

on professional development courses. In general, the reason cited is reduction of funding available in schools.

6. **Findings of the Religious Literacy Research report were discussed.** The report is as part of the 7 key areas of research funded by the Culham St Gabriels Trust, a joint project between HIAS and Brunel University researchers. The research report regarding this Research 7 project was published in July 2019. A link to the full report is here: <https://www.reonline.org.uk/news/religious-literacy-a-way-forward-for-religious-education/> and a summary of the report is attached in appendix 1.
7. **Update on Hampshire 2019 RS GCSE results.** Although national data currently available revealed that Hampshire RS GCSE results were 2% above the national, this was likely to be masking a continued reduction in the number of young people able to sit a GCSE examination in 2019. A number of Hampshire schools continue to enter the full cohort. Results vary in such schools depending on the amount of teaching time given to the subject and whether young people are taught by specialist teachers. Anecdotally, it is reported that some strong results have been achieved in a number of schools, but on the whole entry numbers is low. 2018 results revealed a large reduction in entries from 30% of the cohort in 2017 to 27% of the cohort in 2018. The release of unverified data to Local Authorities is anticipated shortly.
8. **Information gathered from Reports of Ofsted visits to schools** The Ofsted reports examined for this meeting were all of inspections made under the former Ofsted Framework. A new framework for Ofsted Inspections has come into force in September 2019, and this new framework is putting more emphasis on inspection of a schools' curriculum. However, no reports from any of these visits had been published by the time of the meeting. Between March and July 2019, 26 primary reports have been published. These revealed that during this period, even under the old framework for inspections, Ofsted inspectors seem to have been putting more emphasis on RE and/or SMSC. Where RE was mentioned in these reports, it was generally very positive. Two, where it was less so, will be followed up by HIAS primary Inspector/Adviser. There were no long reports of visits to secondary schools in this period mentioning RE.
9. **Teacher vacancies and Initial Teacher Education (ITE).** SACRE and HIAS RE advisers both take opportunities to contribute to ITE and SCITT courses. This ensures as many prospective teachers as possible are able to find out more about Living Difference III and are therefore better prepared to work in Hampshire if their first jobs are here.

The local PGCE secondary RE course has recruited very well this year. This seems likely to have been a positive consequence of the reinstatement of the national bursary for prospective RE teachers, giving parity with those entering post graduate courses to prepare to teach History in the secondary school context.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	yes
People in Hampshire live safe, healthy and independent lives:	yes
People in Hampshire enjoy a rich and diverse environment:	yes
People in Hampshire enjoy being part of strong, inclusive communities:	yes

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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 by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

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

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

2. Equalities Impact Assessment:

SACRE's core business is to ensure high quality religious education in Hampshire which, it is intended, will make a positive difference to the way young people 'think speak and act in the world' (See purpose statement of Living Difference III 2016, the agreed syllabus for religious education in Hampshire).