

SACRE DEVELOPMENT PLAN 2023 – 2025 DRAFT 1

RBWM – SACRE Development Plan 2023 – 25

PRIORITY AREAS FOR ACTION 2023 - 2024

PART 1 - From SACRE Self-assessment Tool (SAT)

Priority	Actions	Success Criteria	Who	Timescale	Cost	Progress
SAT: Key Area 1a – Funding: Professional and financial support	1 - Add costings to SACRE Development Plan	All actions on SACRE DP are fully costed	KB/AA/BM	Spring 2024	Time – KB/BM Adviser time	
	2 - Increase SACRE budget in line with strategic development needs	Additional funding is secured and used to promote training related to CW <i>(See Priority A2 - below)</i>	KB/AA/BM	Summer 2025	Time – KB/BM Adviser time	
SAT: Key Area 1b – SACRE meetings	1 – Sustain a short turnaround time for the publication of SACRE minutes.	SACRE minutes published within two weeks of the meetings	MB/KB/AA/BM	Ongoing	Time of Clerk Minimal time: KB/AA	
SAT: Key Area 1c – Membership and training	1 – Provide opportunities for the induction of new SACRE members, as appropriate.	New SACRE members signposted to online induction opportunities via NASACRE. Where numbers suggest - pre or post-SACRE meeting briefings.	AA	June 2024	Cost of NASACRE membership £155 + training fees	
SAT: Key Area 1e – Information and advice (See Priority A below)	1 - Strengthen the role of SACRE as ‘critical friend’ to the LA through enabling it to: <ul style="list-style-type: none"> review ‘detailed and well-analysed information’ about 	Where this information is available, SACRE members are aware of strengths, weaknesses and areas for development in RE teaching and CW across the Borough	CH/Data team	Validated data from LA - Summer 2024 Reports from school advisers	Time – CH	

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	<p>the quality and provision of RE & CW</p> <ul style="list-style-type: none"> receive prompt and comprehensive feedback following school inspections 	<p>SACRE members are briefed after all school inspections that mention RE & CW. Summary of key points from Ofsted reports presented at meetings.</p>	CH/KB	<p>attending feedback shared with SACRE after school inspections</p>	<p>Time to collate summary notes – CH/KB</p>	
<p>SAT: Key Area 1f – Partnerships with key stakeholders</p>	<p>1 – Continue to hear the views of students about their experience of RE (See 1b1 above & A1 below)</p>	<p>Direct input is received from students at the start of SACRE meetings.</p> <p>SACRE members are aware of students’ views as summarised in RBWM self-assessment returns.</p>	<p>AA/KB/ Host teachers</p> <p>CH/LA staff (EN?)</p>	<p>Termly</p> <p>Annually – Summer 2024/5</p>	<p>20 mins at start of SACRE meetings</p> <p>CH/LA clerical staff summarise audit returns</p>	
	<p>2 - Implement ways of involving reps of ‘key support networks’ and ITT providers into the work of SACRE</p>	<p>SACRE members are aware of a range of networks and providers and how their work is relevant to SACRE. Primary ITT students to attend RE Network meetings SACRE input to ITT training</p>	<p>AA/KB/ BM/CH/EN</p>	<p>Termly input to SACRE meetings</p>	<p>CH/KB time to liaise with key stakeholders</p>	

PART 2 - Additional Priority Areas:

Priority	Actions	Success criteria	Who	Timescale	Cost	Progress
<p>A - Arising from SACRE Self-</p>	<p>1 - Establish a universal approach to the auditing of</p>	<p>Training provided to enable all schools to understand</p>	<p><i>Appropriate teachers</i></p>	<p>Spring/Summer 2024</p>	<p>Additional Adviser time</p>	

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<p>assessment tool (SAT): Key Area 1b 6 - Ensure that schools' major priorities for improvement form the basis for some SACRE agenda items.</p>	<p>provision for RE in RBWM schools through the use of REQM criteria – with some adaptations - and student questionnaires</p>	<p>RBWM approach and how to audit RE.</p> <p>25% schools implement system effectively.</p> <p>Outcomes of audit are shared with the LA annually for synthesis.</p> <p>Action is taken via the SACRE DP to address schools' major priorities</p>	<p>RE Leads/CH</p> <p>KB/AA/BM</p>	<p>Summer 2024</p> <p>Summer 2024</p> <p>Autumn 2024</p>	<p><i>Teacher release time</i> <i>Costs of support/moderation visits to schools for RBWM teachers</i> CH/LA time to undertake annual analysis KB/AA/BM time for revision of SACRE DP for academic year to come</p>	
	<p>2 – Create a simple approach to auditing Collective Worship (CW) in all schools.</p>	<p>A simple approach to auditing CW devised and shared with all schools.</p> <p>Follow up training provided including via Network meetings.</p> <p>25% schools implement system effectively.</p> <p>Outcomes of audit are shared with the LA annually for synthesis.</p> <p>Action is taken via the SACRE DP to address schools' major priorities</p>	<p><i>NASACRE / AA – Others</i></p> <p><i>NASACRE / AA – Others</i></p> <p><i>AA/others to moderate</i></p> <p>RE Leads/CH</p> <p>KB/AA/BM</p>	<p>Spring 2024</p> <p>Spring/Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Autumn 2024</p>	<p>Additional Adviser time (£400 day) <i>Payment to NASACRE/Leading teachers</i> <i>Costs of support/moderation visits to schools.</i></p> <p>CH/LA time to undertake annual analysis</p> <p>KB/AA/BM time for revision of SACRE DP for following</p>	

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					academic year	
	3 - Diocesan Adviser to use feedback from RE Network meetings to inform SACRE and LA training programme	Feedback incorporated into SACRE Development Plan, where relevant.	AA/KB /BM	Ongoing cycle of Network meetings	RE Networks in Adviser contract	
	4 – LA SACRE rep to share feedback on RE following Ofsted and denominational inspections	Issues arising from school inspections are incorporated into SACRE DP & training programme where relevant. Successful practice is shared across the LA via Network meetings/Newsletters.	CH/HM	Cycle of school inspections	CH/HM time to liaise with colleagues re inspection outcomes	
B – Promote high quality RE teaching	Continue to use Network meetings for RE leads in primary schools to share effective practice and resources Continue to provide termly Newsletters with a wide range of quality training opportunities and links to quality resources for RE teachers in all phases	Increased numbers of teachers of RE are energised and motivated by sharing of effective practice. Positive feedback received regularly. Teachers of RE make regular use of Newsletters to access training and resources.	AA AA	Ongoing cycle of Network meetings Termly	Adviser time – within contract Adviser time – within contract	
C – Continue work on the New Berkshire RE Agreed Syllabus Review	1. Agreed Syllabus Conference meetings occur four times a year, immediately after SACRE meetings 2. RBWM engages actively with the Berkshire Hub to support syllabus developments	Information shared at ASC meetings ensure that SACRE members are aware of developments. RBWM SACRE Hub rep attends meetings.	AA	Autumn 2023/Summer 2024	£900 annual Hub Fee	

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		<p>RBWM teachers contribute to Hub discussions.</p> <p>RBWM teachers contribute to the development of resource materials to support the new syllabus.</p>				
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