

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	SACRE
Date:	13 November 2012
Title:	SACRE monitoring sub group
Reference:	4374
Report From:	Director of Children's Services

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1. Summary

- 1.1. The purpose of this paper is to inform SACRE of the findings and discussions that have taken place during the meeting of the SACRE monitoring sub-group.
- 1.2. The group viewed and discussed the unverified GCSE RE results for the short and full courses for RE and reports in relation to RE provision provided by Ofsted and the county RE Inspector/Advisor. Consideration was also given to the impact of academies on RE provision in Hampshire Secondary Schools.

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 monitoring sub-group met on 8th October 2012.

3. Other key issues

- 3.1. GCSE results. A summary of the GCSE results (unverified) is found under Appendix 1. The group noted the smaller drop in numbers of entries that has been anticipated for the full and short course. The full course results were especially pleasing with the boys gaining results a positive residual for the first time.
- 3.2. Regular business and membership of SACRE monitoring sub-group. The sequence of business for each meeting through the year was agreed to ensure all matters of importance in relation to RE in Hampshire were given time for due consideration. Membership of the group was also discussed. To

ensure membership was balanced to represent the SACRE. This is to be returned to at a later meeting.

- 3.3. Reports of Ofsted visits to secondary schools. One secondary School had received a poor subject inspection from Ofsted. RE Inspector/Adviser had been recommending to the school to attend to the non-compliance for KS4 for many years. Although teaching was satisfactory and planning according to Living Difference in KS3, non compliance at KS4 was sufficient for an unsatisfactory final judgement. One secondary school has received a full Section 5 Ofsted in July and the RE was mentioned in the report as being outstanding. A letter will be written to the Head Teacher congratulating the school on this.
- 3.4. SACRE monitoring visits. A series of primary and secondary visits have been planned for the Autumn Term.
- 3.5. Current national issues in secondary RE and teacher training were discussed including the EBacc, The All Party Parliamentary Group (APPG) for RE, current consultation on GCSE Reform, Academies and changes to the funding for PGCE RE.
- 3.6. Primary RE teaching. It had been noted that in a small number of schools RE was being taught in weekly sessions by supply teachers or teaching assistants in PPA time, against the advice of the Syllabus and Ofsted. A letter from the Chairman has been sent to all head teachers on this subject.

4. Recommendation

- 4.1. That SACRE notes the report.

Initial analysis of 2012 unverified GCSE Religious Studies results data

Full Course RE

The number of students entered for GCSE full course in the summer of 2012 held up well in the face of the EBacc; after a peak in entries in 2011 (3849) the unverified data for shows just 200 fewer entrants for 2012 at 3638.

Candidate performance for Full Course RE in Hampshire schools in 2012 is very good. This has been a consistent picture over the past few years but this year's results are the best ever. It is particularly pleasing to see the gap between boys and girls narrowing slightly, something that has been a focus for work this year.

The residual analysis reveals the performance of pupils in RS compared to other subjects. This year students taking RS in Hampshire achieve better in RS than in their other Full Course subjects. This is true nationally, but in Hampshire students do *even better* than students in other parts of the country.

This year we have seen an important upward shift in boys' achievement in Full Course RS. For the first time, residual analysis reveals that in Hampshire in 2012, both boys and girls achieve better in RS than in their other full course subjects. This is not the case nationally where boys are still seen to achieve less well in RS than in their other subjects. Hampshire is now bucking the trend with boys' achievement in RS. The adjusted residual analysis reveals that the gap between boys and girls achievement in full course RS is narrowing; therefore an important target for this year RS GCSE SACRE support is being achieved.

Short Course RS

Numbers of candidates entered for the RS short course have continued to reduce, but the rate of reduction is slowing.

The residual analysis reveals that students achieve better in Hampshire against their other subjects than students in other parts of the country despite a drop in achievement in both cases. Furthermore this analysis shows us that the gap between boys and girls achievement in Short Course RS is also narrowing in Hampshire, again bucking the national trend where the gender gap is continuing to increase.

All HAMPSHIRE SCHOOLS	GCSE RESULTS 2012 Religious Studies
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Candidate Numbers Full Course

	2006	2007	2008	2009	2010	2011	2012
ALL	2247	2444	2457	2951	3364	3849	3638
BOYS	837	952	925	1240	1491	1781	1646
GIRLS	1410	1492	1532	1711	1873	2068	1992

Candidate Performance – Full Course % A*-C

	2006	2007	2008	2009	2010	2011	2012
ALL	72.1	69.5	75.5	76.3	77.0	73.6	77.3
BOYS	61.5	60.0	69.1	69.4	70.6	67.6	70.9
GIRLS	78.3	75.5	79.3	81.4	82.2	78.8	82.6

Hampshire Full Course % by grade

	2006	2007	2008	2009	2010	2011	2012
A*	8.5	8.9	10.01	10.00	11.1	8.2	10.6
A	17.6	18.3	20.55	20.9	23.8	20.1	21.8
B	23.9	21.7	24.74	22.9	23.8	24.4	24.1
C	22.1	20.5	20.14	22.5	18.3	20.9	20.8
A*-C	72.1	69.4	75.5	76.3	77.0	73.6	77.3
D	14.2	13.2	11.3	11.7	10.3	12.2	10.6
E	7.2	8.2	7.52	6.7	6.4	6.9	6.1
F	3.7	4.6	3.37	3.6	3.8	4.1	3.0
G	2.0	2.9	1.13	1.3	1.9	2.2	1.8

GCSE Full Course Results – Residual Analysis

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

RE	LA Subject Residual				National Subject Residual				Adjusted LA –National Residual			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
ALL	0.60	1.14	-0.21	1.17	0.43	0.11	0.08	0.08	0.16	1.02	-0.28	1.09
BOYS	-0.76	-0.24	-0.43	0.08	0.91	-1.22	-1.18	-1.29	0.14	0.94	-0.22	1.37
GIRL	1.59	2.23	0.83	2.08	1.16	1.11	1.15	1.24	0.07	1.07	-0.3	0.84

Short Course Religious Studies and Religious Education

Candidate Numbers Short Course

	2006	2007	2008	2009	2010	2011	2012
ALL	4096	4778	5159	4490	4327	3649	3369
BOYS	2062	2408	2700	2302	2183	1866	1722
GIRLS	2034	2370	2459	2188	2144	1783	1647

Candidate Performance – Short Course % A*-C

	2006	2007	2008	2009	2010	2011	2012
ALL	60.8	55.3	54.1	54.8	56.2	55.7	53.1
BOYS	54.6	48.0	45.9	48.4	47.3	48.4	46.1
GIRLS	67.2	62.8	63.2	61.5	65.3	63.4	60.5

GCSE Short Course Results – Residual Analysis

RE	LA Subject Residual				National Subject Residual				Adjusted LA –National Residual			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
ALL	-2.03	-2.51	-2.39	-2.91	-2.46	-2.76	-3.38	-3.63	0.43	0.25	0.98	0.72
BOYS	3.39	-4.03	-3.76	-4.16	-3.75	-4.08	-4.70	-4.93	0.36	0.05	0.93	0.77
GIRLS	-1.09	-0.92	-0.95	-1.61	-1.15	-1.47	-2.04	-2.27	0.54	0.54	0.55	0.66

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

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

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

1.1. Monitoring sub group has the intention to positively impact equality in terms of achievement in Religious education.

2. Impact on Crime and Disorder:

2.1. No impact on crime and disorder as a result of this report has been identified.

3. Climate Change:

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

No impact on climate change as a result of this report has been identified.

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

No impact on the consideration of the need to adapt to climate change, and be resilient to its longer term impacts as a result of this report has been identified.