

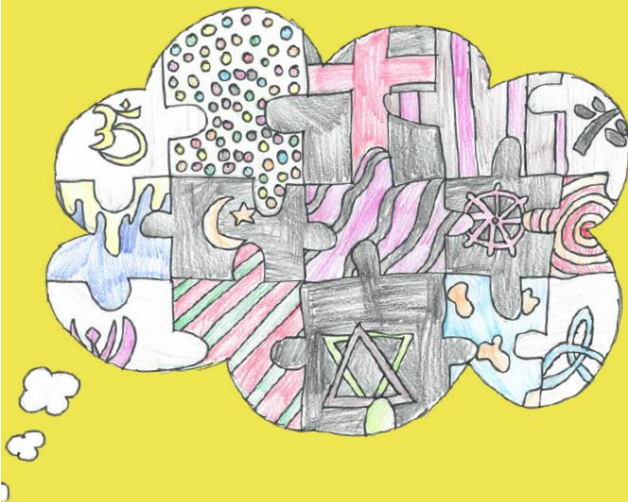


Hertfordshire  
**SACRE**  
Enhancing collective worship and RE



## The Annual Report of the Hertfordshire Standing Advisory Council on Religious Education (SACRE) 2023-24

**Engaging with diversity: an exploration of religion and worldviews**



**The Hertfordshire Agreed Syllabus of Religious Education  
2023-28**

**Exploring Religion and Worldviews:  
non-statutory guidance supporting  
the Hertfordshire Agreed Syllabus of Religious  
Education in Primary schools  
2023-2028**



Hertfordshire SACRE is a member of the National Association of SACREs



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# 1. Introduction



## 1.1 Welcome from the Chair

I am honoured to be Chair of Hertfordshire SACRE and to work with such a committed group of people.

In a world of increasing conflict and tension and fake news, the work of SACRE has never been more important. We need our children to be understanding and respectful of each other's faiths and values not informed by prejudice and fear. 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.

I have much pleasure in introducing you to the work of Hertfordshire SACRE during 2022/23. I hope you find it a useful source of information of the many and varied tasks we carried out during the year and the state of Religious Education in Hertfordshire. This has been a rewarding and successful year. SACRE met formally three times during the year and I would like to thank the Leadership Team of Kings Langley School, who hosted us in the Spring Term and Rabbi Adam who welcomed and informed us so warmly at the Masorti Synagogue St Albans for our meeting in the Summer Term. Hertfordshire also has its Strategy Group whose purpose is to drive the strategic direction of SACRE and to ensure regular representation from each group. I am so grateful to all SACRE members whether they be nominated by the Church of England, the wide range of different faiths, the teacher community, our co-opted members and finally my fellow County Councillors for the commitment and engagement they have shown this year.

The funding from Hertfordshire County Council has enabled us to carry out our tasks for which we are most grateful. We could not have achieved what we have without the tireless work and support of our LA officer, Juliet Whitehead, who also links SACRE with Herts for Learning. Stronger links have been made with their Wellbeing team and their Race Equality adviser has been co-opted onto SACRE, working closely with the adviser to SACRE.

SACRE has subscribed again to the national body, NASACRE, and I attended their national conference in May 2023, feeding back to SACRE in June.

Finally, I would like to thank those members who left us during the year for all their contributions. In particular, Juliet Lyall whose wise advice over the many years of her membership was so appreciated and whose work with local teacher groups and national organisations ensured we stayed focus on the key issues facing RE teachers. We will also sadly miss Andrew Wellbeloved, never better named, the retired Headteacher of Townsend School whose death occurred during the year.

Cllr Mark Watkin

## 1.2 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 Authority

After considerable consultation and discussion with interested bodies throughout Hertfordshire to ensure the SACRE would be representative, the Authority appointed the members as required by legislation.

Membership is for a period of four years and full members of the SACRE may co-opt non-voting members to the Council. **Membership for the period 2023-24 can be found in Appendix 1.** SACRE meetings are open to the public and Hertfordshire SACRE usually meets three times a year in County Hall, a school and a place of worship/community centre.

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 Hertfordshire, SACRE also works closely with HfL Education and many Academies and Free Schools to try to ensure that all children and young people in the County receive high quality RE and schools provide appropriate acts of collective worship.

SACRE has two functions; 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.

## 1.3 Purpose of the Report

The Education Act 1996, Section 391 (6) and (7) requires that each year the Standing Advisory Council on 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 2023 to August 2024. The full Hertfordshire SACRE met three times during the year and considered a diverse range of topics.

## 1.4 Hertfordshire Context

### a) Types of schools in Hertfordshire 2023-24

Year	2022/23 (2021-22)			
Type of school				
Row Labels	Academy	Independent	LA Maintained	Grand Total
Independent school*		52 (52)		52 (52)
Non-maintained special school			1 (1)	1 (1)
State-funded ESC school	3 (3)		5 (5)	8 (8)
State-funded nursery			14 (14)	14 (14)
State-funded primary	89 (83)		313 (320)	402 (403)
State-funded secondary	70 (69)		13 (13)	83 (82)
State-funded special school	6 (6)		19 (19)	25 (25)
<b>Grand Total</b>	<b>168 (161)</b>	<b>52 (52)</b>	<b>365 (372)</b>	<b>585 (585)</b>

There has been a slight increase in the number of Academies since 2022. SACRE encourages Academies and Free Schools to use the Hertfordshire Agreed Syllabus to plan their RE curriculum.

*Note: a glossary of educational terms can be found in Appendix 3*

\* SACRE has no responsibility in relation to the independent sector, but there is the opportunity for collaboration and one or two independent schools take notice of the Agreed Syllabus.

### b) Faith and belief demographics (Census 2021)

Religion	Herts	England & Wales (UK)
Buddhist	0.5%	0.5%
Christian	46.5%	46.2%
Hindu	3.0%	1.7%
Jewish	2.2%	0.5%
Muslim	4.0%	6.5%
No answer	6.1%	6.0%
No religion	36.6%	37.2%
Other	0.5%	0.9%
Sikh	0.7%	0.6%

## 1.5 SACRE meetings

### 1.5.1 We held three SACRE meetings in the period Sept 2023 to Aug 2024

#### 31<sup>st</sup> Oct 2023: County Hall

SACRE responded to the unfolding events in Israel and Gaza. SACRE had already given some advice and support materials to the LA to share with schools. Our reflection was on the role that SACRE can play in supporting schools and local communities, culminating in a collaborative activity to take forward our work with schools and local faith communities. We discussed the following questions and recorded responses on Post-It notes.

1. How can RE/CW contribute to the promotion of community and social cohesion?
2. How can RE/CW address polarisation?

**3. Who can we work with to help build local and national community cohesion?**

**4. What, realistically, can we do and with whom?**

A draft annual report for 2022-23 was discussed

SACRE **advised the LA** that we should include the currently co-opted Humanist representation in Group A in line with Human Rights legislation.

**7<sup>th</sup> March 2024 at Kings Langley School**

SACRE welcomed Carol Bennett, CEO of HfL Education to the meeting, who gave a talk on the ways in which SACRE and HfL Education can work together.

The school gave an excellent presentation on 'How RE, character education, SMSC, values and collective worship help to make Kings Langley School a special place to learn.'

SACRE discussed the Ofsted Annual Report 2023 and its challenging comments on the quality of RE in schools. In particular it directly raised questions about the current statutory arrangements for RE in England.

SACRE received most encouraging feedback from Nish Sabur on the recent inspection of Chessbrook Education Support Centre, in which RE figured highly. The inspection team could not make an official judgement, but verbally praised the setting for its well-thought-through curriculum and provision.

The priorities for 2024-2027, and the work plan and budget for 2024-25 were discussed and agreed.

SACRE discussed NASACRE and NATRE issues, including the disbanding of the Inter Faith Network and the NAACRE conference in York.



**18<sup>th</sup> June 2024 at the Masorti Synagogue, St Albans**

Rabbi Adam welcomed SACRE and gave a most interesting presentation about Judaism in general and the Masorti Synagogue in particular. The Torah scrolls are the centre of Jewish living and hold a special place in the synagogue and the community. Rabbi Adam explained the importance of the Torah Scrolls and other religious objects used in Jewish living.



The Development Plan and the Work Plan were approved.

Support materials for the greed syllabus were discussed and planned for next year.

The continuation of Inter Faith Week in schools, led by NASACRE and the Faith Forum, was discussed.

Exam data was provided and discussed to enable better monitoring.

The Ofsted Subject Report 'Deep and Meaningful?' was discussed and the issues raised considered in relation to RE in Hertfordshire. It was agreed that this should be used to advise the LA and schools on the development priorities for RE in the coming year.

The future of SARETT was discussed and a way forward to continue after Juliet Lyal leaves agreed.

SACRE advises the LA to ensure the continued support for and development of teacher networks.

Monitoring arrangements for 2024-25 will focus on curriculum outlines on Primary Websites and the embedding of the Agreed Syllabus.

Local and national up-dates are provided at each meeting, especially about the local networks and the National Association of Teachers of RE (NATRE) and updates and training from NASACRE.

The work of the Strategy Group has continued to prove helpful in shaping and driving the work of SACRE.

SACRE's work over the period September 2023 to Aug 2024 was driven by both local and national issues, although embedding and training for the Locally Agreed Syllabus were significant aspects of its work.



## **2. RE in Hertfordshire Schools**

### **2.1 2023-28 Agreed Syllabus**

This was the first year of the five-year cycle for the syllabus. Feedback from the network groups and from school visits/training by the adviser indicate that on the whole it is well received and schools are using it to plan an inquiry and Worldviews approach to RE.

### **2.2 Training and Support**

The adviser worked alongside the HfL Education SACRE representative to provide specific face-to-face training on planning from the Agreed Syllabus in November. This was well-attended and was positively received.

### **2.3 Public examinations**

**Data for the examinations of Summer 2023 were not available at the time of completing this report. SACRE will analyse these in the next report, ideally alongside the data for 2025.**

SACRE agreed to leave the 2023 data in the report.

Hertfordshire students entered for public examination in Religious Studies achieve better than their national peers, especially so at A Level. This is a huge credit to their efforts and dedication, and also to their teachers. SACRE congratulates you all! Entries at GCSE continue to show a gradual decline, as is the trend nationally, but they remain slightly lower in Herts than nationally. Free Schools in particular enter a far lower percentage of their students and it is not clear what provision there is for non-exam RE.

Not counting the 18 Special Schools, 13 of the remaining 76 schools (approx 16.5%) do not enter any students for RS GCSE and a further 20 schools (over 25%) enter 10% or less. Considering that RE is a statutory entitlement for all pupils, SACRE strongly recommends that schools allow as many students as possible in KS4 to gain a qualification that will be of value to them and give both a sense of purpose and a structure to the course.

GCSE	2022				2023				2024 (not available at time of publishing)			
	% entered	% entered	% entered	% entered	% entered	% entered	% entered	% entered	% entered	%9-7	%9-4	%9-1
<b>National</b>	35	35	35	35	35%	29%	71%	98%				
<b>All Herts</b>	32	32	32	32	31%	32%	77%	99%				
<b>Academies</b>	31	31	31	31	31%	34%	78%	99%				
<b>Free Schools</b>	7	7	7	7	13%	28%	83%	100%				
<b>Maintained</b>	38	38	38	38	40%	24%	70%	98%				
<b>A Level</b>	2022				2023				2024			
	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E	% of All KS5 Pupils Entered	RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
<b>National</b>	5.2	31.4	85.8	98.5	4.7	20.9	75.6	97.2				
<b>All Herts</b>	6.0	31.4	87.8	99.6	5.5	24.9	81.6	98.8				
<b>Academies</b>	6.3	32.2	87.0	100.0	5.7	24.6	80.7	98.7				
<b>Free Schools</b>	0.0	NE	NE	NE	0.0	NE	NE	NE				
<b>Maintained</b>	4.9	25.0	93.8	95.8	4.7	27.5	90.0	100.0				

## 2.4 Attainment in RE not covered by public examination

It is difficult to establish how strong attainment and achievement (progression) are in non-examination RE from KS1 – 4. This year, we looked closely at the responses to the questionnaire that we sent to Secondary schools in 2022-23. We received a good response rate of 49 mainstream Secondary schools and 11 Special Schools. Feed back from the survey on the Agreed Syllabus review (see below) indicates that schools are on the whole delivering RE based on the syllabus and in line with the aims stated.

## 2.5 The quality of RE provision in schools

The secondary questionnaire produced in 2022-23 and analysed this year indicates that schools are mostly providing an rich curriculum in KS3. Some schools have a shortened KS3 curriculum to extend GCSE time in KS4. This has been shown to be detrimental to general educational development in all subjects, narrowing the curriculum unnecessarily to fit into a formal examination structure. As many schools do not meet the requirements to provide RE to all students in KS4 and post-16, learning in RE suffers even more. The Agreed Syllabus provides a general programme for non-examination RE, so schools do have a basis from which to plan 'deep and meaningful' RE for all pupils. We encourage them to do so, especially in the context of recent national and global issues. It has never been more important that we enable our pupils to understand themselves, others and the world we are creating for future generations. The findings of the Ofsted subject report corroborated some of our findings, both in terms of good practice and where further development is needed.

## 2.6 Withdrawal from RE

SACRE provides guidance on the statutory 'right of withdrawal' of pupils from Religious Education. We do not, as yet, monitor this, although our adviser does guide school leaders who are unsure of what their duties are in relation to parental choice.

## 2.7 Complaints concerning RE

No complaints have been received in the period Sept 2021 to Aug 2022.

# 3. Collective Worship

## 3.1 Determinations

There have been no requests for determinations this year

## 3.2 Complaints about collective worship

There have been no official complaints concerning collective worship in 2022-3.

## 3.3 Training and support

Advice and guidance can be found on the Hertfordshire Grid for Learning. SACRE updated the Faith Directory for the academic year 2023-24. SACRE uploaded 'The SMSC Toolkit on to the GfL to support schools in their thinking about and provision of this important and statutory dimension of school life and learning.

## 3.4 Compliance with the statutory requirement

Herts and Bucks SACREs have agreed to work collaboratively on this.

## 4. Links with other bodies

Close links with the Local Authority are ensured by the tireless work and support of the LA officer, Juliet Whitehead, who also links SACRE with Herts for Learning. Stronger links have been made with the Wellbeing team and their Race Equality adviser has been co-opted onto SACRE, working closely with the adviser to SACRE.

Local teacher networks continued to meet and, through our co-opted member, Juliet Lyal, closer links were forged with SACRE. In particular, this has been helpful in updating teachers about the Agreed Syllabus and receiving informal feedback.

SACRE has subscribed again to NASACRE and the Chair attended their national conference in May 2023, feeding back to SACRE in June.

The SACRE adviser and SACRE members provided information on SMSC and collective worship at the Herts Governors Conference on 16th November. and also at the Headteacher updates also in November and at the Chairs' Strategic Briefing on 7<sup>th</sup> March. These all provided excellent opportunities to promote the work of SACRE, the importance of RE and collective worship and the development of the Agreed Syllabus.

## 5 Other work of SACRE

SACRE supported the LA in developing communications with and support for schools regarding the Israel-Gaza conflict.

**The SACRE artefacts collection** is being very well used by schools and is proving hugely popular, with almost all collections out in schools each half term. Feedback has been incredibly positive:

*"Thank you for both sorting the box and enabling us to have it for the week - it was such a valuable resource and helped bring to life much of what we were learning about. I also think it's a great idea to be able to share such a resource, brilliant!"*

*"Our boxes arrived today, and I just would like to say a massive thank you. I can't wait to share the artefacts with my class tomorrow!"*

*"The teacher found the Islam box really useful and a good resource to motivate her Year 4 class."*

*"The pupils have loved exploring the resources and they have really enriched their learning."*

The Chair, Vice-Chair and LA Officer met with their counterparts from Buckinghamshire SACRE to discuss potential collaborations and have begun looking into collective worship.

## 6 SACRE's arrangements

SACRE is well supported by the Local Authority. Hertfordshire CC provides a dedicated 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, with additional time for developing the Agreed Syllabus. There is also a small budget for additional projects and expenses. SACRE received good funding for the development of the Agreed Syllabus. SACRE works in close partnership, through the work of the LA Officer, with both the LA and Herts for Learning.

Hertfordshire SACRE has an annual budget of £20,000, although the Local Authority has been flexible in budget support for the development of the new Agreed Syllabus.

## Membership

Membership is 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 well supported by the Local Authority in recruiting new members.

SACRE members include those from academies and higher education. Members of all groups regularly attend and participate in meetings, sharing their experience, expertise and insights. Outreach to academies, MATs and faith schools is ongoing through provision of guidance, training and active involvement of all schools as representatives in national and local RE events. SACRE membership benefits from teachers who are passionate about RE and are skilled writers and trainers. These teachers and school leaders play a key role in representing school needs and priorities, writing the Agreed Syllabus and supporting curriculum documents, ensuring high quality provision for Hertfordshire pupils.

Over the course of the year we bade farewell and conveyed our thanks to a number of people:

Tulsi Seva Dasi Group A Hinduism  
Andrew Wellbeloved Group B CoE  
Ali Mackintosh Group C  
Ellie Olmer Group A Judaism  
Maggie Wright RC  
Alison McLaughlin Herts University  
Liz Ellis Group C moved to Co-opted

We appointed and welcomed:

Alison Appiah Group A Hinduism  
Daniel D'Cruz RC  
Reynold Rosenberg Co-opted Herts Inter Faith Network  
Marcus Cooper MAT  
Brian Bloom Group A Judaism  
Rachel Peddie Group B CoE  
John Barnibas Co-opted Baha'i

It was with great sadness that we learned of the death of our long-serving, recently retired and highly respected colleague, Andrew Wellbeloved.

## Appendix 1: SACRE membership and attendance 2023-24

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Authority	Co-opted Members
Mrs Kavaljit Dev Sikhi	Miss Rachel Griffiths	Junior Teacher (ALT) Ali Mackintosh June	County Councillor (Con) Chris Alley	CoRE and NATRE Juliet Lyal
Revd John Fellows (Vice-Chair) Methodist	Ryan Parker	Primary Headteacher (NAHT) Emma Fenn Feb	County Councillor (Lib Dem) Mark Watkin (Chair)	
Randula Haththotuwa Buddhist	Mr Andrew Wellbeloved	Secondary Headteacher (ASCL) Liz Ellis	County Councillor (Con) Fiona Guest	Margaret Eames-Peterson
Wendy Lidgate Free Churches		University of Hertfordshire Aison McLauchlin		Shammi Rahman HfL Equalities
Mrs Ellie Olmer Orthodox Jewish		Infant teacher (NUT) Helen Venn June		Nish Sabur
Mr Idrees Qureshi Muslim		Secondary Teacher (NASUWT) Laura Passmore	County Councillor (Lab) Asif Khan	
			County Councillor (Con) Mark Mills-Bishop (From May 2023)	
Tulsi Seva Dasi Hindu			County Councillor (Con) Caroline Clapper (From May 2023)	
Jackie Roberts Salvation Army				
Humanist Pete Bennett Humanist UK				

# Attendance 2023-24

Governor	Governor Type	Strategy Group	SACRE meeting	Strategy Group	Strategy Group	SACRE meeting	Strategy Group	Strategy Group	SACRE
		10 Oct 2023	31 Oct 2023	14 Nov 2023	12 Feb 2024	07 Mar 2024	20 Mar 2024	03 Jun 2024	18 Jun 2024
Mrs Kavaljit Dev	Faith Representative	Y	N	Y	Y	N	Y	N	N
Christopher Alley	Authority Representative		NS			Y			N
Alison Appiah	Faith Representative					Y			N
Pete Bennett	Faith Representative		Y			Y			N
Brian Bloom	Faith Representative					Y			Y
Caroline Clapper	Authority Representative		N			Y			N
Mr Marcus Cooper	Teacher Association Representative					NS			NS
Daniel D'cruz	Faith Representative		N			N			Y
Margaret Eames-Peterson	Co-opted Member		N			Y			Y
Elizabeth Ellis	Co-opted Member		N		Y	N	Y	Y	Y
Revd John Fellows	Faith Representative	Y	Y	Y	Y	Y	N	Y	N
Miss Emma Fenn	Teacher Association Representative		Y			N			Y
Miss Rachel Griffiths	Church of England Representative		Y			N			Y
C/Cllr Fiona Guest	Authority Representative		N			Y			Y
Randula Haththotuwa	Faith Representative		Y			Y			Y

P = Present  
 Apol = Apologies accepted  
 Abs = Absent, no apologies received  
 Res = resigned  
 - = no membership

Asif Khan	Authority Representative		NS			NS			Y
Mr John (Barney) Leith	Co-opted Member					Y			Y
Wendy Lidgate	Faith Representative		N			Y			Y
Mrs Juliet Lyal	Co-opted Member	Y	Y	N	N	Y	Y	Y	Y
Mrs Ali Mackintosh			Y			Y			
Mrs Tracey Middleton		Y	Y	Y	Y	Y	Y		Y
County Councillor Mark Bevis Mills-Bishop	Authority Representative		Y			N			N
Mr Bill Moore		Y	Y	Y	Y	Y	Y	Y	Y
Ryan Parker	Church of England Representative	N	Y			Y			Y
Laura Passmore	Teacher Association Representative		N			Y			N
Mrs Rachel Peddie	Church of England Representative					N			N
Mr Idrees Qureshi	Faith Representative		NS			NS			NS
Shammi Rahman	Co-opted Member		Y			N			N
Envoy Jackie Roberts	Faith Representative	N	Y	N	N	Y	N	N	N
Reynold Rosenberg	Co-opted Member		NS			NS			NS
Nish Sabur	Co-opted Member		Y			Y			N
Tulsi Seva Dasi			Y						N
Helen Venn	Teacher Association Representative		Y			Y			N
Mr Mark Watkin	Authority Representative	Y	Y	Y	Y	Y	Y	Y	Y
Mr Andrew Wellbeloved			Y			N			
Juliet Whitehead		Y	Y	Y	Y	Y	Y	Y	Y



## Appendix 2: Examination results 2023 by school

### GCSE results

(NB Every school faces different circumstances and challenges which impact on the results data shown below. The data form the basis for dialogue, not for judgement.)

School Name	School Type	School Category	KS4 Number ON Roll	RS Number of Entries	% of All KS4 Pupils Entered for RS	RS Entries % of Grades 9-7	RS Entries % of Grades 9-5	RS Entries % of Grades 9-4	RS Entries % of Grades 9-1
<b>National (State-funded)</b>			<b>606910</b>	<b>210340</b>	<b>35%</b>	<b>29%</b>	<b>60%</b>	<b>71%</b>	<b>98%</b>
<b>Hertfordshire</b>			<b>14397</b>	<b>4514</b>	<b>31%</b>	<b>32%</b>	<b>65%</b>	<b>77%</b>	<b>99%</b>
<i>Herts</i>	<b>Academy</b>		<b>11787</b>	<b>3623</b>	<b>31%</b>	<b>34%</b>	<b>67%</b>	<b>78%</b>	<b>99%</b>
<i>Herts</i>	<b>Free School</b>		<b>341</b>	<b>46</b>	<b>13%</b>	<b>28%</b>	<b>80%</b>	<b>83%</b>	<b>100%</b>
<i>Herts</i>	<b>HCC</b>		<b>2116</b>	<b>841</b>	<b>40%</b>	<b>24%</b>	<b>57%</b>	<b>70%</b>	<b>98%</b>
<b>Adeyfield Academy (The)</b>	Academy	Secondary	104	0	0%	NE	NE	NE	NE
<b>Amwell View School</b>	HCC	Special	9	0	0%	NE	NE	NE	NE
<b>Ashlyns School</b>	HCC	Secondary	234	217	93%	27%	61%	71%	98%
<b>Astley Cooper School (The)</b>	HCC	Secondary	135	0	0%	NE	NE	NE	NE
<b>Barclay Academy</b>	Academy	Secondary	125	11	9%	27%	64%	82%	100%
<b>Barnwell School</b>	HCC	Secondary	192	0	0%	NE	NE	NE	NE
<b>Batchwood School</b>	HCC	Special	17	0	0%	NE	NE	NE	NE
<b>Beaumont School</b>	Academy	Secondary	211	43	20%	63%	81%	93%	100%
<b>Birchwood High School</b>	Academy	Secondary	230	19	8%	16%	58%	74%	100%
<b>Bishops Hatfield Girls School</b>	Academy	Secondary	144	50	35%	66%	96%	98%	100%
<b>Bishops Stortford High School (The)</b>	HCC	Secondary	168	61	36%	25%	67%	79%	100%
<b>Brandles School</b>	Academy	Special	12	0	0%	NE	NE	NE	NE
<b>Breakspere School</b>	HCC	Special	2	0	0%	NE	NE	NE	NE
<b>Broxbourne School (The)</b>	Academy	Secondary	213	46	22%	48%	85%	93%	100%
<b>Bushey Meads School</b>	Academy	Secondary	187	7	4%	0%	86%	100%	100%
<b>Chancellors School</b>	Academy	Secondary	173	19	11%	42%	63%	79%	100%
<b>Chauncy School (The)</b>	Academy	Secondary	206	60	29%	42%	83%	90%	100%



Leventhorpe	Academy	Secondary
Longdean School	Academy	Secondary
Lonsdale School	HCC	Special
Loreto College	Academy	Secondary
Marlborough Science Academy (The)	Academy	Secondary
Marriotts School	HCC	Secondary
Monks Walk School	Academy	Secondary
Mount Grace School	Academy	Secondary
Nicholas Breakspear Catholic School	Academy	Secondary
Nobel School (The)	HCC	Secondary
Onslow St Audreys School	Academy	Secondary
Parmiters School	Academy	Secondary
Pinewood School	Academy	Special
Presdales School	Academy	Secondary
Priory School (The)	HCC	Secondary
Queens School	Academy	Secondary
Reach Free School (The)	Free School	Secondary
Richard Hale School	Academy	Secondary
Rickmansworth School	Academy	Secondary
Ridgeway Academy	Academy	Secondary
Robert Barclay Academy	Academy	Secondary
Roundwood Park School	Academy	Secondary
Samuel Ryder Academy	Academy	All-through
Sandringham School	Academy	Secondary
Sele School (The)	Academy	Secondary
Simon Balle All-Through School	Academy	All-through
Sir John Lawes School	Academy	Secondary
St Albans Girls School	Academy	Secondary
St Clement Danes School	Academy	Secondary
St Georges School	Academy	Secondary
St Joan of Arc Catholic School	Academy	Secondary
St Lukes School	HCC	Special

237	15	6%	67%	73%	80%	100%
236	12	5%	33%	58%	92%	100%
12	0	0%	NE	NE	NE	NE
156	155	99%	49%	83%	91%	99%
202	19	9%	42%	84%	89%	100%
233	15	6%	33%	80%	87%	100%
220	39	18%	41%	72%	85%	100%
69	0	0%	NE	NE	NE	NE
179	178	99%	24%	63%	72%	99%
234	227	97%	23%	53%	66%	97%
129	0	0%	NE	NE	NE	NE
206	21	10%	48%	86%	90%	95%
35	0	0%	NE	NE	NE	NE
177	23	13%	48%	78%	96%	100%
205	0	0%	NE	NE	NE	NE
264	11	4%	45%	100%	100%	100%
123	25	20%	40%	96%	96%	100%
175	0	0%	NE	NE	NE	NE
221	16	7%	75%	100%	100%	100%
145	25	17%	8%	32%	48%	100%
108	104	96%	17%	45%	55%	99%
210	14	7%	71%	86%	93%	100%
160	38	24%	18%	58%	82%	100%
240	9	4%	67%	89%	89%	100%
75	12	16%	8%	25%	42%	100%
171	9	5%	56%	78%	89%	100%
200	85	43%	44%	74%	80%	100%
207	17	8%	71%	88%	88%	100%
238	55	23%	55%	85%	89%	100%
215	214	100%	43%	79%	89%	99%
204	198	97%	35%	73%	83%	99%
29	0	0%	NE	NE	NE	NE

<b>St Marys Catholic School (Bishops Stortford)</b>	Academy	Secondary
<b>St Marys CofE High School (Cheshunt)</b>	Academy	Secondary
<b>St Michaels Catholic High School (Watford)</b>	Academy	Secondary
<b>Stanborough School</b>	Academy	Secondary
<b>St John Henry Newman Catholic School (The)</b>	Academy	Secondary
<b>Thomas Alleyne Academy (The)</b>	Academy	Secondary
<b>Townsend CofE School</b>	HCC	Secondary
<b>Tring School</b>	Academy	Secondary
<b>Valley School (The)</b>	HCC	Special
<b>Verulam School</b>	Academy	Secondary
<b>Watford Grammar School for Boys</b>	Academy	Secondary
<b>Watford Grammar School for Girls</b>	Academy	Secondary
<b>Watford UTC (The)</b>	Free School	Secondary
<b>Watling View School</b>	HCC	Special
<b>Westfield Academy</b>	Academy	Secondary
<b>Woodfield School</b>	HCC	Special
<b>Yavneh College</b>	Academy	Secondary

183	182	99%	31%	63%	77%	98%
180	176	98%	11%	38%	52%	96%
175	170	97%	32%	76%	89%	100%
193	0	0%	NE	NE	NE	NE
245	236	96%	38%	72%	81%	100%
163	17	10%	12%	35%	47%	100%
125	122	98%	10%	40%	60%	97%
235	229	97%	20%	52%	64%	97%
33	0	0%	NE	NE	NE	NE
183	177	97%	27%	69%	80%	97%
227	62	27%	60%	87%	95%	100%
208	127	61%	60%	88%	94%	99%
40	0	0%	NE	NE	NE	NE
1	0	0%	NE	NE	NE	NE
160	155	97%	13%	43%	57%	97%
4	0	0%	NE	NE	NE	NE
152	0	0%	NE	NE	NE	NE

## A Level

School Name	School Category
Adeyfield Academy (The)	Academy
Ashlyns School	HCC
Astley Cooper School (The)	HCC
Barclay Academy	Academy
Barnwell School	HCC
Beaumont School	Academy
Birchwood High School	Academy
Bishops Hatfield Girls School	Academy
Bishops Stortford High School (The)	HCC
Broxbourne School (The)	Academy
Bushey Meads School	Academy
Chancellors School	Academy
Chauncy School (The)	Academy
Dame Alice Owens School	Academy
Elstree Screen Arts Academy	Free School
Fearnhill School	HCC
Freman College	Academy
Future Academmies Watford	Academy
Goffs Academy	Academy
Grange Academy (The) (Bushey)	Academy
Haileybury Turnford	Academy

2023 Religious Studies (RS)						
KS5 Number ON Roll (A-Level Students)	RS (A-level) Number Of Entries	% of All KS5 Pupils Entered for RS (A-level)		RS Entries % of Grades A*-A	RS Entries % of Grades A*-C	RS Entries % of Grades A*-E
18	0	0.0		NE	NE	NE
110	15	13.6		13.3	86.7	100.0
19	0	0.0		NE	NE	NE
29	0	0.0		NE	NE	NE
27	0	0.0		NE	NE	NE
205	25	12.2		32.0	96.0	100.0
88	0	0.0		NE	NE	NE
95	8	8.4		50.0	100.0	100.0
145	4	2.8		0.0	100.0	100.0
103	12	11.7		33.3	91.7	100.0
113	11	9.7		0.0	45.5	90.9
101	0	0.0		NE	NE	NE
63	8	12.7		37.5	100.0	100.0
209	10	4.8		40.0	100.0	100.0
49	0	0.0		NE	NE	NE
31	0	0.0		NE	NE	NE
109	0	0.0		NE	NE	NE
53	0	0.0		NE	NE	NE
154	6	3.9		16.7	83.3	100.0
57	0	0.0		NE	NE	NE
53	0	0.0		NE	NE	NE

<b>Hemel Hempstead School (The)</b>	Academy	123	0	0.0	NE	NE	NE
<b>Hertfordshire &amp; Essex High School &amp; Science College (The)</b>	Academy	295	8	2.7	50.0	87.5	100.0
<b>Hertswood Academy</b>	Academy	63	0	0.0	NE	NE	NE
<b>Highfield School (The)</b>	HCC	70	13	18.6	15.4	61.5	100.0
<b>Hitchin Boys School</b>	Academy	125	4	3.2	0.0	50.0	100.0
<b>Hitchin Girls School</b>	Academy	160	21	13.1	28.6	85.7	100.0
<b>John F Kennedy Catholic School</b>	HCC	96	3	3.1	0.0	66.7	100.0
<b>John Warner School (The)</b>	Academy	69	0	0.0	NE	NE	NE
<b>Kings Langley Secondary School</b>	Academy	83	7	8.4	0.0	100.0	100.0
<b>Knights Templar School (The)</b>	Academy	144	0	0.0	NE	NE	NE
<b>Laureate Academy</b>	Academy	14	0	0.0	NE	NE	NE
<b>Leventhorpe</b>	Academy	100	2	2.0	0.0	50.0	100.0
<b>Longdean School</b>	Academy	70	2	2.9	0.0	50.0	100.0
<b>Loreto College</b>	Academy	86	20	23.3	35.0	100.0	100.0
<b>Presdales School</b>	Academy	122	9	7.4	55.6	100.0	100.0
<b>Marlborough Science Academy (The)</b>	Academy	80	4	5.0	0.0	75.0	100.0
<b>Marriotts School</b>	HCC	77	0	0.0	NE	NE	NE
<b>Monks Walk School</b>	Academy	119	7	5.9	14.3	100.0	100.0
<b>Mount Grace School</b>	Academy	36	0	0.0	NE	NE	NE
<b>Nicholas Breakspear Catholic School</b>	Academy	52	5	9.6	20.0	80.0	100.0
<b>Nobel School (The)</b>	HCC	137	13	9.5	61.5	100.0	100.0
<b>Onslow St Audreys School</b>	Academy	48	0	0.0	NE	NE	NE
<b>Parmiters School</b>	Academy	184	11	6.0	27.3	81.8	100.0
<b>Priory School (The)</b>	HCC	109	5	4.6	20.0	80.0	100.0
<b>Queens School</b>	Academy	163	4	2.5	0.0	100.0	100.0
<b>Reach Free School (The)</b>	Free School	41	0	0.0	NE	NE	NE
<b>Richard Hale School</b>	Academy	143	2	1.4	0.0	50.0	100.0
<b>Rickmansworth School</b>	Academy	152	8	5.3	12.5	62.5	87.5
<b>Ridgeway Academy</b>	Academy	19	0	0.0	NE	NE	NE
<b>Robert Barclay Academy</b>	Academy	24	0	0.0	NE	NE	NE
<b>Roundwood Park School</b>	Academy	164	1	0.6	0.0	100.0	100.0

<b>Townsend CofE School</b>	HCC	35	3	8.6	0.0	66.7	100.0
<b>Samuel Ryder Academy</b>	Academy	60	15	25.0	26.7	93.3	100.0
<b>Sandringham School</b>	Academy	214	4	1.9	0.0	50.0	100.0
<b>Sele School (The)</b>	Academy	10	0	0.0	NE	NE	NE
<b>Simon Balle All-Through School</b>	Academy	108	2	1.9	0.0	50.0	100.0
<b>Sir John Lawes School</b>	Academy	165	8	4.8	50.0	75.0	100.0
<b>St Albans Girls School</b>	Academy	124	13	10.5	46.2	76.9	100.0
<b>St Clement Danes School</b>	Academy	188	0	0.0	NE	NE	NE
<b>St Georges School</b>	Academy	179	16	8.9	25.0	93.8	100.0
<b>St Joan of Arc Catholic School</b>	Academy	80	14	17.5	21.4	64.3	100.0
<b>St John Henry Newman Catholic School (The)</b>	Academy	183	5	2.7	0.0	80.0	100.0
<b>St Marys Catholic School (Bishops Stortford)</b>	Academy	95	8	8.4	12.5	100.0	100.0
<b>St Marys CofE High School (Cheshunt)</b>	Academy	72	4	5.6	0.0	25.0	100.0
<b>St Michaels Catholic High School (Watford)</b>	Academy	101	13	12.9	7.7	69.2	92.3
<b>Stanborough School</b>	Academy	82	0	0.0	NE	NE	NE
<b>Thomas Alleyne Academy (The)</b>	Academy	30	0	0.0	NE	NE	NE
<b>Tring School</b>	Academy	160	10	6.3	10.0	50.0	100.0
<b>Verulam School</b>	Academy	106	16	15.1	31.3	62.5	87.5
<b>Watford Grammar School for Boys</b>	Academy	218	7	3.2	14.3	100.0	100.0
<b>Watford Grammar School for Girls</b>	Academy	203	15	7.4	33.3	93.3	100.0
<b>Watford UTC (The)</b>	Free School	4	0	0.0	NE	NE	NE
<b>Westfield Academy</b>	Academy	66	10	15.2	0.0	30.0	100.0
<b>Yavneh College</b>	Academy	75	7	9.3	57.1	100.0	100.0

## Appendix 3 Priorities and Work Plan

	<b>Hertfordshire SACRE Priorities 2024-28</b>
1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship	<ul style="list-style-type: none"> <li>• LA support – LA Officer, specialist adviser, clerk, budget</li> <li>• Annual report</li> <li>• 3 meetings a year</li> <li>• Communications</li> <li>• LA, Prevent, HfL Education, Schools, Academies, GBs, SLTs, Teachers, Students, University of Hertfordshire, National RE organisations (NASACRE, NATRE)</li> <li>• Monitoring process               <ul style="list-style-type: none"> <li>○ Exam data</li> <li>○ Websites</li> <li>○ Workforce data</li> <li>○ Questionnaires</li> <li>○ Letters of support, praise and challenge</li> </ul> </li> <li>• SACRE website development and maintenance</li> <li>• Provide CPD</li> </ul>
2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus	<ul style="list-style-type: none"> <li>• Review current syllabus               <ul style="list-style-type: none"> <li>○ Teachers, subject leaders, school leaders, pupils/students</li> <li>○ Questionnaires, focus groups</li> </ul> </li> <li>• Evaluate strengths and weaknesses</li> <li>• Consider national developments</li> <li>• Agree whether to produce new syllabus</li> <li>• Secure funding</li> <li>• Set up ASC</li> <li>• Involve teachers in development</li> <li>• Develop support materials</li> <li>• Knowledge/vocabulary (8 key areas)</li> <li>• Launch and training</li> </ul>
3. aSACRE promotes and supports high quality religious education across all schools as appropriate	<ul style="list-style-type: none"> <li>• CPD</li> <li>• Newsletters</li> <li>• Networking</li> <li>• Monitor - primary then secondary – websites, qnaires</li> <li>• Subject leadership</li> </ul>
4. SACRE promotes and supports inspiring and educationally appropriate collective worship in schools	<ul style="list-style-type: none"> <li>• Support materials               <ul style="list-style-type: none"> <li>○ Legal requirements</li> <li>○ Rationale and educational purpose</li> <li>○ Effective practice</li> <li>○ Themes</li> <li>○ Resources</li> </ul> </li> <li>• Determinations</li> <li>• SACRE Website</li> <li>• CPD</li> <li>• Newsletters</li> <li>• Networks</li> </ul>
5. SACRE supports schools in the wider community	<ul style="list-style-type: none"> <li>• Directory</li> <li>• SMSC and Fundamental British Values Guidance</li> <li>• Interfaith, inter-community work</li> <li>• Pupil/student events</li> <li>• Guidance/advice on matters to do with religion and belief</li> </ul>



	2024-25	2025-26	2026-27	2027-28	2028-29
1. SACRE is well managed and effective, and works well with partners and stakeholders to improve RE and collective worship	Business needs are met*	Business needs are met*	Business needs are met*	Business needs are met*	Business needs are met*
2. SACRE produces and supports an educationally challenging and inspiring Agreed Syllabus	Year 2 Brief qnaire re implementation	Year 3 Review: Qnaire re teacher views Pupil/student views? Decide whether new syllabus. ASC?	Year 4 Start producing either new syllabus with new support materials , or more detailed support materials for continuing syllabus	Year 5 Publish new syllabus/ support materials Launch Training	New syllabus implementation
3. SACRE promotes and supports high quality religious education across all schools as appropriate	Formalise monitoring process				
4. SACRE promotes and supports inspiring and educationally appropriate collective worship in schools	Formalise monitoring process				
5. SACRE supports schools in the wider community					

Hertfordshire SACRE – Annual Work Plan 2023-24

(Bullet points what has been done in each area)

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
Annual Report	RE Adviser in consultation with SACRE members	<p>Draft and produce the SACRE Annual Report</p> <p>Draft shared with SACRE Strategy Group for comment.</p> <p>Final copy produced and shared with full SACRE in its Spring meeting before being sent to DfE, NASACRE, County Councillors, District Councils, Hertfordshire MPs, Hertfordshire Libraries and published on-line.</p>	<p>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 LA has been produced within the agreed timescale.</p> <p>This report to be made available to schools, DfE, County Councillors, District Councils, Hertfordshire Libraries and Herts MPs including via the Grid and delivered to the National Association for SACRES.</p>	2 days	Spring
SACRE Constitution is upheld.	Please note that HCC through HfL provide all the admin and clerking requirements for the 3 SACRE meetings and Strategy Group meetings each year).	<p>3 full SACRE meetings per year:</p> <ul style="list-style-type: none"> <li>• ensure agendas are appropriate and address the core functions of SACRE and agendas and papers are sent out at least one working week in advance of the meetings.</li> <li>• SACRE is up to date with local, regional and national initiatives and issues related to RE and collective worship e.g. DfE funded initiatives.</li> <li>• Strategy Group meets in advance of each full SACRE meeting and also 2/3 weeks after the full SACRE meetings (and additionally as required) to provide more detailed input and support to SACRE’s work including for example with monitoring of schools’ delivery of RE curriculum.</li> </ul>	<p>3 full SACRE meetings held per year.</p> <p>Any agreed follow-up actions are undertaken following the meetings.</p> <p>Members are confident in their knowledge &amp; understanding of the national &amp; local situation regarding RE.</p> <p>The SACRE agreed vision helps to inform SACRE’s work and role.</p> <p>Strategy has met in-between full SACRE meetings to discuss and provide guidance and support to the Chair, RE Specialist Adviser and LA Servicing Officer regarding SACRE work e.g. monitoring.</p> <p>Strategy Group has met after each full SACRE meeting to follow up on any actions agreed at full SACRE meetings.</p>	7 days	Full SACRE meetings held termly plus additional Strategy meetings

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
Monitoring the standard and quality of Religious Education	RE Adviser	<p>To lead the work on monitoring primary schools' RE teaching and learning by analysis of websites.</p> <p>To be done as follows:</p> <ul style="list-style-type: none"> <li>• Sample websites from schools looked at on an annual basis (each year focus on specific phase i.e. primary for 23/24)</li> <li>• Questionnaires sent out to schools (each phase has one on bi-annual basis so for 23/24 it will be for primary schools)</li> </ul> <p>(Please note that HFL are commissioned to support this work by analysing and pulling together overall results into a report)</p> <p>To continue work on secondary questionnaire.</p> <ul style="list-style-type: none"> <li>• To send letter with short survey to secondary schools asking for more detail about type of visit wanted.</li> <li>• Specialist Adviser to begin visits to those schools requiring specialist knowledge and expertise in the Autumn term.</li> </ul> <p>To work with the University of Hertfordshire to explore opportunities for a greater push on RE Teacher training.</p> <ul style="list-style-type: none"> <li>• RE Specialist Adviser to liaise with AM about this.</li> <li>• HASSH to be asked for information on RE recruitment issues.</li> </ul>	<p>Report and results to be presented to SACRE.</p> <p>SACRE has a clear idea of how Herts primary schools are teaching RE, what the work force looks like in terms of experience, any issues that need to be addressed, examples of good practise that can be shared.</p> <p>Look at the</p>	2 days	Surveys as necessary in summer terms
	RE Adviser	To provide advice and guidance on non-compliance complaints.	Chair is confident about what to do where instances or complaints of non-compliance are identified/have been received.	0.5 day	On-going

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
		<p>Clear guidance and process established regarding concerns that a school(s) may not be complying with RE requirements for collective worship and the curriculum as set out in the LAS.</p> <p>Advice and support are provided to the Chair following initial analysis of information provided by the school e.g. through its website or information received externally on the RE/RS curriculum and/or collective worship on next steps. These next steps may include for example: corresponding in writing with the school; the RE Specialist Advisor visiting the school or raising the concern with the LA.</p>			
	RE Adviser	Provide guidance and support to schools/governors raising questions which need specialist advice and support e.g. about their school's RE Curriculum, how to respond to parental concerns etc.	Questions/concerns raised by schools/governors are responded to within a working week of being sent in from RE Specialist Adviser (this can include holding email).	1 day	On-going
Determination orders	RE Adviser	To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order.	Schools are provided with a response on the determination order within a suitable framework (i.e. no longer than 2/3 weeks).	0.5 day	On-going
Disseminating information about the role of SACRE	RE Adviser together with wider members of SACRE	<p>To develop partnerships with faith and belief communities and the wider community</p> <p>Relate SACRE's work to wider community issues and link with and support local RE Groups including updates on the Grid, Governor Hub</p>	SACRE is informed about RE work in Hertfordshire and supports the sharing of good quality RE across the county.	1.5 day	On-going

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
and requirements placed on schools		and SACRE newsletters and RE Specialist Adviser attending/speaking at local RE Groups.			
	RE Adviser working with Strategy Group	To lead the work on Hertfordshire's Launch of the new Agreed Syllabus in terms of format and speakers (Herts for Learning <a href="#">Homepage</a>   <a href="#">Herts for Learning</a> providing administrative/technical/booking/promotional support).	Conference provides delegates with an understanding of the new revised Syllabus work of SACRE and  Positive feedback received.  Aim for minimum of 200 primary delegates and 45 secondary.  (NB Much of the preparation work will have been completed in the last FY i.e. 22-23)	2 days	25 April 2023
	RE Adviser working with Strategy Group	To deliver mixture of face to face and online CPD sessions for teachers to help with the implementation of the new Syllabus: <ul style="list-style-type: none"> <li>• University of Herts on 24th May</li> <li>• Online primary session on 25th May</li> <li>• Little Green Primary school, Rickmansworth on 7th June</li> <li>• County Hall on 15th June</li> <li>• The secondary course run online: 28th June and 4th July</li> </ul>	Two recordings made – one for primary and one for secondary which are shared and uploaded onto the Grid.  Aim for minimum of 100 primary delegates and 30 secondary.  Positive feedback received.  (NB All of the preparation work will have been completed in the last FY i.e. 22-23)	1 day	May through to June 2023
	RE Adviser	Equalities, diversity and inclusion agenda Working Group to consider SACRE's role in promoting equalities, diversity and inclusion issues and events in partnership with schools and local faith and belief communities.  Working Group to come up with recommendations for full SACRE on how to take forward the agenda.	SACRE has a clearer idea of proposals for celebrating the work of our diverse community.	1 day	
	RE Adviser	Disseminate information about SACRE by various means including:	Headteachers, teachers and governors have a clearer and better understanding of what SACRE does, how it can support schools with RE and collective worship	1 day	HfL Gov Chairs briefing HCC's Heads and Chairs Briefing

WORKS TREAM	RESPONSIBILITY	EXPECTED ACTIONS	EXPECTED OUTCOMES	No. of Days	Date
		<ul style="list-style-type: none"> <li>• Headteacher/Governor Briefings via online</li> <li>• HfL Annual Governor Conferences</li> <li>• Newsletter – termly production</li> <li>• Social media – Facebook</li> </ul>	and where to find out information.		HfL Gov Conference Date tbc
	RE Adviser working with LA Servicing Officer and Strategy Group	<p>Work with Herts for Learning and the LA Servicing Officer to ensure that the RE and SACRE sections on the New Grid for Learning are up-to-date, relevant and user friendly:</p> <ul style="list-style-type: none"> <li>• Regularly review all the existing RE and SACRE pages of the Grid.</li> <li>• Add new information, as and when is required.</li> <li>• Decide which information to keep and which needs deleting, as required.</li> <li>• Archive all deleted sections so that they have been saved.</li> </ul>	An up to date, relevant and user friendly RE and SACRE section of the Grid.	0.5 days	On-going
				Total = 20 days	

## Appendix 4 Glossary of educational terms

<b>Academy</b>	Academies are state maintained but independently run schools in England which have more freedom to control their own budgets and curriculum. They are, however, still required to deliver RE and follow the locally Agreed Syllabus unless they have a religious character
<b>Agreed Syllabus</b>	A non-denominational syllabus of religious education required to be used in Community and Voluntary Controlled schools and drawn up by a SACRE (see below)
<b>Agreed Syllabus Conference</b>	An occasional body convened to review the LA's Agreed Syllabus for Religious Education
<b>AS Level ATL</b>	Advanced Supplementary Level (Year 12 exams) Association of Teachers and Lecturers
<b>Community Schools/Community Special Schools CoRE</b>	Terms used to describe former LA-maintained schools and Special Schools or Grant Maintained schools and Special schools which opted to become Community schools and Special Schools Commission on Religious Education
<b>CPD</b>	Continuing professional development - staff training
<b>DfE</b>	Department for Education
<b>Differentiation</b>	The organisation of teaching programmes and methods specifically to suit the age, ability and aptitudes of individual children
<b>E Bacc</b>	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
<b>ESC</b>	Education Support Centre
<b>EYFS</b>	Early years foundation stage
<b>Foundation Special Schools</b>	Name now given to former Grant Maintained Special schools
<b>Foundation schools</b>	New Category of schools, usually former Grant Maintained schools
<b>GCSE</b>	General Certificate of Secondary Education
<b>HCC</b>	Hertfordshire County Council
<b>HfL</b>	Herts for Learning
<b>HLTA</b>	Higher Level Teaching Assistant
<b>HMD</b>	Holocaust Memorial Day
<b>HMI</b>	Her Majesty's Inspector
<b>I(C)T</b>	Information (and Communication) Technology
<b>KS1-4</b>	Key Stages the four stages of the National Curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16
<b>INSET</b>	In-Service Education and Training courses for practicing teachers
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>NAHT</b>	National Association of Headteachers
<b>NASACRE</b>	National Association of SACREs
<b>NATRE</b>	National Association of teachers of RE
<b>National Curriculum</b>	This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education which is relevant to their needs
<b>NAS/UWT</b>	National Association of Schoolmasters/Union of Women Teachers
<b>NLE</b>	National Leader of Education
<b>NQT</b>	Newly Qualified Teacher
<b>NUT/NEU</b>	National Union of Teachers now National Education Union

<b>OFSTED</b>	Office of Standards in Education. The body which arranges and sets standards for school inspections
<b>PPA</b>	Planning preparation and assessment
<b>Programme of Study (PoS)</b>	The subject matter, skills and processes which must be taught to pupils during each Key Stage in order that they may meet the objectives set out in attainment targets
<b>QCDA</b>	Qualifications and Curriculum Development Authority
<b>QTS</b>	Qualified teacher status: usually attained by completing a Post Graduate Certificate in Education (PGCE) or a Bachelor of Education (BEd) degree or a Bachelor of Arts/Science degree with Qualified teacher status (BA / BSc(QTS)) or the Graduate teacher programme (GTP)
<b>RE</b>	Religious Education
<b>REC</b>	Religious Education Council for England and Wales
<b>REQM</b>	Religious Education Quality Mark
<b>SACRE</b>	Standing Advisory Council on Religious Education. Local statutory body which advises on religious education and collective worship
<b>SARETT</b>	St Albans RE Teachers Together
<b>SEF</b>	Self-Evaluation Form
<b>SEND</b>	Special Educational Needs and Disability. Learning difficulties for which special educational provision has to be made. May include children with physical disabilities or emotional and behaviour disorders
<b>SHA</b>	Secondary Heads Association
<b>Short Course</b>	A course in a National Curriculum Foundation subject such as RE, which is worth half a full GCSE
<b>SIP</b>	School Improvement Partner
<b>SLE</b>	Specialist Leader in Education
<b>SMSC</b>	Social moral spiritual and cultural
<b>Special School</b>	A school for children whose special educational needs cannot be met within a mainstream school
<b>Subject Leaders</b>	A teacher responsible for leading and co-ordinating the teaching and learning within a subject, curricular or Key Stage. Chiefly primary though some secondary schools have co-ordinators for cross-curricular elements
<b>TA</b>	Teaching assistant
<b>TDA</b>	Teacher Development agency
<b>VA</b>	Voluntary Aided. School maintained by the LA except for some particular aspects, such as paying 15% towards some building costs. Usually a denominational school in which the governors have particular religious rights and also responsibilities
<b>VC</b>	Voluntary Controlled. A denominational school wholly maintained by the LA but with certain residual rights regarding religious worship
<b>WHISPER</b>	Welwyn Hatfield Interfaith Schools Peace Education Resource. The project which provides students and faith speakers to visit Hertfordshire primary schools. The classroom-based work is provided by a local Interfaith group and has received funding and support from SACRE



# Appendix 5: Constitution 2020

## HERTFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

### CONSTITUTION

#### 1. PREAMBLE

1.1 Hertfordshire County Council is as a result of Chapter III of Part V and Schedule 31 of the Education Act 1996 (as amended) under a duty to constitute a standing advisory council on religious education. In addition to the legislation noted above other responsibilities of this standing advisory council are outlined in, but are not limited to, the Religious Education in English Schools; Non-statutory guidance 2010, SACRE and Self Evaluation: A guide to OFSTED 2005 and Circular 1/94 Religious Education and Collective Worship.

#### 2. NAME

2.1 The name of the name of the Hertfordshire standing advisory council is the 'Standing Advisory Council on Religious Education' (SACRE) and is established by Hertfordshire County Council (the "Local Authority") under the provisions of section 390 of the Education Act 1996.

#### 3. SUPPORT

3.1 The Local Authority has a statutory duty to establish and support the SACRE and will do this through the appointment of an appropriate Servicing Officer or representative responsible for liaison, clerking SACRE meetings, business support and the support of a subject specialist advisor.

#### 4. MEMBERSHIP

4.1 The SACRE, will consist of the members appointed by the Local Authority to represent respectively:

- a. Christian dominations (other than the Church of England) and other religions and denominations as in the opinion of the Local Authority reflect the principal religious traditions in Hertfordshire and in Great Britain. The number of representatives approved under the category shall, so far as consistent with the efficient discharge of this group's functions, reflect broadly the proportionate strength of that denomination or religion in Hertfordshire.
- b. The Church of England.
- c. Associations representing teachers.
- d. The Local Authority.

4.2 The list attached as Appendix 1 outlines the composition of the SACRE in Hertfordshire. The Servicing Officer will review Appendix 1 in accordance with census data and will update SACRE at the annual constitution review if any changes need to be made.

4.3 The length of membership as determined by the Local Authority is 4 years following the County Council cycle.

4.4 Each constituent group should be given the opportunity to be represented on any working parties that SACRE establishes.

4.5 In accordance with its statutory duties, meetings of the full SACRE will be open to members of the public except when items of a confidential nature are to be discussed.

## **5. DUTIES**

5.1 The broad role of SACRE is to develop a supportive partnership with schools within Hertfordshire in order to raise standards and achievement in Religious Education (RE) and collective worship. The Local Authority will work with its SACRE to review existing provision for RE and Collective Worship and consider any action which might be taken.

5.2 The statutory duties of SACRE are:

- a. To require the Local Authority to set up a statutory conference to review the Agreed Syllabus if, in the opinion of the SACRE, this becomes necessary. The Agreed Syllabus must be reviewed and updated every five years but a majority of representative groups on the SACRE, other than that consisting of persons chosen to represent the Local Authority (Group D), may at any time require a review of the Agreed Syllabus which is currently being used by the Local Authority;
  - b. To receive and determine whether applications from head teachers, that the requirement for collective worship in community or foundation schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school. SACRE will give the head teacher written notification of their decision on the application, the determination order;
  - c. To publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the Local Authority, broadly describing the nature of that advice, and setting reasons for offering advice on matters which were not referred to it by the Local Authority. This report will be presented to the Local Authority's County Councilors, schools, MPs in Hertfordshire and neighboring Local Authorities and is to be delivered to the National Association for SACREs and the DfE. This report will also be made available to the public. Responsibility for the production of the annual report will be the Servicing Officers', who may delegate the task to an Independent Advisor.
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5.3 The additional functions of SACRE in support of its statutory duties are:

- a. To advise the Local Authority on such matters connected with RE and collective worship in Hertfordshire community schools and foundation schools without a religious character;
- b. To monitor the provision and quality of RE taught according to its Agreed Syllabus together with the overall effectiveness of the syllabus;
- c. To provide advice and support on the effective teaching of the Agreed Syllabus;
- d. To provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training;

- e. In partnership with the Local Authority, consider whether any changes need to be made to the Agreed Syllabus or in the support offered to schools in the implementation of the Agreed Syllabus, to improve the quality of RE and the learning of pupils;
- f. Offer schools and the Local Authority advice concerning how an existing syllabus can be interpreted so as to fit in with wider changes in education;
- g. To seek to develop its own role working with inter-religious bodies such as local Inter-Faith groups, to demonstrate that the study of religion and belief can be an important contribution to community cohesion and to the combating of religious prejudice and discrimination;
- h. To offer advice to the Local Authority on any matters related to SACRE's function as it sees fit\*.

5.4. SACRE can also advise the Local Authority upon matters concerned with collective worship in community and foundation schools and RE to be given in accordance with an agreed syllabus. These matters (which the Education Act 1996 provides can include teaching methods, teaching materials and teacher training) can be referred by the Local Authority or may be determined by SACRE\*.

5.5. SACRE can also exercise its powers to discuss any matter related to its functions as it sees fit including and not limited to the provision of RE in Academies and Free Schools where these use the Hertfordshire Agreed Syllabus for RE.

## **6. FREQUENCY OF MEETINGS**

6.1 SACRE will meet as a full body each term. The date of each meeting shall as a rule be fixed during the previous meeting. The agenda shall inform members of proposed dates in advance of every two meetings.

6.2 Meetings may be called by the Local Authority, the Chair or by the agreement of members of SACRE by way of vote. Special meetings may be further meetings of the full SACRE, representative groups or sub – committees.

6.3 Details of the business to be considered by the meeting, which will be included in the agenda, must be received by the Clerk to the SACRE no later than 10 working days before the meeting.

6.4 The Clerk will, no later than 5 working days before the meeting, circulate the agenda and supporting papers to the members.

6.5 The Clerk will share the first draft of minutes with the Chair and servicing officers within 5 days of the meeting. Once these have been checked and amended, the clerk will distribute a final draft to members no later than 15 working days following the meeting.

6.6 The draft minutes shall be agreed at the following meeting and then published for public access.

## **7. QUORUM**

7.1 In order for the SACRE to be a quorate a minimum of one-third of the membership must be in attendance, with at least one representative from each constituent group.

## **8. VOTING**

8.1 Only the representative groups listed in Appendix 1 have a vote and each such group has a single vote.

8.2 Representatives of the Local Authority appointed under group 3.1 (d) above cannot vote on the question of whether to require the County Council to review the Agreed Syllabus

8.3 Decisions within a group about how that vote is to be cast do not require unanimity. Each group is to regulate its own proceedings.

8.4 In the event of an equality of votes on any issue the Chair will have a casting vote. In the absence of the Chair, the Vice-Chair will have a casting vote.

8.5 Any motion or amendment which would have the same effect as any motion that has been rejected at a meeting of SACRE within the previous calendar year may not be brought before SACRE.

## **9. CHAIR AND VICE-CHAIR**

9.1 The Local Authority, in consultation with SACRE, will appoint the Chair of SACRE whose term of office will be for a period of 4 years.

9.2 The Chair is eligible for re-election at the discretion of the Local Authority, in consultation with SACRE.

9.3 The Vice-Chair of SACRE, whose term will be for a period of 4 years, will be appointed by SACRE by way of a vote at the mid-point of the term of Office of the Chair. The vote will be determined by a simple majority with each representative group being assigned one vote. In the event that the Vice-Chair wishes to resign within the period of their tenure, they should give at least a term's written notice so that a new Vice-Chair may be elected.

9.4 The Vice-Chair is eligible for re-election by a vote of a simple majority with each representative group being assigned one vote.

9.5 In the absence of both the Chair and the Vice-Chair at any meeting SACRE shall elect one of its members to act as the Chair for that meeting.

9.6 The Chair will be responsible for:

- a. the management of meetings;
- b. representing the SACRE to other bodies;
- c. such other duties as the County Council or SACRE considers appropriate.

9.7 The Vice-Chair will be responsible for:

- a. deputising for the Chair as required;
- b. representing SACRE to other bodies in the absence of the Chair or in agreement with the Chair;
- c. such other duties as SACRE considers appropriate.

## **10. CO-OPTED MEMBERS**

10.1 Members of the SACRE or representative groups may, if they wish, suggest persons to be co-opted onto the SACRE in order to help it fulfil its duties and function.

10.2 SACRE will decide co-options following nominations from members of SACRE or representative groups. In making their decision, the SACRE should give consideration to the contribution that the co-opted person would bring to professional expertise, and/or breadth of representation of the community and religious and beliefs perspectives.

10.3 In accordance with 7.1 above, co-opted members will have no voting rights.

10.4 Co-opted members shall hold office on such terms as may be determined at the time of co-option by the representative members and shall hold office at the pleasure of, and may be removed at any time by, the representative members, through a vote.

## **11. END OF MEMBERSHIP**

11.1 A member shall be removed from SACRE if:

- a. they write to SACRE or the Clerk and tender their resignation;
- b. they reach the end of their term of office and have not been re-nominated by their representative group;
- c. they were appointed by virtue of holding a particular office and they no longer hold that office;
- d. they are absent for 3 or more consecutive meetings for any reason not acceptable to the Local Authority or SACRE and if they failed to send an appropriate representative. In this situation it shall be deemed that there is a vacancy to be filled by the Group responsible.
- e. their representative group states, in writing that the member should no longer act as one of its representatives on SACRE, where the member was nominated by the representative group;
- f. in the opinion of the Local Authority they cease to be representative of the denomination or association they were appointed to represent;
- g. in the opinion of the Local Authority, on reasonable grounds, the member is unable, unwilling or an unsuitable person to continue these duties.

11.2 A sub-group within one of the four committees shall be removed from SACRE if in the opinion of the Local Authority they cease to be representative of the religious or cultural structure of Hertfordshire.

11.3 If SACRE have concerns regarding the Servicing Officer or the Independent Advisor then SACRE may raise these concerns with the Commissioner of Schools Services.

## **12. GENERAL**

12.1 In addition to the Clerk other Local Authority Officers may attend SACRE meetings at the discretion of the Operations

Director, Education (or equivalent Director), the Servicing Officer and/or SACRE. These persons may speak but cannot vote.

12.2 The validity of proceedings of SACRE or of the members of SACRE of any particular category shall not be affected:

- a. by a vacancy in the office of any member of SACRE; or
- b. on the grounds that a member of SACRE appointed to represent any denomination or association does not at the time of the proceedings represent the denomination or association in question.

### **13. THE CONSTITUTION**

13.1 This Constitution will be reviewed every four years by SACRE at a normal or special meeting.

13.2 Any member of SACRE may contribute to the review under 12.1 above and submit a proposal for change to the Constitution for consideration by the Local Authority. Any such proposal must be in accordance with the statutory provisions that apply to SACRE.

### **14. STANDARDS**

Members of SACRE shall comply with any code of conduct which is applicable to their professional body and/or the organisation that they represent.

**June 2020**

**To be reviewed Spring 2024**

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## Appendix 7      Circulation details for this AR

NASACRE (National Association of SACREs)  
Hertfordshire 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.  
[bjvmoore@justbmoore.com](mailto:bjvmoore@justbmoore.com)

For further information please make contact via the website:  
[Religious education and SACRE - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)

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