetings, though they have missed out on the tours of schools that have been a highlight of the in-person meetings. Every meeting has been quorate during the year and the new members recruited last year have begun to settle in.

Some vacancies have been hard to fill and some members hard to retain.

SACRE has continued to work on the development plan, particularly the focus on the Agreed Syllabus and the audit tool and a RAG rated version is attached in Appendix 6.

RE (STATUTORY RESPONSIBILITIES)

THE LOCALLY AGREED SYLLABUS

- The Locally Agreed Syllabus (LAS) review is nearing the end and there have been extensive consultations with teachers and faith reps across the 6 Local Authority areas. Conversations have been robust around the content of some of the content for different religions and much discussion about the phrasing of questions.
- Some specific units to promote a worldviews approach have been included, with the content written by teachers working together with an adviser. These units are core, but the suggested content throughout the syllabus is non-statutory.
- The syllabus has responded to feedback from teachers that said that they wanted more precise content, and the option to include Hindu Dharma at KS1, and to offer greater depth. The decision to suggest specific religions for specific phases is to ensure that there is continuity and progression, particularly given that there is such a mixture of schools across the LA, with Infant Schools, First Schools, Primary Schools, Middle Schools, Secondary Schools and High Schools. The aim is to ensure that pupils are getting a better balance of religious traditions across their schooling.
- The aim is to approve the syllabus early next academic year, to have it implemented for September 2025.

MONITORING THE LAS, IN RELATION TO AN LAS REVIEW

- With the syllabus review well underway, there has not been any specific monitoring of the syllabus, although the Voluntary Controlled schools, using the current Agreed Syllabus, have had their RE praised in SIAMS inspections.

STANDARDS AND MONITORING OF RE

- At several of the meetings of the year, SACRE meetings began with a tour of the school in which the meeting was held, followed by a presentation from the RE leader on the place of RE and collective worship in the school curriculum. At Furze Platt Infants, this also included a report on how the SACRE audit tool is being implemented in that context.
- Each meeting also includes time for teacher representatives on SACRE to talk about the resources that they are using in schools. This is helping SACRE members to understand the context for RE in schools, as well as making them aware of the impact of the syllabus and available resources.
- Standards of RE are also discussed at the RE networks, which take place termly. As these have begun to promote and use the SACRE developed audit tool, this is giving the teachers on SACRE an opportunity to showcase their work, and other schools the opportunity to share what is going well in their context.
- Examination data was shared by the LA at the final meeting of the year, where because of the ASC there was little time for discussion, and it was decided to postpone the conversation until the data had been verified. The percentage of the cohort taking GCSE Religious Studies (RS) had risen compared to 2022

and while low, given that RE is a statutory subject, is still above national at 24%. Percentage results for grades 9-5 sit slightly above national as they do also for grades 9-4. Some schools have very low numbers sitting RS examinations. Two schools enter the entire cohort, and their data had fallen slightly. One other school now has 40% of the cohort entered, compare to 18% last year. The school that in recent years has had no entries for RS, is beginning the process of teaching it, and should have their first results next academic year.

- A level results are broadly in line with national, though the number of candidates entered has again fallen. Two schools with 6th Forms again had no A level RS candidates this year, where previously there had been small numbers. It seems that in part, the issues of recruiting trained RE staff is making the teaching of RE at A level increasingly challenging.
- SACRE has not been in a position to give advice to the LA on RE standards more broadly as monitoring of schools remains problematic. SACRE has continued working on an audit tool to be distributed to all schools to encourage them to begin conversations with SACRE about standards. It was made available to all schools in the autumn of 2023 to encourage the conversations to begin. The audit tool is based on the freely available REQM audit tool.
- No schools in Windsor and Maidenhead have applied for or achieved REQM awards.
- SACRE advertises local and national training to schools through the termly newsletter. This newsletter also contains information about resources that are available, and information about faith traditions. The new initiative to include a report on the RE network meeting from the previous term, so that teachers unable to attend are able to see what has been discussed has resulted in better attendance this year. RBWM SACRE also offered subsidies of £100 to ten teachers to attend national training, such as Strictly RE. Some of the places were taken up, but not all.
- SACRE has not produced any teacher training material this year, but the Real People Real Faith film project has been widely advertised. This project, hosted on the NATRE website, contains a wide range of films that will support teachers in the classroom, and notes have been written to accompany each of the films.
- SACRE has not received any complaints about RE in schools.
- As last year, SACRE has asked the LA to provide feedback from Ofsted reports that mention RE or collective worship. The LA has not provided this information as all the schools receiving inspections, were academies and so the LA does not attend the feedback. The Chair of SACRE collated the information from publicly available documents, but in written reports there is very little mention of matters that concern SACRE.
- The LA has been advised that where School Improvement Partners attend Ofsted feedback sessions, SACRE needs to be informed of any matters relating to RE, Collective worship or community cohesion.
- Only one voluntary controlled school received a SIAMS inspection in the last academic year, and RE received positive feedback, especially on the way that it provides engaging learning opportunities and reflects the Locally Agreed Syllabus.

COLLECTIVE WORSHIP (CW) (STATUTORY RESPONSIBILITIES)

STANDARDS AND MONITORING OF CW

- As noted in the RE section above, Ofsted reports give very little information about collective worship, so SACRE's knowledge has been confined to what members of Group C share in meetings, along with feedback from SACRE members who attend schools to deliver sessions. It is therefore not in SACRE's ability to comment on current standards of collective worship offered in schools. Although SIAMS reports demonstrate that the Church Schools are offering a high standard of worship, this falls outside of SACRE's remit. Information is not being shared by School Improvement Partners, probably because they have other priorities with regard to school improvement.
- Aware of the lack of knowledge, SACRE is producing a Collective Worship Audit Tool to initiate a similar conversation about collective worship as hoped for with RE. With the continued work on the RE syllabus little time has been devoted to the CW audit tool, but it remains on the agenda. With the completion of the syllabus, it is intended that more time will be given to collective worship. This will be shared at an RE network meeting, as RE leaders and CW leaders are often the same people or can at least pass it on.
- SACRE has not given any advice, though it has requested that any concerns or successes observed in visits to schools are shared with SACRE. None have been received.
- Resources for collective worship are shared with schools in the termly SACRE newsletter.

DETERMINATIONS

- There are no determinations currently in force and none have been applied for during the academic year. The determination policy and process can be found [here](#).
- No teacher training on collective worship has been provided, but materials and advice for schools are communicated in the SACRE newsletter.
- No complaints have been received about collective worship. SACRE does not have the capacity to monitor collective worship formally, therefore SACRE has not advised the LA on any matters connecting to worship, other than the requirement to feedback. It seems that LA officers visiting schools currently have different priorities and no reports have been received.

LINKS WITH OTHER BODIES

- RBWM SACRE continues to be a subscribed member of NASACRE and has also purchased the training package. Members have attended 8 of the training sessions between them, including the collective worship session, training for Chairs and clerks. New members have been given copies of the NASACRE handbook and encouraged to attend the 'So you've joined your local SACRE' webinar that runs twice a year. Two Members attended the AGM and conference, and the adviser is a member of the NASACRE executive committee. The NASACRE briefings are distributed to SACRE and many of the items are discussed in SACRE meetings and used to inform the agenda.
- The NASACRE self-evaluation tool has also been used to shape the SACRE development plan. The section on Agreed Syllabuses was used as SACRE prepared for the review.
- The RE Adviser is a member of AREIAC, and information is shared where it is relevant.
- The RE networks are NATRE linked and NATRE resources are shared. The RE networks are also advertised on the new RE Hubs website. Faith communities have also been invited to participate in the hub training for speakers and places of worship. The humanist member of SACRE is already an accredited speaker for Humanists UK, and three other SACRE members have also been registered as speakers. As yet, no places of worship in the borough are listed.

- The RE adviser is also adviser to the local Diocese and so training opportunities are shared. RBWM SACRE works in partnership with the 5 other Berkshire SACREs on the Real People Real Faith film project and on the revision of the Agreed Syllabus, which is a joint syllabus.
- The LA has established a new RE network for secondary teachers and SACRE members are attending where appropriate.

LOCAL SACRE INVOLVEMENT

- No Governor training has been organised by SACRE, and the LA has not requested any.

SACRE'S OWN ARRANGEMENTS (STATUTORY RESPONSIBILITIES)

LA SUPPORT FOR SACRE

- SACRE pays for a professional adviser for 5.5 days per financial year. This covers preparation for and attendance at meetings, preparing and running the three RE network meetings, writing and editing the termly SACRE newsletter and writing the annual report. This does not cover adviser time for visiting or supporting schools, other than as additional work, paid for by the schools.
- A revision of the constitution was adopted, creating the post for a non-religious worldview representative, as well as a tightening up the appointment procedures. The language was also made inclusive, changing chairman/vice-chairman to chair and vice-chair. Following the revision, it was moved to formally appoint Dr Anthony Lewis to the non-religious worldview post and his nomination was recommended to the LA for ratification.
- SACRE has been supported by a dedicated clerk this year. The LA has been advised that a faster turn around was needed with minutes, and this has improved. It was also suggested that as soon as possible after a meeting a list of actions should be circulated, and this has also become standard practice. This ensures that key actions are not missed.
- This year has seen a change of LA officer, and SACRE welcomed Helen Mastrilli to the post. The previous LA officer, Clive Haines, remains involved with SACRE but Helen is the person attending the meetings and sharing budget and data.
- Some SACRE members have agreed to their emails being shared, so that SACRE members can contact each other. This is valuable where schools can contact faith representatives for support with teaching their religion.

MEMBERSHIP

- Three new members were appointed - one to Group A, and two to Group C. Sadly, the group A member and the group C member resigned due to personal circumstances after one meeting, but due to the diligence of the chair in contacting schools and local communities, both those posts were refilled during the academic year. Other vacancies in Group A were also filled during the year, though one of the Group B members later resigned as he had been reposted.
- Members have been encouraged to attend NASACRE training, as the training package has been purchased. Several members have attended more than one session. Internal training has not been offered this year as agendas have been very full. The NASACRE self-evaluation tool has provided members with a lot of knowledge about what SACRE does and how to do it.
- SACRE's budget for the year remains at £6200. Professional adviser services cost £2400, NASACRE subscription and training £155. Additional money has been spent on subsidising teachers to attend Strictly RE in January and other training as requested. The slight underspend is due to the difficulty of scheduling additional work in already over filled diaries.

APPENDICES

APPENDIX 1: SACRE ATTENDANCE CHART

Name	Group	11/09/23	04/12/23	04/03/24	24/06/24
Matthew Scott From 04/12/23	Baptist (A)		A	P	P
Margaret Smith from 04/12/23	Free Church (A) Quaker	n/a	P	P	P
Vicci Davidson	Methodist (A)	P	P	A	P
Barbara Meaney (Vice chair)	Roman Catholic (A)	P	Joined at 18.26	P	P
Ila Gangotra	Hindu (A)	A	P	A	P
Saghir Ahmed	Islam (A)	P	?	?	?
Vanessa Alfred/ Naomi Firsht	Judaism (A)	P	A	R	A
Ravinder Singh	Sikh (A)	P	P	A	?
Chris Sayers	Buddhist (A)	A	?	A	P
Michael Gammage	Baha'i (A)	P	P	P	P
Anthony Lewis	Non-religious worldviews (A)	P	P	P	?
Rachel Beaumont (from 04/12/23)	Church of England (B)	A	A	P	P
David Saunders	C of E (B)	A	A	P	R
Karen Butler (Chair)	C of E (B)	P	P	P	P
Karen Waller	HT First School (C)	P	P	A	P
Laura Dexter	KS1 (C)	P	P	P	P
Clare Roberts/ Shanaz Din	KS2 (C)	A	R	P	P
Tom Kingsley-Jones	KS3 (C)	P	Arrived at 1758	P	P
Dai Prendiville	KS4 (C)	P	?	P	P
Suzanne Hull/ Maureen Grant- Millar	Secondary Academy(C)	P	?	A	P
Cllr R Coe	RBWM (D)	P	P	P	A
Cllr Douglas	RBWM (D)	P	A	A	?
Cllr Singh	RBWM (D)	P	P	P	P (but left by 5.30!)
Clive Haines/ Helen Mastrilli	LA Officer	P	P	P	P
Anne Andrews	Professional Adviser	P	P	P	P
Laurence Ellis	Clerk	P	P	P	P
	Total:	18	14	17	16

APPENDIX 2: MEETING AGENDAS

All meeting papers, agendas and minutes, are available [here](#).

APPENDIX 3: TABLE OF GCSE – SHORT AND FULL, A/S & A LEVEL RS RESULTS 2023

RS GCSE	2018		2019		2022			2023		
School	% 9 -4	% cohort taking	% 9 - 5	% 9 -4	% cohort taking	% 9 - 5	% 9 -4	% cohort taking	% 9 - 5	% 9 -4
Altwood	67%	97%	42%	61%	98%	51%	73%	97%	36%	57%
Charters	96%	27%	74%	87%	10%	63%	85%	16%	86%	86%
Churchmead	64%	91%	42%	50%	98%	65%	77%	91%	48%	58%
Cox Green	0%	0%	0%	0%	2%	100%	100%	0%	0%	0%
Desborough	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Furze Platt	79%	0%	0%	0%	18%	80%	86%	40%	69%	79%
Holyport	100%	24%	86%	91%	31%	80%	96%	27%	87%	91%
Newlands	93%	37%	84%	94%	25%	87%	94%	24%	80%	83%
Windsor Boys	77%	15%	50%	58%	13%	59%	79%	12%	59%	70%
Windsor Girls	92%	35%	85%	91%	27%	84%	88%	27%	90%	90%
RBWM	80%	25%	66%	77%	19%	73%	84%	24%	66%	75%
National (state funded)	71%	18%	62%	73%	17%	67%	77%	17%	60%	71%

	2017		2018		2019		2022		2023	
A Level Religious Studies	A*-B	A* - E	A*-B	A* - E	A*-B	A* - E	A*-B	A* - E	A*-B	A* - E
Altwood	2	9	1	4	2	4				
Charters	16	40	18	32	23	41	12	19	9	17
Cox Green	3	6	6	8	2	3				
Furze Platt	14	24	6	9	10	15	7	10	4	8
Holyport College					2	4	7	7	6	6
Newlands	9	13	5	13	5	6	3	8	5	12
The Windsor Boys School	0	1	2	6	1	4	4	4	3	4
Windsor Girls School	2	9	4	8	4	8	8	12	5	8
Total Passes	46	102	42	80	49	85	41	60	32	55
Total candidates	102		84		86		61		56	
RBWM	45%	100%	50%	95%	57%	99%	67%	98%	57%	98%
National	55%	98%	55%	98%	51%	98%	68%	99%	55%	97%

Currently only headline data is available for GCSE summer 2024, but overall, this shows little variation from the 2023 data in terms of the percentage of entries and the percentage overall of grades 9-4. The workforce data shared by NASACRE is in line with this data too. The number of schools submitting a nil return for RE teaching hours has dropped, with only one school reporting 0 hours in Y11. SACRE is aware of the journey that school has been on, and the expectation is that there will be both hours and examination data reported in summer 2025.

APPENDIX 5: BUDGET

MONTH ENDING 30th JUNE 2024									
AGRESSO GL CODE	AGRESSO GENERAL LEDGER DESCRIPTION	Budget (£)	Actual to date (£)	Projected Outturn (£)	Full Year Variance (£)		Prior month projection (£)	Variance to prior month (£)	Actual 2023/24 (£)
W13103	SACRE								
	Employer's GNI Contributions	0	0	0	0		0	0	0
									0
	Salaries & Agency Total	0	0	0	0		0	0	0
	Staff - Transport and travel expenses	0	0	0	0		0	0	0
26001	Client - Transport and travel expenses	0	0	0	0		0	0	0
32004	Semi-independent Placements	0	0	0	0		0	0	0
29000	Supplies & Services	2,100	0	2,100	0		2,100	0	0
29001	Professional services and consultancy	3,100	240	3,100	0		3,100	0	4,750
29004	Sensory Consortium Equipment	0	0	0	0		0	0	0
35000	Emergency Section 17	0	0	0	0		0	0	0
35001	Direct Payments to Clients	0	0	0	0		0	0	0
35003	Miscellaneous Client Expenses	0	0	0	0		0	0	0
45000	Internal Recharges	0	0	0	0		0	0	0
	Total Expenditure	5,200	240	5,200	0		5,200	0	5,205
	Fees and Charges Income	0	0	0	0		0	0	0
61001	Other Government Grants and Contributions	0	0	0	0		0	0	0
61007	Miscellaneous Income	0	0	0	0		0	0	0
61010									
	Total Income	0	0	0	0		0	0	0
	Net Expenditure (controllable)	5,200	240	5,200	0		6,200	0	5,205
									0

APPENDIX 5: CPD

Teacher CPD has been offered in three RE network meetings:

Autumn Term: The autumn RE network meeting was held online. Teachers had a chance to see some of the proposals for the new syllabus and consider the current syllabus, identifying gaps and offering suggestions. The feedback on the proposals as they stood was positive.

Spring Term: The spring term meeting, again held online, presented the revisions to the audit tool and talked about how this could be linked to assessment, as well as to the National Content Standard. Schools were encouraged to ask for copies of the audit tool, to begin to assess the quality of their curriculum. This is an important step in preparing for the changes that the new syllabus, if adopted, will bring to the curriculum.

Summer Term: This meeting was held at a local school, and teachers were encouraged to bring examples of resources that they had found useful. A more complete version of the new syllabus was shared, still in draft form, so that teachers could get an even better idea of the progress and revisions that had been made.

1. Additionally the following items were shared: Ofsted Deep Dive Subject Report: <https://www.gov.uk/government/publications/subject-report-series-religious-education>
2. Understanding Humanism for Schools: <https://understandinghumanism.org.uk/>

3. RE Online Professional Development Portal: <https://www.reonline.org.uk/professional-development/>
4. Nobody Stands Nowhere: <https://www.youtube.com/watch?v=AFRxFKf-Jdos>
5. Worlds Apart: https://www.youtube.com/watch?v=SXXj_YB--g
6. Real People, Real Faith: <https://www.youtube.com/playlist?list=PLC7KZodmZ0SqBqwwpv4bfTL3EN3j8TLTR> or on <https://www.natre.org.uk/about-natre/projects/real-people-real-faith/>
7. <https://www.re-hubs.uk/> - portal with all sorts of information about places of worship and speakers
8. Books at press –resources for EYFS: <https://www.booksatpress.co.uk/>
9. [RE Podcast](#) – series of podcast about a wide range of religious subjects.

All the training is advertised on the school bulletin and in the SACRE newsletter and the LA sends out flyers and takes the bookings centrally.

APPENDIX 6: RBWM – SACRE DEVELOPMENT PLAN 2023 – 24

RBWM – SACRE Development Plan 2023 – 25**Progress Report Summer 2024****PRIORITY AREAS FOR ACTION 2023 - 2024****PART 1 - From SACRE Self-assessment Tool (SAT)**

Priority	Actions	Success Criteria	Who	Timescale	Cost	Progress
SAT: Key Area 1a – Funding: Professional and financial support	1 - Add costings to SACRE Development Plan	All actions on SACRE DP are fully costed	KB/AA/ BM	Spring 2024	Time – KB/BM Adviser time	Delays in implementation of the audit tool because of a lack of personnel to progress this.
	2 - Increase SACRE budget in line with strategic development needs	Additional funding is secured and used to promote training related to CW <i>(See Priority A2 - below)</i>	KB/AA/ BM	Summer 2025	Time – KB/BM Adviser time	Delays in implementation have meant that this is not yet relevant
SAT: Key Area 1b – SACRE meetings	1 – Sustain a short turnaround time for the publication of SACRE minutes.	SACRE minutes published within two weeks of the meetings	MB/KB /AA/ BM	Ongoing	Time of Clerk Minimal time: KB/AA	March 2024 minutes were circulated three weeks after the meeting.
SAT: Key Area 1c – Membership and training	1 – Provide opportunities for the induction of new SACRE members, as appropriate.	New SACRE members signposted to online induction opportunities via NASACRE. Where numbers suggest - pre or post-SACRE meeting briefings.	AA	June 2024	Cost of NASACRE membership £155 + training fees	All new members sent SACRE Handbook and other key documents. All new members have taken advantage of the induction training offered by NASACRE.
SAT: Key Area 1e – Information and	1 - Strengthen the role of SACRE as 'critical friend' to the LA through enabling it to:	Where this information is available, SACRE members are aware of strengths,				Where schools' data exists, SACRE

advice (See Priority A below)	<ul style="list-style-type: none"> review 'detailed and well-analysed information' about the quality and provision of RE & CW receive prompt and comprehensive feedback following school inspections 	<p>weaknesses and areas for development in RE teaching and CW across the Borough</p> <p>SACRE members are briefed after all school inspections that mention RE & CW. Summary of key points from Ofsted reports presented at meetings.</p>	<p>CH/Dat a team</p> <p>CH/KB</p>	<p>Validated data from LA - Summer 2023</p> <p>Reports from school advisers attending feedback shared with SACRE after school inspections</p>	<p>Time – CH</p> <p>Time to collate summary notes – CH/KB</p>	<p>members scrutinise this well.</p> <p>SACRE receives all SIAMS reports and a summary of relevant points from Ofsted inspections in advance of the meeting. No additional information is available to share.</p>
SAT: Key Area 1f – Partnerships with key stakeholders	1 – Continue to hear the views of students about their experience of RE (See 1b1 above & A1 below)	<p>Direct input is received from students at the start of SACRE meetings.</p> <p>SACRE members are aware of students' views as summarised in RBWM self-assessment returns.</p>	<p>AA/KB/ Host teachers</p> <p>CH/LA staff (EN?)</p>	<p>Termly</p> <p>Annually – Summer 2024/5</p>	<p>20 mins at start of SACRE meetings</p> <p>CH/LA clerical staff summarise audit returns</p>	<p>Where possible, student views are harnessed and shared within school-based presentations at the start of SACRE meetings. Self-assessment returns are not yet in use in schools.</p>
	2 - Implement ways of involving reps of 'key support networks' and ITT providers into the work of SACRE	<p>SACRE members are aware of a range of networks and providers and how their work is relevant to SACRE. Primary ITT students to attend RE Network meetings SACRE input to ITT training</p>	<p>AA/KB/ BM/CH /EN</p>	<p>Termly input to SACRE meetings</p>	<p>CH/KB time to liaise with key stakeholders</p>	<p>SACRE members are involved in ITT training annually. More substantial links with 'key support networks' have not been possible to forge.</p>

PART 2 - Additional Priority Areas:

Priority	Actions	Success criteria	Who	Timescale	Cost	Progress
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A - Arising from SACRE Self-assessment tool (SAT): Key Area 1b 6 - Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items.	1 - Establish a universal approach to the auditing of provision for RE in RBWM schools through the use of REQM criteria – with some adaptations - and student questionnaires	Training provided to enable all schools to understand RBWM approach and how to audit RE. 25% schools implement system effectively. Outcomes of audit are shared with the LA annually for synthesis. Action is taken via the SACRE DP to address schools' major priorities	<i>Appropriate teachers</i> RE Leads/CH KB/AA/BM	Spring/Summer 2024 Summer 2024 Summer 2024 Autumn 2024	Additional Adviser time <i>Teacher release time</i> <i>Costs of support/moderation visits to schools for RBWM teachers</i> CH/LA time to undertake annual analysis KB/AA/BM time for revision of SACRE DP for academic year to come	Network meetings for primary RE leads have promoted the RBWM Audit Tool consistently, and this has generated growing interest. Full implementation in 25% RBWM schools will take time to meet.
	2 – Create a simple approach to auditing Collective Worship (CW) in all schools.	A simple approach to auditing CW devised and shared with all schools. Follow up training provided including via Network meetings. 25% schools implement system effectively. Outcomes of audit are shared with the LA annually for synthesis.	NASACRE / AA – Others NASACRE / AA – Others AA/others to moderate RE Leads/CH	Spring 2025 Spring/Summer 2025 Summer 2025 Summer 2025 Autumn 2025	Additional Adviser time (£400 day) Payment to NASACRE/Leading teachers <i>Costs of support/moderation visits to schools.</i> CH/LA time to undertake annual analysis KB/AA/BM time for revision of	Diocesan Adviser has included useful checklist/guidance/advice for auditing CW in the Spring Newsletter As SACRE Vice Chair who was spearheading this strand has moved school and is now working in Bucks, there has been no further development.

		Action is taken via the SACRE DP to address schools' major priorities	KB/AA /BM		SACRE DP for following academic year	
	3 - Diocesan Adviser to use feedback from RE Network meetings to inform SACRE and LA training programme	Feedback incorporated into SACRE Development Plan, where relevant.	AA/KB /BM	Ongoing cycle of Network meetings	RE Networks in Adviser contract	Diocesan Adviser and teacher reps report on issues arising at Network Meetings and during school visits.
	4 – LA SACRE rep to share feedback on RE following Ofsted and denominational inspections	Issues arising from school inspections are incorporated into SACRE DP & training programme where relevant. Successful practice is shared across the LA via Network meetings/Newsletters.	CH/H M	Cycle of school inspections	CH/HM time to liaise with colleagues re inspection outcomes	SIAMS inspection reports shared with SACRE & summaries of issues arising in Ofsted reports. Seldom is there anything arising related to RE or CW.
B – Promote high quality RE teaching	Continue to use Network meetings for RE leads in primary schools to share effective practice and resources Continue to provide termly Newsletters with a wide range of quality training opportunities and links to quality resources for RE teachers in all phases	Increased numbers of teachers of RE are energised and motivated by sharing of effective practice. Positive feedback received regularly. Teachers of RE make regular use of Newsletters to access training and resources.	AA AA	Ongoing cycle of Network meetings Termly	Adviser time – within contract Adviser time – within contract	Primary Network meetings have grown in numbers and there has been enthusiasm for the Audit Tool. Secondary RE Network Meetings have occurred termly. Newsletters well received and useful to colleagues.
C – Continue work on the New Berkshire RE Agreed Syllabus Review	1. Agreed Syllabus Conference meetings occur four times a year, immediately after SACRE meetings	Information shared at ASC meetings ensure that SACRE members are aware of developments. RBWM SACRE Hub rep attends meetings.	AA	Autumn 2023/Summer 2024 Termly	£900 annual Hub Fee	Up-to-date information shared with SACRE at ASC meetings – all members aware of latest drafts and

	2.RBWM engages actively with the Berkshire Hub to support syllabus developments	<p>RBWM teachers contribute to Hub discussions.</p> <p>RBWM teachers contribute to the development of resource materials to support the new syllabus.</p>		<p>Summer 2024</p> <p>Summer 2024</p>		<p>invited to contribute views. RBWM teachers have responded individually to syllabus drafts.</p> <p>Four teachers on SACRE have contributed to the development of resource materials.</p>
D – Developing the role of SACRE	<p>1.Strengthen professional relationships between SACRE members</p> <p>2. Establish systems to enable SACRE to support teaching and learning in RE in RBWM schools including validation via RE Hubs training for all faith group members</p> <p>3.Hold a 'Worldviews Exhibition'</p>	<p>Members take opportunities to meet together, at regular intervals, to get to know one another, learn to trust and to share.</p> <p>All RBWM schools are able to request and find appropriate local speakers/visitors from a wide range of faiths - and none - to support teaching and learning in RE.</p> <p>A wide range of faith reps - and none – make their beliefs, through information and artefacts, available to schools simultaneously.</p>	<p>KB/AA /BM</p> <p>All SACRE faith representatives</p> <p>All SACRE faith representatives</p>	<p>Spring 2024 Ongoing</p> <p>Autumn 2024</p> <p><i>Autumn 2024/Spring 2025?</i></p>	<p>Costs to SACRE members only</p> <p>Training costs?</p> <p>Hire of suitable venue</p> <p>Refreshments for visitors</p>	<p>Six SACRE members shared a meal together after March 4th meeting.</p> <p>Four SACRE faith representatives have gained accreditation as school visitors/speakers via RE Hubs training.</p> <p>Further discussion is needed. May be better to defer until after the launch of the new Agreed Syllabus in March 2025.</p>

APPENDIX 7: DISTRIBUTION LIST

SACRE members

Council members

Education Department and schools

Libraries

NASACRE

Department for Education