



## 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 has begun 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 the LA exercising its statutory responsibilities?</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	AC		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	AC		Informed SACRE and schools about the potential impacts of new developments in RE

<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> A SACRE with established practice would:	access to some subject specialist advice and is informed of local and national initiatives. The LA is 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.	<input type="checkbox"/>
<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.	<input type="checkbox"/>
<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	
<i>How purposeful, inclusive, representative and effective are SACRE meetings?</i>	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	MW/JB/AC	Include; Sharing local initiatives Agreed Syllabus Conference as a standing order  Short presentation from members on rotation National developments Update of SACRE advisor activities	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>	July 2024	MW/JB		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	AC	Preferred communication channel set up	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	WK		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>AC and JH to email about guidance to members</li> </ul>	March 2024 Onwards To review in March 2006	AC/JH/committee A and B		Shared understanding of religious/non-religious worldviews
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Key Area: 1b – SACRE meetings		
<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 we find evidence to support this?</b>		

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	AC/JH		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 JH 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 / JH		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 of pupils in schools?</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	AC	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>AC to monitor training opportunities and disseminate to relevant SACRE members. SACRE members to sign up to training via JH</li> </ul>	Ongoing	AC/JH		Northamptonshire SACRE have up to date information on developments. Northamptonshire SACRE is represented on a national level.



Key Area: 1d – Improvement/development planning		
<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
How well informed is SACRE in order to be able to advise the LA appropriately?	1.12	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.	•			
	1.13	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	AC	SACRE provide meaningful collaboration in agreed syllabus review
	1.14	SACRE members to provide information on ideas and initiatives pertaining to the religious/non-religious world view they are representing 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 AC to disseminate to schools where appropriate</li> </ul>	Ongoing	SACRE/ AC	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>		

1f - Partnerships with key stakeholders							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
What partnerships does the SACRE have with key local and national stakeholders, and what quality are these?	1.15	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	JB and other SACRE member from committee A and B		Northamptonshire SACRE profile increases locally Representation leads to an increase in standards and community cohesion
	1.16	A 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	MW and JB?		SACRE kept abreast of national developments
	1.17	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	AC		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>		

1g – Relations with the Academies sector							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How effectively is SACRE encouraging academies?</i>	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	AC	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	AC	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	AC		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	AC All SACRE members	Letters have been drafted	Communication channels established and support provided to schools when needed  Increased SACRE profile
	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 Advisor can follow up on.	<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	AC		All Northamptonshire schools offer statutory RE requirements



Key Area: <b>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>		

2b - Standards of achievement and public examination entries						
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
<i>How does SACRE use information about standards and examinations to target support and training for schools?</i>	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 be 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	AC		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	
<i>How well does SACRE use knowledge of quality of learning and teaching to target support appropriately?</i>	2.4	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.	<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	AC and SACRE members		Teachers have received appropriate training to teach RE

Key Area: <b>2c - Quality of learning and teaching.</b> <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 AC for inclusion</li> </ul>	Termly – starting March 2024	AC and other SACRE members		<p>Schools are regularly informed on RE developments</p> <p>Increased profile of SACRE</p>
	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>		

2e - Relations with academies and other non-LA maintained schools.						
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
To what extent has a SACRE developed a proactive strategy in relation to academies and other non-LA maintained schools in its area?	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	
How does the SACRE review the success of the existing agreed syllabus?	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	AC/JB		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	AC/KM/JH		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	AC/KM/JH		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>		

3b – The quality of the local Agreed Syllabus							
	Action(s)	Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
<i>How well does the locally Agreed Syllabus promote effective learning &amp; teaching in RE? Is it “ fit for purpose” ?</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	AC		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	AC		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	AC/LA councillors /KM/JH		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>	2024-2025	AC/SACRE members		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	AC/SACRE members		Schools are equipped to use the agreed syllabus effectively.

Key Area: <b>3c – Launching and implementing the Agreed Syllabus</b> <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>		

3d – Membership and training of the Agreed Syllabus Conference (ASC)							
Action(s)		Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact	
To what extent is the membership of ASC able to fulfill its purpose?	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 JH 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/ JH		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	AC		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	AC/MW /JB		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: <b>3d – Membership and training of the Agreed Syllabus Conference (ASC)</b> <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
<i>How robust are the processes for producing a strong educational Agreed Syllabus?</i>	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	AC	

Key Area: <b>3e - Developing the revised agreed syllabus</b>		
<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>		

3f - Making best use of National Guidance							
	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	AC		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	AC		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	AC		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/AC		Young people in Northamptonshire are taught about and have awareness of local initiatives and projects.

Key Area: <b>3f - Making best use of National Guidance</b>		
<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	
What strategies are in place to enable the SACRE to support the delivery of pupil entitlement in the LA's schools?	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	AC		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	AC		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	AC	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	AC	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
<i>How robust are SACRE's procedures for responding to requests from schools for a determination?</i>	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>		

**Priority 5: Contributing to cohesion across the community and the promotion of social and racial harmony.**

**5a – SACRE’s membership**

	Action(s)		Success measure(s)	Key Dates	Lead	Progress Update	Evaluation/Impact
<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	AC/Chair		Growing SACRE membership

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	
<i>How much do SACRE members know and understand the local community in its religious, cultural and ethnic dimensions?</i>	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	JB		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	AC/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	
<i>How much does SACRE understand the contribution which RE/CW can make to a schools’ provision for community cohesion?</i>	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	AC / 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	AC		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 community cohesion?</i>	5.6	See 5.5	•				
	5.7	See 5.2	•				

Key Area: 5d – SACRE’s role within wider LA initiatives on community cohesion		
<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