

**Buckinghamshire
Standing Advisory Council on
Religious Education**



**Annual Report
2023-24**

**Spiritual
Affirming
Challenging
Respectful
Educational**

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1 Introduction

1.1 Foreword from the Chair of SACRE

It is an honour and a pleasure still to be Chair of Buckingham SACRE and to work with such a committed group of people.

The work of SACRE is becoming increasingly important in recent years in the light of developments both nationally and globally. The Ofsted subject report 'Deep and Meaningful?' published in May 2024 made mention of the complex world in which our young people are growing up and the important contribution that high quality religious education can make to prepare them to "engage in a multi-religious and multi-secular society". It stressed the importance of schools prioritising RE and the factors that contribute to a good education in religion and worldviews. These included:

- strong teacher subject knowledge
- access to professional development
- regular time for RE lessons
- a well-organised curriculum containing knowledge chosen by leaders to enable pupils to deepen their understanding term by term

It is the aim of SACRE to work with the Local Authority, schools, academies and Multi-Academy Trusts to ensure that our young people are well prepared to live in and contribute positively to life in modern Britain and become responsible global citizens.

SACRE meets once a term, usually in schools where we receive a presentation from the Headteacher or RE lead. This provides an invaluable insight into the work that schools do for RE and collective worship. I would like to thank those schools that have hosted us this year for sharing their thoughts and practice.

Our first meeting was two days after the tragic events of 7th October 2023 and we spent some time reflecting on the implications for communities in the Middle East and here in Buckinghamshire. This brought home the need for good RE and meaningful collective worship. SACRE members were and remain united in our commitment to dialogue and mutual respect, and the role that we, along with the Local Authority, play in modelling these things.

I am delighted that this year we have forged some collaborative links with Hertfordshire SACRE and look forward to developing on these.

My thanks and best wishes to all SACRE members, to those who left and those who joined. Above all thanks to the schools and their staff who teach the young people such an important subject.

Margaret Dean
Chair of Buckinghamshire SACRE

1.2 Why do we teach RE?

RE is the opportunity to explore a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain, are in the main, Christian.

Thus, there are two main **educational purposes** to RE. Firstly so that pupils can learn more about themselves and their place in the world **from** their study of religion and worldviews. Secondly, so that they can learn **about** religion and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. *These two purposes work together and should not be treated separately.*

RE is therefore both **rigorously academic and personally significant.**

Quality RE:

- Teaches pupils about Christianity and other religions and worldviews so that they can understand the world better and develop their own sense of place within it.
- Engages pupils of any religious faith or none and of all academic abilities and social backgrounds.
- Enables pupils to engage with a range of sources such as texts, artefacts, and people.
- Challenges pupils to question and explore their own and others' understanding of the world.
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others.
- Raises questions of identity, meaning, purpose and value and encourages pupils to reflect on experience, ways of living and ways of knowing.
- Contributes positively and powerfully to the spiritual, moral, social, and cultural development of pupils (SMSC).
- Provides opportunities for pupils to develop communication and thinking skills.
- Explores visions of humanity and at the same time reflects on the depths to which humanity can sink.

Bucks Agreed Syllabus for Religious Education 2022-27 p9

Buckinghamshire SACRE believes that religious education contributes to a wider vision for education in which the core purpose is human development. Knowledge and skills are of central importance, they are manifestly necessary, but not in themselves sufficient. Education is also about the development of people, their attitudes, and dispositions and how they relate to themselves, each other, and the world they inhabit. It is part of our development as human beings

1.3 SACRE Statutory Duties

The Education Reform Act 1988 required Local Education Authorities to convene a SACRE consisting of members appointed by the Authority to represent:

Group A Christian denominations and other religions and religious denominations

Group B The Church of England

Group C Teachers' Associations

Group D The Local Authority

Membership is for a period of three years and full members of the SACRE may co-opt non-voting members to the Council. **Membership and attendance for the period 2023-24 can be found in Appendix 1.** SACRE meetings are open to the public and Buckinghamshire SACRE meets three times a year in schools and faith community buildings.

The SACRE can advise the Authority upon matters connected with RE and collective worship in county schools; matters such as teaching methods, materials and teacher training are mentioned in the Act. The advice offered by the SACRE carries no statutory force. In Buckinghamshire, SACRE also works closely with many Academies and Free Schools to try to ensure that all pupils/students receive high quality RE and schools provide appropriate acts of collective worship.

SACRE has two responsibilities; it can require the LA to review its current Agreed Syllabus and it may determine, on application by a head teacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character, shall not apply to the collective worship provided for some or all the pupils in a school. Each SACRE must publish an annual report on its work. SACRE is an advisory committee, supported by but independent of the LA, and its main function is to advise the LA on matters to do with these areas of responsibility.

1.4 Faith/belief demographics of Buckinghamshire (Census 2021)

Religion	Bucks	England & Wales
Buddhist	0.5%	0.5%
Christian	45.7%	46.2%
Hindu	3.3%	1.7%
Jewish	0.2%	0.5%
Muslim	7.1%	6.5%
No answer	5.9%	6.0%
No religion	35.5%	37.2%
Other	1.3%	0.9%
Sikh	0.5%	0.6%

1.5 Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council for Religious Education (SACRE) of each local education authority will 'publish a report as to the exercise of its functions and any action taken by representative groups on the Council during the last preceding year.'

In particular, the report shall:

- specify any matters in respect of which the Council has given advice to the Authority;
- broadly describe the nature of the advice given; and
- where any matter was not referred to the Council by the Authority, give the Council's reason for offering advice on the matter.

This report deals with these matters in summary, for the academic year September 2021 to August 2022. The full Buckinghamshire SACRE met three times during the year and considered a diverse range of topics, The Agreed Syllabus Conference (ASC) also met twice to finalise and recommend the new agreed syllabus.

1.6 Meetings 2023-24

Mon 9 th October 2023	Kingsbrook View Academy	Full SACRE
Tues 5 th March 2024	Princes Risborough School	Full SACRE
Wed 8 th May 2024	Furze Down School	Full SACRE

Matters discussed:

9/10/23 Kingsbrook View Academy

- The meeting began with a reflection on the events in Israel and Gaza, the potential effect on communities in Buckinghamshire and the UK, how RE, collective worship and schools can play their part in promoting mutual respect and understanding, and what support SACRE can give to schools. **It was agreed that SACRE, through the adviser and the LA officer, would approach the LA to advise it of the support available in our remit and membership.**
- The presentation from the school was an interesting explanation of how the syllabus enabled a new school to plan RE from scratch. Pressures on the curriculum meant that limited time was available and so RE is only taught every other half term. However, there is a clear focus on depth and quality of provision rather than trying to skim superficially over all the content and ensuring that it is appropriate to the needs of the whole school community. SACRE members were impressed at the way the subject lead has approached this task and at the support given by the headteacher.
- Matters on collective worship arising out of the development day in July 2023 were carried forward and the draft guidance/policy was circulated.

- The development of a questionnaire to be sent out to schools and a draft questionnaire was shared. The role of SACRE in monitoring RE was discussed and the LA Officer and adviser tasked with developing further.
- SACRE discussed and engaged with NASACRE training, briefing and RE Hubs.
- The adviser shared updates from the newsletter and the teacher networks as well as national updates as above.

5/3/24 Princes Risborough School

- The school has been through a period where there has been no RE on the curriculum as a separate subject, but is now re-introducing it in KS3. There are no RE specialists, so Humanities teachers teach it with one lesson a fortnight. The school is trying to recruit a specialist teacher as the leadership understands the importance and value of the subject. If a successful appointment is made, the hope is that both GCSE and A Level can be offered in the future.
- SACRE's monitoring was discussed with feedback from the questionnaires to be shared more fully .
- SACRE had been approached by a community engagement officer to discuss interfaith work in relation to schools. **It was agreed to invite him and someone from School Improvement to the development day to explore how SACRE and the LA can work more closely together on community cohesion and schools.** Some discussion about the different inter faith groups in Bucks and the need for this work to continue and develop. The adviser informed SACRE of the Government's decision to remove funding from the Inter Faith Network and therefore that it is being disbanded.
- The draft workplan and a longer term plan were agreed (see appendices)
- Local and national updates, including SACRE newsletter and networks, NASACRE bulletins and webinars. Also the Ofsted Annual Report 2023 which was critical of the quality of RE in schools.

8/5/24 Furze Down School

- The presentation from the school gave context to the complex needs of its pupils aged 4-19 and how it has used the agreed syllabus as the basis for its planning. RE is experiential and responsive, engaging pupils with objects, stories and pictures from both their own experience and that of the religions and worldviews. 6th Form students have drop down days that include visits to places of worship. The school is keen to make more connections with faith communities.
- Monitoring reports were received and it was agreed that there needs to be follow-up both t the development day and in future years.
- The Ofsted report 'Deep and Meaningful?' was discussed and it was agreed that it would form part of the development day.
- Plans for the development day were finalised with input from the LA Community Engagement Officer and the LA School Improvement and Equalities Manager in the morning and RE Development issues in the afternoon.
- Local and national updates included an exploration of closer collaboration with Hertfordshire SACRE. Two representatives from SACRE were to go to the NASACRE Conference and AGM. The Religion and Worldviews Toolkit from the

REC was also shared.

SACRE Strategy Group

The newly established Strategy Group met for the first time in November 2023. The purpose of the group is to establish the longer-term strategic development of SACRE and to ensure that work agreed in the SACRE meetings is moved forward appropriately. Its composition includes one representative of each group with an additional representative from group A plus the Chair and Vice-Chair and the servicing officers. It was recognised that it might be difficult for there to be regular teacher attendance. Meetings will be online.

The group met 5 times:

14th November 2023

15th January 2024

19th March 2024

22nd May 2024

11th July 2024 (to reflect on and progress the work from the Development day)

SACRE Development Day 10th July 2024 Elmhurst

'Into the Future'

After discussions and presentations on Community Cohesion ('Building Communities'), SMSC and collective worship, and strengthening RE SACRE broke into groups to explore what role SACRE might play.

- Things in school that promote 'building communities' and equalities include SMSC, values and the curriculum – including RE, which can be a beacon/expert in SMSC. Also CW has huge potential if implemented well. SACRE can support schools in values development through SMSC and sharing religious/cultural expressions of shared human values.
- Schools have a duty to foster good relations across all of the protected characteristics: RE can support particularly for religion/belief.
- 'Community' for schools includes the school itself, plus local, national and global communities as schools engage with the wider world in which pupils develop. Again RE and CW provide major contributions to this understanding of communities and SACRE can support.
- An important contribution to developing the school community is through the whole-school approach – school ethos, values and culture – CW is hugely significant here.
- SACRE could support the Headteacher Standards through subject knowledge, community relations and values development within the school culture.

1. School culture

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn

3. Curriculum and assessment:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
4. Behaviour
 5. Additional and special educational needs and disabilities
 6. Professional development
 7. Organisational management
 8. Continuous school improvement
 9. Working in partnership
 - forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
 10. Governance

2 Religious Education and the Buckinghamshire Agreed Syllabus

2.1 The Agreed Syllabus 2022-2027

Each SACRE meeting is held in a school and we ask each school to feed back on either RE and the agreed syllabus, or their school collective worship. In this way we gain some feedback on the effectiveness and implementation of 'Challenging RE IV'. In addition, attendees at the termly network meetings share their views and use of the syllabus.

2.2 Standards and quality of provision of RE

Examination Data summary 2024 (with 3-year trend)

GCSE Full Course		Number of pupils at the end of KS4	GCSE Full Course			
			% Entries (out of KS4 pupils)	% 9-7	% 9-5	% 9-1
2024	England			31%	61%	98%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6590	31%	36%	67%	99%
	Buckinghamshire Upper Schools	4094	36%	22%	55%	99%
	Buckinghamshire Grammar Schools	2343	25%	71%	97%	100%
2023	England	6464	32%	41%	72%	99%
	Buckinghamshire Maintained and Academy Schools (incl. Special)	3964	35%	25%	60%	99%
	Buckinghamshire Upper Schools	2352	29%	74%	97%	99%
	Buckinghamshire Grammar Schools	6464	32%	41%	72%	100%
2022	England			32%	60	90
	Buckinghamshire Maintained and Academy Schools (incl. Special)	6118	31%	43%	74%	99%
	Buckinghamshire Upper Schools	3673	34%	26%	62%	99%
	Buckinghamshire Grammar Schools	2305	28%	76%	96%	100%

Once again, SACRE is delighted to note that students in our schools overall have performed above the national average and we heartily congratulate them on their effort and achievement. Thanks and congratulations are also due to their teachers, who have worked tirelessly in extraordinarily challenging circumstances to provide the challenge and support needed to do well in public examinations. It is particularly noticeable this year how the percentage of entries has been increased. However, we still have three out of every 5 students who are not entered for an examination. As in previous years, this means that there is still uncertainty about how many are receiving their statutory entitlement to non-examination Core RE in KS4.

A Levels		Number of pupils at the end of KS5	A LEVEL			
			% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E
2024	England					
	Buckinghamshire Maintained and Academy Schools	3699	5%	30%	76%	88%
	Buckinghamshire Upper Schools	1138	7%	9%	48%	74%
	Buckinghamshire Grammar Schools	2561	4%	47%	99%	100%
2023	England		26%	79%	98%	
	Buckinghamshire Maintained and Academy Schools	3735	4%	22%	62%	
	Buckinghamshire Upper Schools	1175	6%	8%	51%	
	Buckinghamshire Grammar Schools	2560	3%	35%	86%	
2022			na	36%	88%	99%
	Buckinghamshire Maintained and Academy Schools	3725	5%	39%	81%	
	Buckinghamshire Upper Schools	1239	8%	16%	67%	
	Buckinghamshire Grammar Schools	2484	4%	60%	94%	
2019 (pre-Covid)	England		22%	76%	98%	
	Buckinghamshire Maintained and Academy Schools (incl. Special)	3632	6%	29%	80%	99%
	Buckinghamshire Upper Schools	1288	6%	8%	54%	97%
	Buckinghamshire Grammar Schools	2344	6%	40%	95%	100%

Numbers of entries for RS A Level are still showing a slight decline from already small percentages. This reflects the situation nationally. Achievement at the higher grades has also seen quite a decline from last year and from 2019 (pre-pandemic) and in relation to national achievement. There may well be a range of reasons for this, some of which might be contextual, which it would be good to explore with teachers and subject leaders.

SACRE members thoroughly enjoy visiting schools for our meetings, where they have face-to-face discussions with teachers and often pupils. This helps us to keep in touch with what our work is really all about – the students in our schools. Whilst we do what we can to support schools and help pupils, it is you, the teachers, who really make RE what it is: for that we are most grateful.

We are keen to hear your views and find out what is happening in schools, so please do contact us through Bill Moore (bjvmoore@justbmoore.com) 07749211997) whether to share your views, your practice, to tell us what you are doing, or to invite us in to see and meet you through one of our meetings.

2.3 Training and support for RE

There were three Primary Networks each term by area. Termly newsletters were used to inform and update all schools. A CPD day was planned initially for the Spring and then for the Summer terms, but there was insufficient take-up from schools.

3 Collective Worship

3.1 Determinations

SACRE has not received any requests for determinations with regard to Collective Worship.

3.2 Complaints

There have been no formal complaints under the statutory complaints relating to Collective Worship or RE.

3.3 Training and support

Three Primary teacher networks were run each term on a hybrid format attended by over 30 schools

4 Links with other bodies

Buckinghamshire SACRE is subscribed to The National Association of SACREs (NASACRE) and to its training programme. Members attended the Annual Conference on Monday 20th May and the webinars provided.

Links with the ASTRA Teaching School Hub have been strengthened. SACRE now can contribute to its termly newsletter. The Adviser is working with the two SCITTs, providing training on RE and SMSC.

SACRE and the Local Authority are continuing to work closely together.

The adviser provided an online training and updates event for Governors on 22nd February 2024

5 SACRE involvement in local matters

The adviser to SACRE also provided advice on an ad-hoc basis to individual school requests regarding RE, collective worship and the right to withdraw children from either or both.

6 SACRE arrangements

SACRE is well supported by the Local Authority. The School Improvement Service provides a LA officer who works closely with the Chair and the specialist adviser, as well as a Clerk to provide administrative support. The adviser to SACRE works 20 days over the year to provide the support needed for SACRE to fulfil its functions. There is also a small budget for additional projects and expenses. SACRE received good funding for the development of the Agreed Syllabus. We have this year been encouraged to see the increasing commitment from other teams and initiatives in the LA to engage with SACRE.

Membership is fundamentally strong and we are well represented by a core of experienced and committed individuals. SACRE is a voluntary council, not dissimilar to a school Governing Board, and as such recruitment can be challenging. We are gradually finding people to fill vacancies, which is encouraging. Membership over this year has been significantly improved.

SACRE holds an annual Development Day, which has been running since 2001. We also subscribe to the NASACRE training programme.

Buckinghamshire SACRE has an annual budget of £17,900. Until recently this was only in a review year, but now is formally available each year.

Appendices

Appendix 1 Examination data

KS4 2024 GCSE Full Course Religious Studies Results - Buckinghamshire

Source - DfE Performance Tables Data NE = No entries, SUPP = fewer than 6 pupils

School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			
			% KS4 pupils entered for Full GCSE RS	% Grades 7 to 9	% Grades 5 to 9	% Grades 1 to 9
The Aylesbury Vale Academy	AC	236	19%	39%	74%	100%
Bourne End Academy	AC	143	10%	13%	53%	93%
Chiltern Hills Academy	AC	183	87%	3%	26%	98%
Amersham School	ACC	169	NE	NE	NE	NE
Aylesbury Grammar School	ACC	186	18%	79%	100%	100%
Aylesbury High School	ACC	183	10%	95%	100%	100%
Beaconsfield High School	ACC	180	51%	85%	100%	100%
The Beaconsfield School	ACC	142	19%	19%	70%	100%
Burnham Grammar School	ACC	179	100%	49%	92%	100%
The Chalfonts Community College	ACC	222	20%	11%	36%	100%
Chesham Grammar School	ACC	181	12%	86%	95%	100%
Dr Challoner's Grammar School	ACC	186	22%	80%	98%	100%
Dr Challoner's High School	ACC	180	36%	88%	100%	100%
Great Marlow School	ACC	230	18%	24%	64%	100%
The Highcrest Academy	ACC	182	7%	58%	75%	100%
Holmer Green Senior School	ACC	207	97%	29%	64%	100%
John Colet School	ACC	165	20%	21%	61%	100%
John Hampden Grammar School	ACC	182	7%	69%	85%	100%
The Misbourne School	ACC	178	34%	20%	52%	95%
Princes Risborough School	ACC	166	NE	NE	NE	NE
The Royal Grammar School, High Wycombe	ACC	202	10%	75%	100%	100%
Royal Latin School	ACC	170	15%	62%	100%	100%
Sir Henry Floyd Grammar School	ACC	191	10%	85%	100%	100%
Sir William Borlase's Grammar School	ACC	143	NE	NE	NE	NE
Sir William Ramsay School	ACC	192	23%	5%	23%	100%
Waddesdon Church of England School	ACC	140	93%	22%	61%	99%
Wycombe High School	ACC	180	37%	77%	98%	100%
Buckingham School	CY	207	NE	NE	NE	NE
The Mandeville School	CY	195	21%	5%	27%	90%
Pioneer Secondary Academy	F	100	96%	25%	66%	100%
Sir Thomas Fremantle School	F	101	NE	NE	NE	NE
The Cottlesloe School	FD	187	24%	38%	67%	98%
Cressex Community School	FD	146	99%	27%	60%	98%
The Grange School	FD	243	24%	9%	29%	98%
Aylesbury UTC	UTC	66	NE	NE	NE	NE

St Michael's Catholic School	VA	294	96%	31%	65%	99%
Alfriston School	ACCS	24	NE	NE	NE	NE
Chiltern Way Academy	ACCS	30	NE	NE	NE	NE
Chiltern Wood School	CYS	6	NE	NE	NE	NE
Furze Down School	CYS	24	NE	NE	NE	NE
Heritage House School	CYS	4	NE	NE	NE	NE
Pebble Brook School	CYS	24	NE	NE	NE	NE
Stocklake Park Community School	CYS	9	NE	NE	NE	NE
Stony Dean School	CYS	32	NE	NE	NE	NE

A Level Results 2024 by School

Source - DfE Performance Tables Data

NE = No entries, SUPP = fewer than 6 pupils

School Name	School Type	Number of students Y 13	A LEVEL			
			% Entries	% A*-A	% A*-C	% A*-E
Chiltern Hills Academy	AC	44	NE	NE	NE	NE
Bourne End Academy	AC	53	NE	NE	NE	NE
The Aylesbury Vale Academy	AC	5	NE	NE	NE	NE
The Highcrest Academy	ACC	47	11%	SUPP	SUPP	SUPP
John Hampden Grammar School	ACC	158	NE	NE	NE	NE
Princes Risborough School	ACC	65	NE	NE	NE	NE
The Misbourne School	ACC	76	25%	11%	37%	84%
John Colet School	ACC	63	NE	NE	NE	NE
Burnham Grammar School	ACC	177	6%	18%	100%	100%
Aylesbury High School	ACC	190	6%	55%	100%	100%
Dr Challoner's High School	ACC	182	3%	67%	100%	100%
Sir Henry Floyd Grammar School	ACC	227	5%	36%	100%	100%
Holmer Green Senior School	ACC	72	42%	7%	70%	93%
Chesham Grammar School	ACC	188	4%	75%	100%	100%
The Beaconsfield School	ACC	35	NE	NE	NE	NE
Sir William Ramsay School	ACC	50	SUPP	SUPP	SUPP	SUPP
Amersham School	ACC	62	NE	NE	NE	NE
Aylesbury Grammar School	ACC	194	NE	NE	NE	NE
Royal Latin School	ACC	226	NE	NE	NE	NE
Wycombe High School	ACC	184	12%	45%	95%	100%
Dr Challoner's Grammar School	ACC	229	6%	57%	100%	100%
Sir William Borlase's Grammar School	ACC	218	NE	NE	NE	NE
Beaconsfield High School	ACC	181	9%	41%	100%	100%
The Chalfonts Community College	ACC	69	9%	0%	33%	100%
The Royal Grammar School, High Wycombe	ACC	207	NE	NE	NE	NE
Waddesdon Church of England School	ACC	136	7%	33%	89%	100%
Great Marlow School	ACC	127	NE	NE	NE	NE
Buckingham School	CY	69	NE	NE	NE	NE
The Mandeville School	CY	NE	NE	NE	NE	NE
Sir Thomas Fremantle School	F	NE	NE	NE	NE	NE
Pioneer Secondary Academy	F	NE	NE	NE	NE	NE
The Grange School	FD	59	3%	SUPP	SUPP	SUPP
Cressex Community School	FD	NE	NE	NE	NE	NE
The Cottesloe School	FD	63	5%	SUPP	SUPP	SUPP
Buckinghamshire College Group	FE College	NE	NE	NE	NE	NE
Aylesbury UTC	UTC	NE	NE	NE	NE	NE
St Michael's Catholic School	VA	43	12%	SUPP	SUPP	SUPP

Appendix 2 Development Day 10th July 2024



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BUCKINGHAMSHIRE SACRE – DEVELOPMENT DAY
'Into the Future'
Wednesday 10th July 2024
Elmhurst School

PROGRAMME

9.30 – 10.00 Arrival and refreshments

10.00 – 10.15 Welcome and introductions
Aims for the day

10.15 – 10.30 What is Community Cohesion?
Initial reflections, thoughts and questions

10.30 – 11.00 Adam Cheo – LA Community Engagement Officer

11.00 – 11.30 Yvette Thomas – LA School Improvement & Equalities Manager

11.30 – 12.15 Discussion and questions
How will SACRE support schools in the wider community?

12.15-1.00 Lunch

1.00 – 1.45 To consider the Ofsted subject report

1.45 - 2.15 To consider the results of the schools' questionnaire

Mixed Groups work

2.15 – 3.00 Collate ideas about what can be done to support schools in moving RE forward.

3.00 – 3.30 Development Plan Review

Feedback/discussion as whole SACRE

3.30 - 4.00 Future planning

Appendix 3 Outcomes of the development day to carry forward

How will SACRE support schools in the wider community?

- Modelling an interfaith panel in schools
- Supporting and helping to forge links with parents
- Liaise and collaborate with Yvette and her team
- Promote Sacre a widely
- SACRE members visiting schools
- Promoting interfaith work/Societies with pupils/students
- Promote the notion of community as a network of relationships
- Head teacher handbook
- Headteacher induction
- Head teacher liaison groups
- Promoting interfaith week

Moving forward

- Network meetings
 - a. SACRE remember to attend each network meeting either in person or on zoom
 - b. Consider three questions per year to focus on within the network meetings
 - c. Replicate the primary model for secondary networks
 - d. Keep a record of the schools that attend
 - e. SACRE reps are then aware of schools in the locality that have been to networks
 - f. Notes of network meetings shared with SACRE
 - g. Run competitions through networks
 - h. Share network notes across all schools
- Run webinars and record them
- Targeted specific CPD
- Recruitment and retention linking with SCITTs
- agreed syllabus clarity regarding statutory inquiries

Appendix Buckinghamshire SACRE workplan 2023-24

Expected Actions	Days	Expected outcomes	Evidence
A. To advise SACRE on issues related to its work and provide advice and support for SACRE meetings			
Attend 3 full SACRE meetings held per year, provide advice for the Chair and LA Serving Officer on agendas and produce supporting paperwork.	3	To attend the three full SACRE meetings held per year. To be available to meet or speak with the chair and local authority serving officer in advance of the three full meetings to discuss and offer advice on any potential items or papers that may be on the agenda and prepare supporting documents. To undertake any agreed follow up actions. Written update provided for each meeting. Members are confident in their knowledge and understanding of the national and local situation regarding RE.	SACRE minutes Reports
Ensure SACRE is up to date with local, regional and national issues related to RE and collective worship e.g. DfE funded initiatives.			Updates to SACRE
Plan, prepare and lead the annual Development Day for SACRE members.	1	Members training needs and development are being met. Review of year undertaken and plan for next year drafted.	Annual development day agenda Annual development day presentations
Draft and produce the SACRE Annual Report (workforce and exam data and information will be provided by BC)	1	A clear analysis and report on SACRE's work and on actions taken by its representative groups specifying any matters on which it has advised the local authority has been produced within the agreed time scale. The report to be made available to schools and County councillors including via schools web and delivered to the National Association for SACREs and the DfE in spring 2023.	SACRE Annual Report
B. To deliver on the SACRE development plan 2022-24, and plan for 2024-27.			
B1 To monitor the standard and quality of religious education in Buckinghamshire			

Expected Actions	Days	Expected outcomes	Evidence
<ul style="list-style-type: none"> Write analytical review of Website findings Develop process for addressing non-compliance Liaise with SIS advisers 	2	<p>SACRE has report and is able to identify potential effective practice and plan way forward for addressing non-compliance</p> <p>Draft procedures have been developed</p> <p>Information on curriculum provision has been collected from a selection of school websites</p>	<p>Report Minutes of meetings</p> <p>Review of RE provision</p>
<ul style="list-style-type: none"> Finalise the questionnaire for a) secondary and b) primary RE provision (online – survey monkey?) Send out to schools Analysis and triangulation Liaise with SIS advisers 	2	The development of a survey for Buckinghamshire schools to identify key information to enable SACRE to monitor and support schools more effectively.	<p>Survey</p> <p>Review of findings with recommendation for action</p>
<ul style="list-style-type: none"> Create a three year strategic plan for SACRE from April 2024 to March 2027 to include: <ul style="list-style-type: none"> New Agreed Syllabus 2027 	1.5	<p>SACRE have a 3-year strategic development plan in place that includes a schedule of works to create the new agreed syllabus ready for implementation from September 2027.</p> <p>This will hopefully include collaboration with Hertfordshire and Oxfordshire.</p>	<p>3 year development plan</p> <p>New Agreed Syllabus</p>
B2 To develop partnerships with schools, the LA and faith and belief communities			
Continue to improve the effectiveness of SACRE, addressing gaps in membership, extending teacher representation and providing induction and development opportunities.	0.5	<p>Full representation and membership</p> <p>Induction and training needs identified</p> <p>Roles and representation developed</p>	Membership
<p>Promote the role of SACRE by:</p> <ul style="list-style-type: none"> developing closer links with Buckinghamshire Council members and strategic priorities SACRE promotional materials 	2	<p>Educational institutions and stakeholders are aware of the work of SACRE.</p> <p>SACRE is able to contribute to educational and community priorities.</p> <p>School leaders and teachers are better informed about issues</p>	<p>SACRED</p> <p>Meeting minutes</p> <p>Reports</p> <p>School Bulletin articles</p>

Expected Actions	Days	Expected outcomes	Evidence
<ul style="list-style-type: none"> linking with key representative groups in the LA structure, eg headteachers, Governors, SCITTs and MATs developing two-way links between SACRE representatives and their communities producing a termly bulletin 		relating to RE and collective worship.	
Support the provision of quality RE in Buckinghamshire schools by building local school RE networks	2	School networks Primary and Secondary: <ul style="list-style-type: none"> Primary 3 areas of Wycombe, Aylesbury and South Bucks, once per term. North / South for Secondary, once per term 	Feedback from teachers
B3 Provide support for and disseminate information on RE and collective worship to schools through the SACRE Schoolsweb page			
Support the provision of educational, inclusive, and inspirational collective worship in Buckinghamshire schools by: <ul style="list-style-type: none"> Raising awareness of the value of CW for building school communities, vision and values Producing guidance and advice for school leaders and governors 	2	School leaders have a better understanding of the potential for good collective worship / assemblies and how to develop them in their schools. SACRE website has clear statements about the value of good collective worship in both primary and secondary schools. Guidance and advice published on the SchoolsWeb and sent to headteachers and CofG.	SchoolsWeb Communication Bucks Collective Worship policy
C. To lead the continued development, promotion and training on the Buckinghamshire Agreed Syllabus for religious education 2022-2027			
<ul style="list-style-type: none"> Develop support materials for Agreed Syllabus Work with writing panel to produce support materials 	2	Schools better able to provide quality RE to pupils Networks create self-sustaining school-led support	Materials produced/ Teacher feedback via network groups

Appendix 5 - SACRE Membership and Attendance (September 2023 – Aug 2024)

Commented [bm1]: Highlight new members?

In accordance with statute, the Buckinghamshire Standing Advisory Council on Religious Education is composed of four groups:

Group	Name	Represents
A Other Denominations and Faiths	Jeremy Graham-Cumming (March 2023)	Quaker
	Vacancy	Methodist
	Neena Phakkey	Hindu
	Zahid Jawed	Muslim
	Rabbi Neil Janes (March 2023)	Reform Jewish
	Richard Winston (April 2023)	Orthodox Jewish
	Navleen Kaur	Sikh
	Steve Terry	Buddhist
	Dermot Kennedy	Roman Catholic
	Marjorie Johnston	Baptist
	Elaine Lever	Humanist
	Margaret Dean, Vice-Chair	Progressive Christianity Network
	Other faiths yet to be represented	Pentecostal
B The Church of England	Vacancy	Church of England
	Rev'd Tim Harper	Church of England
	Anne Andrews	Church of England
		Church of England
C Teacher representatives	Gina Coterill (May 2024)	Special Schools
	Emma Cameron (May 2024)	NAHT
	Kath Cheetam	ASCL
	Vacancy	NASUWT
	Humma Abbasi	Secondary Upper
	Amy Douglas (Till March 2024)	Infant
	David May	Primary Federation
	Clare Sheaf	Primary Academy
	Sharon Reynolds (May 2024)	Marlow Infant School
	Armani Campbell	Secondary Academy
D The Local Authority	Joseph Baum	County Council
	Cllr David Watson	County Council
	Rosie Washford-Mower (Governors)	Governor
Co-opted	Karen Crussell	Academies
	David Smith	Baha'i

Members	Group Represented	9 th Oct 2023	5 th March 2024	8 th May 2024	Dev Day 10 th July 2024
Group A					
Jeremy Graham-Cumming	Quaker	Y	N	R	-
Vacancy	Methodist	-	-	-	-
Neena Phakkey	Hindu	Y	Y	Y	Y
Zahid Jawed	Muslim	Y	Y	Y	Y
Rabbi Neil Janes	Reform Jewish	Ap	Y	Y	Y
Richard Winston	Orthodox Jewish	Ap	Y	Y	Y
Navleen Kaur	Sikh	Y	Ap	R	-
Steve Terry	Buddhist	Y	Ap	Y	Y
Dermot Kennedy	Roman Catholic	Ap	N	Y	Y
Marjorie Johnston (V-Chair)	Baptist	Y	Y	Y	Y
Elaine Lever	Humanist	Y	Y	Y	Y
Margaret Dean (Chair)	Progressive Christian Network	Y	Y	Y	Y
Vacancy	Pentecostal	-	-	-	-
Group B					
Vacancy	Church of England	-	-	-	-
Rev'd Tim Harper	Church of England	Y	Ap	Y	Y
Anne Andrews	Church of England	Y	Y	Y	Y
Vacancy	Church of England	-	-	-	-
Group C					
Gina Cotterill (May 2024)	Special Schools	-	-	Y	Y
Emma Cameron (May 2024)	NAHT	-	-	Y	Y
Kath Cheetam	ASCL	Y	Y	Ap	Ap
Humma Abbasi	Secondary Upper	Y	Ap	Ap	Ap
Amy Douglas	Infant	N	R	-	-
David May	Primary Federation	N	Ap	Ap	Ap
Clare Sheaf	Primary Academy	N	N	N	N
Sharon Reynolds (May 2024)	Marlow Infants	-	-	Y	Y
Armani Campbell	The Beaconsfield School	N	N	N	N
Group D					
Anita Cramer	County Council				
Cllr David Watson	County Council	Ap	Y	Ap	Y
Rosie Washford-Mower	Governor	Y	Y	Y	Y
Co-optees					
Karen Crussell	Academies	Y	Y	Ap	Y
David Smith	Baha'i	Ap	Y	N	Ap

Y = Attended Ap = Apologies accepted N = Absent
R = resigned NA = not appointed

Appendix 6 Circulation details for this AR

NASACRE (National Association of SACREs)
Buckinghamshire schools and colleges
County Councillors
Lead Member for Children's Services and school improvement
Diocesan Education Associations
DfE

SACRE is advised and supported by Bill Moore, SACRE Adviser.
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For further information please make contact via the website:
<https://schoolsweb.buckscc.gov.uk/curriculum-and-learning/sacre/>