

**Lancashire
Standing Advisory Council
on
Religious Education
ANNUAL REPORT**

2021- 2022



**This report covers the work of the Lancashire SACRE for the period
September 2021 to September 2022.**

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1. Words from the Chair of SACRE



During the year, the SACRE has continued to hold its meetings remotely, and attendance has been good. Of course, the interaction and networking opportunities are diminished. Training for the revised Agreed Syllabus has been well received, and we are fortunate to be able to use local school-based consultants.

Our County Council makes it possible for us to continue to operate effectively, and we are appreciative of the professionalism of its officers and the attendance and interest of Elected Members in all they do to support the SACRE.

Peter Martin
Chair, Lancashire SACRE

•Meetings of the Lancashire SACRE

Lancashire SACRE met five times during the reporting period.

Initially, members choose to meet virtually however the most recent meeting was a hybrid meeting and there is now a clear intention to return to in-person meetings.

Although attendance is higher when meetings are held virtually, this has been to the detriment of quality networking and discussion. In-person meetings have always been quorate and are usually held at County Hall interspersed with occasional visits to schools or places of worship.

The following table gives a brief overview of the key contents of the meetings held during the reporting period:

Date	Contents
27 September 21 Virtual	<ul style="list-style-type: none"> -Final 2021 Lancashire Agreed Syllabus discussed - Newsletter shared and discussed - CPD report shared and discussed - New collective worship guidance shared and discussed. - Participation in NASACRE online training agreed - New NASACRE guidance on annual reports shared - Plans for Interfaith week reported. - NASACRE conference 2022 – details shared. - Update from Building Bridges - Future dates agreed - Youth voice -Members' news/ Observers' contributions
29 November 2021 Virtual AGM	<ul style="list-style-type: none"> -Election of Chair and Deputy -Draft annual report discussed -Website monitoring feedback -Evaluations following online training -Funding for academies -Pupil voice templates for use in primary and secondary schools. -Finalising the proforma for any school wishing to apply for a determination. -Final approval of collective worship guidelines for schools -Correspondence, members news and observers' contributions.
7 February 2022 Virtual	<ul style="list-style-type: none"> -LA officers report to the SACRE -SACRE newsletter - Evaluation of SACRE development plan. -Correspondence, members news and observers' contributions
25 April 2022 Virtual	<ul style="list-style-type: none"> -Members presentation on Islam and Afrocentrism -Finalising annual self-evaluation survey to be sent to schools -RE website developments -Report on Northwest Hub meeting -Annual NASACRE conference- sharing information -Correspondence, members news and observers' contributions
4 July 2022 Virtual	<ul style="list-style-type: none"> -RE council draft handbook – presentation by Ben Wood followed by discussion and questions -SACRE self-evaluation toolkit – agreement about use -Officer report to the SACRE -Feedback on annual NASACRE conference -Correspondence, members news and observers' contributions
26 September 22 Hybrid	<ul style="list-style-type: none"> - Officers report to the SACRE -SACRE newsletter -Report from Building Bridges Burnley -NASACRE self-evaluation document -Northwest Hub feedback -Website update

	-Engagement with academies – discussion -Correspondence, members news and observers' contributions
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Minutes of the meetings can be accessed on the SACRE web site:
<http://council.lancashire.gov.uk/mgOutsideBodyDetails.aspx?ID=385>

A list of members and their attendance at these meetings can be found in the **Appendix**.

Quality and Standards Sub-Committee

The QSS meets between meetings of the full SACRE to drive forward the SACRE's business. Meetings of this smaller committee are open to all members and were held five times during the reporting period as follows. All meetings were held virtually.

Date	Contents
19 October 2021	Working on several documents: pupil voice templates to support subject leaders, determinations proforma, collective worship guidelines, withdrawal policy for schools
3 November 2021	
12 January 2022	Finalising the annual report, analysing website scrutiny feedback, places of worship directory discussed.
16 March 22	SEND survey and next steps, writing the annual self-evaluation survey for schools.
8 June 22	RE Council of England and Wales draft handbook- discussion Self-evaluation toolkit Assessment course materials shared. RE report card – discussed

Agreed Syllabus Conference

The Lancashire Agreed Syllabus was reviewed and re launched following cabinet approval in September 2021. Free virtual training was provided to all schools to support implementation and knowledge of the syllabus.

The SACRE are keen to ensure that the syllabus meets the needs of pupils in special schools. A consultation with special schools was held during the autumn term 2021 and feedback was analysed. The goal was to produce an appendix containing case studies, resources and exemplifications to support teachers in applying the 'engagement model' to the syllabus. Training was provided in collaboration with RE Today but this major piece of work remains ongoing. The SACRE was pleased with the high levels of interest and participation from schools.

•Religious Education

During the reporting period, the Lancashire Agreed Syllabus for Religious Education (RE) was adopted by at least five Lancashire academies and 17 non-Lancashire academies. Warrington, Halton, St Helens, and Blackpool local authorities also use the syllabus and continued to buy into the website resources.

Three associate consultants support the work of an LA officer who is attached to the SACRE. This enables the authority to provide a continuous programme of teacher training to improve subject knowledge in the teaching of RE. In addition to the training provided to launch the new syllabus, the following support was provided during 2021-2022.

- Termly newsletters which signpost schools to new resources, national developments and advice.
- Training on methods of formative and summative assessment for primary and secondary schools. 70 primary schools attended this training and 20 secondary schools.
- A suite of proformas were created to support subject leaders when undertaking monitoring and evaluation exercises.
- Medium term planning exemplifications for all RE units from Reception – Y9 are uploaded to the website.
- One free network meeting was held (across 3 venues) which focussed on methods of monitoring and moderation in RE.
- Training was provided to students at the northwest school-based teacher initial training venue (SCITT)
- Several 1: 1 consultancies and bespoke training sessions (both face to face and online) were provided to individual schools and clusters over the year.

Lancashire SACRE has continued to improve methods of communication with schools. This includes the website, a termly newsletter and a twitter page in addition to use of the county portal and emails.

Monitoring of Religious Education (RE)

SACRE typically uses several methods to monitor standards and the quality of provision in RE.

For example:

- Scrutinising Ofsted and SIAMs inspection reports.
- Collecting end of key stage attainment data.
- Analysing published data for GCSE/ A level.
- Requesting the completion of an annual school self- evaluation to check statutory duties and request feedback from schools.
- Analysing the Lancashire pupil attitude questionnaire.
- Undertaking school visits to celebrate and share good practice or inviting schools to attend SACRE meetings (this will re commence Spring 2023).
- Monitoring school websites
- Monitoring requests for withdrawal
- Analysing feedback from teachers who attend training.

In June 2021 the SACRE re-launched the annual school self-evaluation survey. The last full survey was undertaken prior to the C19 pandemic in 2019. Schools were asked to submit end of key stage assessment data and report on the quality of education in RE. Findings were as follows:

Primary

The proportion of voluntary controlled/ community primary schools who responded to the survey was comparable with pre covid levels. SACRE eventually hope for a 100% return rate and advice has been provided to the LA on how to engage with 'silent' schools so a complete picture of county RE can be captured.

All schools who responded were able to name a subject leader for RE and 57% of schools had a nominated governor. These schools reported that the nominated governor met regularly with the subject leader and provided updates to the full governing board. Some took part in pupil interviews and learning walks alongside the subject lead.

96% of schools confirmed that their websites were up to date with curriculum information relating to RE. This evidence is validated by the SACRE who undertake website scrutiny spot -checks on a rolling programme.

3% of schools indicated that RE had been chosen for a 'deep dive' during a recent Ofsted inspection. However, when investigated, the written inspection reports did not make any specific reference to RE.

79% of Y2 pupils from the schools who responded were judged to have met the expected standard in RE in 2022. This is a teacher assessment judgement benchmarked against the Lancashire pillars of progression. This compares to 67% of pupils nationally who met the expected standard in reading.

80% of Y6 pupils from the schools who responded were judged to have met the expected standard in RE in 2022. This is a teacher assessment judgement and compares to 69% of pupils who were judged through teacher assessment to meet the expected standard nationally in writing. This would suggest that further work on moderation is required.

83% of schools judged the quality of education in RE to be good in their schools. 14% judged it to be outstanding and 3% to require improvement. 50% of those schools who reported an outstanding judgement were community schools. The SACRE are contacting these schools to gather evidence of exceptional practice so that it can be cascaded countywide. Likewise, SACRE is offering support to the 3% of schools who judged their practice to require improvement. In these schools, leaders mostly report frequent changes to subject leadership as being detrimental to driving forward improvements in RE.

Overall, schools explained that their judgements had been formed by a range of monitoring activities such as: looking at pupils' work, observing lessons, listening to pupil and staff voice, SIAMS judgements (VC), in house assessment moderation and environmental walk-throughs.

Schools also reported using the Lancashire pillars of progression to inform their judgements and recognised that providing training to teachers to improve subject knowledge was a key factor that contributed to their good practice. The work of Building Bridges (see page 11) and the syllabus exemplifications were also highlighted as positive factors in improving pupil knowledge in RE.

Responses indicated that 25% of schools had provided no training in RE over the past 12 months and 14% had provided training in house via their subject leader.

61% of schools indicated that they had attended a mixture of LCC training courses, free network meetings, Diocesan training events and NATRE training sessions over the past year. One school had accessed training from Humanist UK and another from the Muslim Learner Services.

Some schools identified areas where they would welcome support in improving the quality of education in RE.

Key themes were as follows:

1. Accessing a directory of visitors and places of worship to enhance the curriculum.
2. More examples of engaging lessons that deliver the exemplifications within the Field of Enquiry.
3. Specific training across a range of religions for non-specialists.
4. How to blend the Understanding Christianity resource with the Lancashire Agreed Syllabus for VC schools.
5. Assessment and moderation
6. Support for newly appointed subject leaders.
7. How to deliver quality collective worship in a community school.
8. How to create low stakes quizzes to support pupils in knowing more and remembering more.

9. Links to resources, artefacts and vocabulary to support the planning exemplifications.

This information is being used by the consultancy team to determine the content of training for 2022/23.

Secondary/6th Form

Few secondary schools responded to the self-evaluation survey. This is being followed up more closely by the SACRE to ensure that all schools are fulfilling their statutory responsibilities at KS4 and 5.

GCSE Outcomes (KS4)

The number of students being entered for GCSE Religious Studies (RS) continues to show a falling trend. 49% of students (6527/13296) were entered for the RS GCSE in 2022 compared to 66% in 2016, 58% in 2018 and 57% in 2019.

Attainment in GCSE RS was below the national average as was attainment in English language and mathematics within Lancashire. Attainment at Grade 4 +: 71% (National 76%). Progress at Grade 4+: -3% (national average 0%). Data is analysed from all publicly funded schools which includes Church schools and academies.

Pupil group reports show that pupils of Asian and Chinese heritage made the most progress from their starting points. Those pupils who qualified for FSM6 plus those with special educational needs and /or disabilities made the least progress.

Lancashire SACRE note the below average achievement at KS4 and recognise the challenges that the revised GCSE syllabus has presented to schools. For example in allocating enough teaching time for the subject and the need to deepen subject knowledge. The relationship between writing skills and success at GCSE was also recognised. The SACRE plan to check compliance with schools during the 2022/23 academic year and offer free training for KS4 teachers.

Withdrawal from Religious Education

12 schools overall had received parental requests for withdrawal of pupils from religious education lessons. The religious backgrounds of the withdrawn pupils were as follows: Jehovah Witness (10 pupils across 8 schools), Plymouth Brethren (5 pupils across 2 schools), Atheist (4 pupils across 2 schools) and Muslim (1 pupil in 1 school).

Responses indicated that schools respond to withdrawal in several ways. For example, providing alternative work (sometimes provided by the parents), moving the pupil to a parallel class or providing supervision outside of the class area. Withdrawal guidance is accessible to all schools via the RE website.

Advice provided to the Local Authority

During 2021/2022 the SACRE has provided advice to the Local Authority on a range of matters relating to policy and provision for Religious Education. For example:

- Recommendations on the variety of professional development and breadth of support provided to schools. This ensured that the LA targeted support to those areas of need identified in the self-evaluation survey as well as those school who are struggling to provide quality RE.

- Advice on writing a proforma for schools who are applying for a determination. The LA has ensured that systems are now in place if the occasion should raise.
- Advice on the withdrawal policy. This is now publicised on the RE website and is used regularly by schools.
- Advice on how to engage with secondary schools. This is an ongoing focus for the work of the SACRE.
- Advice on how to engage with academies. The LA has ensured that academies can access all of Lancashire's RE resources, are included in all circulation lists and invited to participate in surveys.
- Advice on aspects of monitoring that the SACRE wish to engage with. For example, the LA support the SACRE with arranging school visits.

SACRE has not referred any issues to the Department for Education during the past academic year.

Complaints and FOI requests

SACRE has a role in investigating complaints against schools in relation to RE and Collective Worship. No such complaints were received in the past year.

During the reporting period, the Local Authority has not received any formal requests for information under the FOI act.

•Collective Worship

91% of the schools who responded to the school self-evaluation survey confirmed that they are meeting legal requirements and providing a daily act of collective worship. The 9% of schools who indicated that they were not meeting this duty were all community primary schools.

A comprehensive suite of documents are available on the RE website to support schools in meeting their legal obligations with regards to the delivery of collective worship. This resource is entitled ' Mirrors and Doors 2' and was updated in 2021. The documents available are as follows:

- A.Example of a collective worship Policy
- B.Resources
- C.List of themes for primary RE
- D.Suggested programme of themes in action for primary RE
- E.Suggested programme of themes in action for secondary RE
- F.Long Term Planning Grid
- G.A Planning, Recording and Evaluation Pro-forma for a Week
- H.An Act of collective worship Pro-forma
- I.Monitoring Pro-forma
- J.32 ideas about collective worship from RE Today (2011)
- K.Where is God? A visual resource to demonstrate an assembly idea (2011)

It is the aim of the SACRE for schools to be provided with training as referenced in the SACRE development plan (see **Appendix**). It is hoped that SACRE monitoring will enable the Local Authority to cascade good practice via the website to support other schools.

Determinations

Determinations are made where a school, on behalf of a number of parents, requests Collective Worship other than that set down by statute. No such requests have been received by SACRE during the past year. A **Determination Request Proforma** was designed and created by SACRE for use if needed.

Requests for Withdrawal from Collective Worship

13 schools overall received parental requests for withdrawal from collective worship over the last academic year. The religious backgrounds of the withdrawn pupils were as follows: Jehovah Witness (15 pupils in total across 10 schools) Plymouth Brethren (9 pupils in total within 1 school), Atheist (4 pupils in total across 2 schools).

•Links with other Agencies

The Lancashire SACRE continue to maintain positive links with several agencies namely:

The Lancashire Association of School Governing Bodies

The Lancashire Association of School Governing Bodies is an independent Governors' organisation, run by Governors for Governors. Nearly 500 Governing Bodies subscribe to the Association. The LASGB speaks on behalf of, and represents, Governors in Lancashire.

The National Association of SACREs (NASACRE)

NASACRE works to support, strengthen and promote the work done by local SACREs and represents the interests of members at a national level.

The Chair of SACRE represented Lancashire at the NASACRE Annual Conference which was held virtually in May 2022. Feedback was provided to all SACRE members.

Diocesan Groups

Lancashire SACRE maintains positive links with the following Diocesan groups e.g.

Anglican – Blackburn, Liverpool, Leeds and Manchester

Roman Catholic – Liverpool, Lancaster and Salford.

Methodist – Lancashire District

NATRE and RE Today

NATRE is a subject association for religious education professionals in primary and secondary schools. It provides a focal point for their concerns, a representative voice at national level, and publications and courses to promote professional development.

RE Today Services works to support multi-faith RE in schools by providing consultancy, teaching and learning resources and a subscription service.

Several SACRE members have strong links with NATRE and RE Today. This ensures that all members are continually updated with new national developments in the teaching and assessment of RE.

Universities (University of Cumbria and Edge Hill University)

During the last academic year Lancashire SACRE forged positive links with local universities. Two representatives from the University of Cumbria were co-opted as members of the SACRE whilst regular contact was made with Edge Hill University through the Senior lecturer in RE and former NASACRE chair.

Northwest Hub (NWHub)

For several years, Lancashire SACRE has hosted the 'Northwest Hub' SACRE network. Representatives from several SACREs across the Northwest are invited to come together to raise issues of common concern and share good practice. The NWHub network met in December 21, March 22 and July 22.

The following issues were discussed:

- The NASACRE annual report format
- Feedback from Ofsted 'deep dives' into RE
- Ideas to engage schools in RE monitoring activities
- Good local training providers
- Recruitment of new members to the SACRE
- The new NASACRE self-evaluation tool
- Representation of Dharmic faiths on syllabi
- The RE Council's draft handbook on religion and worldviews
- The future of SACREs as a result of the Education White Paper.
- Relationships with teaching hubs.

Representatives from Halton, Blackpool, Bolton, Bury, Cumbria, Lancashire, Rochdale, Warrington, St Helens and Wigan are usually represented. The network is growing from strength to strength, benefitting from the attendance of the current Chair of NASACRE and a number of members from the north-west Association of Religious Education Inspectors, Advisers and Consultants (AREIAC).

The SACRE supports the work of other local authority teams within Lancashire. Such as the equality and diversity team and PSHCE department.

•Local SACRE Involvement

Building Bridges Burnley is an interfaith group, which operates to promote social cohesion, encourages the exploration of the spirituality of different faiths, and works closely with public sector partners on social action.

Through their 'Offer to Schools', they organise for people of different faiths to go into schools and take part in classes, sharing with pupils and staff the 'lived experience' of being an adherent of a particular faith. The service level agreement allows for three such visits in a year (a 'visit' is in fact an all-day event, covering several classes), or a combination of visitors into the school and visits out to places of worship connected with different faiths.

Building Bridges Burnley is part of an informal grouping in Burnley, along with other key institutions such as the football club and the University of Central Lancashire (UCLan), which have a shared ethos and vision around equality and diversity. This year the platinum jubilee in June provided an opportunity to

share community events, such as a 'fun day' in Queen's park, attended by a wider cross section of the community. Tours of the Turf Moor stadium were also arranged, with a particular focus on minority ethnic groups.

During Interfaith week in November, a football tournament organised jointly by Burnley FC and Building Bridges Burnley brought together children from different ethnic backgrounds, and by mixing the selection, ensured that these played alongside each other. In another event, schools were invited to take part in an on-line discussion about the Offer to Schools. This event, and other conversations with staff, have proved to be very insightful, and have emphasised the value of the scheme, both in terms of diversity awareness, and of knowledge and understanding of the tenets of different faiths. Building Bridges also collaborated with a local RC high school on an inter faith day, a model for possible future expansion of the scheme beyond primary schools

As Building Bridges resume activities after the pandemic, there has been a good deal of administrative effort put into fulfilling agreements with schools which could not be met due to Covid restrictions. Beyond that, there is a healthy interest and increase in the number of schools signing up for the scheme. To date this academic year Building Bridges have processed the following booking requests: Christianity 3; Islam 8; Buddhism 1; Hinduism 5; Judaism 7; Sikhism 8. This shows a pattern in the demand for different faiths and means that they are actively looking for additional volunteers for particular faiths, and also places of worship who will host visits.

In addition to the work of Building Bridges Burnley, SACRE members ensure that schools are signposted to a range of faith events across the county for example linked to Interfaith Week and the UN sponsored World Interfaith Harmony Week. Lancashire SACRE also has connections with the Lancashire Improvement Equality and Diversity Team, Faith in Lancaster Interfaith Group, Building Bridges Pendle and Building Bridges Preston.

●SACRE Management and Operation

During the reporting period, Lancashire SACRE was supported by the following officers of the County Council:

Mrs A Lloyd, LA Officer	Special Support School Adviser
Dave Gorman	Senior Democratic Services Officer
Garth Harbison	Democratic Services Officer

SACRE continues to be well supported by the Local Authority. Funding has been used to pay for:

- The services of RE consultants e.g., for writing resources, providing consultancy support and leading INSET
- The time of the LA Officer (18 days/ year)
- Administrative support (0.5/ week)
- Supply cover for teachers supporting the work of the SACRE
- Attendance at NASACRE conferences and travel expenses
- Room letting rates for meetings, e.g., hosting the NWHub.
- Subsidising courses

The membership of Lancashire SACRE reflects the religious and ethnic diversity of the local/regional community and supports the teaching of the Agreed Syllabus.

Attendance is regularly reviewed and reported upon (see **Appendix**). All meetings were quorate. A move to online meetings had a positive impact on attendance however this was detrimental to networking and quality discussion. In recognition, SACRE intends to return to face to face meetings from November 2022.

When vacancies arise the Senior Democratic Services Officer and Chair of the SACRE are proactive in seeking replacements. An induction pack is given to new members and a warm welcome provided. This includes the current terms of reference and mission statement. A non-attendance policy is also in operation to address any lack of engagement from members.

Feedback from new members indicated that a more personal touch is required during induction and this is being addressed in the current development plan.

SACRE members are keen to embrace ongoing training and have responded positively to the online NASACRE training planned for 2021 -2022. Participation in training during the reporting period was follows:

May 2022 – NASACRE Conference – 2 members in attendance
November 21- NASACRE ' SACREs and Worldviews' – 1 member in attendance
June 2022- NASACRE –' So you've joined your local SACRE' - 2 members in attendance

National Reports

The following national reports/guidance/ events were considered by Lancashire SACRE over the year:

- New NASACRE annual report framework
- The RE Council Draft Handbook on RE and Worldviews
- Ofsted Research Review

This report will be circulated to all Lancashire schools, the DFE and NASACRE

- **Appendices**

Appendix A

SACRE Dates of Meetings and Record of Attendance for 2021/22

During the academic year 2021/22, the Lancashire SACRE met on five occasions. The dates and frequency of the meetings are determined by the SACRE itself in relation to what has become a customary pattern. During this period, the Lancashire SACRE continued to meet virtually via Zoom Meetings. The dates of the meetings during the year and numbers attending according to records are detailed below. Members are encouraged to check that the records present a true record for accuracy purposes:

SACRE Attendance 2021/22 by Representative Group

Representative Group	27/09/2021	29/11/2021	07/02/2022	25/04/2022	04/07/2022
Group 1 - Christian and other religious denominations which appropriately reflect the principal religious traditions in the area	5	4	6	3	5
Group 2 - Representing the Church of England	2	4	3	3	3
Group 3 - Representing the Teaching Association	2	2	1	2	2
Group 4 - Representing Lancashire County Council	4	2	5	4	5
Co-opted Members	4	3	4	2	3
Observers	2	1	1	1	1
Officers	2	2	2	2	2
Total	21	18	22	17	21

Name	27/09/21	29/11/21	07/02/22	25/04/22	04/07/22	Total
Officers						
Alison Lloyd	✓	✓	✓	✓	✓	5
Misbah Mahmood/Dave Gorman	✓	✓	✓	✓	✓	5
Representing the Roman Catholic Church						
Mr Ben McMullen	AB	AP	✓	AP	✓	2
Representing the Methodist Church						
Alan Gillies (Left September 2022)	✓	✓	✓	AP	✓	4
Representing Islam						
Mufti Khalid Ibrahim	AB	AB	✓	AB	✓	2
Mrs Tibret Safraz	AB	AB	AB	AB	AB	0
Ahmed James	✓	✓	AB	✓	AB	3
Representing Hinduism						
Mrs Harsha Shukla	✓	✓	AP	AP	✓	3
Mr Ishwer Tailor	AB	AB	✓	AP	AB	1
Representing Judaism						
Mr Robert Ash	✓	✓	✓	✓	✓	5
Representing Buddhism						
Kelsang Pagpa	✓	AB	✓	✓	AP	3
Representing the ASCL						
Mr Peter Martin (Chair)	✓	✓	✓	✓	✓	5
Representing the NAHT						
Karen Stephens	AB	AB	AB	AB	AB	0
Representing the NEU						
Julie Gordon	✓	✓	AB	AB	✓	3
Representing the NASUWT						
Aruna Patel (Left December 2021)	AP	AB	-	-	-	0
Charlotte Watson (Joined January 2022)	-	-	AP	✓	AB	1
Representing the Church of England						
Mrs J E O'Rourke	AP	✓	✓	✓	✓	4
Mrs Helen Sage	✓	✓	✓	✓	AP	4
Mr John Wilson	✓	✓	✓	✓	✓	5
Mrs Lisa Fenton	AP	✓	AP	AP	✓	2
Representing Lancashire County Council						
Mr Francis Williams	✓	AB	✓	AP	✓	3
CC A Cheetham (Vice-Chair)	✓	✓	✓	✓	✓	5
CC Y Motala	✓	AP	✓	✓	✓	4
CC T Aldridge (Joined June 2022)	-	-	-	-	✓	1
CC N Khan (Left June 2022)	✓	✓	✓	✓	-	4
CC S Jones	AP	AP	✓	✓	✓	3
Teachers in the Secondary Sector						

Ms Joanne Harris	AB	AB	AP	AP	AB	0
Representing the Higher Education University of Cumbria (Alternating Attendance)						
Sally Elton-Chalcraft	-	-	-	-	-	0
Rebekah Ackroyd	✓	✓	✓	AP	✓	4
Representing the LASGB						
Mrs Kathleen Cooper	✓	✓	✓	✓	✓	5
Building Bridges						
Mrs Sajda Majeed	✓	✓	✓	AP	✓	4
Peter Lumsden	✓	AB	✓	✓	AB	3
Observers						
Representing the Bahá'i Faith						
Dr Malcolm Craig	✓	AB	AB	AP	AP	1
Representing the Humanists						
Keith Pennington	✓	✓	✓	✓	✓	5



Lancashire SACRE Development Plan 2022-2023

This development plan sets out SACRE's key priorities for improvement. Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as needed. This year, the NASACRE evaluation tool was used as a starting point to help identify areas for improvement.

Key Priority 1	To raise standards by improving the quality of teaching, learning and assessment in Religious Education.
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what is ongoing or has been started but not yet embedded and what has not yet been achieved.
Measures of success.	<p>1.1 Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field of Enquiry methodology and current national recommendations into effective pedagogy.</p> <p>1.2 Leaders in VC schools have a robust curriculum offer in place which meets both statutory requirements and the Church of England's Statement of Entitlement.</p> <p>1.3 The LAS reflects the religious and non- religious traditions practised locally and nationally following the release of the 2021 census findings.</p> <p>1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.</p> <p>1.5 Leaders have the skills needed to continuously evaluate the quality of education in Religious Education and take action to address priorities for improvement.</p> <p>1.6 The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of vulnerable pupils and those with SEND.</p>
Success evaluated by:	An annual report and monitoring report are shared with all Lancashire schools and published on the Lancashire RE/ SACRE website and NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Success criteria	Evaluation
1.1 Teachers have the subject knowledge needed to effectively implement the RE curriculum following the Field	As informed by the annual self-evaluation, a suite of RE training is offered to schools by associate consultants. To include: 1. Preparing for an Ofsted 'deep dive'	Dec 23	LA officer / RECs	1. £1400 release/ prep for 2 RECS. 2.£1400 release/	Evaluations following training are analysed and reported to the SACRE	Evaluation data shows that teachers are improving their subject knowledge and gaining confidence in the implementation of the syllabus.	

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Success criteria	Evaluation
of Enquiry methodology and current national recommendations into effective pedagogy.	<p>into RE/ training for new subject leaders</p> <ol style="list-style-type: none"> 2. Support for schools who through self - evaluation judge the quality of education to require improvement. 3. How to ensure that pupils know more and remember more: Vocab and knowledge organisers to link across the syllabus 4. Specific training across a range of religions for non-specialists. To increase links to vocab, resources and artefacts. 5. Free network meetings are offered in the East, North and South of the county so that 			<p>prep for 2 RECS.</p> <p>2 £500 release 2 RECS</p> <p>4 .RE today £1000 plus 1 x REC release £450.</p> <p>5.£2000 prep and release RECS. Free venues</p>		<p>The annual self-evaluation survey reflects a positive picture of the quality of education in RE across Lancashire.</p> <p>School visits validate effective implementation of the curriculum.</p>	

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Success criteria	Evaluation
	updates are shared in a timely manner. Summer term to focus on assessment and moderation						
1.2 Leaders in VC schools have a robust curriculum offer in place which meets statutory requirements and the Church of England's Statement of Entitlement.	-Liaison with Blackburn Diocese to agree how the Understanding Christianity Resource can be interwoven across the LAS. -Syllabus annex to be produced and shared with all schools.	By July 23	LA officer / Diocese	1 day's work in total LA Officer	Curriculum appendix shared with the full SACRE,	The LAS meets the needs of VC schools. Provision for RE is judged positively in a SIAMs inspection.	
1.3 The LAS reflects on the religious and non- religious traditions practised locally and nationally following the release of the	Findings from the 2021 census are shared with the SACRE. Implications for the future structure of the syllabus are discussed and a strategy agreed.	By July 2023	LA officer	½ day attendance at SACRE meetings LA officer	Census findings are discussed at SACRE level.	SACRE members have a clear view of the ethnic groups, languages, religions and beliefs practised across Lancashire. The LAS has a clear plan in place to ensure that	

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Success criteria	Evaluation
2021 census findings.						pupils are prepared to take their place in today's diverse multi religious and multi secular society.	
1.4 Teachers make reliable assessment judgements at the end of each key stage prior to submission to the Local Authority.	Sample assessment tasks are shared at network meetings prior to the collection of data in June 2023 Network meeting sessions are provided where standards can be moderated between schools. ●Assessment data is collected and analysed June 2023.	by July 2022	RECs	See 1.1 point 5.	Standards files and assessment procedures are shared with SACRE. Attainment data is reported to the SACRE and Lancashire schools.	Increasing proportions of teachers are confident in assessing achievement in RE. Assessment judgements are more reliably reported.	

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Success criteria	Evaluation
<p>1.6 The Lancashire Agreed Syllabus for Religious Education is fully inclusive and meets the needs of pupils assessed to have special needs and/or disabilities.</p>	<p>An additional annex and exemplifications are produced to supplement the LAS. These are shared with SEND schools as a follow on to September 2023 training.</p>	<p>By April 23</p>	<p>RECs</p>	<p>£700 release and cover for 1x REC</p>	<p>New materials are shared with the SACRE</p>	<p>The LAS is fully inclusive and can be easily adapted to meeting with needs of pupils who are assessed to have special needs and/or disabilities.</p>	

Key Priority 2	The SACRE works in effective partnership with the LA to monitor and evaluate standards and the quality of provision for RE in Lancashire schools
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Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Measures of success.	<p>2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools.</p> <p>2.2 The SACRE monitors the quality of provision in RE through use of the annual survey, website scrutiny and by undertaking school visits across a range of schools and key stages.</p> <p>2.3 A strategy is agreed to improve engagement with those schools who do not respond to the annual self-evaluation or where there are concerns relating to provision for RE.</p> <p>2.4 Youth voice events gather the views of pupils across all key stages.</p> <p>2.5 Advice is provided to governors on how to hold leaders to account for their statutory responsibilities with regards to RE.</p>
Success evaluated by:	<p>An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually.</p> <p>The impact of the action plan is evaluated once/ term by the full SACRE.</p>

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
2.1 The SACRE has robust processes in place to analyse standards at all key stages as well as examination entries in secondary schools.	<ul style="list-style-type: none"> • Provide clear guidance to schools with regards to the attainment scores that will be collected at Y2, Y6, KS3 and KS4. • SACRE analyse submitted data to keep a check on standards across all key stages. Share standards with schools and compare with NATRE findings. • Agree any implications and next steps. 	June 2023	LA Officer	2 days LA officer time	Data is analysed and reported to the SACRE in November 2022 and 2023	Trends in achievement are monitored and strengths and weaknesses identified.	
2.2 The SACRE monitors the quality of	<p>SACRE Continues to monitor RE via:</p> <ul style="list-style-type: none"> - SACRE visits to a range of schools. - Data analysis 	Ongoing calendar of actions	SACRE Chair		Visits findings are reported back to each	Methods of monitoring provide the SACRE with a clear picture of standards and the	

<p>provision in RE through use of the annual survey, website scrutiny and by undertaking school visits across a range of schools and key stages.</p>	<ul style="list-style-type: none"> - Evaluations and Feedback forms - Annual consultation - Website scrutiny - Monitoring of Ofsted reports to identify strengths and weaknesses across Lancashire. - Findings from the pupil attitude questionnaire - Feedback during Youth Voice events. - Analysis of any complaints. 				<p>SACRE meeting.</p> <p>Findings from all monitoring activities are added to an annual calendar and reported as they occur.</p> <p>Findings are reported to NASACRE/D FE via the annual report.</p>	<p>quality of teaching, learning and assessment across Lancashire.</p>	
<p>2.3 A strategy is agreed to improve engagement with those schools who do not respond to the annual self-evaluation or where there are concerns relating to provision for RE.</p>	<p>A ramped approach is agreed to check compliance with non-participating schools and respond when concerns emerge.</p> <p>Sample letters are written using NASACRE guidance.</p> <p>A rolling programme of website checks continue to check compliance.</p>	<p>By July 23</p>	<p>Chair</p>		<p>Responses to the annual survey and letters are monitored and reported to the full SACRE</p>	<p>The SACRE is confident that all schools are fulfilling their statutory responsibilities with regards to the teaching of RE. 80%+ of schools respond to the annual survey in 2023.</p>	
<p>2.3 Youth voice events gather the views of</p>	<p>Working party established to agree an approach to Youth Voice.</p>	<p>July 23</p>	<p>QSS working group</p>		<p>Pupil evaluations are shared</p>	<p>Pupils have a voice in setting the direction for improvement for RE in</p>	

<p>pupils across all key stages.</p>	<p>Members attend pupil voice training hosted by NASACRE Pupils are consulted to establish which events they would find helpful. A calendar of activities is agreed. Schools are approached and events advertised. Events are published in the termly newsletter.</p>				<p>with the full SACRE. SACRE members are represented at events and report back to the full SACRE.</p>	<p>Lancashire. Their views are listened to Pupils have ongoing opportunities to debate questions relating to RE with their peers.</p>	
<p>1.5 Advice is provided to governors on how to hold leaders to account for their statutory responsibilities with regards to RE.</p>	<p>A bank of questions is written to be shared with governors to support them in their statutory responsibilities An annual paper is submitted to the Governors termly newsletter to raise the profile of RE across Lancashire.</p>	<p>By April 23</p>	<p>QSS working group</p>		<p>Questions are shared with the full SACRE</p>	<p>Governors are equipped in holding leaders to account for RE provision in their schools.</p>	

Key Priority 3	To improve the provision of Collective Worship
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Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Measures of success.	3.1 Training is provided on how to provide inclusive collective worship across community schools in line with the Mirrors and Doors guidance.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	End date	Lead	Costs/ Time	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
3.1 Training is provided on how to provide inclusive collective worship across community schools in line with the Mirrors and Doors guidance.	<p>Training is offered to schools on how to provide fully inclusive, engaging collective worship in a community setting where a range of faiths are represented</p> <p>The training also includes ideas about how CW:</p> <ul style="list-style-type: none"> - Can be an expression of the school's vision and values, - Drives forward SMSC/ British Values 	Dec 2023	LA Officer	£ 1000 REC cover County Hall rates:	Evaluations are shared with the full SACRE.	The Mirrors and Doors materials help schools to deliver effective collective worship in line with their vision thereby contributing to the development of SMSC and British Values across Lancashire.	

Key Priority 4 To ensure that the SACRE is effectively managed and works in close cooperation with the LA and other key stakeholders.

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.

Measures of success.	4.1 The SACRE is visible across Lancashire and their role well known 4.2 The SACRE builds positive relationship with academies across Lancashire. 4.3 SACRE members regularly update their knowledge and skills. Improvements are made to the induction package for new members.
Success evaluated by:	An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	Start date	Lead	Costs / Time	Monitoring/ Quality assurance	Milestone/Success criteria	
4.1 The role the SACRE is more visible in the community and their role well known,	<ul style="list-style-type: none"> At least once/ year SACRE meetings are held in community/ schools or places of worship. The work of the SACRE is publicised more actively via, newsletters, events and the website. SACRE attendance is monitored and a lack of engagement over time is addressed following agreed protocols. 	Ongoing	QSS working group		The annual survey includes a question about the role of the SACRE. Responses are analysed.	The role of the SACRE is well understood across Lancashire. Meetings are well attended.	
4.2 Consideration is given to how SACRE can build a positive relationship with academies across Lancashire.	<ul style="list-style-type: none"> Academies are invited to be represented on the SACRE. Resources, training and guidance is made readily available to all academies within Lancashire. Academies are included in all distribution lists. 	Ongoing	QSS working group		Academy data base shared with the full SACRE. Views analysed and feedback provided to the full SACRE.	The SACRE develops a positive partnership with local academies. Increasing proportions of academies use the syllabus and see themselves as key stakeholders.	

Objectives	Action / tasks	Start date	Lead	Costs / Time	Monitoring/ Quality assurance	Milestone/Success criteria	
<p>4.3 SACRE members regularly update their knowledge and skills and improvements are made to the induction package for new members.</p>	<ul style="list-style-type: none"> • NASACRE training is cascaded across all members. • Interfaith events are shared across all members. • The induction pack for new members is revised and buddies are allocated. 	Ongoing	QSS working group		<p>A data base of training is compiled and reported annually as part of the Annual report.</p> <p>New members are surveyed to evaluate the effectiveness of induction</p>	<p>All SACRE members are fully equipped to contribute to the work of the SACRE.</p>	

Key Priority 5	To reinforce the close link between the teaching of religious education, promotion of British Values and development of Spiritual, Moral, Social and Cultural development.
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Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Measures of success. 5.1 The SACRE works closely with the EMAGRT team and Building Bridges to promote inclusion regardless of religion and belief within a climate of mutual respect and tolerance.

Success evaluated by: An annual report and monitoring report is shared with all Lancashire schools and published on the NASACRE site annually. The impact of the action plan is evaluated once/ term by the full SACRE.

Objectives	Action / tasks	End date	Lead	Cost s/ Time	Monitoring/ Quality assurance	Milestone/Success criteria	Evaluation
5.1 The SACRE works closely with the EMAGRT team and Building Bridges to promote inclusion regardless of religion and belief within a climate of mutual respect and tolerance.	<p>The criteria for the Religion and Belief quality mark are shared with SACRE members. Feedback is given. The quality mark is promoted via the SACRE website.</p> <p>The Building Bridges SLA is actively promoted across all schools.</p> <p>Interfaith events are actively promoted across all schools.</p>	Dec 23	BBB		Reports are provided to SACRE from Building Bridges at each termly meeting.	SACRE actively supports the work of other Lancashire agencies in promoting inclusion, mutual tolerance and respect.	

