



**HAMPSHIRE STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT 2014/15

Glossary of Terms.

AST.....	Advanced Skills Teacher
CD.....	Compact Disc
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
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
SAPERE ...	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 2014/2015

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 maintains a reputation locally, regionally and nationally for high quality RE. The concept led, enquiry approach as required by the locally Agreed Syllabus and enriched by the skills of philosophical enquiry, continues to ensure the subject is taught rigorously. Interest continues from other local authorities. Members of neighbouring SACRES attended new SACRE members' training on Living Difference Revised 2011 in January 2015 run by Hampshire Inspector/Adviser. The number of teachers trained in philosophical enquiry (P4C) continues to be a particular strength of RE in Hampshire. School leaders across the key stages recognise its contribution to raising the quality of teachers' questioning and students' capacity for more complex thinking and writing. A further strength for RE in Hampshire continues to be the high level of support offered to primary and secondary schools through the inspection and advisory service (HIAS). Hampshire continues to have two RE inspectors. Both are part time for RE. Primary support increased from two to three days per week. SACRE monitoring visits to primary and secondary schools show RE thrives where support from Senior leadership team for RE is strong</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 an area for development.</p>	

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>	

Question	Suggested data source(s)
<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>	SACRE correspondence and minutes
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)
<i>Please give a brief prose analysis of full GCSE entries, if possible analysed by gender. (Add tables in appendix)</i>	LA data
<p>Full Course RS GCSE Analysis:-</p> <p>Full course RS entries increased in 2014 to 3831 entries from 3,575 in 2013, more or less at the same level as 2011 which saw the highest full course numbers. The feared dramatic decline of GCSE religious studies full course following introduction of the EBacc has not happened. In fact data tells us that enabling all students to take Full Course RS GCSE continues to be a popular KS4 curriculum model in some schools.</p> <p>However often students in Hampshire undertake RS Full Course having opted for the subject. When in an option block alongside History and Geography we need to encourage schools to make it possible for students to either choose more than one humanity subject or for HoDs to be strategic and ensure RS is placed in a different option block against other subjects. The aim is for equity with history and geography in all cases where RS is in option blocks.</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
RS short course numbers remained stable in the 2014 cohort compared to 2013. The A*-C for short course increased to 57.4% with boys achieving 51.9 % and girls 63.3 % A*-C.	

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 there continues to be strong RE leadership in Hampshire; where this is the case pupils' work is frequently displayed, raising the profile of the subject in school. Subject leaders being confident to lead staff training in their own schools has been noted. Cross-curricular approaches to planning and teaching and learning continue to be a strong way of delivering the subject in the Hampshire primary school. Most frequently links to Literacy, PSHE (personal, social and health education) and the RRR (Rights, Respect and Responsibility) programme, as well as history and art, are found. Teaching ranged from good to outstanding, with a wide range of activities in the schools visited.</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>
<p>Standards are frequently good or outstanding; where the County Agreed Syllabus 'Living Difference Revised 2011' enquiry approach been implemented it 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.</p>	

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>	LA data
<p>All students. A*-C pass rate in 2014 was 73.2%, a fall from the high of 79.3% in 2013. The current figure resembles the results of 2011 (73.6%) when there was also a large entry set. Three year cumulative results still indicate a positive direction for GCSE achievement in Hampshire. Hampshire full course GCSE results continue to be above the national result which this year was 70.4% A*-C.</p> <p>Gender: Nationally adjusted A*-C gap between boys and girls has widened slightly in 2014 to 13.5%; girls continue to achieve higher than boys. However Hampshire boys' nationally adjusted residual (compared to other subjects) is now higher than Hampshire girls. This can be accounted for since boys in Hampshire continue to do better in RS GCSE than boys nationally. In 2014, Hampshire girls did better than all girls nationally, but Hampshire boys achieved even better against all boys nationally. Our problem is not so much boys' under achievement, but that boys' performance has not till now been rising fast enough to meet Hampshire girls' high performance. In some notable schools boys are outperforming girls.</p> <p>Short course: No residual analysis has been available to the Local Authority in this year 2014 for GCSE Short Course in 2014 so no further analysis of Hampshire Short course results are possible.</p>	

Key area 1d: Quality of teaching

Question	Suggested data source(s)
<i>Please give a prose analysis of main teaching quality issues in the Foundation stage and KS1.</i>	<i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i>
<p>The quality of teaching observed at KS1 ranges between good to outstanding especially where teachers follow the required methodology in the Agreed Syllabus and focus pupils' attention on identified concepts. A range of teaching and learning activities enriches the provision. In the Foundation stage the quality of teaching is of similar standard to KS1.</p>	
<i>Please give a prose analysis of main teaching quality issues in KS2.</i>	<i>School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers</i>
<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, supported with good reasons and pertinent examples. A wide range of teaching and learning experiences are often employed to enrich learning. If RE is taught by Learning Support Assistants at a set time each week this weakens and fragments pupils' learning.</p>	

Please give a prose analysis of main teaching quality issues in KS3.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>Evidence from SACRE monitoring visits and Ofsted reports reveal that teaching quality in RE, where specialist teachers are in post, continues to be good or better. Time allocation for RE in Hampshire at KS3 is good and improving. However, a persistent issue is that not all students have access to a specialist teacher. National recruitment issues in RE continue to have an impact in Hampshire schools. Access to specialist teaching at KS3 is especially important at KS3.</p> <p>High quality training is available for RE teachers. Specialist training for NQT's enables all who begin their RE teaching careers in Hampshire to become expert practitioners with the County Agreed Syllabus 'Living Difference Revised 2011'. The county network groups ran in three secondary schools in 2014/15 an increase compared to the previous year. Network meetings are an important opportunity for teachers to share good practice and develop high quality teaching according to the County Agreed Syllabus.</p>	
Question	Suggested data source(s)
Please give a prose analysis of main teaching quality issues in KS4 and post-16.	School SEFs (where appropriate), Adviser(s), AST(s), oral reports of CPD opportunities, professional experience of teachers
<p>Several current GCSE specifications are suited to teaching with the cycle of enquiry as in the Agreed Syllabus 'Living Difference Revised 2011'.</p> <p>Teacher confidence and teaching standards continue to rise at KS4. The Agreed Syllabus, well taught at KS3, raises the level of challenge leading 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.</p>	
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
<p>Although there has been limited specific RE support in specials schools in the period of this report contact with teachers in an increasing range of schools is taking place. Adjustments made to the enquiry approach in Living Difference Revised 2011 are available on-line on the RE page of the Hampshire Website.</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>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 of 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 dependant upon recognition and support from senior leaders.</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 is also offered.</p> <p>A further advantage in Hampshire is the strong network of school improvement partners working across the county. In this year the County Inspector Adviser has been able to make presentations to all of these in order to ensure that a high level of understanding about the importance of RE is conveyed to head teachers.</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' 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.</p>	

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

Question	Suggested data source(s)
<i>Please describe and evaluate the level of specialist RE provision in primary schools.</i>	<i>Adviser(s), AST(s)</i>
<p>Most primary phase schools have a teacher with management responsibility for RE; subject specialists are rare. The level of experience in terms of awareness of the requirements and effective implementation of the Agreed Syllabus is high overall. A wide range of courses has been provided in order to support RE leaders. This year (2014-15) over 60 primary RE managers attended the annual RE conference. Other courses have been well attended.</p>	
<i>Please describe and evaluate the level of specialist RE/RS provision in secondary schools.</i>	<i>Adviser(s), AST(s)</i>
<p>The County Inspector/Adviser keeps in good contact with local and regional providers of specialist RE teachers. A Post Graduate Certificate of Education course has run in only two local initial teacher training institutions, Winchester and Chichester. Schools continue to advertise vacancies on the Hampshire website, Hantsweb. The County Inspector maintains 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 exist with new teaching schools and those offering 'Schools' Direct' courses. In 2014/15 two teachers were trained in this way in Hampshire. NQT (newly qualified teachers) recruitment fell to 3 in 2014/15. This compares to 7 in 2008/9, 16 in 2009/10 and 2010/11, and 8 in 2011/12 and 2012/13. The Inspector Adviser tracks new teachers' progress. ensuring retention and appropriate leadership development opportunities exist.</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>There is no further information available regarding the situation of RE in special schools, leading us to continue to conclude, for the second year, that the level of specialist support in special schools is likely to be less than satisfactory in most cases at the moment.</p>	

Key area 1g: Resources

Question	Suggested data source(s)
<i>Please describe and evaluate the level of budgeting and ICT access for RE in primary schools.</i>	<i>Possible annual questionnaire response from schools; budget information from LA</i>
<p>Budget allocation is variable, some allocate annual income to support RE, others provide no financial support unless identified on the school's strategic plan.</p>	
<i>Please describe and evaluate the level of budgeting, classroom accommodation and ICT access for RE in secondary schools.</i>	<i>Possible annual questionnaire response from schools; budget information from LA</i>
<p>Budget allocations remain constant, reductions consistent with other subjects. Precise allocation not consistent across the county.</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 2014</u></p> <p>Committee A (Representatives of Religious Bodies) <u>56%</u> Committee B (Representatives of the Church of England) <u>75%</u> Committee C (Representatives of Teacher Associations) <u>100%</u> Committee D (Representatives of the Authority) <u>100%</u></p> <p><u>February 2015</u></p> <p>Committee A <u>73%</u> Committee B <u>50%</u> Committee C <u>75%</u> Committee D <u>75%</u></p> <p><u>June 2015</u></p> <p>Committee A <u>69%</u> Committee B <u>75%;</u> Committee C 100% Committee D 100%</p>	
<i>In what different locations has your SACRE met? (e.g. places of worship, schools, art galleries)</i>	<i>Minutes</i>
November 2014 held at Winchester Council offices February 2015 held at Winchester Council offices June 2015 held at Winchester University	

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>
<p>Membership from the full range of faith groups and world views represented in Hampshire are welcomed into the SACRE membership.</p> <p>Attendance at meetings is closely monitored and participation is strongly encouraged.</p>	

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.</p>	

Key area 2c: Improvement/development planning

Question	Suggested data source(s)
<p><i>Has 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>Primary and Secondary Curriculum Updates are available via subscription twice each year electronically or as hard copy. Newsletters included planning for teaching Christmas, assessment, updates on changes to the GCSE, relationship with SMSC and British values and exemplary work from pupils. Teachers continue to express the value of these. RE Inspectors/Advisors are involved in the production of the Hampshire Interfaith Calendar.</p> <p>A number of RE teaching packs have been prepared and published and made available for schools to purchase. These include :</p> <ul style="list-style-type: none"> • KS1 Shabbat (remembering) • KS1 Water (precious) • KS2 Water (ritual) • KS2 Water (Symbol) <p>Updated Packs:</p> <ul style="list-style-type: none"> • Making judgements about progress in RE • The Festival of Holi • God Talk • Jewish Festivals: Sukkot and Hannukah • Hindu Festivals: Divali and Mahashivratri <p>Particularly popular packs during this period</p> <ul style="list-style-type: none"> • All the new water packs • God Talk • Mosque • Harvest • Collective worship 	

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 regularly updated. It gives excellent opportunity for up-to-date support and guidance on teaching and learning in RE. 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.</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 2014/15 there were 391 subscribers to the Centre including some schools from other local authorities, an increase of 6 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.</p> <p>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 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.</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 10 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 attending courses and development groups indicate an enthusiastic response to Agreed Syllabus approach. Feedback from head teacher conversations during SACRE visits indicates support offered to schools is highly valued. SACRE monitoring visits show that standards in RE improve as a result of these things working together over time.</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 2014-15 has remained constant over the past 4 years. SACRE has 20 inspector days for the support of its activities. Additional funding of 5 Inspector days continued in 2014-15 for SACRE monitoring visits to schools.</p>	

Key area 2e: Information and advice

Question	Suggested data source(s)
<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>	<i>Minutes, reports</i>
<p>Standards and quality of provision for Religious Education in Hampshire schools is regularly and systematically monitored by the SACRE Monitoring Group. During 2014-15 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 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 primary and secondary school visits mentioning RE. 	

<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>	<i>Budget, constitution, membership list</i>
<p>Training has run for new SACRE members to develop 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 and contribute to the monitoring process. A programme of short talks from members of different faith communities continued this year forming an informative opening to SACRE meetings in Winchester.</p>	

Key area 2f: Partnerships with other key stakeholders

Question	Suggested data source(s)
<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>	<i>Minutes, publications, evaluations</i>
<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 60 delegates, an increase from the previous year. The series of half day courses for effectively implementing the Agreed Syllabus has been provided throughout 2014/15 according to demand and over 50 teachers have attended this year.</p> <p>More than 30 primary RE managers attended one of the 3 regional groups in 2014/15, to share and develop good practice in RE in their schools. Other courses were also well attended including Assessment in RE, 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>Well over 50 secondary teachers, including County Steering Group members, attended the secondary RE Leadership Conference in October 2014 led by the County RE Inspector. Presentations were made available to delegates via the RE Moodle. Two regional network groups met in Winchester and Basingstoke. A new group meets at Horndean Technology College for schools on the east of the county. 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)
<p><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></p>	<p><i>Minutes, action plan</i></p>
<p>Hampshire SACRE, with its partner authorities Southampton and Portsmouth, continue to monitor the impact of the Agreed Syllabus. Joint SACRE meetings, now convened as South Central SACRE Hub, took place with support from the Culham St Gabriel's Trust to advance teacher CPD across the region. A reading and research group has convened and met twice with the leadership of the Inspector Adviser, Winchester University and SACRE involvement</p> <p>The programme of development groups and courses, conferences and staff training in schools reflects the requirements of the revised Agreed Syllabus continues to be offered to Portsmouth and Southampton Schools and teachers.</p>	

Key area 3b: 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 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. 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 impacting achievement of Hampshire students most positively. 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)
<i>Please describe how your SACRE publicises, supports and exemplifies the Agreed Syllabus for RE.</i>	<i>Publications, reports, evaluations</i>
<p>SACRE's five year development plan (see Appendix A) 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 Moodle. The review of the current agreed Syllabus has got underway in this year.</p>	

4. Collective Worship

Key area 4a: Practice and provision for collective worship

Question	Suggested data source(s)
<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>	<i>Minutes, publications</i>
<p>Support for Primary schools provided by the RE Inspector/Advisers to schools through articles in regular updates and through courses on collective worship for head teachers and teachers. Advice is also provided, when sought, on an ad hoc basis by telephone and e-mail. 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)
<i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary schools.</i>	<i>Adviser(s), AST(s), Consultant(s)</i>
<p>Teachers attending collective worship courses indicate that the implementation of the legal requirement for collective worship may be improving in light of new courses offered.</p>	

Question	Suggested data source(s)
<i>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in secondary schools.</i>	<i>Adviser(s), AST(s), Consultant(s)</i>
<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>	

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

5. Contribution of the SACRE to wider agendas

Key area 5a: representative nature of the SACRE

Question	Suggested data source(s)
<p><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></p>	<p><i>Membership</i></p>
<p>Hampshire SACRE includes representatives from faith communities present in Hampshire. Representatives have been recruited to fill vacancies over the last academic 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. It has been harder to maintain this year our previously strong links with the Hindu/ Buddhist Temple and the Ghurkha community in Aldershot.</p> <p>We remain alert to the changing structures of the Hampshire Interfaith Network. Involvement with production of the Hampshire Interfaith Calendar has continued in order to ensure 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 Hampshire Interfaith Network, Ethnic Minority and Travellers Achievement Service (EMTAS) and the RE inspectors. The art competition established in Hampshire schools to produce a faiths calendar has developed in such a way 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>Involvement with the production of the Hampshire Interfaith Calendar continues. The County Inspector/Adviser has been actively involved in the training of teachers and governors in relation to the promotion of children and young people's Spiritual, Moral, Social and Cultural (SMSC) development and also the relationship between SMSC and the promotion of British values. These training courses for teachers and governors have given a positive opportunity to talk about the significance of high quality RE taught according to the County Agreed Syllabus <i>Living Difference revised 2011</i> as part of a broad balanced curriculum, and the importance of schools meeting their statutory duties for religious education and collective worship.</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 of RE in schools and GCSE achievement.</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>	<i>Minutes</i>
<p>SACRE has continued to work well 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 the wider concerns of the authority. The Youth Voice to SACRE conference in July 2015 was highly successful and raised the profile of RE in the public domain across the county and beyond.</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 is 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>Two 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 2015 meeting was held at Winchester University which has increasingly strong provision for initial teacher education in religious education.</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 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 RE. Several half day HTLC training sessions have taken place during this year co-presented by the County Inspector, building on the County advisory publication on SMSC. New training has been offered in this year in relation to the teaching of British values and the relationship between this and SMSC and Religious Education.</p>	