



**HAMPSHIRE STANDING ADVISORY
COUNCIL FOR RELIGIOUS EDUCATION**

ANNUAL REPORT 2011/12

Glossary of Terms.

AST.....	Advanced Skills Teacher
CD.....	Compact Disc
CPD.....	Continuing Professional Development
GCSE.....	General Certificate of Secondary Education
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
NASACRE....	National Association of Standing Advisory Councils for Religious Education
NQT.....	Newly Qualified Teacher
OFSTED.....	Office For Standards in Education
PGCE.....	Post Graduate Certificate of Education
PPA.....	Planning, Preparation and Assessment
QCA.....	Qualifications and Curriculum Authority
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
SACRE.....	Standing Advisory Council for Religious Education
SAPERRE	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
VLE.....	Virtual Learning Environment

HAMPSHIRE ANNUAL REPORT 2011/2012

Preface: Overall strengths and weaknesses of RE

Question	Suggested data source(s)
<p><i>What are the main strengths and distinctive features of RE in your local authority? (If appropriate, please give examples of specific good practice.)</i></p>	<p><i>Minutes, reports, surveys, evaluations and questionnaires, agreed syllabi</i></p>
<p>Hampshire has continued to maintain a reputation for high quality RE in its schools. The concept led, enquiry approach enriched by the development of skills of philosophical enquiry, as required by the locally Agreed Syllabus, has provided rigour to the subject which continues to be recognised locally and nationally. Interest continues to be expressed by other local authorities and it was adopted this year as Agreed Syllabus by the London Borough of Camden.</p> <p>The number of teachers trained in SAPERE accredited courses in philosophical enquiry in Hampshire schools continues to rise and is contributing to the successful development and raising of attainment in RE in a growing number of schools. A particular strength of the subject within Hampshire is the level of support that is offered to schools. Hampshire currently has two RE inspectors, two Advanced Skills Teachers for secondary RE and one for primary RE. This level of staff support has ensured that there has been good capacity for SACRE to make sure that the requirements of the Agreed Syllabus, as well as advice and support for its implementation, are maintained across the county. Were this to change for any reason SACRE's capacity to exercise its statutory duty could be impaired. SACRE monitoring visits to both primary and secondary schools have revealed that, where support from the Senior leadership team for RE is strong, RE thrives.</p>	
<p><i>What are the main weaknesses and development needs of RE in your local authority?</i></p>	<p><i>Minutes, reports, evaluations</i></p>
<p>Transition between KS2 and KS3 continues to be in need of improvement.</p> <p>Although assessment strategies for RE have improved over the year, there is still a need to maintain consistency of approach in a number of schools. There continues to be the need for ongoing development of senior members of staff to be able to support Religious Education in their schools.</p>	

1. Religious Education in Schools

Key area 1a: Compliance and time allocation for RE

Question	Suggested data source(s)
<p><i>To what extent is RE provision in schools compliant with the Agreed Syllabus requirements or recommendations in terms of time allocation?</i></p>	<p><i>School SEFs (where appropriate), LA adviser(s), professional experience of RE teachers</i></p>
<p>Evidence from SACRE monitoring visits, RE Inspector/Advisor visits, courses and RE development groups indicate that a high proportion of schools are compliant with the requirements of the Agreed Syllabus.</p> <p>In the primary phase time allocation to RE is good and it is effectively integrated with other areas of the curriculum in a number of schools although this is not sufficiently embedded in all schools. In the secondary phase time allocation for all pupils at KS3 is in general good. Time allocation to RE at Key Stage 4 has improved in many schools with the introduction of short course GCSE and other alternative KS4 courses for all pupils not taking the GCSE full course; but this is not consistent across all schools.</p> <p>There is evidence that the introduction of the EBacc measure is having a negative impact on the provision and compliance of RE at KS4.</p>	

Question	Suggested data source(s)
<p><i>Please give the number of formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</i></p>	<p><i>SACRE correspondence and minutes</i></p>
<p>No complaints were received about religious education under the local statutory complaints procedure.</p>	

Key area 1b: Public examination entries in RE

Question	Suggested data source(s)
<i>Please give a brief prose analysis of full GCSE entries, if possible analysed by gender. (Add tables in appendix)</i>	LA data
<p>Candidate numbers have gone up by approximately 480 since last year and nearly 300 more girls than boys were entered. The imbalance between boys and girls has remained the same as last year. The gap in performance between boys and girls has narrowed slightly this year. (See Appendix 1)</p>	
<i>Please give a brief prose analysis of short course GCSE entries, if possible analysed by gender. (Add tables in appendix)</i>	LA data
<p>Fewer candidates were entered for RE Short Course in 2011 than in the previous year with numbers decreasing by over 700. The achievement gap between boys and girls narrowed in 2011.</p>	

Key area 1c: Standards and achievement

Question	Suggested data source(s)
<i>Please give a brief prose analysis of standards in KS1 and KS2</i>	Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)

Evidence from SACRE monitoring visits within KS1 and KS2 revealed that in all the schools that were visited there was an appointed RE manager who had attended training sessions or development groups and was well informed about the requirements of *Living Difference Revised*.

All the schools had good plans in place for RE, and in most of the schools these were being developed to reflect cross-curricular approaches to teaching and learning.

The teaching ranged from satisfactory to outstanding in the schools visited.

Where RE was most successful and teaching was good or outstanding, the RE manager was very well supported by the school's senior management and had been enabled to provide comprehensive training for all staff and time to develop RE support materials.

<i>Please give a brief prose analysis of standards in KS3.</i>	<i>Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)</i>
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Standards are frequently good or outstanding where the enquiry approach into concepts, as in the County Agreed Syllabus 'Living Difference Revised 2011', has been implemented. Implementation of the cycle continues to be a secure way to support departmental improvement. Academic standards rise in RE in the secondary school, when higher order questioning entailed in philosophical enquiry, together with the methodology of the cycle and a personalised approach to tracking student progress, are all working well together. Standards in RE during this year are equal or better to those of the other foundation subjects. There are indications that the introduction of the EBacc, together with a three year Key Stage 4, is impacting on students' access to their entitlement for RE in year 9.

Question	Suggested data source(s)
<i>Please give a brief prose analysis of standards in full and short course GCSE, if possible analysed by gender. (Add tables in appendix)</i>	<i>LA data</i>

Full course:

Overall A-C results for full course GCSE have remained good and nearly 29 % of pupils achieved A* or A grades.

The residual analysis illustrates how well pupils performed in RE compared to other subjects. (See Appendix 1)

Short course:

In 2011 girls continued to outperform boys, but the gap is narrowing.

The residual analysis indicates that pupils in Hampshire schools who entered the short course for RE did not perform so well in the subject as they did in other subjects as is the case all over the country. This might be due to the curriculum time allocated to Short Course RE which is usually much less than in other subjects. However, Hampshire pupils, overall, performed better than compared to the national picture. (See Appendix 1)

Key area 1d: Quality of teaching

Question	Suggested data source(s)
<p><i>Please give a prose analysis of main teaching quality issues in the Foundation stage and KS1.</i></p>	<p><i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>At KS1 the quality of teaching observed ranges between satisfactory to outstanding. Teachers follow the required methodology in the locally Agreed Syllabus and focus pupils' attention on identified concepts. A good range of teaching and learning activities enriches the provision. There is evidence that in some schools RE is taught by learning support assistants who are not trained to teach and who are unfamiliar with the requirements of the Agreed Syllabus. However, none of these lessons has been observed during SACRE monitoring visits. In the Foundation stage the quality of teaching is of similar standard although there is still some evidence of confusion about the place of RE within the wider provision for the Foundation stage.</p>	
<p><i>Please give a prose analysis of main teaching quality issues in KS2.</i></p>	<p><i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>At KS2 the quality of teaching is similar to that in KS1. A particular strength within RE teaching at KS2 is the application of questioning techniques to encourage pupils to express their own ideas and opinions in RE lessons. As in KS1 there are incidents of RE being taught by Learning Support Assistants.</p>	
<p><i>Please give a prose analysis of main teaching quality issues in KS3.</i></p>	<p><i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>In general, time allocation for RE in Hampshire at KS3 is good; however, not all students have access to a specialist teacher. Access to specialist teaching at KS3 is especially important at KS3. High quality training is available for RE NQT's in county and this enables all NQT's who begin teaching RE in Hampshire Schools to become expert practitioners with County Agreed Syllabus 'Living Difference Revised 2011' by the end of their first year. For teachers appointed to Hampshire posts from out of the county, the county Network groups have been available to develop practice according to the Agreed Syllabus.</p>	

Question	Suggested data source(s)
<i>Please give a prose analysis of main teaching quality issues in KS4 and post-16.</i>	<i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i>
<p>There is some evidence now that the new GCSE specifications are suited to teaching with the cycle of enquiry as in the Agreed Syllabus 'Living Difference Revised 2011'. Where this has been supported by higher order questioning there are indications that standards will rise at KS4. The Agreed Syllabus methodology can raise challenge and develop teacher questioning skills. Where teachers learn to nudge students to think in more complex ways, students' capacity to inter-relate concepts for example, is enhanced. Furthermore, aspiration and attainment has been seen rise.</p>	
<i>Please give a prose analysis of main teaching quality issues in special schools.</i>	<i>School SEFs (where appropriate),, Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i>
<p>Special school teachers who have joined a development group have reported the value of using an enquiry approach. Adaptation of this approach to special schools with pupils who have a wide variety of different needs has been beneficial.</p>	

Key area 1e: Quality of leadership and management

Question	Suggested data source(s)
<p><i>Please describe and evaluate the main RE leadership and management issues in primary schools, drawing attention to any recurrent strengths and weaknesses.</i></p>	<p><i>Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>RE managers continue to be supported by senior management in primary phase schools in terms of professional development, attending courses and development groups and seeking support and advice from the inspection/advisory team. However, financial support for professional development for RE has continued to diminish noticeably over the past year. Courses and training sessions are well attended by RE managers, but schools' investment in training for RE managers is less widespread and not as sustained as it has been in previous years.</p> <p>A particular weakness of the subject continues to be the lack of continuity of responsibility for managing RE in primary phase schools. In many schools the appointment to the role of RE Manager may only be for one or two years which results in a lack of growing development in subject expertise available in a school.</p>	
<p><i>Please describe and evaluate the main RE leadership and management issues in secondary schools, drawing attention to any recurrent strengths and weaknesses.</i></p>	<p><i>Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>Training for Heads of Department is available to schools. This is through a regional structure of RE network meetings as well as a well-attended Annual Leadership conference. Targeted training for new Heads of Department has also been offered.</p> <p>The key factor which hampers RE thriving is low level recognition and support from senior leaders to departments in a few schools.</p>	
<p><i>Please describe and evaluate the main RE leadership and management issues in special schools, drawing attention to any recurrent strengths and weaknesses.</i></p>	<p><i>Advisers, AST(s), oral reports of CPD opportunities, professional experience of teachers</i></p>
<p>Some special schools have co-ordinators with responsibility across the humanities, which can spread their time thinly across subjects.</p>	

Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	Suggested data source(s)
<p><i>Please describe and evaluate the level of specialist RE provision in primary schools.</i></p>	<p><i>Adviser(s), AST(s)</i></p>
<p>Nearly all schools in the primary phase have a teacher with responsibility for managing RE in the school although subject specialists are rare in the primary phase. Regular courses are provided in the county in order to support their role. The "New RE Managers" course has continued to recruit well, and many attend the "Implementing the Agreed Syllabus" courses which have recruited very well this year. RE development groups, led by the Primary RE Inspector, meet each term and this year (2011-12) over 30 primary RE managers have attended. This is the same as the previous year. The level of specialist provision in terms of awareness of the requirements of the Agreed Syllabus and how to implement it effectively, is high overall.</p>	

<i>Please describe and evaluate the level of specialist RE/RS provision in secondary schools.</i>	<i>Adviser(s), AST(s)</i>
<p>Continuing decline of provision for specialist RE initial teacher education is taking place in Southampton. However the courses in Chichester and Winchester are stable and secure at the moment, ensuring a good supply of newly qualified teachers into secondary RE in Hampshire who have already experienced the Hampshire Agreed Syllabus 'Living Difference Revised 2011'. The County Inspector and the ASTs (Advanced Skills Teachers) continue to meet with course providers from neighbouring colleges, to explain the Agreed Syllabus and the philosophy on which it is based. Schools continue to be advised to advertise vacancies on the Hampshire website, Hantsweb. New contacts are being made with providers further afield for example at Oxford University Department of Education, Oxford Brooks University, Bristol University and the Institute of Education in London. The County Inspector has been involved with a research project at Bristol University into what makes a good RE teacher.</p> <p>Despite the difficulties of recruitment nationally, reflected locally, Hampshire schools recruited 7 NQT(newly qualified teacher) RE specialists in 2008-9 . In 2009-10 there were 16 NQTs in Hampshire schools; in 2010-11 12 and in 2011-12 8. As in recent years several posts were temporary. Contact continues with teachers who remain in Hampshire departments and continuing professional development (CPD) opportunities are offered to ensure there is clear progression of professional development for RE teachers in Hampshire. Overall specialist provision in Hampshire remains at a good level.</p>	
Question	Suggested data source(s)
<i>Please describe and evaluate the level of specialist RE provision in special schools.</i>	<i>Adviser(s), AST(s)</i>
<p>The level of specialist support in special schools is satisfactory. An RE development group has been established specifically for special school RE managers which has been well attended. This has been led by the General RE Inspector in this academic year .</p>	

Key area 1g: Resources

Question	Suggested data source(s)
<p><i>Please describe and evaluate the level of budgeting and ICT access for RE in primary schools.</i></p>	<p><i>Possible annual questionnaire response from schools; budget information from LA</i></p>
<p>Budget allocation to RE in primary phase schools is variable. Some schools allocate an annual income to support the development of RE but others provide no financial support unless the subject has been identified on the school development plan as a priority for development. Access to ICT (information and communication technology) in primary phase schools is generally good, but the opportunity to use ICT for RE development is less well-utilised other than regular use of the interactive whiteboard.</p>	
<p><i>Please describe and evaluate the level of budgeting, classroom accommodation and ICT access for RE in secondary schools.</i></p>	<p><i>Possible annual questionnaire response from schools; budget information from LA</i></p>
<p>Budgeting allocations for RE continue to be reduced and departments feel their budget is not adequate. ICT access is good and teachers are in general confident with this. VLEs (Virtual Learning Environments) are enabling many innovations in learning both inside and outside the classroom.</p>	

2. Management of the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

Question	Suggested data source(s)																								
<i>How many quorate meetings has the SACRE had in the last year?</i>	<i>Minutes</i>																								
3 quorate meetings																									
Please give the percentage of attendance of SACRE members in committees 1, 2, 3 and 4.	Minutes																								
<p><u>November 2010</u></p> <table> <tr> <td>Committee A (Representatives of Religious Bodies)</td> <td>72%</td> </tr> <tr> <td>Committee B (Representatives of the Church of England)</td> <td>75%</td> </tr> <tr> <td>Committee C (Representatives of Teacher Associations)</td> <td>67%</td> </tr> <tr> <td>Committee D (Representatives of the Authority)</td> <td>100%</td> </tr> </table> <p><u>February 2011</u></p> <table> <tr> <td>Committee A</td> <td>64%</td> </tr> <tr> <td>Committee B</td> <td>100%</td> </tr> <tr> <td>Committee C</td> <td>100%</td> </tr> <tr> <td>Committee D</td> <td>100%</td> </tr> </table> <p><u>June 2012</u></p> <table> <tr> <td>Committee A</td> <td>57%</td> </tr> <tr> <td>Committee B</td> <td>50%</td> </tr> <tr> <td>Committee C</td> <td>75%</td> </tr> <tr> <td>Committee D</td> <td>50%</td> </tr> </table>		Committee A (Representatives of Religious Bodies)	72%	Committee B (Representatives of the Church of England)	75%	Committee C (Representatives of Teacher Associations)	67%	Committee D (Representatives of the Authority)	100%	Committee A	64%	Committee B	100%	Committee C	100%	Committee D	100%	Committee A	57%	Committee B	50%	Committee C	75%	Committee D	50%
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<i>In what different locations has your SACRE met? (e.g. places of worship, schools, art galleries)</i>	<i>Minutes</i>																								
<p>November 2011 held at Winchester Council offices February 2011 held at Winchester Council offices June 2012 held at Southsea Synagogue</p>																									

Key area 2b: Membership and training

Question	Suggested data source(s)
<p><i>What range of faith groups and world views are represented on the SACRE as a whole, including co-optees?</i></p>	<p><i>Membership list</i></p>
<p>Bahai Baptist Union Buddhist Fellowship of Independent Evangelical Churches Hindu Humanist (co-opted) Jewish Methodist Muslim Roman Catholic Salvation Army Sikh Society of Friends (Quakers) United Reformed Church</p>	

Question	Suggested data source(s)
<p><i>What training/induction is offered to new members of your SACRE?</i></p>	<p><i>Minutes</i></p>
<p>New members to SACRE have been welcomed, provided with an induction pack and assisted by an appointed officer who is an experienced member of SACRE and provides advice during and after meetings. The induction pack includes a NASACRE (National Association of SACREs) training CD Rom. New protocols have been developed for co-options into SACRE and considering membership of Group A</p>	

Key area 2c: Improvement/development planning

Question	Suggested data source(s)
<p><i>Has your SACRE undertaken, commissioned or sponsored any publications, eg newsletters featuring good practice, festival calendars, contact databases? If so, please describe and evaluate briefly. (You may wish to include copies of publications, by email or posted as an appendix)</i></p>	<p><i>Minutes, publications</i></p>
<p>Newsletters for Primary and Secondary schools have continued to be a very effective resource for the dissemination of good practice. Issues over the past year have included planning, recommended resources, assessment strategies, philosophical enquiry, ideas for teaching and learning and samples of exemplary work from pupils. Teachers continue to express how much they value these regular newsletters.</p> <p>Electronic copies of the Primary and Secondary RE News are available on the RE website (www.hampshire-reweb.co.uk).</p>	

Question	Suggested data source(s)
<p><i>Has your SACRE set up any online forums or support, e.g. advice, FAQs, portals to other good practice sites, or using the sites interactively with teachers, parents, governors, chaplains etc?</i></p>	<p><i>Minutes, project notes, URLs</i></p>
<p>The Hampshire RE website (www.hampshire-reweb.co.uk) is in the process of being updated and this year there has been excellent opportunity to ensure the support and guidance provided on teaching and learning in RE is entirely up to date. This includes a large number of recommended units of work for all key stages. The agreed syllabus is posted on this site.</p> <p>The County RE ICT learning platform (Moodle) (http://hias.gov.uk/re) continues to be an effective means of disseminating good practice and information on courses, events and new initiatives in relation to the Agreed Syllabus and national developments. It provides more interactive opportunities for teachers to share and communicate issues in relation to RE teaching and learning. This has continued to be developed over the past year to include a wider range of resources to share, recommended activities and samples of pupils' work.</p>	

Question	Suggested data source(s)
<p><i>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</i></p>	<p><i>Minutes, publications</i></p>
<p>The County RE Centre has continued to support the work of teachers across Hampshire. During the academic year 2011-12 there were 382 subscribers to the Centre including some from other local authorities. It is used by RE teachers including PGCE (Post Graduate Certificate in Education) students for viewing and loaning resources, as a meeting place for planning, consultations and training and as a source for inspiration and information. It is now housed in the same building as the County History Centre providing a more streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.</p> <p>The administration officer/RE Centre manager has continued to assist in the production of CDs and accompanying booklets, which provide guidance and materials for the development of RE units of work to support the delivery of the Agreed Syllabus for RE. These are purchased through the RE Centre and have proved to be very popular with schools. She has continued to develop and market a wider range of artefact boxes which are loaned to schools resulting in a continued increase to the RE Centre's income and, as a result, further investment in resources.</p> <p>A comprehensive programme was carried out during the year to support NQTs (Newly Qualified Teachers) in both primary and secondary schools. New teachers were introduced to the requirements of the Agreed Syllabus and provided with support for effective teaching of RE in Hampshire schools. County Steering and Development groups have been in place for 8 years, meeting termly for CPD (continued professional development).</p> <p>A comprehensive programme of courses has been provided over the year (See Appendix 2) for the continued professional development of teachers.</p>	

Question	Suggested data source
<i>Please evaluate briefly the impact of these initiatives on the quality of teaching and standards in RE.</i>	<i>Minutes; reports; market responses; customer comments; Adviser(s); AST(s)</i>
<p>Evaluations from teachers who have attended courses and development groups indicate that they are enthusiastic about the approach of the Agreed Syllabus.</p> <p>Feedback from head teachers also indicate the support offered to schools is highly valued. SACRE monitoring visits indicate that standards in RE have improved as a result.</p>	

Key area 2d: Professional and financial support

Question	Suggested data source(s)
<i>Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and implementation of its action plan.</i>	<i>Budget</i>
<p>Local authority support to SACRE in 2011-12 remained constant at the reduced level given in 2010-11, SACRE is provided with 20 days inspector time for the support of its activities. Funding of 5 Inspector days for SACRE monitoring visits to schools continued in 2011-12.</p>	

Key area 2e: Information and advice

Question	Suggested data source(s)
<p><i>Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.</i></p>	<p><i>Minutes, reports</i></p>
<p>The standards and quality of provision for Religious Education in Hampshire schools has been routinely monitored by the SACRE Monitoring Sub-Group. Findings have been regularly submitted to the full SACRE at its termly meetings. Evidence about standards and provision in religious education and collective worship in Hampshire has been provided to the Monitoring Sub-Group from various sources including:-</p> <ul style="list-style-type: none"> • the work with secondary and primary development groups (ongoing) • school monitoring visits by the RE Inspectors accompanied by SACRE members • the reports provided by the county RE Inspectors in relation to their work with schools • GCSE data 	
<p><i>What professional advice on RE and collective worship is available to your SACRE? (e.g. Adviser, AST, Consultant) If possible, please give approximate number of days.</i></p>	<p><i>Budget, constitution, membership list</i></p>
<p>Training has been made available for SACRE members to investigate and discuss the details of the Agreed Syllabus and to visit schools to observe and contribute to the monitoring process.</p> <p>The Summer term SACRE meeting was held at The Southsea Synagogue and a most informative and helpful talk was given to the SACRE in the Synagogue by the Jewish representative on SACRE.</p> <p>A programme of short talks from members of different faith communities has been continued this year forming an interesting and informative opening to our regular meetings in Winchester.</p>	

Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
<p><i>Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, Governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to HE? If so, please describe and evaluate briefly. Did the training focus on a particular issue, such as pedagogy, questioning in RE, thinking skills or management of subject? (You may wish to enter the typical clientele and attendance at these events, or the programme)</i></p>	<p><i>Minutes, publications, evaluations</i></p>
<p>A full programme of in-service training courses has been provided (see Appendix 2 for details). The annual Primary and Secondary Conferences continued to recruit successfully. The series of half day courses for effectively implementing the Agreed Syllabus has been provided throughout 2011-12 according to demand.</p> <p>Primary RE Development groups have continued to run successfully. During the academic year 2011-12, more than 30 primary RE managers attended one of the 3 regional groups, provided each term led by the RE Inspector, to share and develop good practice in RE in their schools. A primary steering group also meets each term and develops support materials and guidance which is disseminated on the county RE website or through publications available from the RE Centre.</p> <p>34 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October led by the County RE Inspector. The regional network groups are expanding; well-supported groups meet in Winchester, Havant and Fleet. A Secondary Steering Group meets once each term. The County Secondary AST's for RE meet more regularly and strategically with the County Inspector.</p> <p>The New Heads of Department course did not run in this year since the needs of any New Heads of Departments were met through other courses provided.</p> <p>Teachers from special schools also attended a special development group which met each term in order to develop expertise and teaching of RE in special schools.</p>	

3. The effectiveness of the local Agreed Syllabus

Key area 3a: Review of the Agreed Syllabus

Question	Suggested data source(s)
<i>Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing, launching or training in the agreed syllabus.</i>	<i>Minutes, action plan</i>
<p>Hampshire SACRE, with its partner authorities Southampton and Portsmouth, launched and distributed Living Difference Revised 2011 in the January of that year to all schools.</p> <p>The programme of development groups and courses, conferences and staff training in schools reflects the requirements of the revised Agreed Syllabus.</p>	

Key area 3b: Using the National Framework

Question	Suggested data source(s)
<i>What account is taken of the Non-statutory National Framework for Religious Education (e.g. in importance statement, breadth of study, use of 8-level scale, attainment targets)? What impact does it make on RE locally?</i>	<i>Adviser(s), AST(s), Consultant(s)</i>
<p>The conceptual enquiry approach of the Hampshire syllabus, Living Difference, was initially well-supported by QCDA and OFSTED. Living Difference Revised 2011 includes QCDA's recommended "Fields of Enquiry" and takes into account elements of the Non-statutory National Framework such as "breadth of study". However, it contains one attainment target and an eight-level scale corresponding to progression envisaged in the Agreed Syllabus.</p>	

Key area 3c: Developing the revised Agreed Syllabus

Question	Suggested data source(s)
<p><i>Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.</i></p>	<p><i>Adviser(s), AST(s), Consultant(s)</i></p>
<p>The pattern for review of the Agreed Syllabus included consultation with teachers, through a wide survey of all schools. Working parties, including faith representatives, teacher representatives from all phases and higher education, were established and they discussed, developed and contributed to the writing of the revisions of the Syllabus, supported by SACRE members and county RE inspectors. The qualitative survey carried out by an outside agency and consultations with QCDA have made a positive contribution to the revised Agreed Syllabus.</p>	

Key area 3d: Consultation/launch/implementation of the Agreed Syllabus

Question	Suggested data source(s)
<p><i>Please describe how your SACRE publicises, supports and exemplifies the Agreed Syllabus for RE.</i></p>	<p><i>Publications, reports, evaluations</i></p>
<p>SACRE's five year development plan (see Appendix 3) addresses the implementation of the revised Agreed Syllabus through a continued pattern of courses and development groups, regular publications of newsletters, resource packs and the RE website and virtual learning platform (Moodle).</p> <p>Two 'Living Difference' Handbooks (one primary and one secondary) were published in 2006/7 to support the implementation of the Agreed Syllabus. These publications contain comprehensive advice on planning, delivery, assessment and self-evaluation, and comprehensive examples of units of work with accompanying resources. These continue to be very well received in Hampshire, Portsmouth and Southampton and continue to provide support for the revised Agreed Syllabus. There have also been requests for copies from teachers and RE advisers in other authorities. Elements have been revised, including the secondary planning tool.</p>	

4. Collective Worship

Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
<p><i>How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include statistical data on the number and scope of primary and secondary schools contacted.)</i></p>	<p><i>Minutes, publications</i></p>
<p>Support for Primary phase schools has been provided by the Primary RE Inspector/Adviser to schools through articles in the regular newsletters and through providing courses on collective worship for head teachers and teachers . Staff meetings and individual meetings with head teachers have also been provided at schools' requests as well as advice provided, when sought, on an ad hoc basis by telephone and e-mail.</p> <p>The precise quality of practice in Secondary schools continues to be hard to ascertain. A planned course had no uptake.</p>	

Key area 4b: Monitoring the provision of collective worship and tackling issues of non-compliance

Question	Suggested data source(s)
<p><i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary schools.</i></p>	<p><i>Adviser(s), AST(s), Consultant(s)</i></p>
<p>There is evidence that a large number of schools are making useful links in collective worship with SEAL materials, personal, social and health education, and community cohesion issues within primary phase schools.</p>	

Question	Suggested data source(s)
<p><i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in secondary schools.</i></p>	<p><i>Adviser(s), AST(s), Consultant(s)</i></p>
<p>Evidence to make an accurate analysis in relation to the strengths and weaknesses of collective worship in secondary schools is limited, but it seems likely that the situation with collective worship in Hampshire secondary schools is similar to the national picture.</p>	

<i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in special schools.</i>	Adviser(s), AST(s), Consultant(s)
Strengths and weaknesses with regard to collective worship in special schools relate to the nature of the learning difficulties of the pupils within the school.	
<i>Please give the number of applications for Determinations in collective worship in the past year. Please specify:</i> <ul style="list-style-type: none"> - the number of applications - how many were new applications, and how many were renewals - approximately how many pupils were affected in each case - the SACRE's decision in each case, and a brief reason 	Minutes
No requests for determinations were received during the year.	
<i>Please give the number of complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</i>	Minutes, correspondence
No formal complaints were received during the year.	

5. Contribution of the SACRE to wider diversity agendas

Key area 5a: representative nature of the SACRE

Question	Suggested data source(s)
<i>Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.</i>	Membership
<p>Hampshire SACRE includes a good representation of faith communities represented in Hampshire. It has recruited a number of faith representatives to fill vacancies over the last academic year including new Church of England representatives. Considerable discussion and clarification of the legal position of the Humanist co-opted representative has taken place during this year.</p>	

<p><i>Please outline what steps your SACRE takes to be pro-active in ensuring that membership reflects diversity.</i></p>	<p><i>Action plan, minutes</i></p>
<p>Hampshire SACRE seeks to ensure that membership reflects diversity by developing closer links with the faith communities represented on the council. Effective links continue to be developed with the Hindu/ Buddhist Temple and the Ghurkha community in Aldershot and with the Jewish community in Portsmouth through a SACRE meeting held at the Synagogue.</p>	

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

<p>Question</p>	<p>Suggested data source(s)</p>
<p><i>Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (e.g. faith forums, committees, interest groups, campaigns, charities)</i></p>	<p><i>SACRE news/updates, reports on public lectures, exhibitions, consultations</i></p>
<p>Links continue to develop with the Basingstoke Multicultural Forum, Hampshire Interfaith Network, Ethnic Minority and Travellers Achievement Service and the RE inspectors. An art competition established in Hampshire schools to produce a faiths calendar has been further developed to ensure links with the County Agreed Syllabus. Reports of these activities are presented at SACRE meetings. A pattern of talks from representatives of different faith communities continues at the start of each SACRE meeting.</p>	

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

Question	Suggested data source(s)
<p><i>Please offer a brief prose description of the ways in which your SACRE contributes to social, racial and religious harmony and to community cohesion.</i></p>	<p><i>Discussion</i></p>
<p>There are on-going links with the Ghurkha community in Aldershot.</p> <p>School linking projects, established by the Secondary Inspector, continue between schools in Hampshire and Mexico enhancing the Global dimension of RE. A visit from a group of young people from a school in Queretaro to Fern Hill School in July 2011 stimulated much work through the Head of RE in 2011/12. The Head of RE from Horndean School visited his linking school in Puebla in November 2011, participating in the celebrations surrounding <i>Dia de los Muertos</i> Festival. The County Inspector/Adviser is developing a pack for use in all Hampshire Secondary Schools using this as the context for a cycle around the concept of Death. Children and teachers from the linking school in Puebla were in Hampshire in July 2012.</p> <p>The 2011 Secondary RE Leadership Conference was on the theme of RE and the Big Society, with Key Note speaker Liam Gearon from Oxford University, a national expert in the field of Religious Education and Citizenship.</p> <p>A successful course for primary school teachers was run at the Abu Bakr Mosque in Southampton with the support of one of the Muslim representatives on SACRE. This day course provided background information about Islam, some teaching ideas and also opportunities for primary school teachers to forge links with the Mosque and arrange visits for their pupils.</p>	

Key area 5d: Links to local authority initiatives promoting diversity

Question	Suggested data source(s)
<p><i>Are there any issues that your SACRE has referred to its LA for consideration and / or action (eg grade data, resourcing)? If so, please specify, and describe the response/ outcome.</i></p>	<p><i>Minutes</i></p>
<p>SACRE has been successful in gaining support from the local authority for monitoring the provision of RE in schools.</p>	

<p><i>Are there any matters concerning which your SACRE has given advice to LAs? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.</i></p>	<p><i>Minutes</i></p>
<p>SACRE continues to work well and effectively with the local authority and a cross-fertilisation of information and ideas for new initiatives has been maintained throughout the year. Discussions and concerns raised in SACRE meetings continue to inform the projects and on-going work of the two RE inspectors.</p>	

Summary: General

Question	Suggested data source(s)
<p><i>What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?</i></p>	<p><i>Minutes, reports, evaluations</i></p>
<p>Hampshire SACRE continues to benefit from the support from the local authority in terms of two RE Inspector /Advisors with specialist expertise in primary and secondary RE. This has enabled close links to be maintained between SACRE and the local authority and consequently the advice and support that are offered to Hampshire schools. Hampshire also offers support to schools through the work of two secondary and the one primary Advanced Skills Teachers for RE.</p>	
<p><i>How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?</i></p>	<p><i>Reports, evaluations, personal perceptions of members</i></p>
<p>The majority of SACRE meetings are held in the accommodation in county council offices. This has provided an atmosphere conducive to enabling SACRE members to speak freely and frankly. Attendance at meetings has been consistent this year; they are lively and well attended. The meeting held at the Synagogue in Southsea was very well received. SACRE members expressed their thanks for the hospitality shown and there was a keen interest in the presentation given.</p>	

<p><i>Are there any other points about RE, collective worship or SMSCD (Spiritual, Moral, Social and Cultural Development) that your SACRE would like to express? (e.g. national innovations)</i></p>	<p><i>Minutes, reports</i></p>
<p>The RE inspectors have presented nationally and internationally on pedagogy, the cycle of learning and the enquiry approach to RE in the County. The raising of the profile of SMSC in the new Ofsted framework has given some opportunity for the Inspectors/Advisers to raise the profile of Religious Education through the publication of County Advice on SMSC as well as running half day training sessions.</p>	

Appendix 1

VERIFIED GCSE RESULTS 2011 Religious Education: Hampshire

Candidate Numbers Full Course

	2005	2006	2007	2008	2009	2010	2011
ALL	2029	2247	2444	2457	2951	3364	3848
BOYS	776	837	952	925	1240	1491	1780
GIRLS	1253	1410	1492	1532	1711	1873	2068

Candidate Performance – Full Course % A*-C

	2005	2006	2007	2008	2009	2010	2011
ALL	76.8	72.1	69.5	75.5	76.3	77.0	73.7
BOYS	68.8	61.5	60.0	69.1	69.4	70.6	67.64
GIRLS	81.7	78.3	75.5	79.3	81.4	82.2	78.74

Hampshire Full Course % by grade

	2005	2006	2007	2008	2009	2010	2011
A*	8.7	8.5	8.9	10.01	10.00	11.1	8.2
A	23.8	17.6	18.3	20.55	20.9	23.8	20.1
B	23.3	23.9	21.7	24.74	22.9	23.8	24.4
C	21.1	22.1	20.5	20.14	22.5	18.3	20.9
A*-C	76.8	72.1	69.4	75.5	76.3	77.0	73.7
D	11.8	14.2	13.2	11.3	11.7	10.3	12.2
E	7.1	7.2	8.2	7.52	6.7	6.4	6.9
F	2.5	3.7	4.6	3.37	3.6	3.8	4.1
G	1.2	2.0	2.9	1.13	1.3	1.9	2.2

GCSE Full Course Results – Residual Analysis

The residual figures provide data about the relative performance of pupils in religious studies compared with their results in all other subjects.

	LA Subject Residual					National Subject Residual					Adjusted LA - National Residual				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
ALL	0.60	1.48	0.94	1.12	-0.2	0.79	0.56	0.49	0.06	0.08	-0.19	0.92	0.45	1.06	0.27
BOYS	-0.98	0.46		-0.26	-1.14	-0.27	-0.65		-1.22	-1.19	-0.71	1.11		0.95	0.22
GIRLS	1.60	2.10		2.22	-0.85	1.62	1.53		1.11	1.15	-0.02	0.57		1.11	0.3

Short Course Religious Studies and Religious Education

Candidate Numbers Short Course

	2005	2006	2007	2008	2009	2010	2011
ALL	4480	4096	4778	5159	4490	4327	3,643
BOYS	2238	2062	2408	2700	2302	2183	1,863
GIRLS	2242	2034	2370	2459	2188	2144	1,780

Candidate Performance – Short Course % A*-C

	2005	2006	2007	2008	2009	2010	2011
ALL	57.7	60.8	55.3	54.1	54.8	56.2	55.7
BOYS	49.1	54.6	48.0	45.9	48.4	47.3	48.4
GIRLS	66.2	67.2	62.8	63.2	61.5	65.3	63.4

GCSE Short Course Results – Residual Analysis

RE	LA Subject Residual				National Subject Residual				Adjusted LA –National Residual			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
ALL	-2.64	-2.18	-2.49	-2.40	-2.31	-2.45	-2.80	-3.38	-0.33	0.27	0.31	0.98
BOYS	-4.06	-----	-4.03	-3.77	-3.45	-----	-4.08	-4.70	-0.61	-----	0.05	0.93
GIRLS	-1.09	-----	-0.92	-0.97	-1.15	-----	-1.47	-2.04	0.06	-----	0.55	1.07

Appendix 2

Primary Courses 2011/12

Code	Event Title	Start Date	HCC	SCC	PCC	FE	Ind
RE0026A	Primary RE Conference	27.05.11	32	2			
RE027A	Collective worship issues in Primary Schools	15.06.11	15				1
RE033A	How to manage RE effectively in KS1 and 2	22.09.11	19				
RE040A	Learning about Islam-teaching about Islam	10.11.11	17				
RE034A	Assessment for learning, task-setting and levelling in RE at FS, KS1 and 2	20.01.12	27				
RE041A	How should I be teaching RE? A course for NQT's	23.03.12	21				

Secondary Courses 2011/12

RE042A	Using Philosophy for Children with Living Difference	23.03.12	13				
RE028A	Using Philosophy for Children to develop enquiry	17.06.11	8				
RE031A	Secondary RE Conference	23.10.11	28		1		
RE039A	Philosophy for Children Level 2	26.11.11	6		1		

Appendix 3

Action Plan for SACRE 2011 – 2015 (DRAFT 3)

Target / Activity	Timing	Success Criteria	Estimated Costs
<p><u>Revision of the Agreed Syllabus</u></p> <ol style="list-style-type: none"> Finalise and distribute Revised Agreed Syllabus Ensure Revised Agreed Syllabus has high profile <ul style="list-style-type: none"> Launch the Revised Agreed Syllabus event Publicise in newsletters Upload on website and Moodle Inform existing RE Development Group and Steering Groups Issue to all SACRE members and all SIPs and QCDA/Ofsted 	<p>Spring 2011</p> <p>Spring 2011</p>	<p>Schools visited demonstrate familiarity with the revised Agreed Syllabus</p> <p>Feedback from teachers and other agencies indicates awareness of the Revised Agreed Syllabus</p>	<p>Seek estimated cost of launch of agreed syllabus event.</p>
<p><u>Ensure sound leadership for RE in Primary and Secondary schools</u></p> <ol style="list-style-type: none"> Provide briefing sessions at RE Centre and other CPD opportunities as required to Managers and HODs unfamiliar with the Agreed Syllabus. <ul style="list-style-type: none"> Primary Secondary 	<p>Ongoing</p>	<p>Healthy number of delegates. Teachers evaluation sheets reflect confidence with understanding the conceptual enquiry approach</p>	

4.	Provide briefing sessions for development groups and steering groups on changes and implications of changes to RE development in their school	Summer Term 2011 and ongoing	Attendees reflect their developing understanding of RE in the wider curriculum in their schemes of work for RE and teaching and learning	
5.	Philosophical Enquiry approach to learning in support of RE training	ongoing	The practice of enquiry in classrooms of attendees	
	Target / Activity	Timing	Success Criteria	Estimated Costs
6.	Evaluate the impact of the Revised Agreed Syllabus on RE in schools through: <ul style="list-style-type: none"> • Questionnaire to schools • Feedback from groups • Inspector reports • Ofsted reports • School self evaluation • SACRE monitoring visits 	<ul style="list-style-type: none"> • October 2012 • Summer 2013 • Ongoing • Ongoing • Ongoing • ongoing 	Analysis of feedback and questionnaire results	
6a.	Track some schools and students (Local University providers) for research project on impact of Living Difference students and pupils.	September 2013	Results published	
6b	Encourage more effective transition between key stages.	September 2013	Evidence from feedback of teachers of improved continuity and progression in learning	

6c Examine how changes to KS5 requirements impact on SACRE's roles and responsibilities.	Summer 2013	RE Inspector/ Advisor reports to SACRE	
<p>7. Develop in teachers understanding of RE's contribution to community cohesion through:</p> <ul style="list-style-type: none"> • Annual Secondary RE Conference • Newsletters • Sections on the RE County websites • Informing RE development groups • Publication of Primary guidance and units of work • Facilitating schools linking across the county and with other nations <p>ICT/RE/Community Cohesion</p>	<ul style="list-style-type: none"> • October 2010 • Summer 2010 and 2011 • Ongoing • Ongoing • September 2010 • ongoing 	<p>Ofsted reports indicate positive findings</p> <p>Video links sustained.</p>	
Target / Activity	Timing	Success Criteria	Estimated Costs
8. Engage young people with a view to establishing SACRE Youth Voice.	ongoing	Establishment of youth representation within Hampshire Youth Council with an interest in religious and community cohesion .	seek funding: £5,000 per annum
9. <u>Address collective worship provision</u> at secondary level by providing training for senior managers	ongoing	Audit of impact of provision in participating schools through student conferencing	

<p>10. <u>Developing representation on SACRE</u> to ensure appropriate reflection of Hampshire community and introduce training programme from NASACRE.</p>	<p>Ongoing</p>	<p>Appropriate representation on SACRE</p>	
<p>11. <u>Develop Recruitment and Retention in Secondary Schools</u></p> <ul style="list-style-type: none"> • Audit secondary departments and collate information into database • Liaise with local providers for promoting Living Difference and teaching in Hants 	<p>October 2010 ongoing</p>	<p>Recruitment and retention of RE specialists in RE departments in Hampshire schools</p>	
<p>12. <u>Provide Governors training</u> for:</p> <ul style="list-style-type: none"> • Social cohesion updates and responsibilities (in relation to the RE contribution) • Living Difference Revised 2011 – responsibilities to ensure provision in schools 	<p>Summer 2010 ongoing</p>	<p>Evaluation of sessions indicate understanding of responsibilities</p>	