

# West Northamptonshire SACRE Annual Report 2024-2025



Report produced by the SACRE Advisor



North  
Northamptonshire  
Council



West  
Northamptonshire  
Council

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## **Section 1: Introduction**

### **1.1 Foreword**

This year has been an important year for Northamptonshire SACRE, with the launch of the revised Locally Agreed Syllabus for Religious Education in May 2025. The syllabus is the result of hard work and collaboration between schools, the SACRE members, local communities, and local authority colleagues. It has been shaped not just to meet statutory requirements, but to reflect the diversity and needs of Northamptonshire an area that is rapidly growing in size.

One of the highlights of the year was the syllabus launch event, where over 120 schools from across the county came together. It was great to see such strong interest from schools, and the feedback we've had has been really encouraging. It was a privilege that days and months after the Conference a number of attendees shared with me comments that indicated their appreciation of the quality of the event including speakers, activities during the day and a Syllabus that will give them the opportunity to extend learning for our young people.

As we look to the year ahead, SACRE is committed to listening to schools and monitoring the impact of the new syllabus. A review will be undertaken once schools have had sufficient time to embed the changes. This will help us ensure that the syllabus continues to deliver quality RE in our schools and other educational establishments.

We extend our thanks to everyone who contributed their time, insight, and passion to this work. And above all, we thank the teachers who will bring this syllabus to life in classrooms every day, helping children and young people learn with curiosity and respect.

Morcea Walker MBE, DL  
Chair Northamptonshire SACRE

### **1.2 Overview of SACRE meetings**

SACRE met four times in the 2024-2025 academic year. Details of the priorities worked on during the year can be found in 6.3 Northamptonshire SACRE 2024-2027 Development Plan.

### **1.3 Executive Summary**

In 2024–2025, SACRE's work has centered on the successful review, development, and launch of the revised Northamptonshire Agreed Syllabus for Religious Education. A key achievement has been the writing, reviewing, and piloting of 60 teaching units, guided by national guidance and local consultation. These units were launched at a well-attended event in May 2025, where over 120 schools took part. SACRE members played a significant role in shaping the content, especially where units reflected their own religious or non-religious worldviews.

Ongoing training and support have been delivered to schools, governors, and headteachers, while the termly RE newsletter has continued to strengthen communication and provide updates to RE teachers. The SACRE Advisor has continued to visit schools and support the implementation of

the syllabus across Northamptonshire.

## Section 2: Statutory RE in Northamptonshire

### 2.1 The Northamptonshire Locally Agreed Syllabus in Schools

The main focus for SACRE in 2024–2025 has been the review and implementation of the revised Northamptonshire Agreed Syllabus for Religious Education (2025-2030). This work has been informed by national guidance, including:

- *Deep and Meaningful? The Religious Education Subject Report* (Ofsted, 2024)
- *Ofsted Annual Report* (2023)
- *Religion and Worldviews in the Classroom: Developing a Worldviews Approach* (2024)
- *National Content Standard for Religious Education in England* (2023)

The review process began in early 2024, with consultation and engagement being a key priority. In February 2024, a survey was distributed to all schools across North and West Northamptonshire, receiving over 90 responses. A separate survey gathered input from SACRE members. These responses provided valuable insight into local needs and priorities for RE and helped shape the revised syllabus.

Following this, a teacher working group of more than 30 members met in April 2024 to produce a draft curriculum map for Key Stages 1 to 3. Guided by national frameworks and local feedback, the group began drafting 60 teaching units. These were subsequently reviewed and some were piloted through the year.

SACRE played a vital role in the development process, offering oversight, scrutiny, and guidance. Members provided detailed feedback on draft units and contributed expertise to ensure accurate and balanced representation of their own worldviews within the syllabus content.

The revised syllabus was officially launched in May 2025 at an event attended by representatives from over 120 schools across West and North Northamptonshire. SACRE members delivered presentations on their religious and non-religious worldviews and how they were tied into the agreed syllabus. The event was met with positive feedback, especially the presentations from SACRE members, which was much appreciated.

Following the launch, many schools have begun forward planning for the next academic year, considering how to adapt and implement the syllabus in line with their context. The SACRE Advisor has continued to offer bespoke support to schools during this transition period, including school visits and guidance.

A termly RE newsletter, introduced in April 2024, has continued to be distributed to schools. Each issue contains updates on the syllabus, CPD opportunities, teaching guidance, and relevant national developments in RE. This regular communication has been well-received by teachers and enables SACRE to develop communications with schools.

To ensure consistent communication and understanding of the revised agreed syllabus, sessions have also been delivered specifically for governors and headteachers. These sessions focused on the key changes within the syllabus, the rationale behind its development, and the expectations for effective RE provision in schools.

## 2.2 Monitoring the Locally Agreed Syllabus (LAS)

While the primary focus this year has been the completion and launch of the revised agreed syllabus, some teachers have begun to provide early feedback by piloting selected units in their classrooms. This has been very useful in the development and refinement of the syllabus.

Furthermore, monitoring has taken place through qualitative insights during school visits, training sessions, and correspondence between the SACRE Advisor and RE subject leads and head teachers. These conversations have provided anecdotal evidence about how schools are starting to plan for and implement the new syllabus.

In addition, training delivered to head teachers and governors has offered a further opportunity to understand how leadership teams are prioritising RE and responding to the expectations of the revised syllabus. The SACRE Advisor continues to offer bespoke support to schools in this transitional year.

While no full audit of Ofsted reports has been repeated this year, last year's review continues to inform SACRE's understanding of how RE is viewed within wider school inspections. There are plans to revisit this audit in the future, once the new syllabus has had time to become embedded in practice.

It is too early at this stage to seek formal feedback from teachers on the implementation of the revised syllabus, as most schools are still in the planning and early adoption phases. However, SACRE recognises the importance of monitoring its impact and effectiveness over time. There are plans to conduct a review after one full year of implementation, which will include gathering feedback from schools to understand how well the syllabus is working, which in turn can inform future revisions.

## 2.3 Work of the Agreed Syllabus Conference (ASC)

The ASC met regularly during SACRE meetings throughout 2024–2025 to oversee and guide the review of the agreed syllabus. Drawing on national guidance (as detailed in section 2.1), benchmarks from other locally agreed syllabi, feedback from school consultations, and the work of the teacher working party, the ASC provided strategic direction and scrutiny throughout the process. Following the successful launch of the revised syllabus in May 2025, the ASC has now concluded its five yearly review.

## 2.4 Standards and Monitoring of RE in Schools

Religious Education in schools is monitored through a range of mechanisms to ensure high standards and effective implementation of the agreed syllabus:

- **Conversations with schools:** Regular dialogue with headteachers, RE subject leaders, and teachers provides insight into the delivery of RE and emerging needs.
- **Training provided to schools:** CPD sessions for teachers, governors, and headteachers support the consistent application of the syllabus and provide opportunities to gather informal feedback.
- **Visits to schools by the SACRE Advisor:** Targeted school visits enable the SACRE Advisor to observe RE provision firsthand and offer tailored support.

- **Feedback from LA School Improvement Partners (SIPs):** Reports and insights from SIPs contribute to a wider understanding of how RE is being prioritised within school improvement strategies.

Additionally, future monitoring will include a planned formal review after the first year of syllabus implementation, incorporating direct feedback from schools to evaluate impact and identify areas for further support.

### RE Key Stage 4 outcomes for 2024-2025

In 2025, 73.2% of students in Northamptonshire achieved grade 4 or above in Religious Studies, slightly down from 73.7% in 2024. However, this result is still on par with the national average (73.1%) and above the East Midlands average (69.3%). Compared to previous years, Northamptonshire has seen a consistent level of performance, with a slight dip in the last year but maintaining performance above the regional average.<sup>1</sup>

Year	Total Number of Results	% at Grade 4 and Above (Northamptonshire)	% at Grade 4 and Above (East Midlands)	% at Grade 4 and Above (England)
2025	1,495	73.2%	69.3%	73.1%
2024	1,500	73.7%	69.4%	72.5%
2023	1,640	69.8%	69.8%	72.2%
2022	1,585	70.3%	73%	76.7%

### Subject Uptake Data for KS4 Religious Studies in Northamptonshire

In 2025, 10.1% of students in Northamptonshire were enrolled in Religious Studies, a slight decrease from 10.3% in 2024. This is still well below the East Midlands (16.7%) and England (21.3%) averages. Despite the decrease, Northamptonshire's rank remains 14th in the country, consistent with the previous year. The uptake of Religious Studies in Northamptonshire has generally been lower than the regional and national averages over the past few years<sup>2</sup>.

Year	Total Number of Students in Northamptonshire	% of RS Uptake to examination level (Northamptonshire)	% Uptake (East Midlands)	% Uptake (England)	Uptake Rank (Northamptonshire)
2025	14,850	10.1%	16.7%	21.3%	14th
2024	14,535	10.3%	16.9%	22.5%	14th
2023	12,800	12.8%	18.8%	23.9%	11th
2022	11,935	13.3%	19.8%	24.8%	10th

<sup>1</sup> [Map of GCSE \(9 to 1\) grade outcomes by county in England](#), Ofqual, last accessed 05/09/25 (2025 results are currently unverified).

<sup>2</sup> [Map of GCSE \(9 to 1\) grade outcomes by county in England](#), Ofqual, last accessed 05/09/25 (2025 results are currently unverified).

## Religious Studies Key Stage 5 outcomes for 2024-2025

In 2025, 84% of students in Northamptonshire achieved grade C or above in Religious Studies, maintaining a strong performance despite a slight drop from the previous year's 84.8% in 2024. This result remains above the national average of 80.7% and the East Midlands average of 80%. The number of entrants in 2025 decreased to 125, a reduction from 165 in 2024, reflecting a smaller cohort.<sup>3</sup>

Year	Total Number of Results	% at Grade C or Above (Northamptonshire)	% at Grade C or Above (East Midlands)	% at Grade C or Above (England)
2025	125	84%	80%	80.7%
2024	165	84.8%	75.6%	78.1%
2023	160	81.2%	75.1%	79%

## Subject Uptake Data for KS5 Religious Studies in Northamptonshire

Uptake in Northamptonshire decreased from 4.2% in 2024 to 3.2% in 2025. Ranking for Religious Studies in Northamptonshire dropped from 18th in 2024 to 20th in 2025. Uptake of Religious Studies in Northamptonshire has been lower than the national and East Midlands averages over the past three years. This shows a declining trend in Religious Studies uptake within Northamptonshire, with a drop in rank and lower uptake compared to regional and national averages.<sup>4</sup>

Year	Total Number of Students	% of Students Taking Religious Studies (Northamptonshire)	% of Students Taking Religious Studies (East Midlands)	% of Students Taking Religious Studies (England)	Subject Uptake Rank (Northamptonshire)
2025	3,930	3.2%	4.2%	4.5%	20 <sup>th</sup>
2024	3,895	4.2%	4.1%	4.6%	18 <sup>th</sup>
2023	3,960	4%	4.4%	4.8%	18 <sup>th</sup>

## 2.5 Continuous Professional Development for RE Teachers and Advice for Schools

Training and support have started to be delivered following the agreed syllabus launch:

- **Governor Training:** Delivered by the SACRE Advisor in December 2024 and June 2025, this training ensured governors are informed about the new syllabus and understand their role in supporting and monitoring RE provision.
- **Headteacher Training:** Following the syllabus launch in May 2025, a webinar was provided to headteachers with 58 attendees, focusing on the syllabus changes and how this might impact their schools.
- **Teacher Training:** The launch event in May 2025 provided training on the new syllabus, insights into different religious and non-religious worldviews, the worldviews approach, RE in

<sup>3</sup> [Map of A Level grade outcomes by county in England](#), Ofqual, last accessed 05/09/25 (2025 results are currently unverified).

<sup>4</sup> [Map of A Level grade outcomes by county in England](#), Ofqual, last access 05/09/2025 (2025 results are currently unverified).

the Early Years, using AI in the RE classroom and guidance from the School Effectiveness team around RE considerations for Ofsted inspections. This was attended by over 120 schools.

- **Termly RE Newsletter:** The newsletter provides regular updates on CPD opportunities provided by Northamptonshire SACRE as well as external organisations.
- **Ongoing Advisory Support:** The SACRE Advisor continues to visit schools and maintain regular communication, offering tailored advice and responding to school-specific queries.

## **2.6 Withdrawals and Complaints**

There have been no reported withdrawals or complaints within this period to SACRE.

## **2.7 Advice to the Local Authority**

SACRE members advised and reviewed the agreed syllabus by sharing insights and knowledge from their own religious and non-religious worldviews. These contributions shaped the content and provide teachers with confidence regarding the content knowledge of the syllabus. The Local Authority is very appreciative of time put in by SACRE members.

# **Section 3: Collective Worship**

## **3.1 Monitoring**

SACRE has not received any complaints about Collective Worship.

## **3.2 Determinations**

There have been no applications for determinations within this period.

# **Section 4: Links with Other Bodies**

## **4.1 National Bodies**

New members to SACRE continue to attend the NASACRE Induction training. The SACRE advisor has also attended a webinar provided by Culham St Gabriel and NASACRE where the lead Ofsted Inspector of RE provided information on the new subject report for RE, 'Deep and Meaningful (2024).'

## **4.2 Local Bodies**

Members of Committee B, Church of England Representatives, regularly meet with colleagues from Peterborough and Rutland SACREs and the Diocesan RE Advisor. During these meetings information and ideas are exchanged and updates shared. This is a useful link and support group and ensures that Peterborough Diocese is fully aware of the work of SACRE and able to support if requested.

In June 2025, the SACRE Advisor met with the newly appointed RE Advisor from the Peterborough

Diocese for a productive discussion, during which plans were made for future collaboration.

## **Section 5: Statutory Responsibilities: SACRE's Own Arrangements**

### **5.1 LA support for the SACRE**

The LA supports the SACRE through providing:

- A clerk for every meeting
- A SACRE advisor
- Providing funding to both the review and the launch of the Agreed Syllabus for Religious Education in accordance with the Education Act 1996.

### **5.2 Membership, Representation, Recruitment and Attendance**

Every local authority must convene a SACRE. The post of SACRE Advisor was appointed in January 2024 and is contracted to work one day per week for West Northamptonshire and one day per week for North Northamptonshire. Northamptonshire SACRE, which has met four times this year, comprises four statutory groups. Attendance at meetings has generally been good, with members often attending online if they cannot be there in person. SACRE continues to ensure the membership reflects the demographic for the county and has welcomed new members to Committee A and Committee D in 2024-2025. We continue to identify and approach groups/organisations to ensure that membership is reflective.

The four groups that make up SACRE are as follows:

- Committee A - Such Christian and other religious denominations (not including the Church of England), and non-religious worldviews
- Committee B - representatives of the Church of England
- Committee C - representatives of the teachers' associations; Teachers, Teaching Assistants and Higher-Level Teaching Assistants
- Committee D – Representatives of the local authority

#### **Group A: Representative of other Christian denominations and other Religious and Non-Religious Worldviews**

Russell Attwood	Bahai
Caroline Wallace	Humanist
Arthur Newbury	Church of Jesus Christ Latter Day Saints
Ishver Patel MBE	Hindu Dharma
Daniel Tabor	Jewish
Morcea Walker MBE DL	United Reform Church
Harkirat Singh	Sikhi
Luzita Ball	Islam

## Group B: Representative of the Church of England

Julie Barke	Church of England
Oliver Coss	Church of England
Charlotte Maloney	Church of England

## Group C: Representatives of the Teacher Associations

Jenny Dixon	Primary Teacher Representative (NEU)
Sylvia Erskine	Primary Supply Teacher (NEU)
Will Kneeshaw	Secondary Teacher Representative (NASUWT)

## Group D: Representatives of the Local Authority (up to the elections in May 2025)

Cllr Keith Holland-Delamere	LA (WNC)
Cllr Mark Hughes	LA (WNC)
Cllr Tim Allebone	LA (NNC)
Cllr Tom Partridge-Underwood	LA (NNC)

**LA Officers:** Jo Hutchinson (WNC)  
Gillian Morton (NNC)

**SACRE Advisor:** Amy Crestanello

**Clerk to SACRE:** Jane Hall

## Attendance at SACRE meetings (2024-2025):

Date	Venue	Numbers in attendance from each group			
		Group A	Group B	Group C	Group D
September 2024	OAS, Northampton	5/7	2/3	3/3	3/4
November 2024	Synagogue, Northampton	5/7	2/3	3/3	2/4
March 2025	OAS, Northampton	6/8	2/3	2/3	2/4
June 2025	NSB, Northampton	4/8	2/3	2/3	2/4

### 5.3 Finance Given to SACRE for its Work

Both NNC and WNC have allocated a fixed budget to support SACRE's work for the 2024/2025 academic year. This has enabled the work of the SACRE Advisor and costs associated with the Agreed Syllabus launch event<sup>[OB]</sup>:

## Expenditure Summary:

Item	Cost	Notes
NASACRE Annual Membership	£115.00	Provides essential access, support, and national representation for SACRE
NASACRE Annual Training Package	£35.00	Includes access to free and subsidised training provided by NASACRE.
NASACRE Training	£25.00	'How can SACREs make strategic use of the Deep and Meaningful Ofsted RE Report (May 2024) in their work?'
Agreed Syllabus Launch Event	£3,572.70	Covers venue hire and refreshments.

*Please note: Costs shown are shared between NNC and WNC.*

## 5.4 Report of the SACRE Working Party 2024-2025

### Background

The Education Act 1996 places a statutory duty on every local authority to establish a SACRE for its area. Following the dissolution of Northamptonshire County Council and the formation of two new unitary authorities; North Northamptonshire Council (NNC) and West Northamptonshire Council (WNC), it was initially understood that the existing countywide SACRE would need to be formally split into two separate SACREs.

As an interim arrangement, both NNC and WNC agreed that the existing SACRE would continue to meet jointly while steps were taken to explore the legal process for separation. A working party\*, as permitted under the Education Act, was set up to manage this anticipated transition.

However, following further guidance from Legal Services and NASACRE, it was clarified that a single SACRE may continue to operate across more than one local authority, provided it includes appropriate representation from both councils. Northamptonshire SACRE already fulfils this requirement, with active members drawn from both NNC and WNC. As such, it has been agreed that the SACRE can legally and appropriately continue to function as a single body serving both authorities.

This concludes the role of the working party.

The SACRE have now agreed the West and North Northamptonshire Constitutions (please see Appendix A for the West Northamptonshire Constitution) and are in the process of updating the Terms of References.

## Section 6: Additional information

### 6.1 List of groups and agencies this report will be presented to:

- Northamptonshire SACRE
- Department for Education (DfE)
- NASACRE

A copy of this report will be made public on the WNC website.

### 6.2 List of acronyms and abbreviations

**CPD** – Continuing Professional Development

**LA** – Local Authority

**LAS** – Locally Agreed Syllabus

**NASACRE** – National Association of SACREs

**RE** – Religious Education

**SACRE** – Standing Advisory Council for Religious Education

**DfE** – Department of Education

**ASC** – Agreed Syllabus Conference

**WNC** – West Northamptonshire Council

**NNC** – North Northamptonshire Council

### 6.3 Northamptonshire SACRE 2024-2027 Development Plan

Please see attached Appendix B.

### 6.4 Conclusion

This year marked a significant milestone for Northamptonshire SACRE with the completion and launch of the revised locally agreed syllabus in May 2025. The collaborative approach to its development with schools has ensured that the syllabus is reflective of local school needs. The launch event, attended by over 120 schools across North and West Northamptonshire, was well received and demonstrated strong engagement from schools across Northamptonshire.

Ongoing training for governors, headteachers, and RE teachers has supported the launch of the syllabus, while the termly RE newsletter provides updates and information to teachers of RE. The SACRE Advisor continues to focus on building support with schools, offering guidance as they embed the new syllabus.

Looking ahead, SACRE plans to conduct a review once schools have had some time to embed the new syllabus to ensure it continues to meet their needs effectively.

# West Northamptonshire Council

## Standing Advisory Council on Religious Education

(SACRE)

### **CONSTITUTION**

February 2025



## **Glossary:**

<b>Act</b>	Education Act 1996
<b>Agreed Syllabus</b>	The agreed syllabus for RE adopted by the Local Authority Agreed Syllabus Conference
<b>ASC</b>	Agreed Syllabus Conference
<b>Committee A, B, C or D</b>	Shall mean the respective committees as described in the Education Act 1996.
<b>Local Authority Officer</b>	The person designated by the Local Authority to attend meetings
<b>SACRE Adviser</b>	The person contracted by the Local Authority to provide advice to SACRE on RE teaching and related matters
<b>RE</b>	Religious Education
<b>SACRE</b>	West Northamptonshire's Standing Advisory Council for Religious Education
<b>Members</b>	Those appointed by the Local Authority to the Committees or Agreed Syllabus Conference as the context requires
<b>SACRE Committees</b>	A,B,C,D to represent relevant groups
<b>Local Authority</b>	West Northamptonshire Council

## **Legislative Background**

The Education Reform Act 1988 requires every Local Authority (LA) to establish a Standing Advisory Council for Religious Education (SACRE). The responsibilities of the LA and the duties of the SACRE are found in Part 1, Sections 11-13 of the Education Reform Act 1988 and Sections 390 – 397 of the Education Act 1996.

The Local Authority also has a duty to establish an occasional body known as an Agreed Syllabus Conference (ASC) to review an Agreed Syllabus in accordance with the Act.

SACREs perform statutory functions and every SACRE needs a constitution to ensure it operates efficiently and fulfils those statutory duties.

This Constitution sets out how the SACRE will operate and the ASC document sets out how the ASC will operate, their membership and composition and the procedure both bodies will follow and their decision-making structures. The aim is to ensure that both SACRE and the ASC operate efficiently, transparently and are fully accountable to the public.

## **The Responsibilities and Objectives of the SACRE**

The SACRE has the following main responsibilities:

- To advise the LA on all aspects of its provision for RE in its community schools;
- To ensure RE is provided in accordance with the Agreed Syllabus and to monitor and provide advice and support on the provision and quality of RE taught, together with the overall effectiveness of the Agreed Syllabus;

- To provide advice to the LA on collective worship in its schools;
- To consider any requests from head teachers to hold collective worship that is not of a broadly Christian character;
- To advise on matters relating to training for teachers in RE and collective worship;
- To receive reports on any complaints made under the LA's complaints procedure which relate to worship or RE and to provide advice about such cases to the LA and governing bodies.
- To publish an annual report of its work.

This is aimed at enriching the experience of RE and collective worship for all pupils.

West Northamptonshire Council and the SACRE recognise the changing landscape of our schools and the diversity of the type of schools. SACRE will endeavour to work with all schools within their area, whatever their designation, for the benefit of our children and young people and the local community within which they reside.

### **Membership and Composition of the SACRE**

1. The West Northamptonshire Standing Advisory Council on Religious Education ("the SACRE") shall consist of representative members appointed by West Northamptonshire Council ("the Local Authority") to represent respectively: -

(a) Christian and other religious denominations, and non-religious worldviews as, in the opinion of the LA will appropriately reflect the principal belief systems in the area of West Northamptonshire.

(b) the Church of England;

(c) such associations representing teachers as, in the opinion on the Local Authority, ought, having regard to the circumstances of West Northamptonshire Council, to be represented; and

(d) the Local Authority.

**Committee 'A':** Shall comprise such Christian denominations (other than the Church of England) and other religious denominations, and non-religious worldviews as, in the opinion of the Local Authority will appropriately reflect the principal belief systems in the area of West Northamptonshire.

**Committee 'B':** The Church of England, The Diocesan Boards of Education for Peterborough Diocese should nominate these Members.

**Committee 'C':** Such associations representing Teachers, Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs) and Post-16 Education as, in the opinion of the LA, ought, having regard to the circumstances of West Northamptonshire, to be represented.

**Committee 'D':** The Local Authority (those appointed should represent the political balance of the Local Authority).

The Local Authority should nominate Councillors as the local authority representatives using its established procedures. A maximum of Three (3) Members reflecting the political balance of elected members of the Local Authority shall be appointed and together the committees shall be known as “the SACRE Committees”.

The membership of the SACRE shall be reviewed annually by the Local Authority and in accordance with the Principles of representation

### **Co-opted Members of the SACRE**

Other persons may be co-opted by the representative groups on the SACRE as non-voting co-opted members for such purposes and such length of time as representative groups on the SACRE shall decide. Co-opted members may resign at any time and may be removed by the representative groups at any time.

### **Voting Procedures of the SACRE**

On any issue to be decided by the SACRE, except as provided in paragraph 8, only the committees shall be entitled to a vote and each committee shall have a single vote. Individual members cannot vote separately. Co-opted members are not entitled to vote, though their views will be considered by the SACRE

Issues shall be decided by a simple majority vote. In the event of a tie the Chair may exercise a second and casting vote.

Before any Committee casts its single vote on any issue to be decided by the SACRE it shall meet to discuss the issue. The decision of the Committee shall be determined by a simple majority vote in which each Member of the Committee has one vote. There shall not be a casting vote. If there is a tied vote the Committee shall abstain from voting on the issue in SACRE.

Committees A, B, and C may at any time request a review of any Agreed Syllabus for the time being adopted by the LA. Each of the Committees concerned will each have a single vote on the question of whether to require such a review.

### **Chair and Vice Chair**

A Chair and Vice-Chair of the SACRE shall be elected annually by the Representative Members of the SACRE at the first meeting to be held at the Annual General Meeting (AGM), normally September with each Representative Member having one vote.

Nominations for chair and vice chair will be proposed and seconded within the SACRE meeting.

Persons continuing to be members of the SACRE are eligible for re-appointment to the position of Chair or Vice Chair.

If there is more than one candidate, the Chair and Vice Chair shall be elected following a simple majority vote for each role. In the case of a tied vote, the previous Chair shall have a casting vote.

In the absence of any nominations for the Chair, an executive group of substantive members or a rotating chair will be elected to lead SACRE.

#### Sub-Groups and Working Parties

SACRE may establish task and finish working parties to consider specific issues relating to RE. Such working parties shall have an advisory capacity only and shall not be authorised to make decisions on behalf of SACRE. The Terms of Reference (ToR) for any working party shall be prepared by SACRE.

SACRE shall appoint representatives to a working party and they may also appoint co-opted members or non-members with relevant expertise to such working parties.

Committees A, B, and C may at any time require a review of any agreed syllabus for the time being adopted by the Local Authority. Each of the committees concerned will each have a single vote on the question of whether to require such a review.

#### Quorum

A minimum of one representative from each of the four committees must be present for SACRE to be quorate.

#### **Terms of Office of Representative Members of SACRE Member behaviour and expectations**

Representative Members are expected to act and behave in accordance with the principles and spirit of the Local Authority's Code of Conduct (code of conduct to be found) for elected members. A representative acts as a conduit of information/messages from SACRE to their group as well as bringing messages/questions to the SACRE which would be reflected in the minutes.

A Representative Member appointed by the Local Authority to a SACRE Committee may be removed from membership by the Local Authority if:

- In the opinion of the Local Authority, the Representative Member ceases to be representative of the religion, denomination or associates which he/she was appointed to represent in relation to Committees A to C or ceases to be representative of the Local Authority in relation to Committee D; or
- The Local Authority may remove any Representative Member or co-opted member who fails to act and behave according to the principles and spirit of the Local Authority's Code of Conduct for elected members. This can be found in the Council's Constitution at Part 8.2.

#### **Length of office**

A Representative Member shall hold office until they resign, they are removed from his/her appointment, or they no longer a member of their representative group. A Representative Member may resign at any time.

### **Dealing with vacancies**

Where (for any reason) there is a vacancy for a Representative Member on a SACRE Committee the Local Authority shall ensure a replacement Representative Member is appointed to the relevant Committee as soon as possible.

### **Declaring an interest**

When appointed Representative Members must declare any interests at each meeting, whether personal or prejudicial. It is their responsibility to update the record as necessary.

Where a Representative Member has a disclosable pecuniary or other interest, that interest must be declared at the start of any meeting where a relevant matter falls to be considered by the SACRE and the Representative Member must withdraw from that meeting prior to any discussion of the relevant item on the agenda and take no part in any vote on that agenda item.

### **Attendance**

Where a representative of the committees is unable to attend, they are requested to send a substitute. Any representative who is not able to attend must notify the Clerk/Chair of their absence in advance and name an alternative representative.

Should a member of SACRE not attend three consecutive meetings without good explanation, the Local Authority will write to that member informing them that their membership will lapse if they are unable to attend the next meeting.

The Local Authority may remove any representative or co-opted member that has failed to attend three consecutive meetings without valid reason.

### **Meetings**

The SACRE shall meet at least once per autumn, spring and summer term and such meetings shall be open to the public unless, in view of the nature of the business to be transacted or the nature of the proceedings, confidential information or information exempt from public disclosure would be disclosed.

Whether information is confidential, or exempt, it shall be determined in accordance with the Local Authority's access to information procedure rules contained in its Constitution for the time being in force. One of the meetings convened shall be the Annual General Meeting (usually in September). The annual report will be presented and discussed in the spring term (to allow for GCSE data to be commented upon).

### **Notice of meetings**

The Clerk to SACRE shall:

- Give written notice of the time and place of any meeting to the Representative Members at least five clear days before a meeting.
- Ensure at least five clear days' notice of a meeting is given to the public by publishing details on its webpage: The Standing Advisory Council on Religious Education (SACRE)

## **Agenda**

The agenda for SACRE meetings, (with the exception of the first meeting of a newly constituted SACRE), will be determined by the Chair and the SACRE Adviser. All members can request for an item to be on the agenda through the Clerk. Matters for the agenda of any meeting shall be sent to the Clerk at least 10 days in advance of the meeting and the Clerk will agree the agenda items with the Chair.

The Clerk will:

- Send the agenda, the draft minutes of the previous meeting and any associated reports to Representative Members at least five clear working days before the meeting.
- Arrange for the agenda, the draft minutes of the previous meeting (if not already available) and any associated reports to be published on SACRE's webpage and made available for inspection at the Local Authority's office at least five clear days before the meetings.

## **Minutes**

Following a meeting of SACRE, draft minutes will be circulated by the Clerk to Representative Members within 10 working days of the date of the meeting. The Chair will move that the minutes of the previous meeting be signed as a correct record, and upon their approval will sign them off as an accurate record at the next meeting.

The only part of the minutes that can be discussed is their accuracy.

## **Disputes and Complaints**

The SACRE is intended to be a collaborative, co-operative body and must ensure that no particular sector or member is unduly favoured. Problems and issues should normally be debated and resolved at SACRE meetings. However, if parties feel that these have not been resolved the following process should be followed and minutes taken:

### **Stage 1**

The parties who are in dispute meet with the Chair of the SACRE and the professional Adviser who will assist with finding or recommending a solution.

### **Stage 2**

A special meeting of the SACRE Complaints Panel, comprising 1 member from each of the 4 committees is convened with papers prepared by the parties representing different views. The Chair and the professional Adviser also prepare a paper offering possible options for resolution.

### **Stage 3**

If the issue is not resolved, then guidance and clarification will be sought from the Local Authority's Monitoring Officer, or the relevant Government Department, as to next steps.

## **Overview and Scrutiny**

The SACRE and its members will co-operate with any reasonable request by the Council in respect of its overview and scrutiny functions under Section 21 Local Government Act 2000.

## Appendix B



### SACRE Development Plan 2024-2027

<b>RED (R)</b>	Action not yet started/significant delay in implementation. The action must be prioritised to bring it back on track.
<b>AMBER (A)</b>	Action started but there is some delay in implementation. The action must be monitored to ensure the actions are delivered and brought back in line with expected timescales / new timescales agreed with line manager.
<b>GREEN (G)</b>	Action completed and there is evidence that the improvement required has been made. The action remains in the plan for monitoring implementation.

***Actions to be reviewed and RAG rated at prior to each Annual Report. Each priority will be evaluated in the SACRE Annual Report.***

The Northamptonshire SACRE development plan is shaped around the five key functions of SACRES contained in the NASACRE Self-Evaluation Toolkit.

These are:

1. To improve the management of SACRE and build the partnership between SACRE, the LA and other Key Stakeholders
2. Promoting improvement in the standards, quality of teaching and provision in RE
3. Evaluating the effectiveness of the Locally Agreed Syllabus
4. Promoting improvement in the provision and quality of collective worship
5. Contributing to cohesion across the community and the promotion of social and racial harmony.

Northamptonshire SACRE will begin a programme of self-evaluation activity using the NASACRE self-evaluation tool that underpins identified priorities.

**Priority 1: To improve the management of SACRE and build the partnership between SACRE and other Key Stakeholders**

<b>1A Funding: Professional and financial support</b>							
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
<i>How well supported and resourced is SACRE, by</i>	1.0	SACRE advisor to pull together and share a picture of the provision and quality of RE in the LA's using Ofsted report analysis, GSCE results data and DFE workforce data	<ul style="list-style-type: none"> <li>Analysis taken to SACRE by July 2024 for SACRE to advise on further action</li> <li>Data and actions included in the 2024-5 Annual Report</li> </ul>	July 2024 March 2025	SA (SACRE Advisor)		Picture of provision and quality of RE built up for SACRE Targeted support offered to schools by SACRE advisor

1.1	SACRE advisor to research and disseminate national developments in RE to the SACRE (at SACRE meetings and mailing list) and across schools where appropriate.	<ul style="list-style-type: none"> <li>National research and papers to be appropriately disseminated prior to SACRE meetings as and when appropriate (see 1.5)</li> <li>National research and papers to be appropriately summarised via head teacher newsletters and/or termly newsletter as and where appropriate</li> </ul>	Termly ongoing	SA		Informed SACRE and schools about the potential impacts of new developments in RE
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<b>1a – Funding: Professional and financial support</b>		
<i>How well supported and resourced is SACRE, by the LA exercising its statutory responsibilities?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no financial or management support to help SACRE to meet and operate. Members are unable to communicate with each other. There is no professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have financial and management support to allow it to exist. Representatives of the LA receive papers and/or attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions (such as a place to meet and a minute taker) but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	<input type="checkbox"/>
<b>Established</b>	access to some subject specialist advice and is informed of local and national initiatives. The LA is	<input type="checkbox"/>

A SACRE with established practice would:	represented at meetings and can provide a means of communication with the wider LA. The SACRE has a modest budget which enables it to fund some initiatives. Meetings are clerked and the clerk maintains communication with the Chair and other members between meetings as needed.	
<b>Advanced</b> A SACRE with advanced practice would:	be well supported by a subject specialist who provides effective advice and is well informed about the provision and quality of RE in the LA and about national developments. Representatives of the LA attend meetings and the SACRE is also attended by a lead officer from the LA who can provide a strong link between the work of the SACRE and the wider LA. SACRE's plans are linked to other local work and projects. SACRE has a strategic, costed development plan. The SACRE has access to funds to enable it to make decisions about its priorities and ensure these can be properly resourced.	□
<b>Where are we and where do we find evidence to support this?</b>		

1b - SACRE meetings							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
How purposeful, inclusive, representative and effective are SACRE meetings?	1.2	Review standing orders at SACRE meetings.	<ul style="list-style-type: none"> <li>To be reviewed in March 2024 SACRE meeting</li> </ul>	March 2024	CHAIR/ VICE CHAIR/ /SA	<p>Include; Sharing local initiatives Agreed Syllabus Conference as a standing order</p> <p>Short presentation from members on rotation National developments Update of SACRE advisor activities</p>	Increase productivity of SACRE
	1.3	Start to hold meetings in a variety of venues including council venues, local places of worship and schools.	<ul style="list-style-type: none"> <li>To be reviewed in July SACRE for next academic year and develop a 2-year calendar</li> </ul>	Ongoing	CHAIR/ VICE CHAIR		Increase inclusivity of SACRE
	1.4	Ensure structures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<ul style="list-style-type: none"> <li>To be reviewed in March 2024 SACRE meeting (linked to 1.2 and 1.8)</li> </ul>	March 2024	SA	Teams set up but the system is not easily accessible to everyone. Communication remains via email.	Increase productivity and share knowledge
	1.5	Teacher representative to present to SACRE on impacts of a new agreed syllabus on schools in order to share insights and help SACREs thinking when it comes to developing the new Agreed Syllabus.	<ul style="list-style-type: none"> <li>WK to present at March 2024 SACRE on impacts of new agreed syllabus on teachers and schools</li> </ul>	March 2024	Teache r Rep.		Shared understanding of the potential impact of new agreed syllabus on schools

	1.6	Members of committee A and B to make short presentations to SACRE in order to share information and promote understanding and 'harmony'	<ul style="list-style-type: none"> <li>• Set up a 2-year calendar of 5 minute presentations</li> <li>• SA and LAO to email about guidance to members</li> </ul>	March 2024 Onwards To review in March 2006	SA/Local Authority Officers (LAO) /committee A and B		Shared understanding of religious/non-religious worldviews
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<b>Key Area: 1b – SACRE meetings</b> <i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not hold regular meetings, if they meet at all. Any meeting held is purely to demonstrate that the LA has allowed SACRE to meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	hold meetings regularly with: <ul style="list-style-type: none"> <li>• routine administrative arrangements</li> <li>• appropriate distribution of agendas and papers</li> </ul> Business is dealt with in a prompt and orderly way. There is limited opportunity for SACRE members to contribute to the work apart from attending meetings. Business tends to be focused solely on routine statutory requirements.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have good attendance where all four committees are well represented and meetings are quorate. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully, consulting when relevant their representing/sponsoring bodies. There are some opportunities for teachers and representatives of faith and worldview communities to be invited to share their work. Meetings are well managed with strong contributions from a wide range of members. Meetings move beyond routine matters to consider wider issues about the quality of RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have SACRE members contributing to the development of the agenda and strategic development plan. Meetings will be lively and purposeful with a wide variety of contributions focused on the major priorities for improvement in schools. Teachers and representatives of faith and worldview communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including council venues, local places of worship and schools. Procedures have been put in place so that meaningful contact can be made with and between members outside of SACRE meetings.	<input type="checkbox"/>
<b>Where are we and where do</b>		

<b>we find evidence to support this?</b>	
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1c – Membership and training							
	Action(s)	• Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
To what extent is the membership of SACRE able to fulfil SACRE's purpose?	1.7	The LA are to ensure that SACRE vacancies are filled and that there are clear processes in place to ensure meetings are well attended.	<ul style="list-style-type: none"> <li>Letters to be sent where there has been non-attendance to SACRE meetings in order to increase attendance and identify where new members may need to be sought</li> </ul>	Ongoing	SA/LAO		SACRE meetings well attended and represented by different faith / professional groups
	1.8	Ensure that training which is appropriate to SACRE members is shared to all members.	<ul style="list-style-type: none"> <li>All members are aware and offered appropriate training via appropriate channels (see 1.5)</li> </ul>				
	1.9	New SACRE members to sign up to the NASACRE induction training which is held twice annually in September and June. New members to email LAO who will sign them up to the training.	<ul style="list-style-type: none"> <li>All new members completed NASACRE training</li> </ul>	Ongoing – review in July	New SACRE member / LAO		All SACRE members have attended SACRE and understand SACRE and their role within it

Key Area: 1c – Membership and training		
<i>To what extent is the membership of SACRE able to fulfil SACRE's purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no membership list. SACREs constitution is not fit for purpose and needs revision. The Local Authority struggles to fill all places on SACRE, SACRE members have no regular training provided.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils the basic statutory obligations. Arrangements to fill vacancies are not always pursued effectively. There are limited induction and training opportunities for SACRE members.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an active membership that strongly reflects the diversity of the wider religious/worldview and professional community. There is regular induction training and processes for new members. There are good opportunities for SACRE members to participate in training activities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	make good use of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. There is a strong and co-ordinated programme of induction, and training opportunities for SACRE members. There are robust systems in place for succession planning for members and SACRE roles.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

1d – Improvement/development planning							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How effective are the priorities and actions identified by SACRE in improving the experience</i>	1.10	Contribute and monitor the development plan.	<ul style="list-style-type: none"> <li>Development plan monitored against NASACRE self-evaluation tool annually</li> </ul>	March 2024	SA	Development plan completed	SACREs impact and effectiveness is able to be held account and progress monitored and evaluated
	1.11	SACRE members to regularly represent the Northamptonshire SACRE in training provided by NASACRE	<ul style="list-style-type: none"> <li>SA to monitor training opportunities and disseminate to relevant SACRE members. SACRE members to sign up to training via LAO</li> </ul>	Ongoing	SA/LAO		Northamptonshire SACRE have up to date information on developments. Northamptonshire SACRE is represented on a national level.

Key Area: <b>1d – Improvement/development planning</b>		
<i>How effective are the priorities and actions identified by SACRE in improving the experience of pupils in schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no development plan to focus future work. There is no knowledge of areas where the priorities of the LA's development / improvement plan potentially could link to the work of the SACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE. SACRE has limited awareness of national projects or initiatives related to the work of SACRE and so is unable to plan any work or request funding to initiate new work.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a costed development plan which is reviewed regularly and updated on an annual basis. This provides an effective focus for the SACRE's work. There is some attempt to link the plan to the wider LA priorities. SACRE has awareness of national projects or initiatives related to the work of SACRE and so is able to plan work or request funding to update and review their development plan. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a well-defined development plan with clear objectives and success criteria. Resource implications are clearly defined and funding negotiated with the LA or outside funding streams. There is a clear link between the plan and the wider objectives of the LA and also to national innovations.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

1e - Information and advice							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>	1.1 2	As a result of 1.0 and 1.1; SACRE members can advise LA on strategic action and/or partnership work to improve standards and play an active role in promoting ideas and initiatives.	<ul style="list-style-type: none"> <li>NASACRE training is well attended by new members</li> <li>Members actively contribute and monitor the Development Plan</li> </ul>	On going	SA/LG reps/C HAIR		SACRE provide meaningful scrutiny of the Development Plan
	1.1 3	SACRE members to complete the survey for feedback on the new agreed syllabus to provide strategic direction. At later phases, SACRE members to provide feedback on the development of the Agreed Syllabus in relation to content and resources; particularly pertaining to the religious/non-religious world view they are representing.	<ul style="list-style-type: none"> <li>Data from consultation is used to shape new agreed syllabus</li> <li>Agreed Syllabus Conference is held at each SACRE meeting during its review</li> </ul>	March 2024 Ongoing	SA		SACRE provide meaningful collaboration in agreed syllabus review
	1.1 4	SACRE members to provide information on ideas and initiatives pertaining to the religious/non-religious world view which can then be disseminated where appropriate to schools and other partners.	<ul style="list-style-type: none"> <li>SACRE meeting standing order of updates is utilised to provide updates for SA to disseminate to schools where appropriate</li> </ul>	Ongoing	SACRE /SA		Schools are able to receive information in ideas and initiatives directly from SACRE

Key Area: <b>1e - Information and advice</b> <i>How well informed is SACRE in order to be able to advise the LA appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be supported to gather information (exam results, data, links to schools) or to link with national initiatives including membership of NASACRE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	receive limited information about public examination data from the LA. Limited information is provided about wider national and local developments. The SACRE tends to receive information from the LA when the LA wishes to give it rather than ask questions of the LA or receive answers to its request. There is little opportunity to be a critical friend.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be regularly provided with clear information relevant to the quality and provision for RE and CW in local schools and given a context within which any school is working. The SACRE receives the information in a way that enables it to act as a critical friend and question the LA's work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	receive detailed and well-analysed information about the quality and provision for RE and CW. As a result, SACRE uses this information effectively to give advice to the LA which leads to strategic action and/or partnership work to improve standards. This can include advice related to the review of the AS. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>1f - Partnerships with key stakeholders</b>							
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>	1.1 5	Continue to attend and represent the Northamptonshire SACRE at other networks and to develop ways in which this can support raising standards.	<ul style="list-style-type: none"> <li>Continued representation at Interfaith Networks. Information and opportunities are shared with SACRE</li> </ul>	Ongoing	CHAIR/ VICE CHAIR and other SACRE member r from committee A and B		Northamptonshire SACRE profile increases locally Representation leads to an increase in standards and community cohesion
	1.1 6	SACRE member/s represents the Northamptonshire SACRE at the annual NASACRE conference and provide feedback to the following SACRE meeting.	<ul style="list-style-type: none"> <li>SACRE member attends the annual NASACRE conference and feeds back relevant information to SACRE</li> </ul>	Annually	CHAIR/ VICE CHAIR		SACRE kept abreast of national developments
	1.1 7	RE Advisor to feedback pupil voice information as part of annual review.	<ul style="list-style-type: none"> <li>Pupil voice compiled and used in consideration of our priorities</li> </ul>	Annually from 2025- 2026	SA		Pupils experiences influence are priorities and actions

Key Area: 1f - Partnerships with key stakeholders		
<i>What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be unaware of local or national agencies. SACRE has no links with sponsoring bodies in their location.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little contact with or awareness of other local agencies (e.g. interfaith groups, dioceses), and rarely hears from pupils/students.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be well informed about other key stakeholders supporting RE and have some meaningful contact with the groups involved. SACRE members are supported at a national level by their sponsoring body. SACRE members attend the annual NASACRE conference and other training opportunities. Hear from pupils/students as part of their work around high-quality RE and CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build its activities effectively on local networks. Links with other bodies, such as local interfaith groups, are positive and able to support raising standards and developing community cohesion. The SACRE has opportunities to hear the views and experience of pupils about RE. Representatives of key support networks and higher education providers are regularly involved with the SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>1g – Relations with the Academies sector</b>							
<b>Action(s)</b>		<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
<b>How effectively is SACRE encouraging academies?</b>	1.18	Look to co-opt a member to represent academies in the SACRE.	<ul style="list-style-type: none"> <li>Academies represented on SACRE</li> </ul>	September 2024	SA	Review in September	Academies represented in SACRE and regard themselves as key stakeholders in their local area
	1.19	Ensure that academies are engaged and involved in the working parties for the new Agreed Syllabus.	<ul style="list-style-type: none"> <li>Academies and MATs are contributing to the agreed syllabus review through the working parties</li> </ul>	March 2024	SA	Complete – representation from primary/secondary/MATs	Academies are more likely to use the Agreed Syllabus
	1.20	Ensure that any actions taken as a result of data analysis include academy schools.	<ul style="list-style-type: none"> <li>SACRE supports all schools and offers targeted support to all schools including academies.</li> </ul>	Ongoing	SA		Academies benefit from targeted support

Key Area: <b>1g – Relations with the Academies sector</b>		
<i>How effectively is SACRE encouraging academies etc to see themselves also as stakeholders in their local area, specifically by devising ways in which an academies presence is incorporated into SACRE itself?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no opportunity to network with local academies.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have nothing formal in place. Little encouragement, if any, is extended to academies to relate to the SACRE's proceedings, and there are no channels through which academies can contribute.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made attempts to include academies on SACRE, but these have been hampered by e.g. lack of confidence or vision on the part of SACRE, or by confusion over what is legally valid and possible, or what is possible between academies in an area.	<input type="checkbox"/>
<b>Advanced</b> SACRE with advanced practice would:	have established the place of academies on SACRE. SACRE has considered systematically the legal and structural options, and established a permanent and sustainable academy presence on SACRE. A high proportion of academies in the area regard themselves as stakeholders and partner with SACRE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

## Priority 2. Promoting improvement in the standards, quality of teaching and provision in RE

2a - RE provision across the LA							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>	2.0	SACRE Advisor to identify reports where RE is mentioned and on behalf of the SACRE board sent letters to Head teachers. Where improvements are sighted the SACRE advisor will offer support. SACRE members could be involved in this support through school visits and providing information/training on their religious/non-religious world view.	<ul style="list-style-type: none"> <li>Letters sent to all schools where Ofsted mentioned RE provision</li> <li>Schools who need extra support use this communication channel to seek further support from RE advisor</li> <li>SACRE members support or facilitate support to schools through visits and/or training</li> </ul>	Ongoing after May 2025	SA All SACRE members	Letters have been drafted	<p>Communication channels established and support provided to schools when needed</p> <p>Increased SACRE profile</p>
	2.1	SACRE members to carry out a rolling audit of school websites in the LA's to ensure they are meeting their statutory requirements. This is to be fed back to the SACRE advisor who can follow up with appropriate communications with the school.	<ul style="list-style-type: none"> <li>Schools websites are meeting statutory requirements</li> </ul>	Ongoing after May 2025	All SACRE members		Schools meet statutory requirements regarding the publishing of their curriculum on their websites
	2.2	Using the DFE workforce data provided in 1.1 SACRE members to review and prioritise which schools the SACRE	<ul style="list-style-type: none"> <li>Schools that may not be offering the statutory amount of time required for RE are made aware and offered support</li> </ul>	March 2025 and onwards	SA		All Northamptonshire schools offer statutory RE requirements

		Advisor can follow up on.				
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<b>Key Area: 2a - RE provision across the LA.</b> <i>How effectively does the SACRE gain information about RE provision in schools and put in place strategies to support the delivery of pupil entitlement?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have no routes by which SACRE can gain information about RE provision in schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of which schools are fulfilling pupil entitlement in RE because local processes are insufficient to gather such information (e.g. a website trawl)	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some knowledge of which schools are providing adequate time for effective learning in RE and have a scheme of work that enables them to deliver the AS. SACRE's process for acquiring this information is adequate but lacks coherence. Have limited opportunities to implement strategies in support of pupil entitlement. Ofsted reports are read and any comments on RE noted and brought to SACRE.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	build upon a strong relationship with the LA, whereby the LA shares its information and from this SACRE gains an overview of RE provision within the LA. It works effectively with the LA to support and promote pupil entitlement. Examples of different models for fulfilling pupil entitlement within local schools will be shared with all schools so that schools can have a menu from which to adapt an approach that delivers pupil entitlement whilst meeting the specific needs and priorities of their schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>2b - Standards of achievement and public examination entries</b>							
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
How does SACRE use information about standards and examinations to target support and training for schools?	2.3	SACRE Advisor to collect and analyse historic and current exam data for GCSEs initially; followed by A-levels and present findings to SACRE so that this can reviewed and actions/support prioritised.	<ul style="list-style-type: none"> <li>SACRE provided with a clear picture of examined KS4 and 5 RE results and taken into consideration in the design of the new agreed syllabus.</li> <li>Ongoing recommendations made on an annual basis with regards to training and support.</li> </ul>	September 2024	SA		Trends identified so we can monitor long term impact of SACRE

Key Area: <b>2b - Standards of achievement and public examination entries</b>		
<i>How does SACRE use information about standards and examinations to target support and training for schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be given any data to work from, and has no professional support to investigate this at a local and national level.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge of standards in primary and secondary schools including examination entries. The SACRE has no clear strategy to address this and the local authority does not adequately invest in professional support for this. Analysis would be limited as would strategies to address issues.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some process in place to find out how well learners are doing in KS 1-3, (e.g. by meeting teachers, pupils and through the LA). SACRE will be provided with adequate information about examination entries and standards in examinations in secondary schools and how these relate to national figures.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have robust processes with the LA whereby SACRE can gain accurate information about standards in schools and examination entries in all secondary schools, with useful analysis that enables it to address issues effectively in partnership with the LA.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

2c - Quality of learning and teaching.							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?	2.4	<p>Using data from Ofsted inspections, school visits, feedback from School Improvement Partners, and consultation feedback for the Agreed Syllabus review; SACRE and the SACRE Advisor should look to identify trends and plan/signpost appropriate CPD for RE teachers. This will be particularly important when embedding the new syllabus.</p>	<ul style="list-style-type: none"> <li>• A program of training offered to embed new agreed syllabus</li> <li>• Ongoing CPD program developed in partnership with SACRE members e.g. Introduction tutorials on particular worldviews</li> </ul>	After agreed syllabus launch – ongoing	SA and SACRE members		Teachers have received appropriate training to teach RE

Key Area: 2c - Quality of learning and teaching.		
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge of quality of learning and teaching to target support from the LA and professional support/adviser.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little knowledge of the quality of learning and teaching in the LA schools and therefore is unable to provide appropriate challenge and support to the schools. The SACRE has no means to offer or recommend support to schools as there is little or no professional support in the LA working with the SACRE.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have some information regarding the quality of learning and teaching from a range of sources including contact with teachers and pupils. Limited analysis of this information is undertaken; however, this means that SACRE's attempts to improve learning and teaching have limited effect. Be able to circulate information about national courses and support mechanisms to schools	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a robust relationship with schools and the LA to gather meaningful information about the quality of learning and teaching in RE. This information is analysed to identify trends, areas of strength and areas for development and SACRE draws on expertise in effective schools to support all schools in the LA. Advise the LA on the support that is needed and have access to professional support, linked to schools in need.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

2d Quality of interaction and communication with leadership and management of RE in schools							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
To what extent does SACRE have and pass on information that supports high quality RE in schools?	2.5	SACRE advisor to send termly SACRE Newsletters to schools. SACRE members to email any information to be included by third week of each school term for inclusion where appropriate.	<ul style="list-style-type: none"> <li>Termly newsletters sent out with SACRE members feeding in any relevant information to SA for inclusion</li> </ul>	Termly – starting March 2024	SA and other SACRE members		Schools are regularly informed on RE developments  Increased profile of SACRE
	2.6	See 2.0					

Key Area: <b>2d Quality of interaction and communication with leadership and management of RE in schools</b> <i>To what extent does SACRE have and pass on information that supports high quality RE in schools</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not engage in communication with schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have little communication with schools. It occasionally contacts schools with resources for RE and attends Headteachers meetings.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have RE key messages communicated regularly into schools. Sends regular updates and information to schools, headteachers and governors. SACRE discussions are used to enhance leadership and management of RE in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a constructive relationship with senior leaders and subject managers in schools to develop the subject.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>2e - Relations with academies and other non-LA maintained schools.</b>						
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>
<i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>	2.7	See 1.18 1.19 1.20	•			
	2.8	See 2.0, 2.1, 2.2	•			

Key Area: <b>2e - Relations with academies and other non-LA maintained schools.</b> <i>To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the mechanisms and not have the knowledge of making contact.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have haphazard information about the RE situation in local academies etc, and little or no established relationships and liaison with them. No serious attempt has been made to develop an overall strategy.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have made some effort to establish liaison with each academy etc and to keep updated SACRE's information about their RE situation and share their advice to these schools. By and large, academies co-operate with SACRE at this level. SACRE keeps under review the ongoing situation.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a proactive policy of liaison with all academies, etc. and of sustaining a wider professional RE network within the area. While the independence of academies, etc. is genuinely respected by SACRE, many academies value this network and look to SACRE for ongoing advice and leadership in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

## Review of the Development Plan 3. Evaluating the effectiveness of the Locally Agreed Syllabus:

### Priority 3. Evaluating the effectiveness of the locally agreed syllabus

3a – The review process							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How does the SACRE review the success of the existing agreed</i>	3.0	SACRE Advisor and SACRE member to attend NASACRE Agreed Syllabus Conference legalities training	<ul style="list-style-type: none"> <li>Training completed and fed back to SACRE.</li> </ul>	March 2024	SA/		SACRE are fulfilling legal requirements in regards the Agreed Syllabus Conference.
	3.1	SACRE Advisor to send invite all schools to be part of the working party to develop agreed syllabus.	<ul style="list-style-type: none"> <li>A working party which has a diverse membership.</li> <li>All schools given the opportunity to be involved in the agreed syllabus review.</li> </ul>	February 2024	SA/LAO		Agreed syllabus review involves a diverse range of schools so that different needs are fed into the review.
	3.2	SACRE advisor to send consultation document to all schools to get feedback on the review.	<ul style="list-style-type: none"> <li>Consultation survey is developed and sent to all schools.</li> </ul>	February 2024	SA/LAO		All schools have been given the opportunity to feed into the agreed syllabus review.

Key Area: <b>3a – The review process</b> <i>How does the SACRE review the success of the existing agreed syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any way of contacting schools to carry out a review of the existing syllabus. It will not be supported by the LA or professional support.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited arrangements in place to monitor the impact of the AS, particularly in raising standards, providing little or no opportunity to review the effectiveness of the AS. Not know the views of teachers and have had no systematic evaluation of the strengths/weaknesses of the syllabus. Unclear how to proceed with the five-yearly syllabus review and there is little or no budget allocation from the LA. Have little knowledge of wider recent RE national guidance, research and developments.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have reviewed the opinions of schools and RE teachers in several ways and have a good idea of the strengths/areas of weakness of the current AS. Have devised a costed action plan in partnership with the LA, and been allocated a sufficient budget for the AS review and relaunch.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a clear and systematic process for monitoring the effectiveness of the AS built into its development plan. Reviewing the AS includes full consultation with schools and other key stakeholders, including faith communities and academics. Issues that have arisen have been discussed and addressed in planning for a review. An ASC budget has been planned and allocated in partnership with the LA to include consultation meetings, administrative support and design/distribution costs. There is a strong sense of shared ownership of the prospective AS review, with clear targets for what needs to be achieved.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>3b – The quality of the local Agreed Syllabus</b>							
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “ fit for</i>	3.3	SACRE Advisor to engage with current academic thinking with regards to the review, including the Ofsted Research Review (2021 and due in 2024), Ofsted Annual Report (2023), National Content Standard for Religious Education in England (2023), Religion and Worldviews in the Classroom: developing a Worldviews Approach (2022).	<ul style="list-style-type: none"> <li>The latest academic thinking is used to develop agreed syllabus.</li> </ul>	2024-2025	SA		Agreed syllabus is fit for purpose for young people in modern Britain and takes into account the latest academic thinking.
	3.4	Long-term evaluation of the agreed syllabus through; analysis of KS4 and 5 data, Ofsted reports and workforce data, as well as a mini review of agreed syllabus 1-2 years post launch.	<ul style="list-style-type: none"> <li>SACRE can understand the impact of the agreed syllabus on young people.</li> </ul>	2026 onwards	SA		Able to measure long term impact of agreed syllabus and make relevant changes.

Key Area: <b>3b – The quality of the local Agreed Syllabus</b> <i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “fit for purpose”?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have knowledge of other agreed syllabi nationally. Not have access to professional support with a national knowledge of high quality teaching and learning in RE.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	ensure that the AS sets out what is to be learnt at each Key Stage. Progression in RE is stated, but this does not link directly to the learning and there is no clear expectation of quality learning in the AS.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	ensure that the AS provides a clear framework for and expectations of learning in RE. Make clear the value of RE in school, both in terms of learning and of wider issues. Ensure that the AS development has involved teachers and meets their needs.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	ensure that the AS provides a thoroughly professional and inspirational framework for effective learning in RE which is proactively supported and promoted by the LA. Have set out clear expectations of the role of the LA and school leadership in ensuring adequate resources and provision in schools. References latest RE research that is relevant to help pupils make good progress in RE.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

3c – Launching and implementing the Agreed Syllabus							
Action(s)		Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>	3.6	SACRE Advisor and LA councillors to work within the LA to develop a high-profile launch of the agreed syllabus.	<ul style="list-style-type: none"> <li>All schools and relevant partners are aware of the agreed syllabus launch</li> </ul>	Launch of agreed syllabus 2024-2025	SA/LA councillor s/LAOs		All schools are given opportunity to follow the agreed syllabus and understand the benefits of doing so.
	3.7	Presentations at launch event given from a range of SACRE member.	<ul style="list-style-type: none"> <li>SACRE member presentations at launch event and any materials circulated to schools</li> </ul>	2024-2025	SACRE members		Increases profile of SACRE and the agreed syllabus
	3.8	Develop a training plan to help implement the agreed syllabus in schools, these could include webinars, online CPD videos.	<ul style="list-style-type: none"> <li>Relevant training materials provided to meet needs of teachers</li> </ul>	Ongoing	SA		Schools are equipped to use the agreed syllabus effectively.
	3.9	SACRE to consider how schools might review their provision in light of the revised agreed syllabus and provide a guidance on this within the agreed syllabus documentation.	<ul style="list-style-type: none"> <li>Clear guidance on how to use the agreed syllabus included in documentation</li> </ul>	2024	SA/SACRE members		Schools are equipped to use the agreed syllabus effectively.

Key Area: 3c – Launching and implementing the Agreed Syllabus		
<i>How well does SACRE promote the AS and provide training to prepare teachers to use it effectively?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have a launch for the new syllabus. Not have any in-service training for teachers/schools for implementing the new AS. Not have the mechanisms to advertise, promote and share the syllabus with local schools.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	provide for no special launch or other publicity, so that schools are unaware of the significance of the syllabus revisions for learning and teaching in RE. Have little training provision for implementing the revised syllabus. Be prevented from providing any significant additional guidance or extended training on using the AS by a shortage of financial and human resources.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	use other forms of communication (for example the LA website) to promote the launch. Have clear arrangements for training teachers on implementing the syllabus provided by the LA; this training is well supported and managed. Provides additional guidance or extended training on using the AS over its life.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	Involve the wider community and use strong media coverage, to give the AS a high profile as an important development in the work of the LA and local community. The launch event includes high quality presentations from a range of local religious and worldviews groups, schools and professional LA officers/councillors. Provides effective training on implementing the AS, which is supported by all schools, leads to teachers being clear about standards and expectations in the AS and the implications for teaching and learning. Provides clear guidance about ways in which schools might begin the process of reviewing their own provision for RE in the light of the revised syllabus.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>3d – Membership and training of the Agreed Syllabus Conference (ASC)</b>							
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>	
<b>To what extent is the membership of ASC able to fulfil its purpose?</b>	3.10 see 1.9	New SACRE members to sign up to the NASACRE induction training which is held twice annually in September and June. New members to email LAO who will sign them up to the training.	<ul style="list-style-type: none"> <li>All new members completed NASACRE training</li> </ul>	Ongoing – review in July	New SACRE member/ LAO		All SACRE members have attended SACRE and understand SACRE and their role within it
	3.11	Agreed Syllabus Conference members to all complete SACRE Members Survey which will feed into the Agreed Syllabus.	<ul style="list-style-type: none"> <li>All SACRE members in committees A, B and C complete consultation that was circulated in February 2024</li> </ul>	March 2024	SA		SACRE members views, expertise and experience is fed into the agreed syllabus review.
	3.12	SACRE Advisor to present regular updates to the Agreed Syllabus Conference on the progress of the review, including consultation results, work party progress.	<ul style="list-style-type: none"> <li>Agreed syllabus conference to take place within SACRE meetings and additional conference meetings held if necessary</li> </ul>	2024-2025 ongoing	SA/CH AIR/VICE CHAIR		SACRE members are kept up to date with the progress of the agreed syllabus review and are able to scrutinise its work.
	3.13	Agreed Syllabus Conference members to attend and contribute to conferences sharing experience, expertise and insights to steer the Agreed Syllabus Review.	<ul style="list-style-type: none"> <li>Good attendance of SACRE members to meetings which provides a diverse range of feedback on the agreed syllabus review.</li> </ul>	2024-2025	SACRE members		The agreed syllabus review has taken into account the views of a diverse range of views from our SACRE membership.

Key Area: 3d – Membership and training of the Agreed Syllabus Conference (ASC) <i>To what extent is the membership of ASC able to fulfil its purpose?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have the structures in place to convene an ASC. Not have any admin and advisory support for its work.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that fulfils basic statutory requirements. Limited induction and training opportunities; members are unclear of their roles, or how an AS can be structured. Particular faith or belief groups or teachers from different phases do not attend. Provide clerking, admin and advisory support for only a very limited amount of time or range of work. Routine admin arrangements are in place. Agendas and papers are distributed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have a membership that strongly reflects the diversity of the wider religious/worldview and professional community. Some opportunities for members' training and the purpose and action plan for the work of the ASC are clear. Have all four committees well represented at meetings. Agendas and papers are distributed well in advance so all members have time to consider them carefully. Meetings are well managed with strong contributions from a wide range of members.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a membership that is well informed and highly representative of the diversity of the local community. Where particular faith or belief expertise is missing locally there are arrangements to work with consultants to ensure this voice is added into the process. There is a strong, co-ordinated programme of induction and training opportunities for members. Have lively and purposeful meetings with a wide variety of contributions. Members of all 4 groups regularly attend and participate fully in meetings, sharing their experience, expertise and insights. Provide effective admin to support the process	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

3e - Developing the revised agreed syllabus						
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
How robust are the processes for producing a strong educational Agreed Syllabus?	3.14	See 3.1				
	3.15	See 3.2				
	3.16	Ensure that the agreed syllabus has a clear framework for progression and challenging learning.	<ul style="list-style-type: none"> <li>Clear framework of progression and content knowledge written into the agreed syllabus scrutinised by the Agreed Syllabus Conference</li> </ul>	2024-2025	SA	

Key Area: 3e - Developing the revised agreed syllabus		
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have an agreed plan linked to finance for developing their AS. Have met the five-year review deadline of revising and publishing a new AS.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have no clear structure for developing a new AS. It does not undertake a thorough revision, tending to add material rather haphazardly to the existing syllabus, leading to lack of coherence in the final outcome. There is little or no consultation during the development of a new AS with teachers, SACRE members and the local religious/worldview communities.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have clear objectives for the revision and involve a wide range of local expertise in its construction. The LA and the ASC in partnership ensure that strong direction is provided to design an AS which is coherent, clear and accessible. Working parties and consultations are reasonably managed and supported.	<input type="checkbox"/>
<b>Advanced</b> A SCRE with advanced practice would:	ensure that high quality advice is sought to review and advise on the revisions as they develop. The ASC in partnership with the LA holds well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process. The AS has a clear framework for progression and challenging learning	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>3f - Making best use of National Guidance</b>							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>	3.16	SACRE Advisor to provide national documentation to Agreed Syllabus Conference and provide a summary on any developments.	<ul style="list-style-type: none"> <li>National guidance to be circulated prior to the first Agreed Syllabus Conference</li> </ul>	March 2024	SA		SACRE are given the opportunity to read all key national guidance regarding agrees syllabus in order to scrutinise the review.
	3.17	All partners to engage with national documentation so that the review takes national developments into account.	<ul style="list-style-type: none"> <li>National guidance presented to working party in April.</li> </ul>	April 2024	SA		National guidance as well as consultation results steer the review.
	3.18	Ensure that the Agreed Syllabus takes on local circumstances in schools by crafting questions in relation to this in the school surveys and taking this feedback on board in its development.	<ul style="list-style-type: none"> <li>Agreed syllabus consultation results are framed to capture local needs</li> </ul>	February 2024	SA		Agreed syllabus review is steered by local needs through the results of the school's consultation.
	3.19	Local initiatives that are put forward by the SACRE Survey and other means; where possible and appropriate are included in the agreed syllabus	<ul style="list-style-type: none"> <li>Local initiatives are included in the agreed syllabus</li> </ul>	2024-2025	SACRE members/SA		Young people in Northamptonshire are taught about and have awareness of local initiatives and projects.

Key Area: 3f - Making best use of National Guidance		
<i>How does the Agreed Syllabus Conference make choices relating to the use of national documentation? (See footnote*)</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be aware of national documentation in relation to the AS review process and are therefore unable to use this guidance appropriately.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a limited awareness and understanding of national documentation in relation to the AS review process and are unable to use national guidance in a coherent way. Have members not fully understanding the broader curriculum and how this is organised and have no opportunity for training to give them the skills to understand how RE might best play a part in the holistic education of the child.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of national documentation and some of its implications for the AS review process, but does not ensure its use reflects local circumstances. Have ASC members who take note of the broader curriculum picture but do not link the AS to it systematically or appreciate how teachers will be able to make use of it to link to the wider curriculum in schools.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	take full account of national documentation in the construction of the revised AS, while ensuring their work reflects local circumstances. The syllabus is devised so that RE fits appropriately with other curriculum areas at all key stages and guidance about how to make the best links is given to schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		
*Documentation includes: the Non-Statutory National Framework in RE; the Programmes of Learning in RE (Primary) and Programmes of Study in RE (Secondary), the new Primary and Secondary Curriculums, and "Religious Education in English schools: "Non-statutory guidance 2010"; CoRE; Big Ideas in RE publication 1 & 2; Ofsted RE literature review		

Priority 4. Promoting improvement in the provision and quality of collective worship							
4a – Supporting pupil entitlement							
Action(s)		Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>	4.0	Provide guidance for schools regarding pupil entitlement	<ul style="list-style-type: none"> <li>Schools are aware of pupil entitlement</li> </ul>	May 2025 after launch of updated syllabus	SA		Young people in Northamptonshire receive the correct pupil entitlement.
	4.1	Carry out a consultation and review of collective worship and develop a new strategy following this.	<ul style="list-style-type: none"> <li>SACRE have an understanding of the provision and challenges</li> </ul>	2025-2026	SA		Strategy developed to improve collective worship pupil entitlement and action taken.

Key Area:4a – Supporting pupil entitlement		
<i>What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any knowledge regarding the provision of CW nor have any mechanism in place to gain such knowledge.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be unaware of the issues facing schools in providing CW as part of the pupil entitlement. Provide little advice or support towards fulfilling pupil entitlement to CW.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	understand local issues of delivering pupil entitlement and of the challenges schools face in providing CW. Provide some advice in support of delivering pupil entitlement. Seek to ensure that schools had access to, and advice on, appropriate resources for the delivery of CW.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a balanced and realistic overview of provision and its challenges across the LA. Provide or arrange for systematic support and guidance for schools experiencing difficulty in delivering pupil entitlement. Obtain feedback from schools to evaluate the impact of advice and support. Periodically review its strategies for supporting pupil entitlement.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

4b – Enhancing the quality of provision of collective worship						
Action(s)		Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
How does SACRE seek to influence the quality of collective worship in the LA' s schools?	4.2	See 4.1				
	4.3	Offer assistance to the enhancement of collective worship in SACRE Advisor visits to schools.	<ul style="list-style-type: none"> <li>Collective worship support offered alongside RE support on schools visits</li> </ul>	2025-2026	SA	Enhanced quality of provision in collective worship.
	4.4	Share best practice in termly newsletters.	<ul style="list-style-type: none"> <li>Schools are informed of best practice so that they can learn from one another</li> </ul>	2025-2026	SA	Enhanced quality of provision in collective worship.

Key Area: <b>4b – Enhancing the quality of provision of collective worship</b> <i>How does SACRE seek to influence the quality of collective worship in the LA's schools?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not be able to influence the quality of CW due to lack of support either from the LA or CW/RE professional. Have no knowledge of what good quality CW in schools looks like.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	not be adequately supported by the LA / RE professional to promote quality provision of CW. Have agenda items about CW dominated by the issue of how SACRE obtains data. Have little understanding of the nature and potential of CW and of what effective provision in each school might be.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have occasional agenda items on CW, with some insight into how it is being delivered in the LA's schools. Understand what effective provision is, but SACRE members have little 'hands-on' experience of CW. Promote in-service support for teachers with responsibility for CW. Advise on enhancing quality of provision.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have a good overview of quality of provision across the LA, with information from the LA and from presentations by schools. Have first-hand experience of CW in schools. Disseminate good practice in consultation with schools and teachers. Sponsor an ongoing programme of in-service development, and assist schools in evaluating and enhancing the quality of their provision.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

4c – Responding to requests for determinations						
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
How robust are SACRE' s procedures for responding to requests from schools for a	4.5 Subject to whether a determination is received.	•			None received.	

Key Area: <b>4c – Responding to requests for determinations</b> <i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	not have any understanding of what a determination is. Have no documentation for schools to use to make application for a determination.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have had little or no experience of any requests for a determination, and have given at most only minimal attention as to how it might respond to such a request, due to a lack of support provided to SACRE by the LA via a professional officer. Found unprepared and at risk of making an unsound decision or giving erroneous advice by a request for a determination.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware that schools have the option of requesting a determination, and that SACRE has a major role in this process. Have provided some training to its members regarding determinations, either directly through working on earlier requests, or through specific elements in developmental sessions. Responds in an adequate but piecemeal fashion, when requested for a determination, without a systematic overview of this area of work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be fully equipped for responding to requests for determinations, with a good understanding of SACRE's responsibilities. Have a well-established and effective framework for responding to requests, with which members are familiar and comfortable. Meet a request with a judicious and well-informed appraisal of the request by SACRE, leading to a sound decision communicated clearly to the school in a context of ongoing advisory support. Periodically review all existing determinations together with keeping the guidance from the RE professional.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

<b>Priority 5: Contributing to cohesion across the community and the promotion of social and racial harmony.</b>						
<b>5a – SACRE’s membership</b>						
	<b>Action(s)</b>	<b>Success measure(s)</b>	<b>Key Dates</b>	<b>Lead</b>	<b>Progress Update</b>	<b>Evaluation/Impact</b>
<i>How representative is SACRE’s membership of the local community?</i>	5.0	See 1.9	•			
	5.1	Be proactive in inviting representation from small local faith communities including different groups within the same religious tradition.	Small local faith – non-faith communities have been invited to represent on the SACRE	Evaluate yearly	SA/Chair	

Key Area: <b>5a – SACRE’s membership</b> <i>How representative is SACRE’s membership of the local community?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	rarely meet and its membership will include many vacancies. The LA needs to review its membership and constitution in partnership with the SACRE and fulfil its obligations to convene an appropriately diverse SACRE	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a membership that is not necessarily strongly representative of the religious diversity of the local community. Membership needs to be reviewed.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have membership that broadly reflects the religious diversity of the local community. This is regularly reviewed by the SACRE in partnership with the LA particularly where there is a high mobility of communities.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have strong representation from all major local religious communities including different groups within the same religious tradition (e.g. different Muslim or Christian communities). Endeavours to include representation from small local faith communities and/or have links with national bodies that can broker advice from those communities elsewhere in the UK.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**5b SACRE's understanding of the local area**

	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?	5.2	Regular SACRE representation at local interfaith networks.	<ul style="list-style-type: none"> <li>Northamptonshire regularly represented at the local interfaith networks</li> </ul>	Ongoing to review for annual report		Increased profile of SACRE and communication/links made between two groups.
	5.3	SACRE members from committees A and B to make presentations at SACRE meetings on their religious/non-religious world views so that SACRE as a whole has detailed knowledge of the local area.	<ul style="list-style-type: none"> <li>All A and B committee members are given the opportunity to present to SACRE</li> </ul>	Ongoing 2024-2026	SA/SACRE members committee A and B	Increased understanding and knowledge of the different worldviews that are represented in the SACRE

Key Area: <b>5b SACRE's understanding of the local area</b> <i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	meet rarely and this aspect of membership would not be an agenda item when they meet.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have limited knowledge about the religious, cultural and ethnic diversity in the local area.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be provided with a detailed analysis of the religious and cultural diversity within the LA and therefore be well aware of different groups representing the diversity within the local area. Know about and have a relationship with local interfaith groups and the work that they do in the locality.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	have detailed knowledge of the nature of the religious, ethnic and cultural diversity in the local area. Take active steps to inform itself further about the distinctive needs and opportunities created by this diversity. SACRE would have good liaison and seek to develop initiatives with local interfaith groups. Be aware of the impact of this local context on schools and on the provision for RE and CW in those schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

5c – SACRE’s engagement with the community cohesion agenda							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?	5.4	When reviewing the agreed syllabus ensure that there is explicit consideration of how the agreed syllabus helps to contribute towards community cohesion.	<ul style="list-style-type: none"> <li>Community cohesion is considered as a driving force behind the development of the agreed syllabus through the work of the working party and Agreed Syllabus Conference.</li> </ul>	2024-2025	SA / SACRE members		Community cohesion is an explicit component of agreed syllabus and this is clearly communicated within it.
	5.5	Carry out a review of how SACRE can maximise their role in relation to community cohesion on completion of the agreed syllabus review.	<ul style="list-style-type: none"> <li>Review carried out and strategies developed and delivered.</li> </ul>	2025-2026	SA		Improved focus on community cohesion and how the SACRE can impact this.

Key Area: <b>5c – SACRE’s engagement with the community cohesion agenda.</b> <i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	have little or no grasp of what community cohesion means and little understanding of the contribution which RE can make to the community cohesion agenda. Have no opportunity to promote RE’s contribution to cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	have a basic grasp of what community cohesion means and therefore a limited understanding of the contribution which RE can make to the community cohesion agenda. Have little opportunity to promote RE’s contribution to cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	have an understanding of what community cohesion means and the duty on schools to promote this. Understand and have a clear commitment to the part RE can play in promoting community cohesion and seek to promote this throughout its work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	understand what community cohesion means and be clear about the duty on schools and the LA to promote this. SACRE members appreciate their key role in promoting RE’s contribution to the community cohesion offer of its schools. SACRE would ensure this is explicit in the local AS and related guidance.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

5d – SACRE’s role within wider LA initiatives on community cohesion						
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
<i>How well is SACRE linked to or consulted about LA initiatives promoting</i>	5.6	See 5.5	•			
	5.7	See 5.2	•			

Key Area: <b>5d – SACRE’s role within wider LA initiatives on community cohesion</b> <i>How well is SACRE linked to or consulted about LA initiatives promoting community cohesion?</i>		
<b>Requires improvement/struggling</b> A SACRE in this position would:	be given no information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Developing</b> A SACRE with developing practice would:	be given little information about, or contact with, wider LA initiatives linked to the promotion of community cohesion.	<input type="checkbox"/>
<b>Established</b> A SACRE with established practice would:	be aware of some LA initiatives promoting community cohesion and have opportunity to discuss and contribute to this work.	<input type="checkbox"/>
<b>Advanced</b> A SACRE with advanced practice would:	be a key partner and stakeholder in the work of the local authority in this area. Aware of local interfaith groups and in regular communication with them to ensure opportunities to support high quality RE/CW in schools.	<input type="checkbox"/>
<b>Where are we and where do we find evidence to support this?</b>		

**Key:**

- Green – On track and/or complete
- Orange – Initiated but needs further focus
- Red – Not on track
- No colour – not started yet/future action