



### 3.2. Apologies were received from:-

Sue Bowen

Richard Wharton

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## 4. Key Issues

- 4.1. The on-going program for implementation of Hampshire agreed syllabus, Living Difference III (LDIII) was discussed. Training with head teachers and other senior leaders of RE is continuing, although reduced school budgets may be reducing take-up of this. SACRE Officers are continuing to run regional network meetings for primary and secondary teachers.
- 4.2. The SACRE primary adviser has assisted the Diocese in running four day sessions with church schools regarding Understanding Christianity (UC). The importance of using the methodology in LDIII as the locally agreed syllabus, supported by UC as a useful resource for schools, was emphasised. These events were followed up in the autumn term with additional half day workshops. SACRE primary adviser has also been into some schools to support with RE planning, using LDIII and UC. One of these visits was written up and published in the latest edition of RE Primary News.
- 4.3. The collaborative academic seminar between HIAS and Brunel University London, funded by Culham St Gabriel's Trust, took place on 3 and 4 October 2017. Dissemination of the findings was made at the Secondary RE Conference on 13th October 2017. An edited publication of the papers presented is currently being prepared for publication. Further research collaboration between HIAS RE team and Brunel University is anticipated.
- 4.4. SACRE Advisers were invited to represent Hampshire at a recent information-gathering session following the publication of the Commission on RE (CoRE)'s interim report. They were able to offer views on the work of SACREs, local determination and withdrawal. The CoRE interim report's proposal for a national entitlement for RE was discussed as well as how to hold schools to account for their RE.
- 4.5. Discussion took place regarding RE at KS4. A final judgement on what should be recommended to schools for KS4 will be made following the analysis of the 2018 GCSE results in the spring of 2019. This is the first examination series for the new RS GCSE and 9-1 grading.
- 4.6. Seven primary development groups are running across county, including an advanced group and a special needs group. Meetings focus on LDIII, and advising schools how to meet its requirements and assist teachers develop their subject knowledge. New resources are also developed by the Primary Steering group e.g. two Sikh packs last year, and this year advice on how to teach RE creatively (best practice cross curricular lessons). Ways to support schools that have little or no RE budgets are also sought, for example through a termly newsletter sent from the RE Curriculum Centre.

- 4.7. The Secondary RE steering group, comprised of eight heads of department from some of the highest performing schools, meets once each term and helps to plan and deliver the annual secondary conference. Two secondary network groups meet once each term in Winchester and Basingstoke.
- 4.8. A major part of the discussion in this meeting was regarding 2017 GCSE RS results. See below for fuller information.
- 4.9. Since the last Monitoring Group meeting only one LA secondary school had received an Ofsted Inspection. A summary of 15 primary Ofsted reports was discussed. Emphasis is as ever on the wider curriculum, rather than specifically RE.
- 4.10. Recruitment on Winchester University's RE Post Graduate Certificate of Education (PGCE) course is at about the same level as at the same time in previous years. However initial teacher training applications are down by a third nationally and this is now being felt in the area of primary teacher recruitment. There is a concern that if the reduction nationally in GCSE and A level uptake then follows through into applications on Religious Studies, theology and philosophy degrees this will have a long term impact on those applying for ITT and PGCE courses.

We have been pleased to learn that the ITT provision at Winchester University has recently been judged as being Outstanding by Ofsted.

## **5. Other key issues**

### **5.1. GCSE results analysis from 2017**

GCSE analysis based on unverified data was discussed. 2017 was the last year of the old GCSE (A\* - G) specifications; from 2018, the grades will be from 9 (top grade) to 1, based on distribution across each year's results rather than (at present) meeting specified grade criteria. The point score weighting per grade system had also been adjusted in 2017. Data regarding the amount of time spent on RE in Hampshire schools in 2016 (extracted from a NATRE freedom of information request) was circulated; however misreporting by some schools seems to be taking place.

The stability of the number of full course GCSE RS entries in Hampshire is pleasing. However, because some schools are entering large numbers of students, but not allowing sufficient teaching time, overall Hampshire results are just below the national in 2017. This is despite some extremely good results where students are taught in at least minimum recommended teaching time. Overall GCSE results of Hampshire children receiving pupil premium are below the national figure. The figures for pupil premium students will now be analysed geographically, by school and by gender. A more detailed analysis based on verified data will be presented to the next monitoring group meeting and then presented to SACRE.

- 5.2. Letters of encouragement have been sent the highest performing LA schools including four schools that entered all students for the full course and to nine schools that offer GCSE to a good proportion of students as an option, as well as to four schools that offer GCSE to a small number of students as an option.

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

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

## **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:**

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 has been identified in this report.

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

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No impact on climate change has been identified in this report.