

Annual Report of the Standing Advisory Council on Religious Education (SACRE) Blackburn with Darwen September 2021

Contents

Pages Number	Contents
1	1 Words from the Chair of Blackburn with Darwen SACRE
2-3	2 SACRE meetings, 2020 venues and a brief overview of content of these meetings.
4-8	3 Religious Education
8	4 Collective Worship
8	5 Links with other bodies
8	Blackburn with Darwen SACRE
Appendices	<ol style="list-style-type: none"> 1. SEF 2. Action plan March to December 2021 3. Membership List September 2021 4. Terms of Reference

Words from the Chair

SACRE has gone through a period of significant change in terms of leadership and membership over the last academic year. A firm commitment was made by leadership within the education department to re-establish and invigorate a high quality SACRE, to ensure that the Local Authority was able to meet its statutory duties. This commitment was borne out of the desire to provide high quality support advice and guidance for RE and collective worship and to breathe new life into the curriculum for our young people. Ultimately the aim was to ensure that the learning offer from Blackburn with Darwen was vibrant, relevant, and inspiring for the young people.

We began by reviewing the membership of SACRE to ensure that all major local religious communities were represented. The membership now strongly reflects the diversity of the wider religious and professional community. SACRE meetings are now representative, engaging, and productive. All members feel that their views are considered and respected. Moreover, every good use is now made of co-option to ensure membership of the SACRE is well informed and is highly representative of the diversity of the local community. The SACRE has a well-developed process of co-option of where local teachers of RE have been co-opted as well as representatives from each School Improvement Group. SACRE now has a broad representation from all types of school in the LA.

We have also engaged the support of an external consultant to support the new Chair in the period of significant change.

It is important to highlight also that Blackburn with Darwen (BwD) has faced immense COVID related challenges, which have been particularly unique to our area. Factors such as intergenerational living, range of housing stock, multiple community languages and digital literacy and access have all contributed to BwD presenting with consistently high infection rates and consequently prolonged tougher restrictions. Some of the areas most deprived communities and South Asian neighbourhoods have been affected disproportionately. Throughout these challenging times, SACRE has continued to meet successfully twice a term, digitally, via TEAMS, to ensure that the planned work continues. As Blackburn with Darwen has been identified as an area of "Enduring Transmission", this arrangement will continue for 2021 to 2022.

As Chair I am incredibly grateful to all who have positively embraced the new ways of meeting and demonstrated their commitment to support SACRE through these the most challenging of times.

We look forward, to be able to report further progress of our work in our report next year.

Alison Ashworth-Taylor

2. SACRE meetings, 2020 venues and a brief overview of content of these meetings.

Date All meetings via Microsoft TEAMS	Brief overview of content of these meetings. Comprehensive copies of minutes can be found at: https://blackburn.gov.uk/search?search_api_fulltext=SACRE
8th July 2020	<ul style="list-style-type: none"> • Welcome, Introductions and relaunch of SACRE, last meeting was February 2019. Priorities for the year were agreed: • Membership review, funding source, commissioning of a consultant, raising profile of SACRE.
12th February 2021	<ul style="list-style-type: none"> • Alison Ashworth-Taylor was appointed as the new Chair • Dot Thomson was commissioned as a Consultant to the Advisory Board and to the Chair. • Membership was clarified in relation to the Committees and gaps were clearly identified. • Terms of reference were discussed and amended for agreement at the next meeting. • Communication route with academies was clarified. • The Knife Angel project, planned for hosting in November 2021, was briefly introduced to the committee. This project was to be hosted at the Cathedral and was aimed at reducing knife crime and the prevention of it. Further details would be discussed at the next meeting. • The City of Sanctuary and Refugee Week were identified as future themes for SACRE. Brief discussion took place regarding the funding for SACRE and RE • Confirmation that the RE syllabus is due for review in 2022.
23rd March 2021	<ul style="list-style-type: none"> • Visiting speaker Chris Seddon City of Sanctuary/ School of Sanctuary/Refugee Week CS attended the meeting at the request of the SACRE board to speak to them about the above initiatives. CS explained to the group what this initiative entailed, how schools, colleges and even shops could be part of this initiative. It was noted that BCHS is the only School of Sanctuary in the borough. The Refugee Week will take place from 14th June – 20th June and the theme is “You’ll Never Walk Alone”. The group agreed that this would be an ideal opportunity for our schools to get involved in Refugee Week. • The SEF was distributed to the group prior to the meeting and the Chair gave an update on each of the points below: <ol style="list-style-type: none"> 1. Standards and quality of provision of religious education 2. Management of the SACRE and partnership with the LA and other key stakeholders 3. The effectiveness of the locally agreed syllabus 4. Collective worship 5. Contribution of the SACRE to the social and racial harmony agenda • Short Term Action Plan The Chair shared the short term action plan and went through the priorities in the plan which included: <p>Key Priority 1: to ascertain levels of compliance in time allocation for RE</p> <p>Key Priority 2: The SACRE work in effective partnership with the LA to monitor and evaluate standards for RE in Blackburn with Darwen Schools</p> <p>Key Priority 3: To ensure that The SACRE is legally compliant and effective in its partnership with the LA to enable the LA to carry out its responsibilities successfully.</p> <p>Key Priority 4: The SACRE has a clear procedure established to ensure an efficient response to request for determination.</p> • It was noted that the LA had committed to £15,000 to the SACRE budget. The board accepted the SEF and the action points identified.
25 th May 2021	<ul style="list-style-type: none"> • Visiting Speaker: Emma Owen Message Trust Knife Angel visit in November to Blackburn Cathedral. ‘No More Knives’ A presentation was shared detailing the background of the “No More Knives initiative”. The pilot scheme that was set up and the positive feedback that they received was discussed.

	<p>The costs for the schools/groups to access the “No Knives More Knives Tour” were shared. It was agreed that it would be beneficial for our schools to hear directly from the Message Trust regarding the tour.</p> <ul style="list-style-type: none"> • Data report for R.E. presentation by Victoria Dugdale It was noted that there is no performance table data available for 2020 and there will be no data available for 2021. The latest available data is for 2019. See below for data detail. • SACRE agreed to raise awareness amongst schools regarding the Together Coalition and the Thank You day being organised on Sunday, 5th July. It was also noted that High schools within Blackburn Diocese had been invited to a service of thanksgiving at the Cathedral on 20th June. • The Agreed Syllabus consultation questionnaire was agreed by SACRE and would be sent to schools on 21st June. • The website address was launched for Bwd SACRE
6th July 2021	<ul style="list-style-type: none"> • Visiting Speaker Sheila Gewolb Sheila Gewolb is an elected member on the Board of Deputies of British Jews to the meeting and has been a member of the Cumbria SACRE since 2013, she is also a development worker for the National executive of NASACRE and has recently been re elected for another three years. SG explained that she and Jake Berger (staff officer) will work together to ensure there is Jewish representation on Bwd SACRE. SW highlighted key areas that she and Jake Berger will be working on including: <ul style="list-style-type: none"> ▪ Ensuring appropriate Jewish representation on SACRE boards ▪ Education Outreach work ▪ Jewish Living Experience Exhibition • SACRE received feedback from NASACRE conference • Determinations the LA have now identified which schools need a determination and which schools are up for renewal. This has been communicated to Headteachers. • Brief discussion took place regarding the involvement of young pupils in the work of the SACRE board. It was suggested to have a young people’s SACRE and tapping into the Student Council.
CPD	<p>Chair, Helen Sage, and Dot Thomson attended the NASACRE conference via Teams on Monday 24th Key points were highlighted for discussion in the SACRE meeting on the 6th of July, from the report that had been distributed:</p> <ul style="list-style-type: none"> ▪ Finances pose a significant challenge ▪ Lack of expertise in RE was raised ▪ Importance of free thinking and personal perspective ▪ SACRE reports – things to include in the report, help develop our action plan and use the structure to write out the first annual SACRE report. ▪ Focus on areas that affect Bwd from a national perspective ▪ SACRE – look at how we develop our action plan, take on board the actions identified and how this will inform the review of the RE Syllabus ▪ Offering quality CPD ▪ Pupil voice is key going forward and student representation on the SACRE is something to consider ▪ Curriculum redesign ▪ World views
CPD for Chair	<ul style="list-style-type: none"> • Regular, invaluable, meetings have taken place between the Chair, Dot Thomson, and Helen Sage to support the Chair’s development in her new role. Themes for these meetings have included the following areas: Minute taking/ensuring correct representation in membership/ action planning/ SEF/Annual report writing/post conference discussion/agreed syllabus consultation/determinations.

3. Religious Education

Local Agreed Syllabus

The Blackburn with Darwen agreed syllabus for religious education 2017-2022 was adopted from RE Today. It is the syllabus to be used by all community schools and has been adopted by all non-faith based academies and free schools. SACRE has begun the review cycle and will set a full review timetable in its September meeting, 2021.

Questionnaires have been distributed to school and responses collated. The response rate was 98% from schools and there was a clear mandate for change.

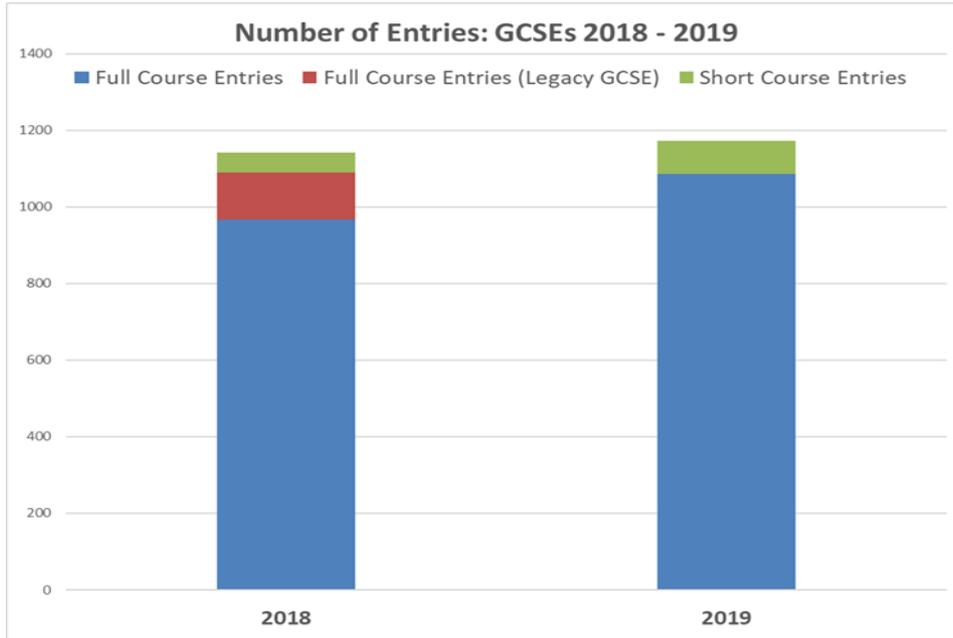
Standards and monitoring of RE

There is no performance table data available for 2020 and there will be no data available for 2021.

The latest available data is for 2019.

Key Stage 4

2019 was the first year where all the legacy GCSE courses had been phased out and all pupils were graded on the new 9-1 scale.



Faith schools generally had the higher number of entrants, with the exception of Pleckgate, where 98.7% of all pupils were entered. St Wilfrid's was the only school entering pupils for the short course in 2019, all others undertook the full course. The average grade (using the new 9-1 scale) was 5.5, significantly above the national average of 5.1. 76% of pupils entered achieved at least a standard pass (Grade 4 and above) compared with 71% nationally.

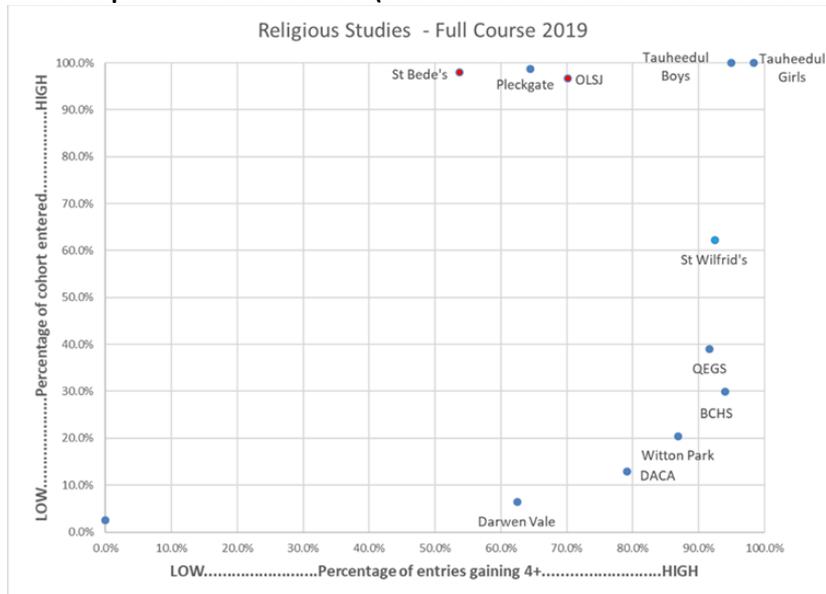
Summary of 2019 entries:

FULL COURSE	2019		SHORT COURSE	2019
	Academy	Voluntary Aided		St Wilfrid's
NOR	1510	334	NOR	235
Number of entries	761	325	Number of entries	86
Number of 5+	587	135	Number of 5+	47
% Entered Gaining 5+	77.1%	41.5%	% Entered Gaining 5+	54.7%
Number of 4+	641	198	Number of 4+	58
% Entered Gaining 4+	84.2%	60.9%	% Entered Gaining 4+	67.4%
% of NOR entered	50.4%	97.3%	% of NOR entered	36.6%

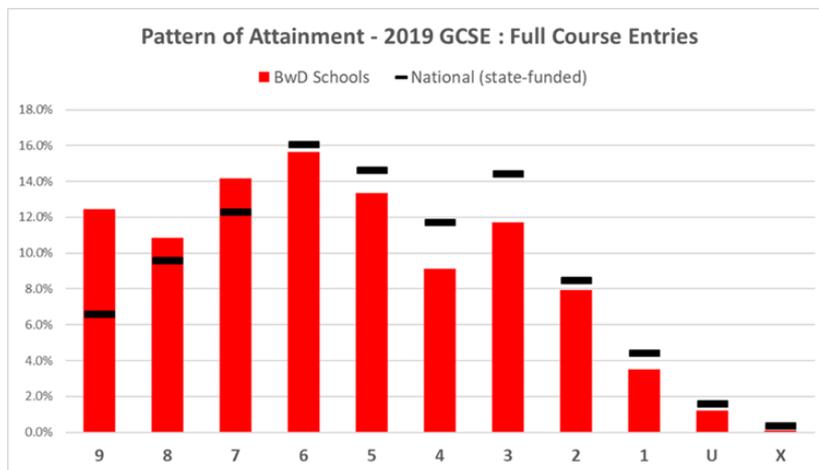
The two remaining VA schools are highlighted on the school by school breakdown below.

	2019 FULL												2019 SHORT
	Darwen Vale	QEGS	St Wilfrid's	Tauheedul Boys	Tauheedul Girls	The Heights	BCHS	OLSJ	Witton Park	DACA	Pleckgate	St Bede's	St Wilfrid's
NOR	126	123	235	98	120	39	167	146	186	185	231	188	235
Number of entries	8	48	146	98	120	1	50	141	38	24	228	184	86
Number of 5+	4	41	130	91	115	0	45	65	27	19	115	70	47
% Entered Gaining 5+	50.0%	85.4%	89.0%	92.9%	95.8%	0.0%	90.0%	46.1%	71.1%	79.2%	50.4%	38.0%	54.7%
Number of 4+	5	44	135	93	118	0	47	99	33	19	147	99	58
% Entered Gaining 4+	62.5%	91.7%	92.5%	94.9%	98.3%	0.0%	94.0%	70.2%	86.8%	79.2%	64.5%	53.8%	67.4%
% of NOR entered	6.3%	39.0%	62.1%	100.0%	100.0%	2.6%	29.9%	96.6%	20.4%	13.0%	98.7%	97.9%	36.6%

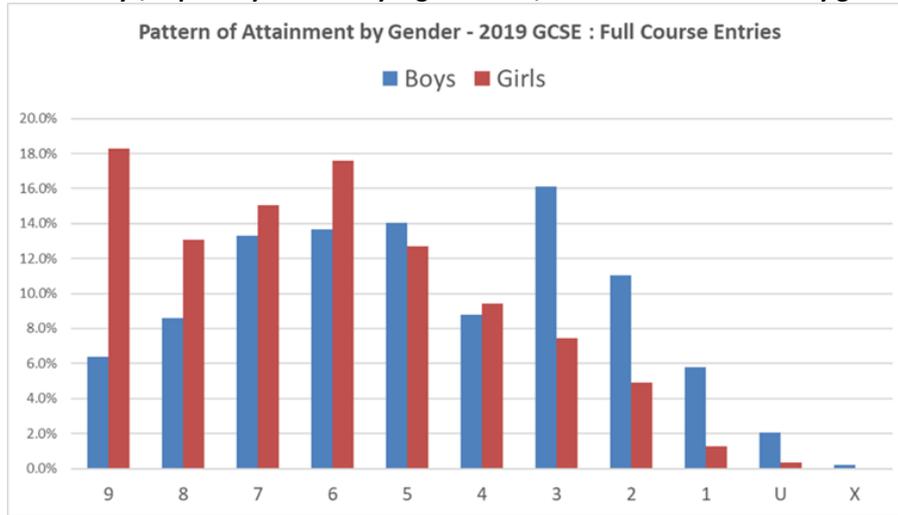
The below graph shows the relationship between the percentage of the cohort entered and the percentage achieving at least a standard pass on the full course. (Short course entries are not included here)



The below graph shows the distribution of grades in BwD compared with the national average. This shows that not only did schools in Blackburn with Darwen achieve well in the threshold measures, they also had many more pupils achieving the highest grades, with nearly twice as many achieving a Grade 9 as the national average.



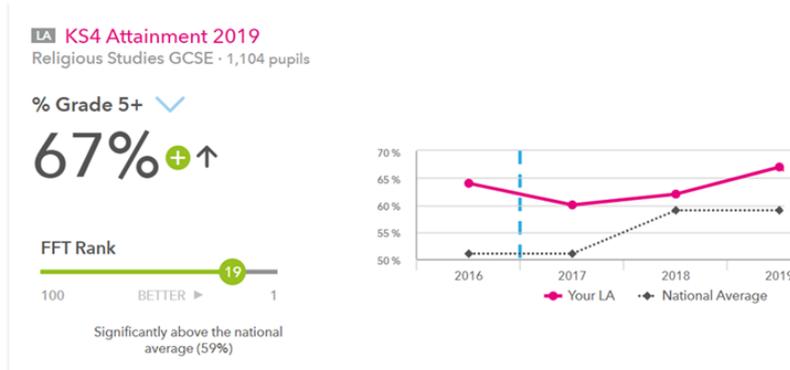
Girls generally outperformed boys, especially at the very highest level, with three times as many girls achieving the top grade.



However, both boys and girls outperformed their counterparts nationally. In fact, every group of pupils in the borough (with one exception) did better, and often significantly better than similar pupils nationally regardless of prior attainment, deprivation, or gender. Only White British heritage pupils underperformed compared to similar pupils, with both attainment and progress significantly below the national average.

Although it is difficult to compare year-on-year attainment due to the change to 9-1 grades, it is clear the pupils in the borough have consistently outperformed the national average over time.

2016 – 2019 Religious Studies GCSE

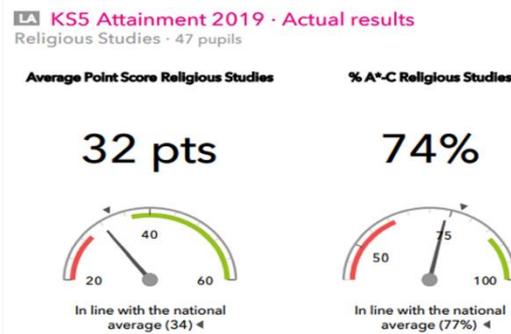


Includes Full course and Short course entries. The time series should be treated as indicative only. FFT Aspire have recalculated previous years taking legacy GCSE grades into account.

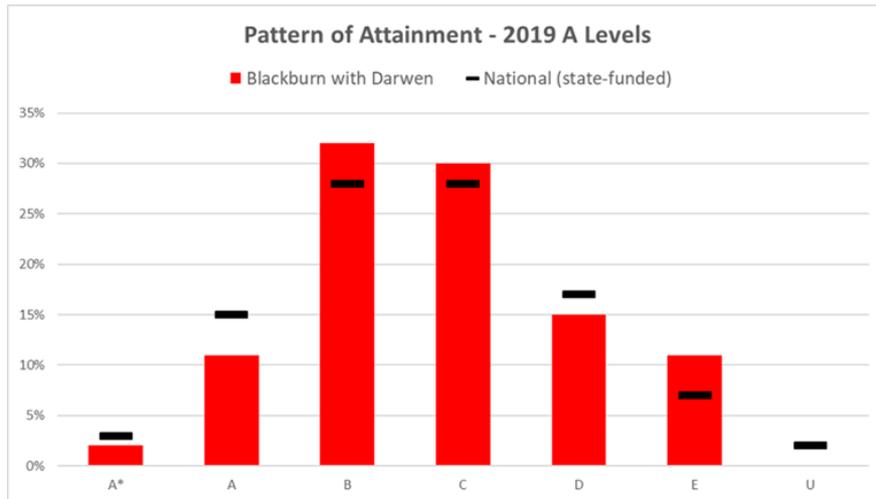
Key Stage 5

At Key Stage 5, performance is in line with the national average. There were 47 entries in 2019 for the Religious Studies A level, and 74% of those students achieved an A*-C grade.

Summary of 2019 A Level entries



The grade distribution below shows the percentage of entries achieving each grade in red compared with the national average (black line).



The table below outlines performance by setting, with DACA performing particularly well; all four entries achieved a B grade or higher, followed by Tauheedul Girls with 72.7% achieving a B or higher.

Religious Studies				
A Level	2019			
	Number of entries	% A*-B	% A*-E	Avg Pts
National	15840	50.5%	98.0%	34.3
Blackburn College	10	40.0%	100.0%	31
Darwen Aldridge Community Academy	4	100.0%	100.0%	42.5
St Mary's College	10	30.0%	100.0%	26
St Wilfrid's Church of England Academy	12	16.7%	100.0%	26.7
Tauheedul Islam Girls' High School	11	72.7%	100.0%	41.8
TOTAL	47	44.7%	100.0%	32.3

Summary of 2019 AS Level entries

AS Level	2019			
	Number of entries	% A-B	% A-E	Avg Pts
National	7010	36.4%	87.8%	13.7
Blackburn College	1	0.0%	0.0%	0
Darwen Aldridge Community Academy	11	45.5%	72.7%	12.7
Tauheedul Islam Girls' High School	34	79.4%	97.1%	19.9
TOTAL	46	69.6%	87.2%	17.7
AS Level (taken at Key Stage 4)	Number of entries	% A-B	% A-E	Avg Pts
Witton Park Academy	19	31.6%	89.5%	6.0

There were also 65 AS level entries in 2019. 6th form students at DACA and Tauheedul Girls again significantly outperformed the national average in the percentage achieving A*-B grades.

General Comments

It is our intention in 2021-2022 to:

- Promote the achievement of the RE quality mark in our schools.
- Audit our school websites and share good practice regarding RE in schools.
- Commit to invite ITT representation to SACRE to engage in both partnership and dialogue. This will be pertinent as the agreed syllabus is redesigned and launched and will be a vehicle for delivery. Engagement will be with Teaching School Hubs, TEAMS School Direct and STAR RE PGCE together with our Universities, Edge Hill, and Cumbria.

4. Collective Worship

The current collective worship policy and materials were launched 2009. We intend to update the secondary collective worship guidance in 2021 and the primary in 2022.

This year our SACRE have worked tirelessly to review and relaunch the clear procedure already established, to ensure an efficient response to any request for determination. The procedure and protocol for dealing with any requests for determination is now in place. All maintained schools currently who have a determination or may need to renew have been identified. The RSC and ESFA have also been contacted to ascertain the status of worship included in the agreements of academies and free schools.

In Autumn Term 2021 the Consultant will be working with the Chair of SACRE to model the process of review with the identified maintained schools who wish to apply for a determination.

SACRE have not received any withdrawals by phase or complaints.

5. Links with other bodies

SACRE is a member of NATRE, NASACRE and members actively attend conferences. We are currently planning our CPD engagement for 21-22.

The Chair of SACRE is currently the commissioned lead for School Effectiveness in Blackburn with Darwen and was previously teaching school lead and a system leader. As School Effectiveness lead and current Chair of the School Improvement Board, she has regular communication opportunities with teaching School hubs, Diocesan representatives, headteachers, CEO's, Professional Association representatives. In all these meetings she can and does promote SACRE.

In 2021 the Chair has been given opportunities to communicate with the headteachers to generate interest around SACRE through face to face meetings, termly presentations and bulletin inserts. There is a real "buzz and chat" around the potential for new developments.

Governors too are being kept informed via bulletin updates and Director's Reports.

6. Blackburn with Darwen, SACRE's local arrangements

At the beginning of the academic year the deputy director of children's services, Jo Siddle, made a firm commitment to re-establish a high quality SACRE, to ensure that the Local Authority was properly able to meet its statutory duties. To demonstrate this commitment, they have appointed a Clerk, Sharifa Valli to SACRE. They are funding the independent consultant Dot Thomson and provide support for the website design and upkeep from IT services. Legal Support is also provided each meeting by either Paula Johnson, Solicitor, or Gillian Emmott, Solicitor, from Democratic Services. They have also allocated £15,000 as budget for 21-22.

Induction support will be provided each September to all new members who have joined and will be a refresher for existing members.

The Agreed Syllabus review, as previously stated, has begun in earnest. We have established a timetable to be discussed by SACRE in September. We will then devise a schedule of work to be undertaken.



BLACKBURN WITH DARWEN BOROUGH COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

SELF EVALUATION

Blackburn with Darwen SACRE SEF 23rd March 2021

1. Standards and quality of provision of religious education

How effectively does the SACRE, in partnership with the LA, monitor and evaluate standards and the quality of provision for RE in schools? How effective are the strategies to improve standards and the quality of provision?

Key Area	Developing	Established	Advanced	Exemplar of good practice
a Compliance and time allocation for RE	Little knowledge of levels of compliance with the legal requirements for RE in schools. Little information about the time schools are allocating to RE.	Informed about levels of compliance and time allocations but limited opportunities to establish strategies for action where evidence of non-compliance or inadequate time allocation is reported.	Well informed about levels of compliance and time allocations and factors impacting on these. Clear understanding of effective ways schools can provide adequate time for RE. Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions.	Where a school self-evaluation shows it to be non-compliant or to provide inadequate curriculum time for RE, the SACRE requires the LA to investigate and report back on the action being taken by the school to address the situation.
Commentary and evidence				
1b Public examination entries in RE	Limited knowledge of the number of pupils in the LA entered for GCSE, AS and A2 examinations.	Informed about the number of pupils in the LA entered for GCSE, AS and A2 examinations and how this compares with national figures but few	Well informed about the number of pupils in the LA entered for GCSE, AS and A2 examinations and how this compares with national figures. Clear strategies in place to	The SACRE receives a detailed analysis of examination entries in RE from the LA, including a breakdown by grouping (e.g. gender and ethnicity) and how this

		strategies to increase the number of entries.	increase the number of entries.	compares with national figures. The SACRE works collaboratively with the LA to promote examination courses as a means of fulfilling statutory requirements.
1c Standards and achievement: including standards at the end of Key Stages 1, 2 and 3, GCSE, AS and A2 level	Limited knowledge about standards within schools and no clear SACRE or LA strategies to address areas of concern or share good practice.	formed about standards of RE in schools locally and by comparison with national figures, but limited analysis of the data and little opportunity to develop strategies to address weaknesses.	Detailed information about standards with careful analysis of data against national figures and trends. Information about standards extends to primary schools and Key Stage 3. Clear strategies in place to tackle areas of weakness. Developing independent mechanisms to gather data about performance.	The SACRE receives detailed analysis of examination performance and requires the LA to explain how it will intervene in schools where there is clear evidence of under-performance. The SACRE requests schools to provide details of pupils' levels of performance at the end of each key stage.
d Quality of teaching	Limited knowledge about the quality of RE teaching in schools.	Information provided about findings in relation to quality of teaching derived from LA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to	Clear and detailed information about the quality of teaching, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target	he SACRE receives regular presentations from teachers about good practice in teaching and learning in RE. The SACRE works with the LA to provide guidance to schools about effective RE teaching in

		develop strategies to tackle weaknesses.	improvement strategies on areas of weakness	primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.
1e Quality of leadership and management.	Limited knowledge about the quality of leadership and management of RE in schools.	Information provided about findings in relation to quality of leadership and management derived from LA intelligence and RE subject self-evaluations, but limited analysis of strengths and weaknesses and little opportunity to develop strategies to tackle weaknesses.	Clear and detailed information about the quality of leadership and management, with some analysis of trends and strengths and weaknesses. Good strategies to share good practice and target improvement strategies on areas of weakness	The SACRE works with the LA to provide guidance to schools about effective leadership and management of RE in primary and secondary schools, including guidance on effective and rigorous subject self-evaluation.
1f Recruitment and retention issues. Level of specialist provision	Little knowledge of data and issues related to the recruitment or retention of specialist RE teachers in schools	Some investigation and analysis of subject recruitment and retention issues. The SACRE is aware of the level of non-specialist teaching of RE but has limited opportunity to take action to deal with its concerns.	Detailed knowledge of patterns of recruitment, retention and specialist provision. The SACRE is active in promoting strategies to improve recruitment and provide training to address the needs of non-specialist teachers of RE.	The SACRE recommends to the LA that a comprehensive analysis is undertaken of the provision of specialist staffing for RE across the LA. Together they build links with local teacher training providers to explore ways of improving recruitment of specialist staff.

1g Resources	Little knowledge about issues related to the quality of resources for RE in schools	Some information about issues related to resources for RE in schools but limited opportunity to address areas of concern.	Detailed knowledge of issues related to resources for RE in schools. The SACRE is active in promoting the development of resources and setting benchmarks about appropriate levels of funding for the subject in schools.	The SACRE works in partnership with the LA to develop a subject website which incorporates guidance about current high quality resource materials.

2. Management of the SACRE and partnership with the LA and other key stakeholders How far does the SACRE's partnership with the LA enable it to carry out its responsibilities effectively?

Key Area	Developing	Established	Advanced	Exemplar of good practice
2a SACRE meetings	Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers are distributed appropriately. Attendance is satisfactory. Business is dealt with in a prompt and orderly way. There are limited opportunities for teachers and representatives of faith communities to be invited to share their work.	Attendance is good and all four committees are well represented. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully.	SACRE members contribute to development of the agenda. Meetings are lively and purposeful with wide variety of contributions. Teachers and representatives of faith communities regularly attend and participate fully in meetings, sharing their experience and insights. Meetings are held in a variety of venues, including local places of worship and schools.	The SACRE frequently holds meetings in local places of worship providing opportunities for members to develop their understanding of the religious communities in the local area.
2b Membership and training	The membership fulfils the basic statutory obligations. The arrangements to fill vacancies are not always effective. There are limited induction and training opportunities for SACRE members.	The membership strongly reflects the diversity of the wider religious and professional community. There are some opportunities for SACRE members to participate in training activities.	ery good use is made 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.	The SACRE has a well-developed process of co- option of local teachers of RE to ensure it has a broad representation from all types of school in the LA.

2c Improvement/ development planning	The SACRE does not have an action plan to focus its future work and there is little overt linkage between the priorities of the LA's development / improvement plan and the work of the SACRE.	The SACRE has a basic action 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.	The SACRE has a well-defined action plan with clear objectives and success criteria. Resource implications are clearly defined. There is a clear link between the plan and the wider objectives of the LA. The SACRE is regularly represented at national events relevant to its work; for example, NASACRE.	The SACRE is provided with a summary of the current LA priorities and identifies ways its action plan can incorporate relevant objectives related to these priorities
2d Professional and financial support	Representatives of the LA attend meetings but there is limited subject specialist advice available. There are resources for basic SACRE functions but there is no specific budget for the SACRE and little opportunity for the SACRE to take initiatives requiring funding.	The SACRE has some access to subject specialist advice. 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.	The SACRE is 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. 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. The SACRE has access to funds to enable it to make decisions about its	The SACRE in an LA with no subject specialist adviser co-opts a local advanced skills teacher (AST) with expertise in RE and secures release time for her to undertake development work for the SACRE and schools. In another case a SACRE develops a partnership with a neighbouring LA's specialist adviser to provide advice and support

			priorities and ensure these can be properly resourced	
2e Information and advice	The SACRE receives 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 rather than ask questions of the LA and challenge its work.	The SACRE is regularly provided with clear information relevant to the quality and provision for RE and collective worship in local schools. The SACRE receives the information in a way that enables it to challenge and question the LA's work.	The SACRE receives detailed and well-analysed information about the quality and provision for RE and collective worship. As a result SACRE uses this information effectively to give advice to the LA which leads to strategic action to improve standards and quality in schools. The SACRE has a strong partnership with the LA and plays an active role in promoting ideas and initiatives.	The SACRE, as a result of receiving detailed evidence about pupil performance, identifies significant underachievement by boys. It advises the LA to undertake an exercise to identify good practice and provide guidance to schools that is effective in raising boys' achievement.
2f Partnerships with other key stakeholders (for example pupils, parent, ASTs, specialist schools, ITT providers, local religious organisations and groups, Commission for Racial Equality)	The SACRE has little contact with or awareness of other local agencies, and rarely has contact with pupils or parents.	The SACRE is well informed about other key stakeholders supporting RE and has some contact with the groups involved.	The SACRE has opportunities to hear the views and experience of pupils and parents about RE. Representatives of key support networks such as ASTs and higher education providers are regularly involved with the SACRE. The SACRE's activities build effectively on local networks.	he SACRE invites RE trainees on the PGCE course at the local university to attend one meeting a year to provide an opportunity for the trainees to develop their understanding of the role of the SACRE and provide a forum to discuss issues of mutual interest.

Checklist for an effective partnership between an LA and its SACRE/ASC

- Do the LA and its SACRE/ASC carry out their statutory duties?
- Is SACRE/ASC properly resourced and well supported by subject specialist advice and training?
- Do members of the SACRE/ASC have a shared vision and understanding of their aims and purpose, seeking to sustain their positive work in the light of changing needs and priorities?
- Are SACRE/ASC meetings purposeful and focused on the major priorities of improving the quality of RE in schools?
- Is the SACRE/ASC well informed about the quality of RE in schools and about wider LA and national priorities and developments affecting the subject?
- Has the LA adopted a high-quality agreed syllabus that provides a good grounding for planning, teaching and learning in RE and enables the schools to deliver RE as part of a coherent curriculum?
- Is there an effective process of reviewing, revising, implementing, monitoring and evaluating the locally agreed syllabus?
- How far does the SACRE's partnership with the LA enable it to help teachers and schools raise standards in RE and the quality of RE teaching?
- How far does the SACRE contribute effectively to the community cohesion agenda by supporting inclusion in schools and improving engagement within the community?

3. The effectiveness of the locally agreed syllabus

How effectively does the SACRE, in partnership with the LA, monitor the impact of the agreed syllabus in raising standards, use national guidance (e.g. the non-statutory national framework) and evaluate the effectiveness of the previous agreed syllabus?

Key Area	Developing	Established	Advanced	Exemplar of good practice
3a Review of the agreed syllabus	Little opportunity to review the effectiveness of the previous agreed syllabus. Teachers' views are not known and there has been no external evaluation of strengths/weaknesses of the existing version. There is little budget for agreed syllabus development and no clear action plan to structure the review process.	The SACRE has a good idea of the strengths/weaknesses of the previous agreed syllabus. Teachers' views and some external evaluation are carefully taken into consideration and there is a clear action plan and sufficient budget for the agreed syllabus review.	The SACRE has a clear and systematic process for reviewing the agreed syllabus including full consultation with schools and other key stakeholders, particularly faith communities. The budget is clearly allocated including consultation meetings, external evaluation and printing/distribution costs. There is strong sense of ownership of the agreed syllabus review, with clear targets for what needs to be achieved.	The SACRE reviews all available evaluation data about the effectiveness of the existing agreed syllabus. It consults local teachers through meetings and a questionnaire to evaluate the strengths and weaknesses of the agreed syllabus. It invites participation of an external consultant to provide a more objective view of the quality of the existing syllabus.

<p>3b Using the National Framework for Religious Education</p>	<p>The SACRE has a limited view of the role and significance of the National Framework in relation to the agreed syllabus review process and does not use the Framework in a coherent way.</p>	<p>The SACRE is aware of the National Framework and uses it in their agreed syllabus review but does not extend the Framework to reflect local circumstances.</p>	<p>The SACRE fully uses the National Framework in the construction of the revised agreed syllabus, understanding fully the importance of retaining the coherence and integrity of the Framework. It uses and extends the Framework in a coherent way to reflect local circumstances.</p>	<p>The SACRE undertakes a careful cost-benefit analysis of the value of using the National Framework for Religious Education as a basis for its revision of the existing agreed syllabus. As a result, it establishes a clear view of the way its revision of the agreed syllabus will build on the National Framework.</p>
<p>3c Developing the revised agreed syllabus. See Annex 1 for the characteristics of an effective agreed syllabus.</p>	<p>The SACRE has no clear structure for developing a revised agreed syllabus. 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 agreed syllabus.</p>	<p>The SACRE has clear objectives for the revision and involves a wide range of local expertise in its construction. The SACRE ensures that strong direction is provided to design an agreed syllabus which is coherent, clear and accessible. The SACRE, in partnership with the LA, holds consultation meetings which are reasonably supported.</p>	<p>The SACRE ensures that high quality advice is sought to review and advise on the revisions as they develop. The SACRE, in partnership with the LA, holds very well attended consultation meetings and briefings to ensure teachers are fully involved in, and have a sense of ownership of, the revision process.</p>	<p>The SACRE produces a regular newsletter circulated to all schools outlining the progress with the revision of the agreed syllabus.</p>
<p>3d Consultation / launch /</p>	<p>No special launch is planned and schools are not aware of the</p>	<p>A launch event is organised and other forms of communication (for</p>	<p>A successful launch, involving the wider community and strong</p>	<p>The SACRE provides clear guidance about ways in which schools might begin</p>

<p>implementation of the agreed syllabus</p>	<p>significance of the revisions for their teaching and learning in RE. There is little training provision for implementing the revised syllabus</p>	<p>example the LA website) are used to promote the launch. There are clear arrangements for training teachers on implementing the syllabus; this training is well supported and managed.</p>	<p>media coverage, gives the agreed syllabus a high profile as an important development in the work of the LA and SACRE. Effective training on implementing the agreed syllabus, which is supported by all schools, leads to teachers being clear about standards and expectations in the agreed syllabus and the implications for teaching and learning.</p>	<p>the process of reviewing their own provision for RE in the light of the revised syllabus.</p> <p>The launch event includes high quality presentations from a range of local religious communities and schools.</p>
<p>3e Additional guidance / monitoring and evaluating the agreed syllabus</p>	<p>A shortage of financial and human resources prevent the SACRE from providing any significant additional guidance on using the agreed syllabus. It has limited arrangements in place to monitor the impact of the agreed syllabus, particularly in raising standards.</p>	<p>The SACRE, through its costed development plan, has arrangements in place to develop additional guidance. The SACRE is able to monitor the impact of the agreed syllabus, particularly in raising standards.</p>	<p>The SACRE has fully costed precise plans for further guidance and support and has consulted extensively with schools on what these should be. Teachers are actively involved in the development of support materials ensuring the process provides a strong professional development opportunity. There are clear arrangements in place to monitor the impact of the new agreed syllabus and to measure</p>	<p>The SACRE builds a process of monitoring the effectiveness of the agreed syllabus into its development plan. It identifies a series of specific and phased activities which will be undertaken to provide evidence of the impact of the syllabus leading through to the next five-year revision.</p>

			its effectiveness in raising standards.	

4. Collective worship

How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?

Key Area	Developing	Established	Advanced	Exemplar of good practice
4a Practice and provision for collective worship	The SACRE has not provided guidance to schools on collective worship and arrangements for determinations are not in place. Issues regarding collective worship have not featured as part of the SACRE's agenda and national developments are not known. There is no training provision for collective worship.	The SACRE has not provided guidance to schools on collective worship which focuses on good practice. Meetings of the SACRE regularly focus on provision and practice in collective worship, and schools consider they are well supported by their SACRE on matters related to collective worship. The SACRE is aware of national developments in collective worship. Training is provided for schools and is reasonably supported.	The SACRE provides high quality advice and support on collective worship, sharing best practice, which leads to improvements in the quality of children's learning experiences. The SACRE regularly focuses on collective worship in its meetings and updates schools on new resources. The SACRE is actively involved in national developments in collective worship. High quality, well- supported training enhances provision.	Through its website the SACRE regularly provides exemplar acts of worship for schools to use. These are frequently updated. Members of SACRE visit schools to observe and/or lead collective worship and share their findings. Feedback from schools indicates high-level usage of the exemplar acts of worship.
4b Monitoring the provision of collective worship and tackling issues of non-compliance	The SACRE does not monitor provision of collective worship. Members are unaware of the issues facing schools and do not provide advice on how issues of non-	The SACRE monitors provision of collective worship and is aware of non-compliance issues and the demands collective worship places on schools. As a result of monitoring, further advice	The SACRE closely monitors provision for collective worship, and provides guidance and support for schools, particularly on non-compliance. Members of the SACRE have direct	The SACRE, in partnership with the LA and the local secondary heads association, arranges for all its members to visit local secondary schools to observe acts of worship and discuss issues with

	compliance can be addressed.	is provided to schools but members of the SACRE have limited 'hands-on' experience of collective worship in schools.	experience of collective worship in schools through first-hand observation. They discuss key issues with staff and pupils and provide further advice in the light of their findings.	staff and pupils. Following the visits a report is published, highlighting best practice and ways in which non-compliance might be tackled.

5. Contribution of the SACRE to the social and racial harmony agenda

How effectively does the SACRE, in partnership with the LA, contribute to the wider social and racial harmony agenda?

Key Area	Developing	Established	Advanced	Exemplar of good practice
5a Representative nature of the SACRE	Membership of the SACRE meets statutory requirements but is not necessarily strongly representative of the religious diversity of the local community.	The SACRE and the LA ensure representation broadly reflects the religious diversity of the local community.	The SACRE has strong representation from all major local religious communities, including different groups within the same religious tradition (for example, different Muslim communities)	The SACRE in an LA with few non- Christian communities is pro-active in seeking out members who are representative of a wide diversity of other religious traditions.
5b Knowledge and understanding of the local religious, cultural and ethnic community	The SACRE has limited knowledge about the religious, cultural and ethnic diversity in the local area.	The SACRE is well aware of different groups representing the diversity within the local area.	The SACRE is very aware of the nature of the religious, ethnic and cultural diversity in the local area and takes active steps to inform itself about the distinctive needs and opportunities created by this diversity.	The SACRE is provided with a detailed analysis of the religious and cultural diversity within the LA and issues related to the relative educational performance of pupils from different ethnic groups.
5c Understanding the intrinsic contribution which RE can make to social and racial harmony	The SACRE has a basic grasp of the contribution which RE can make to the social and racial harmony agenda but has limited opportunity to promote this further.	The SACRE has a clear commitment to the part RE can play in promoting the social and racial harmony agenda and seeks to promote this throughout its work.	The SACRE plays a key role in promoting activities to extend the contribution of RE to the development of social and racial harmony. It ensures that this is embedded	The SACRE produces guidance for schools to support the contribution RE can make to social and racial harmony and the wider inclusion agenda.

			explicitly in the agreed syllabus and related guidance.	
5d Links to local authority initiatives promoting social and racial harmony	<p>The SACRE has limited information about, or contact with, wider local authority initiatives linked to the promotion of social and racial harmony.</p> <p>is aware of the wider local authority initiatives promoting social and racial harmony and has the opportunity to discuss and contribute to this work.</p>	<p>The SACRE is aware of the wider local authority initiatives promoting social and racial harmony and has the opportunity to discuss and contribute to this work.</p>	<p>The SACRE plays a key role in the work of the local authority in this area and takes the initiative in promoting activities and links which relate to this work.</p>	<p>The SACRE in a predominantly mono-cultural area takes the initiative in the local authority in developing links with a small Muslim community recently established in the area.</p>

SACRE self-evaluation	
What is distinctive about your SACRE?	
Key strengths	Key areas for development

Annex 1

The characteristics of an agreed syllabus

An effective locally agreed syllabus is likely to promote quality religious education if it has the following characteristics:

- provides a clear structure which users find easy to follow and highlights the role of RE in the curriculum
- meets statutory requirements but also reflects breadth and balance in religious education, particularly in taking into

account local characteristics and circumstances

- has clear statements about expected standards

- provides appropriate levels of challenge for pupils of differing ages and abilities, which are progressive and demanding

but realistic

- reflects national developments, particularly the use of the non-statutory national framework
- gives clarity over assessment requirements
- ensures that learning in RE has both continuity and progression.

Key Area Number	Key Area	Developing	Established	Advanced
1a	Compliance and time allocation for RE			
1b	Public examination entries in RE			
1c	Standards and achievement			
1d	Quality of teaching			
1e	Quality of leadership and management			
1f	Recruitment and retention issues			
1g	Resources			
2a	SACRE meetings			
2b	Membership and training			
2c	Improvement / development planning			
2d	Professional and financial support			
2e	Information and advice			
2f	Partnerships with other key stakeholders			
3a	Review of agreed syllabus			
3b	Using the National Framework for Religious Education			
3c	Developing the revised agreed syllabus			
3d	Consultation / launch / implementation of agreed syllabus			

3e	Additional guidance / monitoring and evaluating the agreed syllabus			
4a	Practice and provision for collective worship			
4b	Monitoring the provision of collective worship and tackling issues of non-compliance			
5a	Representative nature of the SACRE			
5b	Knowledge and understanding of the local religious, cultural and ethnic community			
5c	Understanding the intrinsic contribution which RE can make to social and racial harmony			
5d	Links to local authority initiatives promoting social and racial harmony			

Developing SACREs: points for action

To develop the role of SACREs further, SACREs might consider the following action points:

- find out more about other SACREs in the local area to share ideas, resources and expertise
- develop the partnership, where appropriate, with local higher education institutions (HEI)
- encourage members of the SACRE to access national websites (for example, DfES, Ofsted, QCA) and RE organisations – NASACRE, the Religious Education Council for England and Wales (REC), the Association of Religious Education Adviser Inspectors and Consultants (AREIAC) and the Professional Council for Religious Education (PCFRE) – to keep themselves informed of developments in RE and collective worship
- develop relationship with key personnel in the LA who have responsibility for racial/social harmony issues
- use the LA's education development plan and review where the SACRE might be able to make a contribution to meeting objectives
- use the self-evaluation guidance as a basis for drawing up development priorities for the work of the SACRE.



Blackburn with Darwen SACRE Short Term Development Plan February 2021- December 2021

The Development Pan initially sets out SACRE'S key priorities over the three terms in 2021
Progress in implementing the plan is evaluated on an ongoing basis so that priorities can be adjusted and revised as
needed.

SEF link	Standards and quality of provision of religious education
Key priority 1	To ascertain levels of compliance in time allocation for RE
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved

Success Criteria	<ul style="list-style-type: none"> • SACRE Well informed about levels of compliance and time allocations and factors impacting on these. • Clear understanding of effective ways schools can provide adequate time for RE. • Established strategies to take action to support schools which are non-compliant and receive feedback on the impact of interventions. 					
Objectives	Action Tasks	Start Date	Lead	Monitoring/ Quality Assurance	Milestone/Success Criteria	Evaluation
To gather and analyse clear concise data relating to time allocations for RE from all maintained schools.	<ol style="list-style-type: none"> 1. Consultant to devise a proforma for compliance data collection 2. LA to collect data re compliance and time allocations for RE 	May 2021	DT LA	Compliance data gathered, analysed and reported to SACRE Summer Term 21	Methods of monitoring provide the SACRE with a clear picture of time allocation compliance.	

SEF link	Standards and quality of provision of religious education
Key priority 2	The SACRE work in effective partnership with the LA to monitor and evaluate standards for RE in Blackburn with Darwen Schools
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved
Success Criteria	<ul style="list-style-type: none"> • The SACRE receives a detailed analysis of examination entries in RE from the LA, including a breakdown by grouping (e.g. gender and ethnicity) and how this compares with national figures. • The SACRE works collaboratively with the LA to promote examination courses as a means of fulfilling statutory requirements.

	<ul style="list-style-type: none"> The SACRE receives detailed analysis of examination performance and requires the LA to explain how it will intervene in schools where there is clear evidence of under-performance. 					
Objectives	Action Tasks	Start Date	Lead	Monitoring/ Quality Assurance	Milestone/Success Criteria	Evaluation
To gather and analyse clear concise data relating to attainment scores etc in KS 4 and 5	Analyse submitted data	May 2021	VD	Data analysed and reported to SACRE Summer Term 21	Trends in achievement are monitored. Strengths and weaknesses identified. Standards are maintained or improved.	

SEF link	Management of the SACRE and partnership with the LA and other key stakeholders
Key priority 3	To ensure that The SACRE is legally compliant and effective in its partnership with the LA to enable the LA to carry out its responsibilities successfully.
	Relevant columns should be RAG rated at the end of each term to indicate what has been achieved
Success Criteria	<ul style="list-style-type: none"> Meetings are held regularly. Routine administrative arrangements are in place. Agendas and papers are distributed well in advance ensuring all members have time to consider them carefully. Business is dealt with in a prompt and orderly way. Attendance is good and all four committees are well represented. The SACRE has a well-defined action plan with clear objectives and success criteria.

	<ul style="list-style-type: none"> • Resource implications are clearly defined. • There is a clear link between the plan and the wider objectives of the LA. • The SACRE has some access to subject specialist advice. • 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. 					
Objectives	Action Tasks	Start Date	Lead	Monitoring/ Quality Assurance	Milestone/Success Criteria	Evaluation
To establish terms of reference	Commissioned Consultant to draw up Terms of Reference – Legal service to check and recommend to BwD SACRE	Feb 21-March 21	DT/PJ	SACRE adopt and ratify terms of reference	Terms of reference are legally compliant and provide a clear focus for the work of SACRE	
The membership strongly reflects the diversity of the wider religious and professional community.	Review membership of The SACRE to ensure that all major local religious communities are represented Adjust agendas to ensure that all members have the opportunity to fully contribute, engage with issues and offer views	Feb 21	AAT	Annual feedback and consultation with SACRE members views gathered and analysed	SACRE meetings are representative, engaging and productive. All member feel that their views are considered and respected.	
The SACRE has a well-developed process of co-option of for	Agree policy for co-option and if agreed	March 21	AAT	Annual feedback and consultation with SACRE	Every good use is made of co- option to ensure membership	

example local teachers of RE to ensure it has a broad representation from all types of school in the LA.	approach SIG groups for representation			members views gathered and analysed	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.	
To establish an annual budget for initiative funding	Head of Education to agree budget in co-ordination with LA finance team	April 21	JS	Budget agreed and set for 21-23	Budget clearly communicated and agreed terms for expenditure set by SACRE	
To join/affiliate/strengthen our relationship and membership of BwD SACRE to NASACRE	Clerk to co-ordinate the administration linked to this relationship including CPD	Feb 21	SV	CPD attended feedback to SACRE meetings informing future planning	Relationship with NASACRE strong and informative.	

SEF link	Collective worship How effectively does the SACRE fulfil its responsibilities for the provision and practice of collective worship?
Key priority 4	The SACRE has a clear procedure established to ensure an efficient response to request for determination.

Relevant columns should be RAG rated at the end of each term to indicate what has been achieved						
Success Criteria		•				
Objectives	Action Tasks	Start Date	Lead	Monitoring/ Quality Assurance	Milestone/Success Criteria	Evaluation
Review: The procedure and protocol for dealing with any requests for determination	Review procedure and update with LA contact details	May 2021	VD	Chair to report to SACRE	Clear Protocols are followed if a headteacher requests determination	
The maintained schools currently who have a determination/or may need to renew	Contact schools re current determination, dates of renewal and future determination applications	Feb 21	AAT			
	Contact RSC/ ESFA regarding Free Schools and Academies, to the Secretary of State for the determination	March 21	AAT/RSC			

SACRE MEMBERSHIP September 2021

		<u>Represents</u>
	<u>COMMITTEE A</u> <u>Christian denominations and other religions</u>	
Buddhist (1)	Kelsang Pagpa	Buddhism
Hindu (1)	Madhu Pandya	Hinduism
Muslim (5)	Shahiesta Raja	Islam/Muslim LCM
	Mohamed Sidat	Islam /Muslim LCM
	(Maulana) Rafiq (Chairman LCM)	Islam /Muslim LCM
	Abdul Alim	Islam/ Muslim LCM
	Imam Reeyaz Bala	Islam/ Muslim LCM
British Jews (1)	Jeremy Michelson Vice Chair (Education) JRC of Greater Manchester & Region	Judaism
Sikh (2)	Harkirat Singh	Sikhism
	VACANCY	
Christian Denominations (3 Free Church 2 Catholic)	Cllr John East	URC
	Rev Stuart Smith (Superintendent Minister of the West Pennine Moors Methodist Circuit)	Methodist
	VACANCY	Baptist
	Bob Beardsworth	Roman Catholic Salford Diocese
	VACANCY	Roman Catholic Salford Diocese
	<u>COMMITTEE B</u> The Church of England (2)	
VICE CHAIR	Lisa Fenton	Blackburn Diocese
	Helen Sage	Blackburn Diocese
	<u>COMMITTEE C</u> <u>Teacher Associations</u>	
NAS UWT (1)	Chris Speight	NAS/UWT
NEU (1)	Liz Beaumont	NEU
NAHT (1)	Chris Dudgale	NAHT

ASCL (1)	VACANCY	
	Shanaz Rehman	SIG 1
	Michael Parker	SIG 2
	Joanne Cottam	SIG 3
	Ann Marie O'Neill	SIG 4
	Kathryn Bolton	SIG 5
	Jemma Kellow	SIG 6
	Greg Sharples	SIG 7
Secondary	Jenny Savage	LA NETWORKS
Primary	Clare Aimee Taylor	LA NETWORKS
	COMMITTEE D LA (6)	BWD
	Cllr Sylvia Liddle	BWD
	Cllr Suleman Khonat	BWD
	Cllr Julie Gunn	BWB
	Cllr John Slater	BWD
	Cllr Lilian Salton	BWD
CHAIR	Alison Ashworth Taylor	BWD

Observers

Jo Siddle (JS), Head of Education, Blackburn with Darwen

Dot Thomson (DT), Independent Consultant

Sharifa Valli (SV), School Effectiveness Co-ordinator (Clerk)

Paula Johnson (PJ), Solicitor, Democratic Services

Gillian Emmott, Solicitor, Democratic Services