



**HAMPSHIRE STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2013/14

Glossary of Terms.

CPD.....	Continuing Professional Development
E Bacc	English Baccalaureate: a new performance measure for good GCSE or accredited Certificate passes in English, mathematics, history or geography, two sciences (including computing science) and an ancient or modern foreign language
GCSE.....	General Certificate of Secondary Education
ICT.....	Information and Communication Technology
KS.....	Key Stage
LA.....	Local Authority
LSA.....	Learning Support Assistant
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
RE.....	Religious Education
REC.....	Religious Education Council for England and Wales
SACRE.....	Standing Advisory Council for Religious Education
SAPERE	Society for the Advancement of Philosophical Enquiry and Reflection in Education
SEF.....	Self Evaluation Form
SIP.....	School Improvement Partner
SLE.....	Specialist Leader in Education
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment

HAMPSHIRE ANNUAL REPORT 2013/2014

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. Members of neighbouring SACREs have attended new SACRE members' training run by Hampshire Inspector/Advisers which is related directly to Living Difference Revised 2011.</p> <p>A particular strength of the subject in Hampshire is the coordination of the increasing number of teachers trained on SAPERE accredited courses in philosophical enquiry. Practice is therefore embedded into the planning of work with Living Difference Revised 2011 and continues to contribute to the rising of attainment in RE in a growing number of schools. Head teachers, especially in secondary schools, recognise its contribution in raising the quality of teachers' questioning skills which advance students' capacity for more complex thinking and writing. A further and significant strength for RE in Hampshire is the level of support which is offered to primary and secondary schools through the inspection and advisory service (HIAS). Hampshire continues to have two RE inspectors, although both are part time for RE. SACRE monitoring visits to both primary and secondary schools have been maintained and continue to show 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>

Transition between KS2 and KS3 continues to be an area for development.

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, particularly in relation to Literacy 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.</p> <p>Time allocation to RE at Key Stage 4 is generally good with most young people having the opportunity to access a GCSE qualification (either short or full course). Entries for GCSE examination courses, both full and short course, during the period of this report indicate that the numbers of students who are able to access a national qualification in RE has remained stable. These courses are recommended to be taught by specialist teachers. This is usually, but continues to not always be, the case. Some schools offer an alternative non-examination course to all students. There are some examples of outstanding practice with such courses. It remains a concern however that students in a very few schools are not able to access their entitlement to Religious Education 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>

No complaints were received about religious education under the local statutory complaints procedure.

Key area 1b: Public examination entries in RE.

Question	Suggested data source(s)
<p><i>Please give a brief prose analysis of full GCSE entries, if possible analysed by gender. (Add tables in appendix)</i></p>	<p>LA data</p>
<p>Candidate numbers fell this year by approximately 94 since last year's high figure. Interestingly girl's entries increased slightly by 15 candidates across the county; however, boy's entries fell by 119. Candidate performance for Full Course RE in Hampshire schools in 2013 was very good revealing a continual upward trend since the introduction of the new GCSE in 2010. The gap between boys and girls continues unmoved at around 11 percentage points. However, Hampshire boys' residual is now equal to Hampshire girls. This indicates that boys in Hampshire are performing better in RS GCSE (compared to their other subjects) than boys in other parts of the country, a small success first noted last year. When students in receipt of Pupil Premium take RS in Hampshire it has been noted that they are doing at least as well as their peers. 376 students in receipt of Free School Meals (just over 10% of the total) undertook RS Full Course GCSE in 2013 (compared to 400 students in 2012). 59.8% (54.8% in 2012) achieved A*- C grade with 18.9% (14.5% in 2012) achieving A*/A grade, a 20% gap in achievement for the A*-C and 26% gap for the A*/A grade. The 2013 results represent an improvement since 2012 and compare favourably to other subjects in Hampshire. (See Appendix 1)</p>	
<p><i>Please give a brief prose analysis of short course GCSE entries, if possible analysed by gender. (Add tables in appendix)</i></p>	<p>LA data</p>

A small increase, of 94 candidates, entered for the RS short course was noted this academic year; however, this still marks an overall decline of over 30% since 2009. The A*-C for short course is 55.7%, 5.7% above the national. The persistent gap of around 13% between boys and girls is 2% less than the national.

Key area 1c: Standards and achievement

Question	Suggested data source(s)
<p><i>Please give a brief prose analysis of standards in KS1 and KS2</i></p>	<p><i>Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)</i></p>
<p>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 and was well informed about the requirements of <i>Living Difference Revised</i>. These RE managers demonstrated strong leadership for the subject and raised awareness about RE through leading staff training, displays of pupils' work and regularly monitoring the provision. The schools had very effective planning developed to reflect cross-curricular approaches to teaching and learning with particularly close links to Literacy, PSHE (personal, social and health education) and the RRR (Rights, Respect and Responsibility) programme and also, in some instances, science, geography and art. The teaching ranged from very good to outstanding in the schools visited, with good examples of a wide range of activities, including drama and role play, model making, making videos and handling artefacts. The RE managers were very well supported by the schools' senior management. Similarly, in these schools RE was taught in blocked units of time by qualified teachers and not by teaching assistants.</p>	
<p><i>Please give a brief prose analysis of standards in KS3.</i></p>	<p><i>Common Transfer File submissions to LA; evaluations by Adviser(s), AST(s)</i></p>

Standards are frequently good or outstanding where the enquiry into concepts, as in the County Agreed Syllabus 'Living Difference Revised 2011', has been implemented and continues to be a secure way to support departmental improvement. Academic standards rise in RE in the secondary school where 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 in some important areas have been better than those of some other foundation subjects.

Question	Suggested data source(s)
<p><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></p>	<p>LA data</p>
<p>Full course: The residual analysis reveals the performance of pupils in RS compared to other subjects. 79.2% of all students achieved A*-C grade. This is the best A*-C result on record. In addition to this the number of students achieving the A/A* grade increased to 35.5%; meaning a greater proportion of those who are achieving A*-C are now achieving the highest grades.</p> <p>The gap between boys and girls continues unmoved at around 11 percentage points. However, Hampshire boys' residual is now equal to Hampshire girls'. This can be accounted for by the fact that boys in Hampshire are doing better in RS GCSE than boys in other parts of the country, a small success first noted last year. (See Appendix 1)</p> <p>Short course: Residual analysis indicates that within Hampshire, boys continue to perform less well than the girls for RE than they do in their other subjects. The persistent gap of around 13% between boys and girls is 2% less than the national.</p>	

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>The quality of teaching observed at KS1 ranges between good 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 a similar standard to KS1.</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 which pupils particularly value. Similarly, a wide range of teaching and learning experiences are often employed which enriches learning. As in KS1 there are incidents of RE being taught by Learning Support Assistants at a set time each week and this fragments pupils' learning.</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>

Evidence from SACRE monitoring visits and Ofsted reports reveal that teaching quality in RE, where specialist teachers are in post, is in general good or better. Time allocation for RE in Hampshire at KS3 is good; however, a persistent issue is that not all students have access to a specialist teacher. Sometimes this has been as a result of recruitment difficulties rather than lack of willingness to ensure adequate provision of specialist teachers. Access to specialist teaching at KS3 is especially important.

High quality training is available for RE teachers. At the annual RE Conference in October 2013 the Ofsted lead for RE gave the key-note speech, including reference to high quality RE teaching. Specialist training for NQT's enables all who begin their RE teaching careers in Hampshire to become expert practitioners with County Agreed Syllabus 'Living Difference Revised 2011'. The county Network groups have run this year in two secondary schools in different areas of the county. These networks, through the sharing of good practice, are an opportunity for teachers to develop high quality teaching according to the County Agreed Syllabus. A course for department leaders 'Moving your department from good to outstanding' held at the RE Centre was well attended.

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>

Several of the current GCSE specifications are highly suited to teaching with the cycle of enquiry as in the Agreed Syllabus 'Living Difference Revised 2011'.

Findings from SACRE monitoring visits, and GCSE data cross-referenced with records of training courses attended by Hampshire teachers (especially in higher order questioning such as philosophical enquiry), indicate that teacher confidence and teaching standards are continuing to rise at KS4. The Agreed Syllabus methodology well taught at KS3 raises the level of challenge which leads to confident students entering KS4. Where teachers consistently nudge students to think in more complex ways, students' capacity to inter-relate concepts and draw more complex conclusions is enhanced.

Please give a prose analysis of main teaching quality issues in special schools.

School SEFs (where appropriate),, Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers

Some HIAS inspector support has been taken up by special schools this year, including from an independent school which takes Hampshire children with a Statement of Special Educational Needs. The special schools development group has not taken place in this year. Adjustments made to the enquiry approach in Living Difference Revised 2011 are available on-line on the RE area of the Hampshire Website. These adjustments have been shown to benefit pupils with a variety of different needs.

Key area 1e: Quality of leadership and management

<i>Question</i>	<i>Suggested data source(s)</i>

<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>A particular strength in Hampshire is that senior management in primary phase schools continue to support their RE subject leaders by funding their professional development through enabling attendance at courses and development groups and seeking support and advice from the inspection/advisory team. A wide variety of courses has been offered and uptake has been good.</p> <p>In schools where learning support assistants take all the RE lessons in order to cover for teachers' preparation time, RE is fragmented and pupils can be less enthusiastic about RE as a result. This is a weakness that can be identified in a number of schools.</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>RE's capacity to thrive in the secondary school is dependent upon recognition and support from senior leaders. Occasionally, rather than with the head teacher, the problem lies in the second tier of leadership, revealing the importance of all those involved in the school leadership recognising the contribution of RE to the quality of the education offered to all students in the school.</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>A further advantage in Hampshire is the strong network of area and district managers working across the county. Wherever possible the RE Inspector/ Advisers ensure that area and district managers have the necessary information to alert head teachers to their responsibilities for RE.</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>

Some special schools' RE co-ordinators have wide responsibilities across the humanities. This means that their time can be spread too thinly across subjects leading to less than good provision.

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 although subject specialists specifically trained in world religions or theology are rare in the primary phase. However, 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. A wide range of courses has been provided in the county in order to support RE leaders. The "New RE Managers" course recruited very well again this year, and many attended the "Implementing the Agreed Syllabus" courses which supported over 50 teachers this year. RE development groups, led by the Primary RE Inspector, met each term and numbers have been maintained as in previous years. This year (2013-14) over 30 primary RE managers attended. Similarly, courses for assessment in RE have been well attended and expertise and confidence is developing.</p>	
<p><i>Please describe and evaluate the level of specialist RE/RS provision in secondary schools.</i></p>	<p><i>Adviser(s), AST(s)</i></p>

The County Inspector/Adviser keeps in good contact with local and regional providers of new specialist RE teachers. A Post Graduate Certificate of Education course has run in all three of the initial teacher training institutions in close proximity to Hampshire - Chichester, Winchester and Southampton. However, recruitment into these courses for 2013/14 was reduced. Teachers who train in these institutes in general are appointed as newly qualified teachers into secondary RE departments in Hampshire and already experienced the Hampshire Agreed Syllabus 'Living Difference Revised 2011'. Schools continue to be advised to advertise vacancies on the Hampshire website, Hantsweb. Applications received for RE teacher vacancies have been reduced in this year. In some cases applications have been non-existent leaving some posts unfilled at the end of the academic year. The County Inspector continues to develop contacts with initial teacher education institutes further afield for example at Oxford University Department of Education, Bristol University and the Institute of Education in London. Contacts are being made with the new teaching schools and those offering 'Schools' Direct' courses in Hampshire. So far no secondary RE teachers have been trained this way.

Hampshire schools recruited 7 NQT (newly qualified teachers) in 2013/14; however for different reasons only 5 completed the course and one has subsequently found a position out of the county. This compares to 7 NQTs in 2008/9, and 16 NQTs in 2009/10 and 2010/11. In both 2011/12 and 2012/13 8 NQT's were appointed. CPD opportunities in Hampshire mean the Inspector Adviser is able to track the progress of new teachers and ensure provision for leadership development is in place for those who remain in Hampshire. In a time of reduction of new teachers it is important that those who are in post have access to high quality CPD both in terms of RE subject specialism as well as leadership development.

Question	Suggested data source(s)
<i>Please describe and evaluate the level of specialist RE provision in special schools.</i>	Adviser(s), AST(s)

The information we have leads us to conclude that the level of specialist support in special schools is likely to be less than satisfactory in most cases at the moment.

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's strategic plan as a priority for development. Access to ICT (information and communication technology) in primary phase schools is generally good. Some very good examples of imaginative use of websites, clips of religious activities and pupils using video cameras have been observed in some schools</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 seem to be remaining constant and if there are reductions this is at least consistent with reductions for other subjects. The precise allocation to RE departments is not consistent across the county; schools have widely varying strategies for distributing resources. ICT access remains good and teachers are in general confident with this. Innovations with VLEs (Virtual Learning Environments) continue to enable new ways for learning 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>
2 quorate meetings	
Please give the percentage of attendance of SACRE members in committees 1, 2, 3 and 4.	Minutes
<p><u>November 2013</u> <u>Committee A (Representatives of Religious Bodies) 69%</u> <u>Committee B (Representatives of the Church of England) 100%</u> <u>Committee C (Representatives of Teacher Associations) 100%</u> <u>Committee D (Representatives of the Authority) 100%</u></p> <p><u>February 2014</u> <u>Committee A 50%</u> <u>Committee B 100%</u> <u>Committee C 33%</u> <u>Committee D 100%</u></p> <p><u>June 2014</u> <u>Committee A 63%</u> <u>Committee B 75%</u> <u>Committee C 50%</u> <u>Committee D 100%</u></p>	
<i>In what different locations has your SACRE met? (e.g. places of worship, schools, art galleries)</i>	<i>Minutes</i>
<p>November 2013 held at Winchester Council offices February 2013 held at Winchester Council offices June 2014 held at The Church of The Good Shepherd, Four Marks.</p>	

Key area 2b: Membership and training

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

Question	Suggested data source(s)
<i>What training/induction is offered to new members of your SACRE?</i>	<i>Minutes</i>
<p>New members to SACRE have been welcomed during this year. New members are provided with an induction pack and advice offered by an experienced member of SACRE during and after meetings. The induction pack includes the NASACRE (National Association of SACREs) training CD Rom. Training is offered to new members on the responsibility of SACRE members and on the Agreed Syllabus. 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, e.g. newsletters featuring good practice, festival calendars, and 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>Separate newsletters Primary and Secondary schools are available twice each year via subscription electronically or as hard copy. Numbers of schools subscribing has increased through the year. Matters covered in newsletters in the past year include planning, recommended resources, ideas for teaching Islam and Christianity, updates on national changes to assessment and samples of exemplary work from pupils. Teachers continue to express their value of these newsletters. Electronic copies of the Primary and Secondary RE News are available on the RE website (www.hampshire-reweb.co.uk). RE Inspectors/Advisors have been involved in the production of the Hampshire Interfaith Calendar.</p> <p>A number of RE teaching packs has been prepared and published and made available for primary and secondary schools to purchase. These include :</p> <ul style="list-style-type: none"> • Collective worship (Update) • Standards in RE (Update) • Passover (Primary) • Water (KS1) • Janmashtami (Primary) • Shabbat (Primary) • Death (KS3) • Reconciliation (KS3/4) • World War 1. A unit of work with three conceptual cycles of enquiry: Conflict/Conscience/Consequence (KS3/4). 	

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) has been updated. It gives excellent opportunity to ensure 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, open access, means of disseminating good practice and information on courses, events and new initiatives in relation to the Agreed Syllabus and national developments. It provides interactive opportunities for teachers to share and communicate issues in relation to RE teaching and learning. This continues to be developed to include a wider range of resources to share, recommended activities and samples of pupils' work.</p>	

Question	Suggested data source(s)
<i>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</i>	<i>Minutes, publications</i>

The County RE Centre has continued to support the work of teachers across Hampshire. During the academic year 2013/14 there were 385 subscribers to the Centre including some schools from other local authorities. It is used by RE teachers (including 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 housed in the same building as the County History Curriculum Centre, providing a streamlined service to schools and opportunity for wider dissemination of information between the different users of the centres.

The RE Centre manager, Lydia Revett, has continued to assist in the production of teaching packs (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. Lydia 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.

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 10 years, meeting termly for CPD (continued professional development).

A comprehensive programme of courses has been provided over the year (See Appendix 2) for the continued professional development of teachers.

Question

Suggested data source

<p><i>Please evaluate briefly the impact of these initiatives on the quality of teaching and standards in RE.</i></p>	<p><i>Minutes; reports; market responses; customer comments; Adviser(s); AST(s)</i></p>
<p>Evaluations from teachers who have attended courses and development groups indicate an enthusiastic response to the approach of the Agreed Syllabus.</p> <p>Continual increase in achievement for both Full and Short course GCSE would lend support to the impact of findings from an online survey undertaken last year. This revealed that both primary and secondary teachers feel more confident about how to ensure progression and embedding assessment into their practice. Feedback from conversations with head teachers during SACRE monitoring visits also reveal that the support offered to schools is highly valued. SACRE monitoring visits continue to show that standards in RE improve as a result of all these things working together over time.</p>	

Key area 2d: Professional and financial support

Question	Suggested data source(s)
<p><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></p>	<p><i>Budget</i></p>
<p>Local authority support to SACRE has remained constant over the past 3 years; this was a reduction from the level in 2010-11. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2013-14 for SACRE monitoring visits to schools.</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>Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Sub-Group. During 2013-14 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"> • work with secondary and primary development groups (ongoing) • school monitoring visits by the RE Inspectors accompanied by SACRE members • reports provided by the county RE Inspectors in relation to their work with schools • GCSE data • reports from Ofsted secondary school visits mentioning RE 	
<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 new SACRE members to develop their understanding of the details of the Agreed Syllabus. More experienced members of SACRE are also welcome to attend these sessions to revise and review their understanding. SACRE monitoring visits provide an opportunity for SACRE members to visit primary and secondary schools thus contributing to the monitoring process. SACRE welcomed students from a neighbouring secondary school its summer meeting. These students are REC Young Ambassadors as well as members of the Hampshire Youth Voice to SACRE. SACRE also viewed a video made by Youth Voice representatives from another school. A programme of short talks from members of different faith communities has 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). Within the primary phase the annual Primary Conference recruited very successfully with more than 50 delegates. The series of half day courses for effectively implementing the Agreed Syllabus has been provided throughout 2013/14 according to demand and over 50 teachers have attended this year. More than 30 primary RE managers attended one of the 3 regional groups , to share and develop good practice in RE in their schools. Other courses were also well attended including Assessment in RE, Getting to know about Judaism,(led by the Jewish representative on SACRE), RE for Newly Qualified Teachers and Cross curricular links for RE. 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>50 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October led by the County RE Inspector in October 2013. Power point presentations used were made available to delegates via the RE Moodle. Two regional network groups have a stable membership in Winchester and Basingstoke. The Secondary Steering Group meets once each term.</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 continue to monitoring the impact of the Agreed Syllabus. The RE Inspector/Adviser has been actively involved in monitoring provision in Secondary Schools in Portsmouth this year. Joint SACRE meetings have been taking place once each term for the past year and this group is developing into the South Central regional SACRE hub with the purpose of advancing teacher CPD across the region.</p> <p>The programme of development groups and courses, conferences and staff training in schools reflects the requirements of the revised Agreed Syllabus and are being offered systematically to Portsmouth and Southampton Schools.</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 is moving into a review stage in the next 12 months and at that point will consider the National Framework published in 2013 by the Religious Education Council (REC).</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 includes consultation with teachers through a survey sent to 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. A survey monkey survey was undertaken and a report made to SACRE in June 2013. Indications are that the Syllabus is well received and is having a positive impact on the achievement of Hampshire students. The Youth Voice to SACRE continues to provide another important source of information about the impact and effectiveness of the County Agreed Syllabus. Changes to the national curriculum, in particular in relation to assessment and progression, have begun to have an impact through this year and will need to be taken into account in any future review</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>

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).

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, as well as examples of units of work with accompanying resources. Although these continue to be well received in Hampshire, Portsmouth and Southampton they are not being republished in the current printed format. Requests for copies from teachers and RE advisers in other authorities have been met. Elements continue to be updated in line with national developments, for example the secondary planning tool.

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. These have been particularly well attended this year and it was necessary to repeat the course on two occasions in order to meet demand. Advice has been 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.</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 insufficient evidence to make a secure judgement about the strengths and weaknesses of collective worship in primary schools. However, teachers attending the collective worship courses indicated that the implementation of the legal requirement for collective worship may have slipped and were planned to be reinstated following the course.</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
Hampshire SACRE includes representatives from faith communities present in Hampshire. Representatives have been recruited to fill vacancies over the last academic year including new Quaker representative and a teacher representative from further education.	

<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. Some links are maintained with the Hindu/ Buddhist Temple and the growing Ghurkha community in Aldershot as well as with the Jewish community in Portsmouth and Bournemouth.</p> <p>We are alert to the changing management structures of the Hampshire Interfaith Network and meetings have taken place through the year bringing together different elements of the Local Authority's work in order to be engaged with as well as nurturing wider community links. Involvement with the production of the Hampshire Interfaith Calendar has continued this year in order to ensure that the calendar is as closely aligned with religious educational work in schools as possible.</p>	

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

Question	Suggested data source(s)
<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>Contact is maintained between the Basingstoke Multicultural Forum, Hampshire Interfaith Network, Ethnic Minority and Travellers Achievement Service and the RE inspectors. The art competition established in Hampshire schools to produce a faiths calendar has continued to develop in such a way as to ensure links with the County Agreed Syllabus. 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>Contact is maintained with the Ghurkha community in Aldershot. Financial constraints have led to changes in the management of the Hampshire Interfaith Network. Alert to the need for ensuring quality links between RE teachers and the faith community in Hampshire, meetings have taken place through the year bringing together different elements of the Local Authority's work with the RE Inspector/Adviser. Involvement with the production of the Hampshire Interfaith Calendar has continued this year in order to ensure that the calendar is as closely aligned with religious educational work in schools as possible. A course for RE teachers in Hampshire took place at a Southampton Mosque exploring contemporary issues.</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 (e.g. grade data, resourcing)? If so, please specify, and describe the response/ outcome.</i></p>	<p><i>Minutes</i></p>
<p>SACRE continues to be successful in gaining support from the local authority to enable monitoring of provision for 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 has continued to work well and highly effectively with the local authority in matters of diversity. This good communication seeks to ensure that RE remains relevant and well linked to wider educational matters and wider concerns of the authority.</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 SACRE has continued to support a Youth Voice to SACRE enabling young people's views on the work of the enquiry approach of the Agreed Syllabus to be heard. REC Young Ambassadors from a Hampshire School have presented to SACRE during this year.</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>T wo out of three SACRE meetings are held in accommodation in the county council offices each year. This offers an atmosphere which enables SACRE members to speak freely and frankly. Attendance at meetings is good and has been consistent with other years. SACRE members are engaged in discussions during the meetings which are lively and well informed. The summer meeting was held in a Hampshire Anglican Church. SACRE members thanked the vicar, who is also a member of the SACRE for his interesting presentation about the work of the Church in the local community.</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>

The RE inspectors have presented nationally and internationally on RE, the cycle of learning and the enquiry approach to RE in the County. The significant profile which the Ofsted framework has continued to give to SMSC during this year has continued to give some opportunity for the Inspectors/Advisers to raise the profile of Religious Education. Several half day training sessions have taken place during this year co-presented by the County Inspector, building on the County advisory publication on SMSC.