



**HAMPSHIRE
STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2015/16

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
EMTAS.....	Ethnic Minority and Travellers Achievement Services
GCSE.....	General Certificate of Secondary Education
HIAS	Hampshire Inspection and Advisory Services
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
QCDA.....	Qualifications and Curriculum Development Agency
RE.....	Religious Education
REC.....	Religious Education Council
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
SMSC.....	Spiritual, Moral, Social and Cultural
VLE.....	Virtual Learning Environment
WRAP.....	Workshop to Raise Awareness of Prevent

HAMPSHIRE SACRE ANNUAL REPORT 2015/16

1. Introduction and Context

Hampshire maintains a good reputation locally, regionally and nationally for high quality RE. The concept-focussed enquiry approach, enriched by the skills of philosophical and theological enquiry, as required by the locally Agreed Syllabus continues to ensure rigour in the subject and to attract interest from other local authorities.

A particularly significant strength of RE in Hampshire continues to be the level of support offered to senior leadership teams and teachers of RE in 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, primary support has been maintained at three days per week during this period. SACRE monitoring visits to both primary and secondary schools continue to show that RE thrives where support from the senior leadership team for RE is strong.

Hampshire SACRE has continued, in this reporting period, 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. Members of the Hampshire Youth Voice to SACRE are also REC Young Ambassadors and other Youth Voice representatives are members of the English School Students Association, bringing issues of religious education from young people in Hampshire into the national sphere.

2. Advice to Statutory Bodies

(a) Advice to the Local Authority

In October 2015, the SACRE Officer was invited to present and be questioned on the 2014/15 SACRE report to the Children and Young Peoples Select Committee, a scrutiny committee of the Local Authority, as part of the Local Authority examining the work of SACRE and religious education in Hampshire.

SACRE has advised the Local Authority with regard to the need to review the Agreed Syllabus and the necessary resources to enable a thorough review have been made available.

(b) Advice given to Schools

Advice is given to schools in several ways:

1. SACRE officers have been invited to work in schools through the Hampshire Inspection and Advisory Service (HIAS). In the primary school this usually

takes the form of a support meeting with the subject leader for RE followed by a staff meeting with all teachers and support staff. In the secondary school this takes the form of a day or half day with the Head of RE and will usually involve lesson observations. Where a report is written from the visit, this can be useful evidence for a school to show they have been developing their RE in accordance with the Agreed Syllabus.

2. SACRE members, accompanied by a SACRE officer, are enabled to make 10 half day SACRE visits through Local Authority funding. This is as part of SACRE meeting its responsibility to monitor the effectiveness of the Agreed Syllabus.
3. The number of primary network meetings has increased in this reporting period. At this meetings the Primary SACRE officer is able to disseminate good practice and other information with regard the Agreed Syllabus and thus contributing to raising standards in RE in Hampshire primary schools.
4. Secondary RE network meetings take place in three locations once each term. Engagement in these meetings in this reporting period has been good with more than half all Hampshire secondary schools being involved.

(c) Advice given to Government or other statutory bodies

SACRE members have taken part in the NASACRE annual conference in 2016.

3. Standards and quality of provision of RE

(a) Public Examinations

This narrative should be read in conjunction with the data below.

GCSE Full Course entries increased by 660 in 2015, the highest number of entries for full course recorded. This means that about 32% of the cohort of 13,856 students undertook a full course GCSE examination in religious studies in Hampshire in 2015. This compares to 39% taking full course Geography and 42% taking full course history. Whereas history and geography entries have remained stable in the past year RS full course entries have increased by more than 15%.

Short course entries, however, have plummeted to 1,103. Consequently overall GCSE entries for RE have reduced from 7,233 entries in 2014 to 5,593 in 2015.

Accessing and analysing data in 2015 was problematic due to major changes to the national recording and analysis processes, for example no national residual data was available. Evidence from SACRE monitoring visits reveals that the new accountability measures at KS4, and an emphasis on other humanities subjects (history and geography), is having an impact on GCSE entries in some schools.

Hampshire Full Course GCSE Results 2015

Candidate Numbers - Full Course

	2007	2008	2009	2010	2011	2012	2013	2014	2015
ALL	2444	2457	2951	3364	3849	3669	3575	3831	4490
BOYS	952	925	1240	1491	1781	1655	1544	1736	N/A
GIRLS	1492	1532	1711	1873	2068	2014	2031	2095	N/A

Candidate Performance – Full Course % A*-C

	2007	2008	2009	2010	2011	2012	2013 (national)	2014 (national)	2015
ALL	69.5	75.5	76.3	77.0	73.6	77.4	(72.2) 79.3	(70.4) 73.2	(70.6) 69.8
BOYS	60.0	69.1	69.4	70.6	67.6	71.1	(65.2) 73.1	(62.8) 65.8	N/A
GIRLS	75.5	79.3	81.4	82.2	78.8	82.6	(78.2) 84.0	(76.9) 79.3	N/A

Hampshire Full Course % by grade

	2007	2008	2009	2010	2011	2012	2013	2014	2015
A*	8.9	10.01	10.00	11.1	8.2	10.7	13.5	10.6	9.0
A	18.3	20.55	20.9	23.8	20.1	21.8	22.1	20.8	17.8
B	21.7	24.74	22.9	23.8	24.4	24.1	24.7	23.0	23.9
C	20.5	20.14	22.5	18.3	20.9	20.7	19.0	18.8	19.1
A*-C	69.4	75.5	76.3	77.0	73.6	77.4	79.3	73.2	69.8
D	13.2	11.3	11.7	10.3	12.2	10.5	8.8	11.1	12.5
E	8.2	7.52	6.7	6.4	6.9	6.1	5.7	7.8	8.0
F	4.6	3.37	3.6	3.8	4.1	3.0	3.5	4.5	5.0
G	2.9	1.13	1.3	1.9	2.2	1.9	1.7	2.4	2.7

GCSE Full Course Results – 2015 – Unverified data ...

No National residual data is available for 2015.

The residual figures were always extremely helpful and provided 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			
	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014
ALL	-0.21	1.13	1.66	0.51	0.08	0.11	0.07	-0.25	-0.28	1.05	1.59	0.76
BOYS	-0.43	0.06	0.29	-0.53	-1.18	-1.26	-1.24	-1.52	-0.22	1.35	1.53	1.00
GIRL	0.83	2.01	2.71	1.36	1.15	1.26	1.18	0.86	-0.3	0.78	1.53	0.50

Hampshire Short Course GCSE Religious Studies Results

Candidate Numbers Short Course

RE	2007	2008	2009	2010	2011	2012	2013	2014	2015
ALL	4778	5159	4490	4327	3649	3358	3409	3402	1103
BOYS	2408	2700	2302	2183	1866	1719	1728	1754	N/A
GIRLS	2370	2459	2188	2144	1783	1639	1681	1648	N/A

Candidate Performance – Short Course % A*-C

RE	2007	2008	2009	2010	2011	2012	(national) 2013	2014	2015
ALL	55.3	54.1	54.8	56.2	55.7	53.1	(50.1) 55.8	57.4	N/A
BOYS	48.0	45.9	48.4	47.3	48.4	46.0	(42.7) 49.4	51.9	N/A
GIRLS	62.8	63.2	61.5	65.3	63.4	60.6	(57.8) 62.3	63.3	N/A

(b) Progress and attainment in RE not covered by public examinations

Although around 50% of students in secondary schools have been able to access a GCSE qualification in Religious Studies, around the same number do not. Entries for full course are increasing; nevertheless this is not sufficient to make up the fall in short course entries. Overall, fewer young people are likely to have access to GCSE in the future.

Examples of very good practice are known to SACRE. In these cases teaching is by specialist teachers and planning is undertaken according to and progress determined by reference to the Agreed Syllabus. However there are schools where young people are not able to access their entitlement to religious education at KS4.

With regard to RE in Hampshire primary schools, SACRE monitoring visits within KS1 and KS2 revealed that there continues to be strong RE leadership in Hampshire; however, monitoring in the academic year of this report has begun to interrogate some areas of weaker practice. Head teachers have been interested to invite SACRE members and the Primary Inspector for RE into schools revealing that there is a renewed interest in RE. The importance of subject leaders being equipped and confident to lead staff in their own schools has been noted.

(c) The Quality of RE provision in Hampshire schools

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.

In the primary phase time allocation for RE is good and is effectively integrated with other areas of the curriculum. In the secondary phase time allocation for all pupils at KS3 is in general good.

At KS4, where GCSE is being taught, time allocation for those students undertaking GCSE is in accordance with the time requirements of the County Agreed Syllabus. The quality of provision for non-examination courses at KS4 is mixed. Evidence to support this view has been found during SACRE monitoring visits to secondary schools as well as from meetings with heads of RE. This has been reported to the Monitoring Group by the County Inspector/Adviser.

It, therefore, remains a concern that in some schools students are not able to access their entitlement to Religious Education at KS4.

SACRE monitoring has shown that where the leadership of a school values the contribution of RE to the core curriculum, for example its contribution to students' spiritual, moral, social and cultural development, compliance and provision at KS4 is unaffected by new accountability measures.

(d) Withdrawal from RE

In June 2016 SACRE received a report of a survey seeking to establish the current situation with regard to withdrawals from Collective Worship and Religious Education in Hampshire schools. Although the response rate was around 30% it was agreed that the number of children withdrawn from RE was low and not an issue for concern. SACRE decided that the survey should be undertaken annually.

(e) Complaints about RE

No complaints have been received about RE under the local statutory complaints procedure during the period of this report.

4. Agreed Syllabus

Review of the Agreed Syllabus

An Agreed Syllabus Conference was convened in February 2015 and made a decision to review the Agreed Syllabus ***Living Difference revised 2011***. The process has been followed through a full year. Working and writing groups have involved members of all four participating SACREs. The review was completed in July 2016.

5. Collective worship

(a) Compliance with statutory requirement and the quality of collective worship

Evidence about collective worship in Hampshire has been gathered from various sources including:-

- 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

In general, in the primary school, compliance with legal requirements is good. Because of the constraints on space in the secondary school compliance with legal requirements remains a cause for concern in most secondary schools.

SACRE has been able to respond to schools need for high level of understanding of their responsibilities with regard to collective worship. This is in light of a focus from government on ensuring that schools are teaching fundamental British

Values and preparing children for life in modern Britain through promoting their Spiritual, Moral, Social and Cultural (SMSC) development. A course has been run by the Primary RE Inspector Adviser for teachers in primary schools. This has been supported by the redevelopment of a pack on collective worship, updated in line with current requirements regarding preparing students for life in Modern Britain. This has been sold through the Hampshire Religious Education Curriculum Centre. Evidence gathered from Ofsted reports of Hampshire schools reveals that Collective Worship is not infrequently used as an example of how a school is preparing children for life in modern Britain.

(b) Complaints about Collective Worship

No complaints have been received about collective worship under the local statutory complaints procedure during the period of this report.

6. Management of SACRE

Local authority support to SACRE in 2015/16 has remained constant over the past 6 years. SACRE is currently provided with 20 days inspector time for the support of its activities. Additional funding of 5 Inspector days continued in 2015-16 for SACRE monitoring visits to schools. In addition the authority offers support to SACRE from an experienced clerk, located in democratic services.

Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2015/16 findings have been regularly submitted to the full SACRE at its termly meetings.

(a) Attendance at SACRE by Committee

November 2015

Committee A – 50 (Representatives of Religious Bodies)

Committee B – 75% (Representatives of the Church of England)

Committee C – 50%(Representatives of Teacher Associations)

Committee D – 75%(Representatives of the Authority)

Co-opted – 75%

March 2016

Committee A – 57%

Committee B – 100%

Committee C – 75%

Committee D – 100%

Co-opted – 50%

June 2016

Committee A – 43%

Committee B – 25%

Committee C – 75%

Committee D – 75%

Co-opted – 25%

(b) Meetings held

17 November 2015 held at Winchester Council offices

8 March 2016 held at Winchester Council offices

28 June 2016 held at the Bashir Ahmed Masjid Mosque

(c) Religious faiths and others represented on SACRE

Baha'i

Baptist Union

Buddhist

Church of Jesus Christ of the Latter-day Saints

Fellowship of Independent Evangelical Churches

Hindu

Jewish

Methodist

Muslim

Roman Catholic

Sikh

Society of Friends

United Reformed Church

(d) Co-opted

Special School teacher

Academy teacher

Humanist

2 Higher Education Rep

Primary teacher

Secondary teacher

Private School teacher

In addition to this SACRE Youth Voice members are in attendance and report on the agenda item in relation to the Youth Voice to SACRE.

(e) Training available to SACRE Members.

Training is made available to SACRE members by the SACRE officers when sufficient numbers of new members require this; usually when there are three or four new members. Training is then offered to all SACRE members in case someone would like to refresh their understanding of responsibilities and duties of SACRE members as well as introduce the Agreed Syllabus. However, in the period of this report no training for SACRE members was necessary.

7. Contribution of SACRE to the wider Local Authority agenda

(a) SACRE's contribution to other agendas

During this reporting period SACRE convened a time-limited group to explore in more detail what SACRE could do in relation to promoting children's SMSC development and preparing young people for life in modern Britain. This has resulted in stronger advice being given to schools especially in terms of the inner diversity in religious groups. Members of SACRE's faith communities were especially involved in this group.

The SACRE Officer and County Inspector/Advisers sit on the Hampshire Prevent Board and have been instrumental in leading the training of teachers, senior leaders and governors in the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training. This is been set in the local context, particularly in relation to the UN Convention on the Rights of the Child, as well as giving opportunity for exploring the role of the curriculum, including RE, in these matters. This training, accessed by more than 400 schools during this reporting period, has been an opportunity to ensure school leaders and governors are fully aware of what RE, through the approach to enquiry in Living Difference revised 2011, can bring to the whole school curriculum in terms of opening safe educational spaces for exploring issues which are contested, whilst ensuring misconceptions and misinformation is corrected.

(b) SACRE's Contribution to the LA's public sector equality duty

Hampshire SACRE takes seriously its contribution to the LA's public sector equality duty. For example, it seeks to ensure that membership reflects the diversity of the local community by, where possible, developing closer links with faith communities represented on the council.

Contact is maintained with the Ethnic Minority and Travellers Achievement Service (EMTAS) and those developing the Rights Respecting Education work across the county and the RE inspectors. A pattern of talks from representatives of different faith communities continues at the start of each SACRE meeting.

The Reading and Research Group organised between the SACRE, the SACRE officers and Winchester University is a further opportunity for teachers and SACRE members to develop their knowledge and understanding alongside each other.

SACRE remains in contact with the Hampshire Interfaith Network. Involvement with the production of the Hampshire Interfaith Calendar (an art competition established in Hampshire schools to produce a faiths calendar each year) has continued in this reporting period. This involvement continues in such a way as to ensure links with the County Agreed Syllabus.

(c) SACRE support to schools and school improvement through events and training

The SACRE officers are able to be responsive to the needs of teachers in Hampshire and a range of training and other support (as discussed elsewhere in this report) is offered through the Hampshire Teaching and Leadership College (HTLC) and the Hampshire Inspection and Advisory Service (HIAS).

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 60 delegates.

Almost 60 primary RE managers attended one of the 6 regional groups in 2015/16, doubling teacher engagement compared to the previous academic year. Other courses were also well attended, including Assessment in RE, RE for Newly Qualified Teachers and Collective Worship.

Primary and secondary steering groups meet each term to develop support materials and guidance, which is disseminated by the SACRE support officers on the county RE website or through publications available from the RE Centre.

70 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference led by the County RE Inspector in October 2015. Power point presentations used were made available to delegates via the RE Moodle.

The County RE Curriculum Centre has continued to support the work of teachers across Hampshire. During the academic year 2015/16 there were 408 subscribers to the Centre including some schools from other local authorities. This was an increase of 17 subscriptions over the previous year. 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 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 wide 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.

Separate newsletters for Primary and Secondary schools are available twice each year via subscription electronically or as hard copy, and on the HIAS RE website. Matters covered in newsletters in the past year include planning, for teaching Christmas, and updates on assessment, updates on national changes to the GCSE and relationship with SMSC and British values as well as examples of good practice 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 to subscribing schools. RE Inspectors/Advisors have been involved in the production of the Hampshire Interfaith Calendar.

A number of new RE teaching packs have been prepared and published and made available for schools to purchase.

These include :

- KS2 Trees as a symbol
- KS2 Easter

Updated packs:

- Making judgements about progress in RE

The Hampshire RE website (www.hampshire-reweb.co.uk) is regularly 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.

The County RE 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.

(d) Links to broader teacher education and other community initiatives in relation to religious education

The County Inspector/Adviser keeps in good contact with local and regional initial teacher education institutions training new specialist RE teachers. A Post Graduate Certificate of Education course has run in only two of the initial teacher training institutions in close proximity to Hampshire, Winchester and Chichester. Many teachers who train in these institutes are appointed as newly qualified teachers into secondary RE departments in Hampshire. Schools continue to advertise vacancies on the Hampshire website, Hantsweb. 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 UCL Institute of Education in London. Contacts are being made with the new teaching schools and those offering 'Schools' Direct' courses in Hampshire.

NQT (newly qualified teachers) recruitment was slightly increased in 2015/16 to 6, compared to 3 in 2014/15. This compares to the appointment of 7 NQTs in 2008/9, 16 NQTs in 2009/10 and 2010/11, and 8 in 2011/12 and 2012/13. 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 in terms of RE subject specialism as well as leadership development.

(e) SACRE Youth Voice

The Youth Voice group to SACRE has met once each term since September 2013. In 2015/16 8 schools were involved. This group is supported by SACRE members who play an active part in sustaining the group, especially working with the teachers who bring the young people to Youth Voice meetings.

In July 2016 the Youth Voice to SACRE ran their second conference for year 8 students in the Ashburton Hall and adjacent rooms in Winchester. The theme of this conference was “Preventing Misjudgement: Is Religion Always the Cause of extremism?” More than 60 students attended, with the Youth Voice members facilitating the day. SACRE members led workshops at this conference.

SACRE Youth Voice has developed a pack of materials for secondary schools, enabling 4 cycles of enquiry into the concepts of Refuge, Media, Family and Ethics. This pack was developed to support schools in their duty to prevent violent extremism and prepare young people for life in modern Britain

Conclusion

In conclusion, many things have contributed to the effectiveness of the Hampshire SACRE in 2015/16. This includes the continuing support from the Local Authority in a range of ways and commitment from SACRE members to additional work beyond attending meetings. For example, the Youth Voice to SACRE and their activities including the conference would not have been possible without the support of SACRE members.

SACRE’s three year development plan (see Appendix 3) is attached to this report indicating how SACRE plans to address, for example, the implementation of the revised Agreed Syllabus through a continuing pattern of courses and development groups, regular publications of newsletters, resource packs from the RE Centre, as well as the RE website and virtual learning platform (Moodle).

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.