

**HAMPSHIRE COUNTY COUNCIL****Report**

<b>Committee/Panel:</b>	SACRE
<b>Date:</b>	19 June 2012.
<b>Title:</b>	SACRE monitoring sub-group
<b>Reference:</b>	3973
<b>Report From:</b>	Director of Children's Services

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**1. Summary**

1.1. The purpose of this paper is to inform SACRE of the discussions that took place during the meeting of the SACRE Monitoring sub-group. The group discussed:

- the proposed questionnaire for monitoring the implementation of Living Difference Revised in Hampshire schools with reference to Action Point 6 in the SACRE 5 year plan.
- the findings in a sample of OFSTED reports in relation to SMSC ( spiritual, moral, social and cultural) provision.
- Accreditation for non examination Key Stage 4 students.

**2. Contextual information**

2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in religious education is secure.

2.2. The sub-group met on 14 May 2012

**3. Other key issues**

3.1. The group discussed the first draft of the questionnaire with a view to it being sent to schools to evaluate the impact of the agreed syllabus, Living Difference Revised. This is planned as a quantitative survey to evaluate the level of implementation of the syllabus in Hampshire schools. Amendments were made and the group bring it to the full SACRE for approval. (See Appendix 1)

3.2. Alan Brine, OfSTED's specialist adviser for RE, had suggested that under the new January 2012 OfSTED Framework, inspectors may look particularly to RE when making a judgement about the provision for spiritual, moral, social and cultural (SMSC) development in a school. The group scrutinised OfSTED reports published since January 2012. Out of 32 reports from primary phase schools, 11 made reference to SMSC provision. None of the reports made any references to RE. 6 reports from secondary schools were circulated and discussed. None of these made reference to RE.

A letter had been sent (see Appendix 2) on behalf of the group to Alan Brine expressing concern at the lack of references to RE in relation to SMSC provision in the most recent OfSTED inspection reports. His response is included in Appendix 2. The group was advised that the OfSTED framework was due for review in the autumn, and it was agreed that another examination of reports post review would be helpful.

3.3. It was reported that full course GCSE is doing well in Hampshire and some schools are reintroducing it for all students. However, other schools are offering a non-exam course for all their students in order to meet the legal requirements for RE. There is concern that this non-exam course should be academically rigorous (equivalent to A or B at GCSE), based on *Living Difference Revised* and conceptually led. It was suggested that there could be a benefit to SACRE's accreditation/certification of this course. Reference was made to Hampshire's previous internal accreditation of RE (the HARE project), an initiative which was dropped due to lack of external validation. It was suggested that Winchester University may be able to accredit this course and enquiries are being made by Elaine Bellchambers.

It was also mentioned that Edexcel provides validation of an extended project of 1,500 words. Patricia Hannam is investigating this further.

#### **4. Recommendation**

4.1. That SACRE endorses the proposals from the group to carry out a quantitative survey by questionnaire of all relevant Hampshire schools.

## Appendix 1

## How well are you implementing the agreed syllabus for RE, *Living Difference Revised*?

An on-line questionnaire for head teachers to evaluate the implementation of *Living Difference Revised*.

1. The school satisfies the recommended time allocation for RE according to <i>Living Difference Revised</i> . (KS1- 36 hours per year, KS2 - 45 hours per year, KS 3 and 4 - 45 hours per year).	<b>Strongly agree/ agree/ Neither agree nor disagree/ disagree/strongly disagree</b>
2. The school has a qualified subject leader with responsibility for leadership and management of RE	<b>Yes/No</b>
3. The school ensures high quality teaching of RE. from qualified teachers.	
4. All teachers of RE have accessed CPD (externally or internally)within the last 2 years in order to teach RE according to <i>Living Difference Revised</i> .	
5. The school has received further support form the HIAS RE team within the last 2 years.	<b>Yes/No</b>
6. All teachers of RE have sufficient subject knowledge to teach RE effectively according to the requirements of <i>Living Difference Revised</i> .	
7. All teachers of RE are confident with the requirements of <i>Living Difference Revised</i> .	
8. Schemes of work are in place to meet the requirements of <i>Living Difference Revised</i> .	
9. All teachers of RE teach RE according to the required methodology for teaching and learning in <i>Living Difference Revised</i> .	
10. Assessment opportunities are in place in accordance with the required methodology.	

11. Pupils/students are involved in assessing and levelling their own work on occasions	
12. There is evidence of <b>enquiry</b> into concepts appropriate for the key stage for all pupils/students.	
13. There is evidence of <b>contextualising</b> the concepts within the studied beliefs and practices for all pupils/students in all RE cycles.	
14. There is evidence of <b>evaluation</b> from both within and from without according to the agreed syllabus.	
15. There is evidence of <b>communication</b> of responses to the identified concepts based on pupils'/students' own experiences.	
16. There is evidence of <b>application</b> of pupils'/students' responses to the identified concepts in their own and others' lives.	
17. There is evidence of the required enquiry approach adopted resulting in	
a.) a consistently high level of engagement in RE.	
b.) high levels of challenge for pupils /students in RE.	
c.) progression over time in pupils'/students' achievement in RE.	
18. There is evidence of teachers regularly and accurately assessing and levelling pupils'/students' attainment in RE.	
19. There is evidence of assessment informing planning and provision in RE.	
20. There is evidence of improving attainment in RE as pupils/students progress through a key stage.	
21. There is evidence that pupils'/students' attainment in RE is equal to or better than their performance in other subjects.	

<p>22. Do you have any other observations on the impact of the implementation of <i>Living Difference Revised</i> in your school?</p>	
<p>25. Pupils'/students' engagement in Living Difference Revised has impacted on their Spiritual, Moral, Social and Cultural development.</p>	
<p>26. <b>For Primary phase schools only.</b></p> <p>RE is taught in blocked units of time (i.e. a whole day or 3 or 4 consecutive afternoons) in all classes.</p>	
<p>27. <b>For Primary phase schools only.</b></p> <p>RE is taught by class teachers and linked with other areas of the curriculum where possible.</p>	

**Appendix 2**

OfSTED,  
Heaton Moor,  
Greater Manchester,  
United Kingdom.

Dear Alan,

At a recent Hampshire SACRE monitoring sub-group meeting we scrutinised sections of Hampshire OfSTED reports since January 2012 under the new OfSTED Framework. We focussed on references to spiritual, moral, social and cultural provision in those reports.

We looked at 11 primary phase school reports and 6 secondary school reports and noted that although they make reference to children's spiritual, moral, social and cultural development, none of them make any explicit references to SMSC provision in relation to the RE provided. References are made, however, to SMSC provision in a number of other areas of the curriculum.

We are contacting you, primarily because you may find this information useful, but also wondering if this matches with your findings. We were anticipating that references to SMSC provision in some OfSTED inspection reports might provide opportunities for SACRE to monitor, to some degree, the quality of RE in schools. However, the findings so far are not looking hopeful. Do you have any thoughts about whether this might change under the revised framework to be implemented in the autumn, or as a result of more training of OfSTED inspectors? We would value your views and observations.

With best wishes,

Yours sincerely,

Chris Hughes (Chair of Hampshire monitoring sub-group)

**Appendix 2 continued**

Dear Chris,

I hope all is well with you and thanks for your letter.

What is clear from the guidance issued to inspectors (copy attached) is that a direct reference is made to RE as a subject likely to contribute to SMSC (see para 70). But SMSC is also very clearly about the whole curriculum and the overall life of the school.

Your sample size is small and may not be representative but I think it would be fair to say that references to RE in Section 5 reports are probably unlikely to provide a particularly robust mechanism for monitoring provision in the subject. It will be interesting to see whether there are other references to RE in relation to other aspects of the inspection Framework, particularly leadership and management and the curriculum (see para 69 of the guidance I have attached).

The training for inspectors on the new Framework highlighted the 'new' emphasis on SMSC and the importance of tracking provision carefully throughout the inspection process.

I have just initiated a retrieval exercise from the spring term's Section 5 reports to extract all references to RE. The last time I did this was about two years ago when we discovered that around 6% of reports had an RE reference – usually positive and linked to SMSC. It will be interesting to see what the current picture looks like and whether the higher profile being given to SMSC is reflected in more references to RE. I will let you know the outcome of this exercise when it is completed.

I hope this is helpful,

Best wishes,

Alan

Alan Brine HMI  
National Adviser for RE

## Appendix 2 continued

## OfSTED Subsidiary Guidance. January 2012

**5. EVALUATING THE CURRICULUM**

- When considering whether the curriculum has sufficient breadth and balance and the extent to which it meets the needs, aptitudes and interests of pupils, inspectors should note the following.
- A curriculum with breadth and balance in maintained schools is likely to consist of the National Curriculum subjects, religious education (RE) and a variety of other courses and programmes, including extra-curricular and enhancement activities put on by the school and its partners. Where a school does not provide the National Curriculum and RE, inspectors will need to fully explore the school's reasons. Inspectors are not expected to seek details of individual subject programmes of study.
- Many secondary schools will be providing courses, or planning to provide courses, so that pupils can gain the English Baccalaureate (EBacc). Inspectors should note that provision of the EBacc is not compulsory.
- Initial evidence will be found in school prospectuses, curriculum plans and, where relevant, in options booklets. Inspectors will want to discuss the breadth, balance and where relevant, choice and personalisation, of the curriculum with pupils and staff.
- Inspectors will want to discuss with pupils their knowledge of courses and qualifications and the various progression routes available to them.

1. However, the increasing diversity and autonomy of schools and the decisions they make about the curriculum may present some contradictions. Inspectors will need to make a professional judgement about the appropriateness of the curriculum with respect to the specific circumstances of the school.

**6. THE CURRICULUM AND PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

- Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils' spiritual, moral, social and cultural (SMSC) development. This may be through:
  - lesson observations where subjects promote aspects of SMSC provision: RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects
  - observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and

implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work

- evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.

**Integral Appendix A**

**CORPORATE OR LEGAL INFORMATION:**

**Links to the Corporate Strategy**

<b>Hampshire safer and more secure for all:</b>	no
Corporate Improvement plan link number (if appropriate):	
<b>Maximising well-being:</b>	yes
Corporate Improvement plan link number (if appropriate):	
<b>Enhancing our quality of place:</b>	no
Corporate Improvement plan link number (if appropriate):	

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

Document

Location

None

**IMPACT ASSESSMENTS:**

**1. Equalities Impact Assessment:**

*1.1. Effective implementation of the Agreed Syllabus for RE aims to ensure inclusion of all pupils in investigations and discussions to promote positive attitudes towards equality.*

**2. Impact on Crime and Disorder:**

*2.1. Effective implementation of the Agreed Syllabus for RE enables pupils and young people to enquire into and reflect on moral and ethical issues.*

**3. Climate Change:**

a) How does what is being proposed impact on our carbon footprint / energy consumption?

*Effective implementation of the Agreed Syllabus for RE enables pupils and young people to enquire into and reflect on stewardship and their personal impact on the world's resources.*

b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

*As above*