Hillingdon SACRE Annual Report 2025-2026

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1. Introduction

Hillingdon Standing Advisory Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups: (A) Faith representatives, (B) The Church of England, (C) Teachers and (D) Councillors and Local Authority representatives.

SACREs have responsibility for advising a Local Authority (LA) on religious education and collective worship in its schools. SACREs have a duty to publish an annual report. The main purpose of the annual report is to hold the LA to account, by informing the Secretary of State and key partners what advice SACRE gave the LA during the year and how that was responded to; this includes advice on RE and Collective Worship in those schools for which the LA has responsibility.

Hillingdon SACRE is a member of the National Association of SACREs (NASACRE). A copy of this report, which covers the academic year 2025-2026, will be sent to NASACRE.

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1a. Chair's Introduction

It is a great pleasure to introduce Hillingdon SACRE's Annual Report for 2025–26. Once again, this report reflects a busy and productive year and demonstrates the continued commitment of our members, schools and partners to strengthening Religious Education across our borough.

Hillingdon is an incredibly diverse community, and I continue to believe passionately that high-quality Religious Education has an important role to play in helping our children and young people understand the beliefs, values and worldviews of others. At a time when we continue to witness division and intolerance both nationally and internationally, opportunities for meaningful dialogue, mutual respect and understanding have perhaps never been more important.

One of the most significant achievements this year has been the completion and unanimous approval of our revised Locally Agreed Syllabus. This has been the culmination of extensive consultation and collaboration with teachers, schools and SACRE members, and I am particularly proud that the new syllabus places meaningful interbelief dialogue and a contemporary approach to Religious Education at its heart.

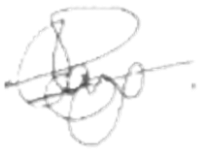
It has also been wonderful to see these principles brought to life through our work with children and young people. Our borough-wide Interfaith Calendar Competition provided primary pupils with an opportunity to celebrate Hillingdon's diversity creatively, while the secondary Interfaith Dialogue Conference, centred around the question *"Why remember?"*, encouraged pupils to explore remembrance, religious persecution and the importance of learning from the experiences of others.

Alongside this, SACRE has continued to strengthen its support for schools through teacher networks, CPD, guidance and resources, including further work around Collective Worship. We have also continued to broaden our membership and develop relationships with local and national organisations, ensuring that different voices, beliefs and lived experiences inform our work.

There are, of course, challenges ahead. We must continue to encourage engagement from schools, champion every pupil's entitlement to high-quality Religious Education and ensure that teachers receive the support they need as our revised syllabus is introduced. Maintaining appropriate resources and support for this work will therefore remain an important priority.

It continues to be an immense privilege to Chair Hillingdon SACRE. I would like to thank all our SACRE members for the time, knowledge and commitment they continue to give so generously. My particular thanks go to Stacey Burman, our RE Adviser, for her expertise and considerable work throughout the year, to Liz Penny, our Clerk, for her continued support, and to the Local Authority for its ongoing contribution to our work.

I am extremely proud of what we have achieved together this year and look forward to building upon this progress as we enter the next chapter for Religious Education in Hillingdon.



Sumen Starr
Chair of Hillingdon SACRE

1b. Overview of academic year 2024-25

Hillingdon SACRE met three times online during the academic year 2025-26. Only the last meeting was not quorate, and further details of attendance can be seen in Appendix 1.

The RE Advisor, with the support of the LA, ensures all materials and minutes are updated regularly. All agendas and approved minutes of these meetings are saved regularly and made accessible to the public via the Hillingdon Council website, with further resources and supporting information for Hillingdon schools on the LEAP website.

Agenda items for these meetings included (in no particular order):

- Engagement and Training of primary teachers and support for Secondary teachers
- Working with the Hillingdon Education Partnership
- Communication with schools, including newsletters supported by LA
- Borough Interfaith Calendar Competition
- Accommodation for SACRE meetings, - Budget and Advisory support for SACRE and support from the LA
- Website access to SACRE information
- Attendance and membership to SACRE, including updating the constitution
- Discussion around wider Muslim (Shia) representation and Declarations of Interest of SACRE members
- Determinations and Collective Worship
- SACRE action planning and self-evaluation
- Ofsted updates and subject reports, and other relevant subject research papers/documents
- Membership to NASACRE and attendance to In Conversation Events with London SACREs
- NASACRE AGM and conference
- Opportunities for members' development in understanding other worldviews and religions
- Development of the subject following national research, including the National Content Standard
- Connecting with other organisations, including RE Hubs
- Locally Agreed Syllabus and Agreed Syllabus Conference
- Opportunities for members to support schools in delivering high quality RE
- Creating additional video resources for schools
- Aligning SACRE works with LA initiatives e.g. Universal Offer
- Provision of additional guidance for schools e.g. Religious Observance
- Holocaust Memorial events and resources
- Building links with local Hillingdon Interfaith Group
- Interfaith Dialogue Conference for Pupils

The support work of SACRE is recorded in a detailed action plan which is continually updated by the RE Advisor. This action planning takes into account awareness of national developments raised via the RE Advisor, SACE member comments and any feedback received from teachers in schools, including those shared through the Teachers' Network Groups.

All support work is continually logged and shared with Members via a detailed action plan. From academic year 2024 onwards, members have agreed to complete an annual self-evaluation, which will then be used to inform this support work.

2. Standards and quality of provision in RE

When the RE Adviser took over the role in the previous academic year, it was agreed that the main priorities for SACRE were to establish links with schools, and to open lines of communication in order to ascertain the provision and standards of RE in schools. This year, focus has been given to devising examples of high quality RE experiences for pupils which reflect and promote the pedagogy being included in the revised the Agreed Syllabus, including interfaith conferences and the creation of additional resources.

2a. School Support

Teacher Sessions

During the academic year of this report, the RE Advisor, with support of the LA and the Hillingdon Learning Partnership (HLP), has coordinated, planned and delivered 3 termly networks CPD sessions, provided at no additional costs to Hillingdon schools for subject leaders in primary and secondary phases. These are open to all schools in the borough, including academies, faith and special schools and community schools.

The information/evidence referenced throughout this report has been gleaned by the RE Advisor through conversations, visits, reports surveys and subsequent email communications with schools as part of or following these sessions (see section 2b). Approximately half of secondary schools and one third of primary schools are now regularly engaging.

Sessions have each been hosted at a volunteer school or a local place of worship (25/11/25 at Lake Farm Park Academy; 25/3/26 at Guru Nanak Sikh Academy, and 8/7/26 Ark Synagogue) and have included clarification and sharing of research around what high quality, meaningful RE can look like in schools, with opportunities to share and discuss planning documents to support this type of RE. Teachers are clear about Ofsted expectations around the different types of knowledge, and how these aspects are being reflected in the revision of the Agreed Syllabus as part of the extended consultation process, to which several teachers have also contributed inserts of text to be included in this revised Agreed Syllabus.

Hillingdon SACRE continues to be aware that Church of England (CoE) and Roman Catholic (RC) schools in the Borough run their own networks and training sessions for RE, and while advised to teach other religions and Worldviews per their locally agreed syllabus, they have also been provided with some additional resources from the Diocesan Advisor. SACRE is hopeful that with the new Syllabus in place we can continue to work towards forging stronger links with the Diocese to support and encourage the sharing of teaching materials between all Hillingdon schools.

Schools Website

The LA continues to support the development and revising of the SACRE pages for schools on their website, which now include updated resources and information, as well as guidance documents to support the delivery of RE as a subject plus guidance documents for headteachers to support their pupils on matters relating to whole school issues and concerns beyond the RE curriculum. SACRE will endeavour to continue adding support materials to this website.

School Communication

Further to this, the LA has supported the sharing of bulletins and newsletters devised by the RE Advisor, meaning that all schools have been receiving national and local updates and been notified of the support available (including the networks, above). This has not only ensured schools are reminded of the importance and relevance of the statutory subject but are continually informed as to how they might provide it.

Advice to Schools

Last year, Hillingdon SACRE devised, approved and shared some written guidance for head teachers, which has now also been included in the exemplar materials on the NASACRE website under 'Other Guidance from SACREs to Schools.' This year, not only have we produced our interfaith calendar again (see Section 5 for 'Interfaith Events and Resources') but we have also been working on the revision of the Agreed Syllabus following the review of the Agreed Syllabus Conference (see below) as well as having produced new guidance and resources for schools relating to Collective Worship (see Section 3).

The LA has supported the development of these materials and in notifying and sharing with schools using the systems mentioned above.

2b. The Agreed Syllabus

When the current RE Advisor began the role in supporting SACRE, the purchase of a Syllabus had already been agreed and shared with schools in April 2022. However, following consultation with schools via the networks as well as e-surveys as part of the Syllabus review, and in discussions with SACRE, it was recognised that the current syllabus did not sufficiently support schools in recognising effective and meaningful RE in alignment with recent developments in the subject.

Therefore, it was unilaterally agreed to conduct a more formal review of the Syllabus, and an **Agreed Syllabus Conference** (ASC) was convened. This included same membership as SACRE, which now has increased representation of teachers following the actions of the previous year.

Throughout the academic year of this report, the ASC agreed a stronger 'Flower' pedagogical model, which not only helps define the recent developments and expectations from Ofsted, including the use of terminology around the different types of knowledge. This model also promotes effective interbelief dialogue and supports schools with selecting content for their curriculum planning which is inclusive of all religions and non-religious worldviews used in conjunction with a specially devised framework of 'Big Questions' that utilises additional academic research and development.

This model and framework were unanimously popular with ASC/SACRE members as well as teachers and is included in the statutory section of the revised Syllabus, which was drafted by the Advisor. This revised Syllabus also includes a revised structure for assessment incorporating the different types of knowledge and skills, as well as wording and input contributed from volunteer schools.

The Advisor was also able to work with schools in developing supporting teaching materials and samples, including EYFS planning and KS1-2 curriculum materials, which will be included in the "Subject Leaders' Toolkit" of the Syllabus. This content being included in the non-statutory section means that it can continue to be enhanced over time, ensuring a continued collaborative working model for Hillingdon schools.

By the end of the period of this report, the contents of the Syllabus were complete and received unanimous approval from the ASC and SACRE. This has now been forwarded to the LA, and discussions about how it will be published and shared with schools, including through a launch event, will take place next academic year. The Toolkit has also been drafted, with final additions being made prior to sharing with the LA and sharing with schools.

2c. School Provision, Attainment and Quality of Religious Education

The setting up of the teacher networks and communications systems (as specified in section 2a) and e-surveys conducted have provided some information from schools to determine a picture of RE provision in the Borough.

Both the current and revised Agreed Syllabus recommend that 5% of curriculum time is dedicated to RE. This should equate to approximately: 36 hours per year for KS1, 45 hours for KS2, 45 hours for KS3, and 40-48 hours for KS4, and excludes time allocated for collective worship. Religious education remains statutory for all students, and Hillingdon SACRE expects schools to provide all students with their entitlement to study the subject, including at KS4, when they should preferably be entered for GCSE Religious Studies (RS). While requirements for some academies may differ, their funding arrangements ensure that they make provision for all pupils in RE.

Primary

It was evident prior to the consultation around the review of the Syllabus that, despite the majority fulfilling the recommended curriculum time allocations, most schools were relying on purchased external curriculum packages, some of which continue to denote a more traditional 'World Religions Approach'. Schools were unable/not confident to use these materials to develop an RE curriculum which reflected the recent changes in expectations of the subject such as the 'Religions and Worldviews Approach'.

However, all schools in the network are now able to recognise where these packages do not meet current Ofsted expectations nor reflect the promoted pedagogy, and several have since moved to a curriculum which is in line with the developments in the revised Syllabus, and it is SACRE's intention that next year all schools will be provided with sample curriculum materials in the non-statutory content which are compliant.

Following the launch/publishing of the revised Syllabus and materials, a formal and wider survey will be used to provide more up to date information about school provision.

Secondary

Last year, Hillingdon shared with schools a summary of the recent Ofsted Report, in which it is clear that nationally "Fewer than 1/5 schools … included any discernible RE content at KS4 and in sixth form for those who had not chosen to study the subject at GCSE or A Level." This number falls to 1/2 with no KS4 RE at all for academies, and disappointingly, 1/3 of schools did not even teach RE at KS3.

In conversation with the secondary schools engaged with the networks, there are similar findings, in which only those pupils who have opted at GCSE actually studying any discernible RE content in KS4.

Subject Leaders in schools have shared with the RE Advisor some of the barriers to providing an appropriate and sufficient curriculum in line with these requirements, including lack of specialist teachers to deliver or the budget to devise one.

Therefore, SACRE will be providing further clarification in the revised syllabus and will be working collaboratively with volunteer schools to devise additional materials that can be included in the non-statutory section. However, without additional support or funding, schools themselves are less likely or able to rectify the deficit.

2d. Standards and Quality of Provision of RE – Public Examinations

At the time of writing this report GCSE, AS and A Level data for the 2025-6 examinations was not available but will be reviewed by SACRE in due course. Table 1 below presents data collated from the Teaching Hours for RE from the School Workforce Census for the previous year, which may also provide some information about the provision of RE in secondary schools in the Borough.

Please note: Unless stated otherwise, all schools are academies with no religious character, and Ofsted "rating" where applicable.

Table 1 Teaching Hours for RE from School Workforce Census

	Unless stated otherwise = Academy with no religious character	Secondary Premium	Ofsted Rating	% year 7 hours	% year 8 hours	% year 9 hours	% year 10 hours	% year 11 hours	% year 12 hours	% year 13 hours	% hours	% KS4 FC Entries	% KS4 SC Entries	% KS4 All Entries	% No Entries	% 9-4 FC
1		Low	Good	0	0.68	3.87	1.61	1.45	0	0	1.09	9.2	0	9.2	90.8	100
2		Very Low		3.68	3.67	5.59	3.6	3.61	0	0	3.13	93.6	0	93.6	6.4	58.2
3		Very Low		0	0	5.7	4.1	1.19	0	0	1.82	7.5	0	7.5	92.5	94.4
4		Low		3.48	3.78	3.31	2.25	2.08	2.84	2.73	2.89	9.7	0	9.7	90.3	87
5		Medium										95.6	0	95.6	4.4	47.9
6	MAT	Medium	Good			7.88	7.49	6.57			4.78	97.8	0	97.8	2.2	78.9
7	MAT	Medium		0	0	7.85	6.48	6.85			4.17	100	0	100	0	57
8	LA	Low	Good	5.95	5.76	4.8	2.68	3.3	0	0	3.42	25	0	25	75	70.7
9	LA	Medium	Good	0.72	0	2.68	2.34	4.06	0	0	1.6	93.7	0	93.7	6.3	61
10			Out'g									0	0	0	100	
11		Low	Good	4.35	2.33	2.86	0	0	0	0	1.72	0	0	0	100	
12	Sikh	Very Low	Good	2.67	2.9	5.8	5.46	4.73	6.82	5.88	4.6	91.1	0	91.1	8.9	76.7
13	CoE (Dio London)	Very Low		5.93	6.65	5.35	9.84	9.89	2.77	3.1	6.58	99.5	0	99.5	0.5	76.2
14		Low	Out'g	3.76	3.7	3.51	0.95	0	0	0	1.8	0	0	0	100	
15	MidSEx L Partner	Medium	Out'g	5	4.7	2.56	3.83	2.48	6.84	6.93	4.25	21.4	0	21.4	78.6	85.1
16	RC	Low	Good	10.16	10.03	11.83	11.97	11.46	5.56	5.13	10.23	100	0	100	0	86.4
17	Free	Low	Good									0	0	0	100	
18	Free, Activate	Low	Good									0	0	0	100	

Most schools continue fail in providing adequate curriculum provision for Key Stage 3 (Years 7-9), and only 4 schools/institutions (12, 13, 15, 16) are providing a minimum of 5% curriculum time for RE in Years 12 and 13. This is an increase of 1 from last year, and two of these are faith schools. However, it is notable that one school (7) is providing double the minimum time for Key Stages 3 and 4, which is likely to be contributing to the exceptional GSCE results of 86.4% of pupils achieving grades 9-4, though this is less surprising when we consider this is a school with a Catholic religious character.

While most schools continue to enter pupils for the Full Course (%FC ent), no schools entered pupils for the Short Course.

Several schools (2, 5, 6, 7, 9, 12, 13 and 16) are also commendable for entering most of the cohort into the GCSE examination, which is 5 more than last year. 4 of these schools achieved the national average of 73% of pupils attaining grades 9-4, and school 6 is not a faith school and should be commended for 78.9% of pupils attaining grades 9-4 in the GSCE.

Across the borough, 74% of pupils in Hillingdon schools achieved schools achieved grades 9-4 in Full Course RE, which is only 1% higher than the national average of 73%.

3. Collective Worship

Hillingdon SACRE supports an inclusive approach to collective worship that promotes spiritual development and contributes to community cohesion. Following the commencement of support provided by the new RE Advisor, a full review of policies and school application for changes of determination materials was completed. All documents have been made available on the relevant website and Hillingdon SACRE is now ready should a request be received, but there have been no requests this year.

Through informal consultation, it became clear that the majority of secondary schools were not confident they were fulfilling the statutory requirements for a daily act of Collective Worship. Subsequently, we are delighted that new guidance has been devised and uploaded onto the website for all schools to access. This clarifies what is meant by Collective (rather than Corporate) Worship, as well as what 'Broadly Christian' would entail.

Further to this, sample materials following a simple model allowing schools to flexibly implement Collective Worship in a multitude of ways that reflected their daily schedules/routines were devised with contributions from several SACRE members and in collaboration with other London SACREs during the Spring and Summer terms. These materials not only demonstrate how the model could be used for several different areas of consideration or themes as part of any Collective Worship programme, but also reflect the key principles of Interbelief dialogue, which is central to the Syllabus.

With these resources and more members now registered/kitemarked on the RE Hubs website, SACRE can consider further viable actions to further support schools in delivering effective collective worship in the future. Meanwhile, it is our intention to glean more detailed feedback from these volunteer schools and collate further samples of these materials 'in action' to continue inspiring more schools to deliver effective Collective Worship more widely, and in due course, to conduct a more formal survey to gain a coherent picture of school provision.

4. SACRE work with other agencies

We are active members of NASACRE and the RE Advisor attended the annual conference in 2025, as well as both the 'In Conversation with NASACRE' events for London SACREs held this year through the RE Hubs. Our RE Advisor continues to access the latest research and resources through her continued role on the Executive of AREIAC and as part of her work beyond the LA. Due to these working relationships, Hillingdon schools have had the opportunity to take part in unique opportunities on other programmes, projects and organisations such as the Woolfe Institute over the past year.

The Advisor was also able connect with the Faith Belief Forum and Gen2Gen to devise and deliver a bespoke Interfaith Dialogue conference and school linking programme for secondary pupils (please see Section 5 'Interfaith Events and Resources'), and in addition, several SACRE members worked in collaboration with other SACREs to create some Collective Worship resources (see above).

We are also keen to continue strengthening our relationships with the **Hillingdon Interfaith Group** who are also trying to support schools with interfaith experiences. This group was invited to join the collaboration on the Collective Worship Resources, and to attend our SACRE meetings, and in the Autumn meeting shared their school exhibition with us. It is hoped we can continue to collaborate on other projects in future.

5. Community Cohesion

Hillingdon SACRE supports RE that meets the needs of all students with or without religious beliefs, and promotes inclusion and religious, non-religious and racial harmony. We believe that RE promotes understanding and respect for all communities and it is even more vital now that we continue to do this, with the rise of fundamentalism and extremism in the UK and worldwide and examples of conflict within our own local community. Through the teaching of RE, negative stereotypes and prejudices can and should be tackled and we should generate understanding, overcome barriers, and promote community cohesion. It is these principles if interfaith dialogue and collaboration which will underpin our new Agreed Syllabus (see section 2b).

Hillingdon is incredibly proud of the diversity of its community, and we continue to monitor attendance to ensure all groups are represented. Please see Appendix 1. We have this year successfully recruited a new Sikh and Muslim representative, and it is hoped to source further Hindu and Shia Muslim volunteers.

We regularly hold meetings in schools and this year meetings were also held in places of worship, and a Sikh faith school. This was seen as an opportunity to enable members to gain an understanding of the local community and the place of RE in it. In meetings, we regularly include items on the agenda which model the interfaith dialogue we which to promote through our Syllabus, with opportunities for members to share their lived experiences.

Interfaith Events and Resources

Hillingdon SACRE continues to celebrate our community's diversity through engaging primary school pupils in creating artwork for an **interfaith calendar** via a boroughwide competition. Dates of upcoming religious festivals and secular commemorations will be collated so that schools can use this calendar to support their planning of collective worship and their pupils' spiritual, moral, social and cultural development beyond the Religious Education classroom.

This competition was well received by schools, with three quarters of schools within the primary network taking part. We are hopeful that the LA will be able to fulfil their commitment to support the design and production of the calendar.

Pupil Interfaith Dialogue Conference

This year, Hillingdon SACRE supported a secondary schools' pupil Interfaith Conference Programme in January based around the big question "why remember?" and focussing on learning from responses to religious persecution. This was incredibly well evaluated by the schools taking part as an example of the pedagogy being promoted in the revised Syllabus. Several SACRE members contributed to this fully resourced programme, and feature in the additional curriculum resources created as a result, plus the RE Advisor also worked with Faith Belief Forum to devise a bespoke school' linking programme which continued this theme.

In latter parts of the year and following conversations about the increase of events in schools, Hillingdon SACRE is now hoping to build on our Advisors' relationship with Culham St Gabriels' Trust to promote the **Freedom of Religion and Belief** (FoRB) in and with schools. We are hopeful that the LA will fulfil their commitment to supporting this and all our interfaith projects with the funding requested by SACRE earlier this year, especially as this has been raised as an issue previously raised by the LA education department.

6. Management of SACRE

The Chair of SACRE remains Sumen Starr from the Teachers/Schools representative Group C. The Vice Chair is currently Keith Lunn, from Group B, though we are aware that next year a new Vice Chair will need to be found.

We have a growing membership, which is continuously being monitored, and recent revisions to the constitution has allowed us with more opportunities for additional members should the need arise. We have also continued to increase the teachers' representation, gaining additional primary teacher members and a further secondary representative to Group C. Please see section 5.

A detailed action/development plan is produced for SACRE and is regularly updated by the RE Advisor and revisited by SACRE in meetings, and from academic year 2024 onwards, members continue to contribute to an annual self-evaluation, from which the RE Advisor can then provide recommendations to inform the following year's action plan can be derived.

The LA continues to be invaluable in the support of the work of our SACRE, by providing an RE Specialist to advise SACRE, in convening the ASC and in supporting the delivery teacher training alongside the Hillingdon Learning Partnership (HLP). The Head of Education & Lifelong Learning with the LA is a member of SACRE and continues to share further contributions and suggestions for how the work of SACRE may align with other LA priorities and initiatives, thus strengthening the impact of all.

The LA continues to receive all the SACRE funding, and in the last academic year used this to provide/support:

- The provision of a SACRE / RE Advisor
- Supporting CPD for schools on RE teaching and learning with the HLP
- Networking and training opportunities for SACRE RE Advisor (e.g. NASACRE conference)

As well as…

- Administrative Clerking support for the SACRE from Democratic Services
- Maintaining the SACRE/RE website of resources for teachers
- Convening the Agreed Syllabus Conference
- Design and sharing of the Interfaith Calendar

There are however some concerns that the budget was not increased enough to fully support the Agreed Syllabus conference costs this year, and that next year with the closure of the HLP, there will not be sufficient funding to cover the full cost of the CPD support for schools. With the launch of the newly revised Syllabus, this will be crucial for schools.

7. Summary

SACRE is proud to have devised its own Syllabus and delighted to have worked in collaboration with others to develop interfaith opportunities and resources which not only support high quality RE in schools, but that promote community cohesion. We are grateful to our proactive members and remain grateful to the support of the LA, and hope that we will be able to continue to deliver this level of support at this crucial time of a new Syllabus and current tensions in the community.

Appendix 1

Membership			25 Nov 2025	25 Mar 2026	8 Jul 2026
Group A – Other F+ WV	Alice Vahdat	Bahai	Apologies	Apologies	Yes
	Balmukund Prasad Joshi	Hindu	No	No	No
	Alavari Jeevathol	Humanist	Yes	No	No
	Dorothy Sadlik	Jewish	Yes	Yes	Yes
	Angela Lount	Methodist	No	No	No
	Naseem Bint Amir	Muslim (Sunni)	No	No	
	N Gonzales (Nov 2025)	Muslim (Sunni)	No	No	Yes
	Jo March	Roman Catholic	No	No	No
Group B – CoE	Pauline Byles	Church of England	Yes	Yes	Apologies
	Melanie Dring	Church of England	No	Yes	
	*Keith Lunn (Vice-Chair)	Church of England	Yes	Yes	NO
	Tim Wright	Church of England	Yes	Yes	Yes
Group C – Teachers	*Sumen Starr (Chair)	Headteacher	Yes	Yes	Yes
	Hedson De Castro (Co-Opt)	SEND Secondary Teacher	Yes	Yes	Yes
	Ria Searle	Secondary RE Teacher	Yes	Apologies	Yes
	Durre Sayed	Primary Teacher		No	No
	Fergus McCloskey (RC)	(AHT) Primary Teacher		Apologies	No
	David Beeston	Primary Teacher	Yes	Apologies	Apologies
Group D – LA & Cllrs	Michael Hawkins	Local Authority Officer	No	Yes	Yes
	Cllr Jagjit Singh	Local Authority Councillor	Yes	Yes	Apologies
	Cllr Shehryar Ahmad-Wallana	Local Authority Councillor	Yes	Apologies	Apologies
	Cllr Kishan Bhatt	Local Authority Councillor	No	No	
	Cllr June Nelson	Local Authority Councillor	Apologies	No	
	Cllr Colleen Sullivan	Local Authority Councillor			Apologies
	Cllr James Bourke	Local Authority Councillor			No
	Cllr Tony Gill	Local Authority Councillor			Apologies
Other	Stacey Burman	Hillingdon SACRE Advisor	Yes	Yes	Yes

Appendix 2

Hillingdon SACRE
Self-Evaluation 2025-6

Section 1: Management of SACRE and partnership with LA and other key stakeholders	
a) How well supported and resourced is SACRE?	**Established**: SACRE is supported by an experienced RE Advisor with all actions set out in a detailed action plan. The Head of Education at the LA tries to attend meetings and often contributes to meetings. SACRE is supported with a dedicated clerk who maintains communication with the Chair and Advisor as needed, and now all members have agreed to the sharing of their emails for even easier contact between meetings. SACRE is keen to develop additional guidance for schools over and beyond the usual order of business and has collaborated with other SACREs and organisations to do so to reduce tension on the limited budget.
b) How purposeful, inclusive, representative and effective are SACRE meetings?	**Advanced**: Meetings are well organised with the support of a dedicated clerk. They are well attended with SACRE members from all 4 groups/committees, with regular examples of interfaith dialogue being modelled in meetings. Our SACRE is now working collaboratively on several projects, including the Agreed Syllabus as well as developing other opportunities which lay beyond the statutory scope, demonstrating the enthusiasm of our members.
c) To what extent is the membership of SACRE able to fulfil SACRE's purpose?	**Established**: Membership reflects the diversity of the local community, and all SACRE members are now being invited be involved in and/or attend training opportunities. We continue to monitor attendance and representation, and replace members where attendance is not consistent.
d) How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?	**Established**: We have a development plan which is reviewed regularly and updated, providing an effective focus for the SACRE's work, informed by our undertaking of an annual self-evaluation. SACRE has awareness of national projects or initiatives and is regularly represented at national events relevant to its work, for example, NASACRE. Several Members are also involved in further projects (e.g. Interfaith Conference) to improve pupils' experiences in schools, and which reflect effective RE centred around the main principles of interfaith dialogue which has been agreed as central to our new syllabus. Further feedback from schools will ensure our priorities continue to be correctly targeted, however there will need to be consistent budgeting to enable all desired actions to take place.
e) How well informed is SACRE in order to be able to advise the LA appropriately?	**Advanced**: SACRE now has an excellent relationship with the education department in the LA who respond immediately to requests for information and to actively promote SACRE initiatives, and information about the work of SACRE is now also being feedback to the Council. SACRE is a member of NASACRE, and information is provided about wider national and local developments via the new Advisor, as well as having been able to take part in opportunities and projects with external organisations this year such as with the Faith Belief Forum.
f) What partnerships does SACRE have with key local and national stakeholders?	**Established**: SACRE members attend the annual NASACRE conference and in Conversation events with RE Hubs, and several have accessed other training opportunities with RE Hubs to register as speakers or the webinars via NASACRE to which we now subscribe. The RE Advisor has working relationships with Ofsted and national organisations such as Faith Belief Forum (FBF) and Culham St Gabriels Trust, and is an Exec member of AREIAC, all which informs her support of SACRE. This year schools were able to take part in some national initiatives as a result (bespoke School Linking Interfaith programme with FBF), as well as working collaboratively with some other London SACREs. However, it remains desirable for stronger working relationships to be built with the Hillingdon Interfaith Community.
g) How effectively is SACRE encouraging academies etc to see themselves as stakeholders in their local area, specifically devising ways in which their presence is incorporated into SACRE itself?	**Established**: Academies are now attending and contributing to teacher network meetings set up by the SACRE Advisor, and all opportunities, materials and guidance remains open to all schools in the borough, including the primary Interfaith calendar competition, in which several Academy schools took part. However, It has been muted that more rigorous monitoring could take place ensuring these schools are engaging with initiatives and projects.

Section 2: Standards and quality of provision of RE	
a) How effectively does the SACRE gain information about RE provison in schools and put in place strategies to support delivery of pupil entitlement?	**Established**: The Advisor runs teacher CPD networks which now attract approximately half of all schools, including special schools and academies. We are able to glean a detailed picture of what these schools provide, especially where they are trialling materials devised via SACRE. This is supported by e-surveys and other data gathering strategies, and meetings regularly include analysis of this information. In addition, wider scale monitoring will take place once the revised syllabus launched.
b) How does SACRE use information about standards and examinations to target support and training for schools?	**Developing**: SACRE analysed DfE Workforce data shared by Advisor in March 2026, and it is hoped the LA will be providing further examination data in future, which will enable us to identify schools requiring additional support. In addition, the Advisor has now set up CPD teacher networks to find out more about how well learners are doing. This information, as well as that gleaned from further strategies (mentioned above), could be used to support identification of schools to target for support/training. However, once the revised syllabus is agreed, more focus on providing support and training can be more productively targeted.
c) How well does SACRE use knowledge of quality of learning to target support appropriately?	**Developing**: Please see section 2a. In addition, wider scale monitoring will take place once the revised syllabus launched.
d) To what extent does SACRE have and pass on information that supports high quality RE in schools?	**Established**: Key messages are now being shared via the weekly education bulletin through the LA. There has also been some development of the SACRE and RE pages (LEAP) for schools. The Advisor is now also able to identify schools engaging - or not- with the new termly CPD sessions, through which to give advice on curriculum and teaching resources. Direct communication direct from the SACRE is now also shared via newsletter to schools, and more schools are engaging with SACRE/the Advisor as a result. SACRE members are clear about what high quality RE can look like, have agreed a key pedagogical model for the revised syllabus and several are engaged in further activities which promote and model effective RE strategies. In addition, the Head of Education will also be sharing key messages with HTs via the LA networks, and it would be ideal if this would include school governors.
e) To what extent has SACRE developed a pro-active strategy in relation to academies and other non-LA maintained schools in its area?	**Established**: Academies are offered and are part of the same standards review as maintained schools. All schools are sent the newsletter, notified and encouraged to take part in opportunities from external organisations, invited to join pupil events and programmes devised and delivered by SACRE, including interbelief events and CPD networks, and all guidance and documents are available to access via the LEAP webpage. This year, we also held a SACRE meeting at one of our faith schools, which is now keen to engage in further projects with SACRE. However, the Advisor is still keen to build a stronger working relationship with our CoE and Catholic school Dioceses to support consistent messaging and hopefully collaborative working in the future.

Section 3: Effectiveness of the Locally Agreed Syllabus	
a) How does SACRE review the success of the existing Agreed Syllabus?	**Established**: An extensive consultation process has supported the Syllabus revision over two years, with all schools being invited to numerous in person discussions, trailing of materials and sharing feedback, as well as through e-surveys. All feedback has been analysed in detail and additional materials and adaptations to the Syllabus made accordingly. All responses received have been incredibly positive about the changes being made to the Syllabus under this review, including from teachers and SACRE members. The pedagogy of the syllabus has been used to devise several interbelief events, which have also all been rated 'excellent' by participants, and we are confident the syllabus model now reflects the advances in the subject. Wider scale monitoring will continue once the syllabus and materials have been launched.
b) How well does the Agreed Syllabus promote effective teaching and learning in RE?	**Advanced**: The syllabus has at its core a contemporary pedagogy which reflects the latest research and Ofsted expectations whilst promoting interbelief dialogue and will be in line with any development of National Curriculum should it arise. Schools have therefore been able to partake in innovative pilot projects (e.g. with the Faith Belief Forum) because the Syllabus has been designed to support the latest (Worldviews) approaches and developments in the subject. Termly meetings with teachers and regular briefings incorporate latest updates from Ofsted and how the AS exceed requirements. All schools as well as all SACRE members have been invited to join in with developing supporting materials, and the RE advisor is constantly reviewing best practice and editing how the Syllabus can be used to deliver the highest quality of RE to pupils.
c) How well does SACRE promote the Agreed Syllabus and provide training to prepare teachers to use it effectively?	**Established**: There have been huge leaps in the communication pathways to schools, with the LA supporting a regularly updated webpage, newsletters being devised and sent to all schools along with messages to HTs. Subject Leaders continued to receive effective and highly evaluated training via local teacher networks and the Syllabus this year, and additional materials will be made available via the website. There have been some new schools attending the Network meetings this year, meaning a nearly a half of primaries and over half secondaries are now engaged. The LA Officer has also agreed to share messages with HTs in briefings in the coming year, and some thought could be given to how these could also be shared with schools' governors. However, there are major concerns about the continuation of teacher/school CPD at this crucial time of the launch of the syllabus with the shutting of the HLP (learning partnership) and lack of funding worries.
d) To what extent is membership of the Agreed Syllabus Conference able to fulfil its purpose?	**Established**: Meetings are consistently well attended, with enthusiastic input from all 4 groups, as well as extensive feedback form the enhanced group of teachers (c). Members have received regular information about developments in the subject and are able to identify where these are reflected in the syllabus. Discussion in meetings is vibrant and RE practice is repeatedly explored to ascertain deeper understanding of how the agreed syllabus is used in teaching and learning and also its effectiveness. Some members have also been involved in devising quality resources, or reading/studying further online materials and courses, all of which will support an ASC when required. Though consultation with Higher Education has taken place outside the ASC, it may be considered appropriate in future to reach out and consider coopting members in future.
e) How robust are the processes for producing a strong educational Agreed Syllabus?	**Advanced**: Extensive informal consultation was carried out with teachers through the networks and all schools as well as all SACRE members have been invited to join in with developing the Syllabus and supporting materials, with revisions being shared at every SACRE meeting for comment. All content of the school networks/CPD, supported by the LA/HLP (learning partnership) were aligned with the discussions and progression in the review, and volunteer schools have been invited to trial materials in schools, and this collaborative approach will continue.
f) How well does the Agreed Syllabus make use of national documents?	**Advanced**: RE Advisor has extensive knowledge of national documents, including Ofsted and guidance from DfE and local Diocese materials. She has brought her experiences of working on some national research projects e.g. REC handbook and shared with SACRE members and schools via the CPD networks. There have also been some wider school communication systems set up, including revisions to the school SACRE website and a newsletter devised, to further promote awareness of national developments and documents. SACRE has also had an opportunity to grasp a stronger understanding of the national picture and position of RE (see above) and the RE Advisor will ensure this continues to be included in the programme for reviewing the AS.

Section 4: Collective Worship	
a) What strategies are in place to enable SACRE to support the delivery of pupil entitlement in LA's schools?	**Developing:** SACRE members have a strong understanding of the principles of interbelief dialogue, and many are accredited and registered with the RE Hubs. Surveys have been sent to schools previously to help members glean a picture of provision, and monitoring strategies will continue.
b) How does SACRE seek to influence the quality of collective worship in the LA's schools?	**Established**: Working collaboratively with some other London SACREs, we have been able to develop new guidance which has been uploaded onto the website for schools to access, clarifying what is meant by Collective (rather than Corporate) Worship, as well as what 'Broadly Christian' would entail. In addition, a simple model was devised allowing schools to flexibly implement Collective Worship in a multitude of ways that reflected their daily schedules/routines, and which would promote the principles of interbelief dialogue clear in the syllabus. Sample materials following this model were devised with contributions from several SACRE members and in collaboration with other London SACREs during the Spring and Summer terms. These will be shared with schools in the coming year, with invitations for feedback and contribution to further materials.
c) How robust are SACRE's procedures for responding to requests from schools for a determination?	**Established**: The new guidance, along with denomination documents explaining the processes plus all school application materials are in place should one arise.

Section 5: Contribution of SACRE to promoting cohesion across the community	
a) How representative is SACRE's membership of the local community?	**Established**: We have regular representation from all major local religious communities and following a recent review of membership by the Advisor, this now includes different groups within the same religious tradition of Islam, as well as Christianity. The constitution has now also been updated to reflect this diversity, and new systems have been put in place with the clerk to continue monitoring and supporting attendance and representation.
b) How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	**Established**: Throughout the year, meetings have taken place in different local places of worship or faith schools which have included opportunities for tours and talks to build members' knowledge. There are regular opportunities in meetings where members are encouraged and have shared their lived experiences. Several SACRE members have participated in several different interfaith opportunities both in meetings and beyond, in which they have experienced and modelled effective RE learning through dialogue. Members are keen to contribute and share, and several have engaged with the planning of extra-curricular activities such as the pupils' interfaith conference. Over the coming year, SACRE could further enhance potential opportunities by developing a collaborative relationship with Hillingdon Interfaith Community.
c) How much does SACRE understand the contribution that RE can make to schools' provision for community cohesion?	**Advanced**: SACRE is keenly aware of the importance of interfaith dialogue in community cohesion, and several examples of effective cohesion and dialogue have been demonstrated in meetings over the past year. SACRE have agreed on a pedagogy with this at its centre for the revised Agreed Syllabus, and have repeatedly contributed to events, resources and materials deployed in schools in support of their curriculum, including in support of Holocaust Memorial Day, and several are keen to work on projects beyond SACRE.
d) How well is SACRE linked to LA initiatives promoting community cohesion?	**Developing**: In the past year, SACRE have been active in developing guidance and materials supporting LA documents, including contributions to the LA Education team's Attendance and Critical Incidents policies. The RE Advisor and LA Officer (Head of Education) have also embarked on discussions around supporting Freedom of Religion and Belief (FoRB) initiatives, which the SACRE are keen to support. However, despite efforts, SACRE are still not contributing as much as they would like in the borough's HMD commemorations, and with budget concerns there may be further restrictions around SACRE's involvement in these FoRB activities.