

## HAMPSHIRE COUNTY COUNCIL

### Report

<b>Committee/Panel:</b>	SACRE
<b>Date:</b>	7 March 2017
<b>Title:</b>	SACRE monitoring group
<b>Reference:</b>	8160
<b>Report From:</b>	Director of Children's Services

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#### 1. Summary

- 1.1. The purpose of this paper is to inform SACRE of the findings and discussions that took place during the meeting of the SACRE monitoring group on 23 January 2017.
- 1.2. The group was updated on the current situation regarding RS GCSE and unverified data was discussed school by school. The reports from 3 primary and 1 secondary SACRE monitoring visits were considered.

#### 2. Contextual information

- 2.1. This paper supports the Corporate Strategy (maximising well being) by ensuring children's provision in Religious Education is secure.
- 2.2. The monitoring group met on 23 January 2017 at The County RE Centre.  
Those attending were Chris Hughes (Chair)                      Elizabeth Jenkerson  
   Sue Bowen    Patricia Hannam  
   Justine Ball

Apologies were received from Cllr Roz Chadd, Rhiannon Love and Alistair Richardson.

### **3. Monitoring the implementation and effectiveness of Living Difference III**

- 3.1. SACRE's LA advisers are developing links with several universities to research different aspects of the implementation and longer term impact of Living Difference III. Final proposals will be brought to the June SACRE meeting. 3 Senior Leader Briefing sessions have taken place involving about 90 senior leaders of Hampshire schools. More such sessions are planned as well as Governor training in Living Difference III ensuring school governors understand their responsibilities for RE.
- 3.2. Recognising the importance of transition between KS2 and KS3 SACRE's primary adviser is developing a pilot project bringing feeder primary schools together with a hub secondary. The intention is for a model to be developed that can be shared widely across the county.
- 3.3. SACRE monitoring Reports from visits to two primary and two secondary schools were received and discussed.
- 3.4. Ofsted reports A summary of 7 primary Ofsted reports were discussed and it was concluded that the Ofsted focus is mainly on SMSC and British values and where RE is mentioned this is in relation to evidencing the schools promotion of children's' SMSC development and preparation for life in modern Britain. Likewise where there is mention of religion it is in relation to wider issues of diversity and tolerance and knowledge of other cultures. It seems likely that the RE will have been considered in the writing of these reports, but not mentioned explicitly. In the reports considered it was noted there was no mention of assemblies. Ofsted reports of 3 secondary schools were circulated. The same points as for the primary reports were noted.
- 3.5. GCSE RS examination 2016 analysis An Interim GCSE report of unverified data was considered. Overall Hampshire's 2016 RS GCSE unverified results unusually are slightly below national figures. Further analysis will be brought to the June meeting to bring clarity to this on consideration of the verified data. One possible factor influencing this could be the impact that a move to 'norm-referencing' and away from 'criteria-referencing', which was a foundation principle of the GCSE when it was introduced in 1988, is having on the schools where large numbers of students enter for the full course GCSE. In these cases it is usual for less than the required teaching time to be given to what is offered as the core provision for RE. Therefore more precise analysis of the results from schools taking into account the different ways in which RS GCSE is undertaken in Hampshire schools must be made. This will be important data to have as it will inform the adviser when discussing the best way of a school meeting its duty to teach GCSE at Key Stage 4. This may also have an increased significance when data begins to emerge from the new GCSE which will be first sat in 2018.
- 3.6. It was agreed that the launch and implementation of Living Difference III provides an opportunity to emphasise RE's legal position with head teachers in our secondary schools.
- 3.7. Data on schools with large GCSE cohorts were further discussed and letters of congratulation agreed as well as a letters of concern. It was agreed that letters will be written to the head teachers of LA schools (other than special

schools) to enquire what RE is being taught at KS4 where there is no GCSE data or where there is a very small group (less than 25 students) undertaking RS GCSE. In addition letters to head teachers of academies, where few or no students sit GCSE RS, will be written to remind them of their responsibility to provide RE at KS4.

3.8. Further checks will be made of the verified data of one exam board where there is a known remarking of the full cohort because of poor marking in the summer.

#### **4. Recommendation**

- That SACRE notes the report

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

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

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

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

DocumentLocation

None

## **IMPACT ASSESSMENTS:**

### **1. Equalities Impact Assessment:**

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

### **2. Impact on Crime and Disorder:**

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

### **3. Climate Change:**

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

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

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

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