



2.3. Apologies were received from:-

Cllr Charles Choudhary

### **3. Key Issues**

#### **3.1 GCSE update**

- 3.1.1 Analysis of unverified data for the RS GCSE results from 2018 examination series was considered. Concern was noted that there had been 10% drop in full course entries (from 37% of the cohort to 27% of the cohort) between 2017 and 2018. This rapid fall in Hampshire entry numbers was put down to schools focussing to a greater extent on English Baccalaureate (EBacc) accountability measure. This reduction in entries was similar to that in the national. However, although there has been a steady decline over recent years in the national entries, this is new for Hampshire where the full course entry numbers have been consistent at around 37% of the cohort for the previous 3 years.
- 3.1.2 In 2018 there had been 2387 entries and overall achievement 9-4 was 70.6%. This compares to 3242 entries in 2017 achieving 68.5% A\*-C and 3323 entries in 2016 with 67.9% achieving the A\*-C grades. In 2018 937 students (27.7%) achieved the higher grades of 7+ whereas in 2017 25.1% achieved the A/A\* grades and in 2016 this was 26.3%.
- 3.1.3 When the schools entering large numbers of students are taken out and only groups where students have opted for GCSE the overall 4+ grades rise to closer to 76% with some extremely high achieving schools.
- 3.1.4 Overall this has been a pleasing result for Hampshire confirming previous discussions with heads of department that where the new GCSE is taught by specialist teachers in the required amount of teaching time students can achieve well.
- 3.1.5 It is important to note that the entries coming from 11 schools, that entered more than 80% of their cohort, accounted for around two thirds of all the entries. Anecdotal information available to SACRE professional adviser reveals that some of these schools already have plans to move away from core GCSE RS to option groups which would have a negative impact on numbers entering for GCSE in future years.
- 3.1.6 A significant gender gap is evident in some schools' results. A course is being offered to schools in March to address this.
- 3.1.7 Further, concern was expressed about schools that enter only small numbers for GCSE. This will be through a single offer in 1 option group. The Monitoring group wanted to emphasise that all KS4 students should have access to RE and is asking how HIAS in general is working with

schools to ensure that all schools enable all their students to receive their entitlement to good RE at KS4.

- 3.1.8 SACRE monitoring group expressed concern that SIM/LLP training does not at the moment include specific training on the Locally Agreed Syllabus Living Difference III. In addition to this, Headteacher briefings and governor forums should be able to access training in relation to the legal requirements at KS3 and KS4.
- 3.1.9 The names of schools to receive a congratulatory letters were agreed. These letters would be sent to schools in three different groups. (i) schools entering large numbers (above 80% of cohort), (ii) schools where there are multiple option groups (schools with over 30 entries and whose results of 4+ are 80% and above), (iii) schools with one option group (whose results of 4+ are 80% and above).

### **3.2 Headteacher and other continuing professional development (CPD)**

A new Hampshire-wide Learning Management System (LMS) was introduced in October and has had some teething difficulties making it difficult for schools to enrol teachers on CPD. In addition to a difficult situation in terms of restricted budgets, delegate bookings have fallen.

### **3.3 Understanding Christianity (UC) and LDIII**

A course is running in March 2019. A guidance pack for infant schools to support those working with LDIII and UC, has been published as requested by the Diocese

## **4. Other research developments**

### **4.1 Religious Literacy Research Project**

This Culham St Gabriel's funded research project is part of a group of 7 key areas of research being funded by the Trust. This project has been undertaken jointly with researchers at Brunel University London and HIAS.

The first part of the research has been for a post-doctoral researcher to produce a draft report. This report into whether or not Religious Literacy is a way forward for religious education comes a time when there is some significant questioning about the aims of this contested part of the curriculum. The idea of 'religious literacy' continues to capture attention, both as an aim for Religious Education (RE) and as an organising principle for curriculum, pedagogy and assessment. 'Being literate' suggests that one is knowledgeable about religions and able to navigate the complexities of religious domains, which seems to be a worthwhile ambition for RE. Yet, despite the ongoing scholarly, policy and practical interest, religious literacy has not become the notion around which discussions about the present and future of RE have come together. This may have to do with a lack of clarity

about what the idea of religious literacy entails, but also ongoing questions about what it would mean to make religious literacy the ongoing principle for classroom practice.

This report has been discussed at an academic summit over 31 January/ 1 Feb and a teachers' meeting has taken place in Hampshire bringing a group of leading teachers together with the researchers to further consider the report and other matters pertaining to it. The final report will be considered by SACRE in June and published on the REOnline website. It will be referenceable.

#### **4.2 P4C and RE project**

Based on the observation that the best RE GCSE results are frequently achieved in schools where philosophical enquiry has been embedded as a complementary teaching strategy to LDIII, seven secondary teachers have undertaken the Level 1 (2 day course) and the Level 2a course (a further 2 days) in Philosophy for Children (P4C) with SACRE Professional Adviser. The professional adviser had also been able to visit schools to run a model enquiry and explore face to face with teachers in schools the benefits and issues arising from integrating this approach into the curriculum. One of the impacts being looked at will be whether this may lead to higher GCSE grades over the next three years (*N.B. other impacts will also be considered including teacher well-being.*)

#### **4.2 AREIAC RE future leaders project**

Following modest pilot funding to the Association of RE Inspectors, Advisers and Consultants (AREIAC) from Culham St Gabriel's Trust a model mentoring programme has commenced with three Secondary RE teachers, in order to ensure there is a pool of future RE leaders with the right knowledge of the history of RE as well as the current issues present on the national and international landscape. All those involved in the project have been given a year's membership of AREIAC.

### **5. Information from SACRE monitoring visits**

Reports from four SACRE monitoring visits to primary and schools were discussed and one SACRE monitoring visit to a Hampshire Secondary School. A notable issue arising from the visit to the secondary school was the reduction in funding available for professional development of teachers. In relation to how the Agreed Syllabus can be implemented in this new situation, it was discussed how creative ways can be found by SACRE to ensure teachers have access to suitable training on the Agreed Syllabus.

## **6. Ofsted reports mentioning RE, British values and SMSC**

### **6.1 Primary**

A summary of 15 recent Ofsted reports of visits to primary schools were discussed. Where there was a comment on RE, it seems mainly to be in relation to RE's contribution to SMSC.

### **6.2 Secondary**

In the period since the last meeting there had been Ofsted visits to eight secondary (five academies and three LA schools). However, there was nothing of note in any of these reports for RE.

## **7. Teacher vacancies and uptake on ITT courses**

Secondary PGCE applications for September 2019 were very positive compared to last year, with eight confirmed places and interviews ongoing. It is hoped to reach double figures for 2019/20 cohort. However, more candidates have been seen this year at interview with non-traditional backgrounds. The new subject knowledge enhancement courses are important in these cases and applications have been impressive. There has also been more applications from internal Winchester university students. There is no doubt that the increased bursary from government to train as an RE teacher has helped with increasing applications.

However, in light of there begin fewer positions available at the moment, possibly due to the funding situation in secondary schools, students are finding it more challenging to find suitable appointments.

Our primary adviser is preparing for a half day training session in June with the primary SCITT cluster at Thornden School. Our secondary adviser has run a half day training session with the Portsmouth secondary SCITT based at Park Community school where there are 3 PGCE SCITT students. She is also running a session for the Winchester PGCE students.

## **8. Matters for future meetings**

- (i) withdrawal Survey
- (ii) retention of RE teachers
- (iii) review of Living Difference III.



**CORPORATE OR LEGAL INFORMATION:****Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	yes/no
<b>People in Hampshire live safe, healthy and independent lives:</b>	yes/no
<b>People in Hampshire enjoy a rich and diverse environment:</b>	yes/no
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	yes/no

**Section 100 D - Local Government Act 1972 - background documents**

**The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)**

Document

Location

None

## **IMPACT ASSESSMENTS:**

### **1. Equality Duty**

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**Due regard in this context involves having due regard in particular to:**

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

### **1.2. Equalities Impact Assessment:**

See guidance at <http://intranet.hants.gov.uk/equality/equality-assessments.htm>

*Inset in full your **Equality Statement** which will either state*

- (a) This project/proposal intends to have a positive impact on groups with protected characteristics through enabling children and young people in Hampshire to think, speak and act in more thoughtful ways with regard to others in the community.

### **5 Impact on Crime and Disorder:**

5.1 This project intends to have a positive impact on Crime and Disorder especially with regard to hate crime in the county.

### **6 Climate Change:**

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

Through the use of electronic and digital media.

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

The teaching strategies employed in Hampshire RE should encourage resilience and thoughtful behaviour in the wider community.