



NOTICE OF MEETING

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

WEDNESDAY, 11 NOVEMBER 2015 AT 4.30 PM

**CHURCH OF THE RESURRECTION, PENRHYN AVENUE, COSHAM,
PORTSMOUTH, PO6 2AP**

Telephone enquiries to Peter Smith-Parkyn (023) 9268 8361

Email: peter.smith-parkyn@portsmouthcc.gov.uk

Membership

Elizabeth Jenkerson (Chair)

Ruth Guyer (Vice-Chair)

Councillor Neill Young

Councillor Ken Ferrett

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

AGENDA

1 Welcome and Introductions

The Chair to welcome everyone to the meeting and to introduce new members and/or those standing in for absent members.

2 Moment for Quiet Reflection

Reverend Alice Wood will lead on the moment of quiet reflection.

3 Apologies for Absence

To receive and note any apologies for absence.

4 Declaration of Members' Interest

Members are asked to identify any pecuniary, prejudicial or personal interests on any matters on the agenda.

Note: Should any indication of an interest arise during the meeting, members are asked to declare at that time, as soon as is practicable.

5 Minutes of the Previous meeting held on 17 June 2015 (Pages 1 - 26)

It is recommended that the minutes of the previous meeting held on 17 June 2015 be confirmed as a correct record.

6 Matters Arising from the minutes

Minute 24 - Prevent Agenda - Presentation attached to the minutes

Minute 27 - Grant Proposals - No project suggestions were received

Minute 28 - Co-opting on to SACRE - Teacher representatives to update

7 Updates from the Chair (Pages 27 - 28)

a) Secondary Conference 16 Oct 2015 (Chair attended)

b) South Central Hub - General updates

c) Interfaith Network (Chair attended) - Religious Literacy

d) Farmington Scholarships 2016/2017 (Leaflet attached)

Details are to be sent to all schools via the local authority bulletin, from the week commencing 23 November 2015.

e) Monitoring sub-committee

8 Brief updates of notable matters

Members of SACRE are invited to share matters of note.

- Winchester Conference held on 3 September 2015 (Ruth Guyer)

Should a matter raised require further consideration, the lead member will be invited to provide background and supporting information for the matter to be brought forward to a future meeting as a main agenda item.

9 Minutes of the Agreed Syllabus Conference held on 17 June 2015 (Pages 29 - 30)

SACRE members are asked to note the minutes of the Agreed Syllabus Conference.

10 Portsmouth SACRE Action Plan (Pages 31 - 36)

The Portsmouth SACRE Action Plan, which forms part of the Annual Report 2014/15 has been "RAG" rated (Red/Amber and Green) to indicate progress/status of each item.

Note: Any changes will as a consequence need be reflected in the Annual Report 2014/15.

Recommended that SACRE consider and notes the Action Plan

11 Annual Report 2014/15 (Pages 37 - 66)

Recommended that SACRE approve the Annual Report 2014/15.

12 Collective Worship (debate item) (Pages 67 - 68)

SACRE members are asked to consider the matter of Collective Worship in schools, on the understanding that it is still a statutory requirement.

13 Date and venue of the next meeting

Members are reminded that the next scheduled meeting is due to take place on **Tuesday 23 March 2016**, starting at **4:30pm**.

In continuing SACRE's desire to vary its meeting locations between schools and faith venues, a school venue is sought for this meeting.

Members of the public are now permitted to use both audio visual recording devices and social media during this meeting, on the understanding that it neither disrupts the meeting or records those stating explicitly that they do not wish to be recorded. Guidance on the use of devices at meetings open to the public is available on the Council's website and posters on the wall of the meeting's venue.

Date Not Specified

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Agenda Item 5

PORTSMOUTH STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

MINUTES OF THE MEETING held on Wednesday 17 June 2015 at
4.38 pm in Ground Floor Meeting Room 5, Portsmouth Civic Offices.

Present

Group A Representatives

Elizabeth Jenkerson, Baha'i Faith (In the Chair)
Peter Davies, The Fellowship of Independent
Evangelical Churches
Ruth Guyer, Judaism
Syed Aminul Haque, Islam
Marilyn Leggett, The Salvation Army
Jane Lewis, Quaker

Group B Representatives

Rev. Alice Wood, Anglican Diocese
Brian Hay, Anglican Diocese
Rev. Nick Ralph (standing in for Ven. Dr Joanne Grenfell)

Group C Representatives

Eleanor Assinder, Secondary Teacher Representative
Beverley Millsom, Special School Representative
Sarah Sadler, Primary School Representative
Sarah Hanley, Post 16 Representative

Group D Representatives

Taki Jaffer, Portsmouth City Council
Maria Cole, Portsmouth City Council

Also in Attendance

Charlie Pericleous, Prevent Coordinator, PCC
Sarah Long, Local Authority Representative, PCC
Peter Smith-Parkyn, Democratic Services, PCC

15 Welcome and Introduction

The chair welcomed everybody to the meeting.

16 Moment for Quiet Reflection

Marilyn Leggett led and explained that this coming weekend sees the 135th Anniversary reunion of Portsmouth Salvation Army Band, this is followed on 1st to 5th July the Salvation Army will be celebrating the 150th anniversary of its commencement in the East End of London with a Congress in the O2 Arena with representatives from 126 countries.

Marilyn continued with the awe-inspiring story of Lieut-Colonel Alida Bosshardt, whose humanitarian work and self-sacrifice throughout the second World War and beyond helped save many lives.

17 Declaration of Interests

No interests were declared.

18 Apologies for Absence

Apologies for absence were received from Geoff Wheeler; Venuka Vyas; Ven. Dr Joanne Grenfell; Richard Wharton; Siôn Reynolds and Sandra Gibb.

19 Minutes of the Previous Meeting held on 11 March 2015

RESOLVED that the minutes of the meeting held on 11 March 2015 be confirmed as a correct record.

20 Matters Arising

(a) Minute No 10 - RE Boxes

Sarah Long reported that the RE boxes had seen regular use and borrowing from schools in the past few months.

Sarah Long also reported that it is expected that the EMAS office will be moving to the Civic Offices in September. It is anticipated that RE boxes may see a greater use because of this, as EMAS will be able to utilise the Council's courier/dispatch service, instead of relying on teachers to collect and return borrowed boxes.

The nominal charge of £1 per box per week is expected to continue to cover basic admin and fund replacement materials as needed.

21 Brief updates or notifications of items to be brought to a future meeting

Beverley Millsom informed SACRE members of the Primary Network meeting taking place next week (23 June) at Redwood Park school. Beverley is expecting 10 teachers to be in attendance and Taki Jaffer and Ruth Guyer both volunteered to take part in a "Q&A" session with regard to the respective faiths.

Elizabeth Jenkerson reported that the Monitoring sub-committee met yesterday and will bring a report to a future meeting.

22 Updates from the Chair

Elizabeth Jenkerson reported on the following items;

(a) SW SACRE

Elizabeth reported on the conference in Somerset with Dr Joyce Miller as main speaker, who is the Chair of the RE Council. The conference proved to be an excellent networking opportunity.

(b) Trojan Horse

Elizabeth reported on the Birmingham Trojan Horse, which has proven to be an interesting learning experience for all those involved in RE. Elizabeth cited Alan Brine (recently retired Ofsted inspector) who raised questions about

ethos of schools designated as a faith school and collective worship.

Elizabeth also mentioned that during the investigation, Ofsted inspectors viewed schools websites, which must include details about teaching of RE. Failure to do so can be considered as a violation of statute. The teaching of RE must include at least 2 religions for GCSE qualification.

(c) NASACRE AGM

As previously circulated to all SACRE members, Elizabeth covered some of the interesting points raised in Charles Clarke's pamphlet.

Particular concern was expressed about the concept of a possible introduction of a National Syllabus, replacing the Locally Agreed Syllabus. SACRE members discussed their concerns about a National Syllabus, arguing that at least in Portsmouth, using the LDR 2011 (having been identified as one of the best) changing would be to our detriment. It was also mentioned that if introduced as part of the National Syllabus, the question of parents being able to withdraw their children from RE which in turn could therefore allow withdrawal from other subjects.

RESOLVED that the updates be noted.

23 Conference Update - 3 September 2015 (AI 9)

Elizabeth Jenkerson informed members of SACRE of the one day conference taking place in September in Winchester. Details of the conference and booking form have been circulated with the agenda.

24 Prevent Agenda (AI10)

Elizabeth Jenkerson welcomed Charlie Pericleous, the prevent co-ordinator for Portsmouth City Council to the meeting.

Charlie gave a presentation that summarised the Prevent Agenda, explaining that it fits into the four Ps that are contained within the Counter-Terrorism and Security Act 2015. Charlie further explained that the Prevent aspect (of the Act) is a duty on all authorities to have "due regard" to prevent all forms of radicalisation. That it is in essence the same as the safeguarding premise, that is to identify, analyse the risks and consider the options, and, importantly, to act and respond before any criminal offence has taken place.

Charlie further explained to SACRE that the definition of extremism feeds into the promotion of British Values and includes all extremist groups that promote hatred and/or violence, not just those of any given faith or belief.

SACRE members sought clarity around whom this Act was focusing on particularly given the previous version of the Prevent Agenda, however Charlie reassured SACRE members that Prevent Strategy clearly addresses all forms of extremism and is consistent with existing safeguarding procedures.

Sarah Sadler expressed on behalf of teachers, their concern about schools and teachers being held to account if they fail to identify individuals at risk.

Charlie reassured SACRE members by highlighting that school/teachers who follow relevant and up-to-date safeguarding procedures will be compliant with the new Prevent Duty. A number of training options are available to schools on the New Prevent Duty.

Charlie gave all members of SACRE an open invitation to contact him should anyone wish to know more on this subject, discuss concerns or have further questions about the prevent agenda in Portsmouth.

Resolved that:

- (1) Charlie be thanked for his presentation and;**
- (2) The information update on the Prevent Agenda be noted and;**
- (3) The presentation be circulated to all members of SACRE.**

25 Youth Voice

Elizabeth Jenkerson reported on the Hampshire initiative to seek the views and recommendations from year 8 and 9 students on the teaching of RE. Whilst limited to Hampshire at this time, the current thinking is Portsmouth may be involved and attend next year, or could set up its own version.

RESOLVED that the update be noted.

26 Report on the South Central HUB meeting

Elizabeth Jenkerson reported that the South Central HUB now includes 14 local authority areas. Other matters raised at the meeting included a future "webinar" and University credits for teachers seeking Master level Degree qualifications.

RESOLVED that the update be noted.

27 Grant Proposals

Elizabeth Jenkerson declared an interest in that she sits on the grant determination panel of Westhill.

Members of SACRE were asked to consider possible projects for which Portsmouth SACRE could bid from Westhill, as they still have unallocated funds this year. Elizabeth Jenkerson confirmed this stating that Westhill's grant application process had been extended to 22 July 2015.

RESOLVED that SACRE members write to the clerk with project ideas, with a view to submitting a grant application before 22 July 2015.

28 Co-opting on to SACRE

Given the freedom of Academies over their curriculum, it was understood that those in Portsmouth are still using LDR 2011 when teaching RE.

There was a general consensus that more schools will become academies in the coming years and SACRE members felt it is important to continue to maintain a good working relationship with academies.

Whilst it was felt that a co-opted academy representative would be beneficial, concern was raised over the fact that there are different groups. It is therefore unclear as to whether a single representative could reflect the views of the academy groups in Portsmouth.

RESOLVED that the teacher representatives will report back to SACRE after informal discussions with academy teachers.

14 Date and venue of the next meeting

The schedule of future SACRE meetings were agreed as follows (venues to be decided) all starting at 4:30pm.

Wednesday 11 November 2015

Wednesday 23 March 2016

Wednesday 15 June 2016

The meeting concluded at 6:25pm.

Chair

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During the period of the Scholarship, there will be regular tutorials and at least one visit to the Farmington Institute.

Scholars are required to attend the Scholars' Conference *before* their Scholarship and the Conference *after* their Scholarship. Scholars who are still actively involved with RE will be invited to all subsequent conferences. The 2016 Conference will take place from **7.00pm on Friday, 24 June to 2.30pm on Sunday, 26 June 2016. The 2017 Conference will take place from 23 – 25 June, 2017.**

Applications

Application forms can be downloaded from the Farmington website, **www.farmington.ac.uk**, available under 'Farmington Scholarships'.

Alternatively, application forms are available from the address below. **The closing date for applications for the academic year 2016-2017 is 25 January 2016.**

Applicants may be asked to come for interview by the Selection Board. Interviews for Scholarships will take place in February-April 2016.

Enquiries

Further information about the Farmington Institute, its Scholarships and the work of previous Scholars is to be found on the Farmington website, www.farmington.ac.uk

Other enquiries should be addressed to:

The Revd Dr Ralph Waller, The Director
The Farmington Institute
Harris Manchester College
Mansfield Road
Oxford OX1 3TD

Telephone: 01865 271965
Fax: 01865 271969
E-mail: farmington@hmc.ox.ac.uk



The Farmington Institute
Harris Manchester College, Mansfield Road
Oxford OX1 3TD

Telephone: Oxford (01865) 271965
Fax: Oxford (01865) 271969
E-mail: farmington@hmc.ox.ac.uk
Website: <http://www.farmington.ac.uk/>

Now open to Secondary and Primary School teachers, teachers of RE to children with Special Educational Needs, and Headteachers

Farmington
Scholarship
for Teachers
of Religious Education
and Headteachers

Agenda Item 7

Academic Year 2016–2017



The Farmington Institute



The Farmington Institute

The aim of the Farmington Institute is to support and encourage teachers of Religious Education in schools, and Headteachers working on values and standards.

The Institute awards Scholarships to UK teachers of Religious Education in schools and Headteachers, publishes discussion papers and arranges conferences.

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What types of Scholarships are available?

Scholarships are divided into two types: university-based and school/home-based. Teachers who live within a reasonable distance of one of the selected universities or colleges, may be awarded a university-based Scholarship.

Our selected universities/colleges are:

Bath, Bath Spa University (Study of Religions Department); **Belfast**, St Mary's University College and Stranmillis University College; **Cambridge**, University of Cambridge, Faculty of Education/Homerton College; **Durham**, St Chad's College, University of Durham; **Exeter**, University of Exeter (School of Education); **Glasgow**, University of

Strathclyde (Faculty of Education); **Lampeter/Carmarthen**, University of Wales Trinity Saint David; **Lincoln**, Bishop Grosseteste University; **Liverpool**, Liverpool Hope University; **Norwich**, University of East Anglia; **Oxford**, Harris Manchester College, University of Oxford; **Warwick**, University of Warwick (Religions and Education Research Unit); **York**, York St John University.

University-based Scholarships awarded may be taken as a block of up to eight weeks or in the form of day release up to 30 days. The Scholarships to be taken within university terms. The academic facilities of the universities/colleges are available for Scholars.

Teachers awarded school/home-based Scholarships will be appointed a Farmington Tutor. The Scholarship may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days.

Who is eligible?

The Scholarships are for teachers of Religious Education in UK secondary schools, primary school RE Co-ordinators or other primary school teachers involved in teaching RE, and teachers of children with Special Educational Needs who are involved with RE. Headteachers who wish to undertake research into either Religious Education or Values Education are also eligible to apply. Applicants should have had at least two years in their present post.

What subjects may be studied?

Scholars are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. Occasionally, the Institute, in conjunction with one of its partner universities or colleges, may advertise for an RE teacher to undertake research on a specific topic which is relevant to RE.

How much will it cost?

The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale.

What is required of Scholars?

All Scholars are expected to produce an outline study plan of their project, which must be sent to the Director of the Farmington Institute before the start of the Scholarship. Towards the end of the Scholarship, the Scholar will give a presentation on their work at the university/school and again at our 2017 conference. All Scholars are expected to produce a written report on the work they have undertaken, which must be sent to the Farmington Institute on completion of the Scholarship.

Agenda Item 9

PORTSMOUTH STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION - AGREED SYLLABUS CONFERENCE

MINUTES OF THE MEETING held on Wednesday 17 June 2015 at
4.30 pm in Ground Floor Meeting Room 5, Portsmouth Civic Offices.

Present

Group A Representatives

Elizabeth Jenkerson, Baha'i Faith (In the Chair)
Peter Davies, The Fellowship of Independent
Evangelical Churches
Ruth Guyer, Judaism
Syed Aminul Haque, Islam
Marilyn Leggett, The Salvation Army
Jane Lewis, Quaker

Group B Representatives

Rev. Alice Wood, Anglican Diocese
Brian Hay, Anglican Diocese
Rev. Nick Ralph (standing in for Ven. Dr Joanne Grenfell)

Group C Representatives

Eleanor Assinder, Secondary Teacher Representative
Beverley Millsom, Special School Representative
Sarah Sadler, Primary School Representative
Sarah Hanley, Post 16 Representative

Group D Representatives

Taki Jaffer, Portsmouth City Council
Maria Cole, Portsmouth City Council

Also in Attendance

Charlie Pericleous, Prevent Coordinator, PCC
Sarah Long, Local Authority Representative, PCC
Peter Smith-Parkyn, Democratic Services, PCC

1 Apologies for Absence

Apologies for absence were received from Geoff Wheeler; Venuka Vyas; Ven. Dr Joanne Grenfell; Richard Wharton; Siôn Reynolds and Sandra Gibb.

2 Declaration of Interests

No interests were declared.

3 Minutes of the Previous Meeting held on 12 June 2009

RESOLVED that the minutes of the meeting held on 12 June 2009 be confirmed as a correct record.

4 Review of Agreed Syllabus

Members of Agreed Syllabus Conference considered the proposal to undertake its statutory duty to review the locally agreed syllabus in a joint arrangement with Hampshire and Southampton.

Upon the formal vote by the four committee groups, the working arrangement and schedule as published on the agenda was unanimously agreed.

Resolved that Portsmouth agrees to the joint working arrangements with Hampshire and Southampton and starts the planned review process.

The meeting concluded at 4:37pm.

Chair

I – ACTION PLAN FOR 2013/16

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
1. To monitor the impact of the agreed syllabus for RE (Living Difference Revised 2011 - LDR11)							
1.1 Ensure that the members of SACRE are informed of the standards achieved in RE in city schools. SACRE members able to quantify attainment and progress against national norms	RAISEonline Data Monitoring visits LA feedback (visit reports) Ofsted reports	Chair/co mmittee LA officer Consultants		Commission support for Hants RE adviser for visits to secondary schools - achieved Use Data (as before) to share city wide levels achieved at SACRE meetings - monitoring meeting 16.6.15 Ensure SACRE members can determine LA scores against national and areas for improvement - available in Annual Report 14/15	2013/15 Twice yearly (Nov after results) March to feedback to SACRE	SACRE able to advise LA on any action needed to raise standards in RE Levels attained are in line with national	A
1.2 Ensure members of SACRE are able to make recommendations to the LA with a view to raising standards and quality of teaching where necessary	Monitoring visits Ofsted reports	LA officer SACRE members		Use data made available to determine the standards of teaching and learning - achieved Agree a committee to look at GCSE results, monitoring visits and Ofsted reports. Now with emphasis on RE, SMSC and leadership of RE. Feed back to SACRE - ready for Nov 15 meeting Agree format and information sharing to LA	At least annually following LA results given (November)	Monitoring and Ofsted Reports show raised levels of attainment in RE GCSE and A level grades overall, and of teaching in RE when reported	G
1.3 Provide schools with expertise / support to raise quality of teaching and so enable enhanced learning opportunities	Monitoring visits CPD	LA EO RE Insp		Raise awareness of CPD available through networking meetings and CPD in LA and Hants- all Hants CPD and networking meetings info given to all LA schools frequently via LA officer/EMAS admin	ongoing	Staff, including non-specialised, teachers of RE are able to provide good to outstanding lessons	To be determined in m. visits
1.4 Determine the percentage of RE lessons in secondary schools that are covered by RE specialists	Monitoring visits Questionnaire	LA EO RE Insp		Gather data, through visits and questions to schools, the number of specialist teachers, and any problems in recruiting to post - questionnaire sent out summer 14	2013/14 Summer 2104	Schools to be aware of any lack of expertise, address this, and to train those with responsibility for teaching RE	Schools are aware A

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
2. To raise awareness of /training for Living Difference Revised 2011 - (LDR11) & the revision and roll out of the agreed syllabus for RE - LDR 16							
2.1 Provide networking meetings throughout city to raise awareness of /training on LDR11 and LDR16	SACRE members Named RE staff	LA officer Hants Insp		Provide termly meetings. Primary phase to include visits to faith buildings and to invite speakers 3 held in 2013/14, 1 in 14/15 Secondary meeting to be re-instated - secondary members invited now to primary session	Each term 2012,13,14 asap	All interested teachers and RE managers to have opportunity to meet and further knowledge of LDR11/LDR16	G But needs to be reviewed for 15/16
2.2 Continue to work with neighbouring LAs to provide revision to agreed syllabus	SACRE committee LA officer Hants RE inspector	Chair LA officer		Maintain working relationships with Hants and Southampton SACRE bodies- achieved Provide evidence to LA to fund the teaching staff to 'revise' LDR11. - achieved Liaise with schools to find appropriate staff work on the revision - achieved one in each phase	Spring 2015 (begin rev) Spr 2015 Spr 2015	SACRE bodies responsible for revision work are liaised with and Portsmouth SACRE takes a joint role in the revision	G
2.3 Look to providing teaching staff to support the rewrite and roll out the revised LDR11 (LDR16)	SACRE committee LA officer Hants RE inspector	Hants and Ports. SACRE bodies		Provide for the LA an expected costing for SACRE to provide training to lead teachers - achieved Liaise with schools to determine suitable staff- achieved	Mar 2015 Summer 2015	Schools in city to 'appoint' teachers to join revision group Schools and SACRE to fund for CPD across city	G G
2.4. Provide CPD for RE managers and SLT on the new LDR16 edition. Work with Hants LA and Hants and IOW SACRE to plan, prepare and produce new hard and electronic copies for all city maintained schools	SACRE committee LA officer Hants RE inspector	Trained RE teachers Hants RE Insp		Provide funding (through LA) to provide copies of revised LDR16 for each school Provide training for RE managers in city Monitor use of new LDR16	Summer/Autumn 2015/6 Autumn 2016 Aca Yr 16/17	CPD provided to all schools on the LDR16 from Autumn 2016	Arranged for autumn 16, spring 17 but dates yet to be reached

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
3. To raise the awareness of a) SACRE artefacts available to support the agreed syllabus for RE (LDR11), b) 'Spiritual, Moral, Social and Cultural' (SMSC) development, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014)							
3.1 Regularly share with schools the SACRE resources to support the LDR11, stored at the EMAS Centre	LA officer EMAS Advisers	EMAS LA Officer		Continue to provide information to HTs on the electronic twice termly bulletin - achieved Showcase the artefacts to any teachers on course at the EMAS centre - achieved	Termly and ongoing	All schools have raised awareness of SACRE support. Resources regularly used.	G
3.2 Provide for secondary school teachers/students an opportunity to take part in a city wide RE conference	SACRE committee Consultant	SACRE		Provide an 'Enrichment Conference', open to all schools on annual basis, achieved '12, '13, '14 Speakers to come from various faith groups SACRE members to support wherever possible Funding to be arranged from outside sources to enable students to attend for free this was arranged for three years running	Summer terms 12,13,14 Grants to applied for annually - not sourced for 2015	Raise an understanding of those faiths both covered in GCSE coursework and those not. Provide a format for students to be able to discuss different faiths and their understanding of them.	Feedback suggests G G
3.3 Provide workshop/briefing for senior leaders on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all senior leaders from city schools to briefing at EMAS Centre - achieved Prepare materials to support BV at individual schools - achieved Offer support to schools in interrogating, planning and resourcing for BV achieved by LA and Prevent	25 & 26 Nov 2014 (Primary) 4 th March 2015 (Secondary)	Schools staff to more aware of the BV agenda, the importance of this throughout the curriculum including RE	G
3.4 Provide workshop/briefing for Governors on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all city governors to briefing at EMAS Centre - achieved Prepare materials to support BV at individual schools - achieved Offer support to governors in interrogating	15 & 22 Jan 2015	School governors more aware of the BV agenda, the importance of this throughout the curriculum including RE	G

				planning and awareness of resources for BV - more training is possible by Gov.Services			
3.5 Organise a 'drop-in' day for RE and Curriculum Managers to look at all resources to support SMSC & BV at EMAS centre	LA Officer EMAS Advisers EMAS Admin	LA Officer EMAS advisers		Invite all city RE and curriculum leaders to drop in at EMAS Centre - achieved Prepare materials/artefacts/packs available to support BV in RE and other subjects for staff to peruse and to book for curriculum areas - achieved	10 th Feb 2015 ongoing	Resources are booked out to school to support RE and curriculum lessons. RE managers are informed of new resources and new managers added to contact list	G G and updated reg.

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
4. To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship (CW) in maintained city schools							
4.1 SACRE members to attend NASCRE meetings to determine the role of SACRE in monitoring CW	NASACRE	SACRE members		The members who attended NASACRE meetings to feed back to Portsmouth SACRE achieved (Chair and other members provide feedback) Those members to arrange means to collect data and to act upon findings	Annually	Attendance at all NASACRE meetings, regularly feedback to SACRE	G
4.2 Committee set up to look at data collected re CW across the city	Monitoring visits (EO and RE Inspector)	Chair LA Officer		Committee set up to meet to review Ofsted and LA visit reports monitoring committee set up, first meeting 16.6.15, (CW not reported in OFSTED reports so not yet interrogated)	Annually	Committee able to report annually on any Ofsted comments made re CW in city schools	R
4.3 Consider any complaints about provision and delivery of Collective Worship	Complaints made Visit reports	Chair LA Officer		Committee set up to deal with any complaints raised no complaints received to date	Needs driven	Complaints dealt with in timely fashion	On going

4.4 SACRE members to have sight/knowledge of the Ofsted document 'Guidance : SMSC,RE and CW'	Ofsted Chair Clerk	Chair LA Officer	Provide link to/copy of 'Guidance for Headteachers and Governors on Ofsted September 2104 criteria of SMSC,RE and Collective Worship' - SACRE informed, link given http://www.ofsted.gov.uk/resources/school-inspection-handbook	Academic year 2014/15	SACRE members up to date with Ofsted requirements for RE, SMSC and CW	On going
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Comments made September 2015 highlighted in [BLUE](#)

[RAG rated as at 14.9.15](#)

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Agenda Item 11



SACRE ANNUAL REPORT

Standing Advisory Council for Religious Education
Annual Report 2014/15

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FOREWORD

As the previous chair of Portsmouth SACRE, it gives me great pleasure to write a brief introductory comment to this Annual report.

Portsmouth SACRE continues to strengthen its links with the schools in our area, and I am grateful for the help we have received from Patricia Hannam of Hampshire County Council in this respect. We are also working to offer support to those schools which have become academies, and we continue to offer artefacts and other resources which schools are making increased use of, and this is very pleasing.

Our links with other SACRE groups in the area are expanding and are proving to be very beneficial; this also includes links with Winchester University.

I am pleased that our visits to hold meetings in other faith group premises and in schools in the area continue. This, amongst other things helps SACRE members increase their knowledge about other faiths, and we always receive a good welcome from the schools we visit.

I am grateful to the support staff that we have at Portsmouth City Council their tireless efforts made the task of Chair so much easier for me. I wish our new chair 'all the best' and look forward to working with her as I continue to serve SACRE as a 'normal' member.

Peter Davies

Chair of Portsmouth SACRE.
September 2011 - March 2015

As we report on the year just past, our thoughts turn to the year/s ahead. This may be a time of great transition in the world of RE. As we enter our quinquennial review of the agreed syllabus we know that it may be our last. As we look at evaluations of collective worship we know that daily acts of collective worship may no longer be required in our schools. Are we writing our last local syllabus? Is a daily act of collective worship about to become a matter of "yesterday"? The proposals made by Charles Clark and Linda Woodhead certainly make interesting arguments for the end of daily collective worship and the start of a statutory national syllabus, but at the same time Clarke and Woodhead offer a good evaluation of the pros and cons of these proposed changes. Maybe further evaluation and reflection will lead to better daily acts of collective worship. Maybe we will have improved local syllabuses throughout England and Wales, the result of thoughtful consideration of the needs and priorities of diverse local authority areas. Our only option is to observe the statute requiring collective worship, making it an act of real quality. As to the agreed syllabus, may our deliberations result in the best possible syllabus for Portsmouth in the coming years and, if necessary, the best possible recommendations for a statutory national syllabus.

There is no question about a transition in Portsmouth. After serving as chair since 2011, Peter Davies has stepped down as an officer. Peter's is a difficult act to follow and I will be relying heavily on his support – he continues as a member of Group A – and, indeed, the support and forbearance of every SACRE member as we try to navigate our way in such interesting times. Sadly, Sarah Long, our local authority representative is retiring, but we look forward to continued support from LA officers.

For the SACRE we hope to continue our partnership with other SACREs in the area in the South Central Hub, focusing on CPD, Continuing Professional Development, for our teachers. As we have many teachers with no training in RE, for some it is "Initial" Professional Development. We are grateful to Beverley Millsom, our special school representative, who conducts twilight sessions for our primary (and some secondary) teachers and hope that we can assist her in this essential task. We are so grateful to all the

members of the SACRE who regularly attend meetings and assist our children in so many ways. We hope that we will continue to have regular representatives from the many constituent faiths, teachers groups, and especially the local authority. Our artefact boxes will be moving to the city council offices and the new method of distributing them will be better for teachers. As a SACRE we need to facilitate involvement with national RE organisations and the flow of information to our teachers, especially those selecting exam boards and topics. We welcome ongoing relationships with academies and private schools in Portsmouth.

Finally, we look forward to working with Hampshire's resources. Portsmouth teachers will be encouraged to take advantage of conferences and training offered by our near and very large neighbour. Portsmouth Local Authority has provided additional funding for SACRE to obtain the services of Patricia Hannam, Hampshire County Inspector/Adviser for RE, history and philosophy, particularly in the support of monitoring visits. We also look forward to working with Justine Ball, the new Hampshire Primary Adviser.

Elizabeth Jenkerson

Chair, Portsmouth SACRE
from March 2015

INTRODUCTION

The function of SACRE

SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. Portsmouth SACRE produced this report as a summary of its work in religious education and collective worship. It is a document that allows an opportunity to reflect on the work of SACRE within the last year and the plans for the years ahead. This is a difficult time for SACRE bodies in light of the challenges and issues, concerning the place of religion in society, but this means the work of SACRE is as important as ever.

Overall Strengths and Weaknesses of RE

As in previous years SACRE finds it difficult to obtain data to make an informed view on the strengths and weaknesses of Portsmouth schools. SACRE commissioned last year, support from the Hampshire RE and History Adviser to help improve the situation. With the changing and diminishing role of the LA, and with the reduction in maintained schools centralised data, continued monitoring is proving difficult. 50% of secondary schools received a monitoring visit last year and links to these schools continue as a result of this work. This was further supported by invitations to networking sessions and regular contact with SACRE news and further training opportunities being made available.

Report on monitoring visits to be found at Appendix A

SACRE continues to inform schools of courses available to them in the neighbouring authorities and the LA's Ethnic Minority Achievement Service (EMAS) is able to offer support to schools in their appreciation of a range of religions and cultures through Festival and Language Packs. The EMAS website also provides an electronic catalogue and booking service for the artefacts and materials available from SACRE so schools can supplement their RE teaching. 'Open Days' and regular updates of artefacts, their use in schools & the classroom and materials available to schools are given to all schools and RE managers.

1. RELIGIOUS EDUCATION

1.1 The Agreed Syllabus

The Portsmouth Agreed Syllabus - 'Living Differences- Revised 2011'(LDR11) was produced in collaboration with Hampshire and Southampton's LAs. It became statutory guidance in LA maintained schools from September 2004, with a revision five years later in 2011. The syllabus is supported by a primary and secondary handbook. These contain comprehensive advice on curriculum delivery, assessment and self-evaluation as well as examples of units of work and useful resources.

Information relating to the work of SACRE, and of religious and cultural artefacts available to schools from SACRE, is available to schools on the Portsmouth City Council EMAS website. All minutes of meetings and committees are available from the Portsmouth City Council website. SACRE is working to provide online resources to support the LDR11, and to find an online facility for schools to access these and those that will be provided by the revision to the LDR11 (starting in summer 2015). These resources were previously available on the schools' portal, which is now deleted.

Work with Hampshire SACRE has been agreed with members of Portsmouth's SACRE and teachers from both the primary and secondary sector being involved in this revision, starting in the summer term 2014/15, to be brought to SACRE in the autumn of 2016 for approval.

Dates for the review of County Agreed Syllabus be held in the Cromwell Room at Falcon House, Monarch Way, Winchester SO22 5PL with Hampshire SACRE have been agreed (see Appendix B)

2. STANDARDS IN RELIGIOUS EDUCATION

2.1 Background to exemplification of standards

2.1.1 The Education Act of 1944 required that schools should provide Religious Education, whilst allowing both teachers and parents (on behalf of their children) the right to withdraw. This remained unchanged until the 1988 Education Act which established a mandatory National Curriculum of ten subjects and the forming of a SACRE. The RE curriculum was not determined by National Curriculum but by a locally agreed syllabus. Portsmouth SACRE continues to encourage maintained schools to follow the LDR11 syllabus. It aims to provide support and guidance for teachers in schools, to review on a five yearly basis the Agreed Syllabus, to provide advice on Collective Worship and to advice on matters of training for teachers in RE and Collective Worship.

2.1.2 The New Curriculum from September 2014 has meant that schools have a requirement to actively promote tolerance, fairness, respect for other faiths, and the rule of law and democracy. 'Spiritual, Moral, Social and Cultural' (SMSC) development is viewed as a key judgement contributing to the overall effectiveness of the curriculum. The Ofsted schedule refers to these values within the SMSC section of leadership and management

2.1.3. On 9th July 2014, former education secretary Michael Gove demanded that 'all schools actively promote British values' and laid out an expectation that head teachers will need, during Ofsted inspections, to articulate how British values are promoted in their schools. On the teaching of values, he said: "We already require independent schools, academies and free schools to respect British values. Now we will consult on strengthening this standard further, so that all schools actively promote British values."

The Department for Education said: "We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

SACRE continues to support schools in this respect with training being provided to schools (with support from the Education and EMAS teams) to both school leaders, Curriculum and RE leaders, and to governors. These were delivered during the 2014/15 academic year.

2.2 Examination results in Religious Studies (last year figures in brackets)

2.2.1 In **2014** 7 of 12, (8) Portsmouth secondary schools entered 739 (452) pupils for the GCSE RE **full** course. The cohort has 1758 (1854) pupils on roll, and so this represents 41.5% (24.38%) of all pupils in that cohort. This entry figure nationally was at 43.4% (37.2%)

Of those Portsmouth pupils:

- ✓ 68.7%% achieved A* - C, **a rise of 7%**, (against National scores of 70.4%)
- ✓ 97.2% achieved A* to G (against National scores of 97.9%), **closing the gap from 1.9% to 0.7%**

In 2013 - 61.7% achieved A* - C (against National scores of 72.2%)

In 2013 - 96.4% achieved A* to G (against National scores of 98.3%)

Figures for girls / boys in Portsmouth Secondary schools:

- ✓ 77.6% girls achieved an A* - C **a rise of 2.9% from last year** and 98.7% an A* - G (National 76.9% and 98.7%)

- ✓ 58.9% boys achieved an A* - C a rise of 9.9% from last year and 95.4% an A* - G (National 62.8% and 96.9%)

In 2013 73.7% girls achieved an A* - C and 99% an A* - G (Nat 78.2% / 99%)
In 2013 49% boys achieved an A* - C and 93.6% an A* - G (Nat 65% / 97.6%)

2.2.2 In **2014** the short course for RE was no longer a performance table qualification. Only qualifications equivalent to at least 1 GCSE can count on performance tables.

In **2013** 5 (of 12) Portsmouth secondary schools entered 240 pupils for the GCSE RE **half** course. Of a cohort of 1854 on roll, this represents 12.9% of all pupils in that cohort. This entry figure nationally was at 26.3%

Of those Portsmouth pupils

- ✓ 49.6% achieved A* - C (against National scores of 50.1%)
- ✓ 93.3% achieved A* to G (against National scores of 94.7%)

Figures for girls /boys in Portsmouth Secondary schools:

- ✓ 58.8% girls achieved an A* - C and 96.5% an A* - G (National 57.8% and 96.5%)
- ✓ 41.3% boys achieved an A* - C and 90.5% an A* - G (National 42.7% and 92.9%)

2.2.3 In **2014** Portsmouth and Havant Colleges entered 22 and 19 pupils (respectively) for the **GCSE A level** (2.3% and 1.7% of the cohort, 2.8% (3.0%) nationally). There is no LA average available because there are no LA 6th form providers

- ✓ Of these 100% pupils achieved grades A*-E (against 99.8% nationally)

In **2013** one school/college entered 19 pupils for the **GCSE A level** (1.9% of the cohort, 3% nationally). Of these 100% pupils achieved grades A-E (against 99.9% nationally)

All results can be seen in table format at Appendix C

2.3 Quality Of Teaching And Leadership In RE

2.3.1 Quality of teaching in Foundation, KS 1, 2 and 3.

There is no requirement for schools to submit or report data on pupil attainment in religious studies at Key Stages 1-3. No data is collected by the LA. Details of attainment and standards in RE may be collected by subject leaders. The requirements for assessment and reporting pupil attainment in RE are detailed in the Assessment and Reporting Arrangements for each Key Stage is published each year. In many schools subject leaders are asked to submit a report on standards in RE to the Head teacher and this **may** also be included in the annual report to Governors. Guidance on standards and assessment is contained within the Agreed Syllabus handbooks and through teacher support at Primary RE network meetings.

For several years there has been an absence of specific reporting about Religious Education in schools' Ofsted reports and so SACRE has lost an evidence gathering tool and since 2012 Ofsted no longer reports on Community Cohesion. There are very few references to RE and collective worship in Ofsted inspection reports. However, there are judgements made on the extent of pupils' social, moral, spiritual and cultural development (SMSC). Although there is no direct link between these judgements and the quality of RE, reports can give an indication of the quality of provision, as a school would be unlikely to receive 'outstanding' or 'good' judgements in this area if RE is inadequate. It is considered a key judgement to the overall effectiveness of the school.

Some quotes from recent Ofsted reports for Portsmouth schools can be found at Appendix D

2.3.2. Quality of Leadership and Management

Portsmouth SACRE commissioned the Hampshire Adviser for RE and History to visit secondary schools during 2013/14 and 2014/15 with the focus:

- To monitor the provision of RE in relation to the local authority Agreed Syllabus, *Living Difference Revised 2011 (LDR11)*.
 - To enable members of SACRE to observe RE in a secondary school.
- Her report on the Leadership and Management of RE was presented to the SACRE body in March of 2015.

A copy of this report can be found at Appendix A

2.3.3 Teacher recruitment & retention and level of specialist provision for RE

Reports by secondary teacher representative on the SACRE body state that specialist RE teachers are not in place in all secondary schools. This perceived shortage of specialist teachers is reportedly leading to many RE lessons being taken by teachers whose subject areas is not RE. The monitoring visits of 2013/14 and 2014/15, organised by SACRE with the Hants adviser for RE and History should enable Portsmouth SACRE to determine what percentage of lessons are covered by RE specialists.

2.3.4 Compliance and time allocation for RE

Time allocation given to RE in city schools:

The recommended minimum hours allocated to religious education are:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 45 hours per year
- Key Stage 5: there is no recommended minimum time allocation.

At primary level, education advisers refer to statutory curriculum requirements as part of their quality assurance visits - no reports have been received regarding failure to comply with these requirements. Governor services also provide guidance on statutory requirements. Schools will not be required to provide details of their self-evaluation to the LA. Secondary schools may include details of compliance with statutory requirements for religious education within the Self-evaluation. These are not required to be shared with the LA. Governor services also provide guidance on statutory requirements - no reports have been received that indicate schools are failing to meet statutory requirements for religious education.

3 COMPLAINTS ABOUT RELIGIOUS EDUCATION

There have been no formal complaints about RE to SACRE in the last year.

4 TRAINING AND SUPPORT

4.1 Teacher Support.

4.1.1. There are boxes of artefacts, bought and made available to all Portsmouth schools, representing many faiths and cultures in the world. These can be booked and hired (via the

admin at EMAS) for schools to support their RE curriculum. A catalogue has been produced and is sent annually to schools informing them of the items available. Schools are regularly sent a link to the online booking system and catalogue.

4.1.2. SACRE has produced a 'Directory of Faith Visits and Visitors'. This gives schools up to date information of those points of contacts to enable teachers to arrange visits or invite visitors into school from faith communities. It has not been the intention to include all the places of worship or faiths represented in Portsmouth. The list has been compiled through SACRE members in order to represent a variety of denominations within Christianity and each of the major world faiths identified in the Portsmouth agreed syllabus 'Living Difference'. Where a faith group does not have a place of worship within the City of Portsmouth, contacts and addresses of the nearest places of worship have been provided. This directory is continually being updated with RE Managers being informed of all additions made to the 'visits and visitors'.

4.2 SACRE LA Officer Newsletter and email information

The LA officer on SACRE regularly sends on to schools and named RE Managers the Hampshire Primary RE newsletter. This provides information as to forthcoming training on offer in Hants as well as links to curriculum updates. (See Appendix E)

5. COLLECTIVE WORSHIP

5.1 Monitoring Collective Worship

Ofsted reports rarely mention Collective Worship and despite national concerns about non-compliance, the Government has no plans to revisit the issue. No schools have an exemption from the legal requirement to hold an act of collective worship 'wholly or mainly of a broadly Christian character'. NASACRE is undertaking some work under their 'Collective Worship Revisited' document. This work will be developed as part of the SACRE '3 year Action Plan 2013 - 2016'

5.2 Complaints

There have been no complaints about Collective Worship in schools. Some Headteachers have particularly requested support and guidance relating to the numbers of pupils of the Islamic faith whose parents have asked for their children to be exempt from Christian based assemblies.

5.3 Determinations

No requests for determination have been submitted to SACRE and there are no current determinations for review

6. LINKS WITH OTHER BODIES

6.1 Links with other Authorities and SACREs

There has been some collaborative work with Hampshire and the Isle of Wight SACRE bodies with visits to SACRE meetings held by these three bodies visiting each other's meetings to share expertise and practice.

Portsmouth remains close to the Hampshire SACRE as the city schools follow the Living Difference (Revised 2011) syllabus, written in collaboration with Hampshire and Southampton SACRE and schools.

6.2 NASACRE

Members of the Portsmouth SACRE regularly attend NASACRE meetings and it is able to provide support, representation and guidance to the Portsmouth SACRE.

6.3 South Central RE/SACRE Hub

Portsmouth SACRE members are invited to the South Central Hub meetings where further support and advice, including development of RE research, development of leadership capacity and local support booster courses are discussed

7. SACRE ARRANGEMENTS AND PRIORITIES

Portsmouth's SACRE is set up to represent a balance of all the interests of the local community. There are elected councillors, representatives of faith communities, and members of the education community, including teachers and head teachers, at any SACRE meeting. There are meetings held once a term, often in a faith building of worship, a school, or at the Civic Centre. Agendas of every meeting are planned with the Chair, Vice-Chair, LA Officer and Clerk.

The 2014/15 term meetings were held in November 2014, March and June of 2015. A copy of the agenda for the June 17th 2015 meeting can be found at Appendix F

7.1 Minutes of Meetings

The minutes of the meetings can be found on the following link

<http://democracy.portsmouth.gov.uk/ieListDocuments.aspx?CId=174&MId=2507&Ver=4>.

The Composition of Portsmouth SACRE - There are four groups or committees, as below:

- A: The Christian denominations and other religious and their denominations, reflecting the principal religious traditions of the area.
- B: The Church of England
- C: Teacher and head teacher associations
- D: The Local Authority

The names of the SACRE members and their religious denominations are to be found at Appendix G

8. SACRE ACTION PLAN 2013 - 2016

The priorities for the three years 2013/14; 2014/14 and 2015/16 are:

- 1) **To monitor the impact of the agreed syllabus** for RE 'Living Difference Revised 2011' LDR11
- 2) **To raise awareness of training available for Living Difference Revised 2011 - (LDR11) & the revision and roll out of the agreed syllabus for RE - LDR 16**
- 3) **To raise the awareness of a) SACRE artefacts** available to support the agreed syllabus for RE (LDR11), **b) 'Spiritual, Moral, Social and Cultural' (SMSC) development**, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014) (Appendix H)
- 4) **To work on the NASACRE agenda 'Collective Worship Revisited'** to monitor Collective Worship in maintained city schools

The full Portsmouth SACRE Action Plan 2013-16 is to be found at Appendix I.

Appendices

A - Portsmouth SACRE Report of Monitoring visits Spring/Summer/Autumn 2014.

Patricia Hannam
Hampshire County Inspector Adviser RE/History

This report offers analysis of the findings from five secondary monitoring visits undertaken in the spring, summer and autumn terms of 2014. Three of the schools visited have been judged 'Good' by Ofsted. One of these is has converted to an academy under its own governance the other linking with a Hampshire academy, the other remaining an LA school. One school has just emerged from being in a category and becoming part of an Academy chain. Two are remaining with the LA.

The visits were the first SACRE monitoring visits of Portsmouth secondary schools to be undertaken by an Inspector Adviser for several years

The visits were undertaken with the purpose of:

- monitoring the provision of RE in relation to the Portsmouth Agreed Syllabus, Living Difference Revised 2011 (LDR11).
- To enable members of SACRE to observe RE in a secondary school with an inspector/adviser.

Activities:

- All visits began with an introductory meeting with SACRE member, and SLT responsible for RE, Head teacher and Head of RE. Two of the visits included a brief meeting with the Head Teacher.
- All visits included an observation of one lesson or part lesson including examination of class books and in-lesson discussions with students. In two cases the lesson observation was of part (30 mins). In one school the teacher observed was an NQT.
- Extended discussion HoD RE discussion of curriculum and teaching provision and examination of planning assessment provision for RE.

Findings:

- **Quality of Teaching.** The quality of teaching seen was variable across the schools. In two schools the teaching was solidly good; in the other schools it was less than good. There was some relationship between the Ofsted status of the school and the quality of the teaching. However there was a much closer relationship between the quality of the teaching and the embedding of the latest understandings of Living Difference revised 2011 (LDR11). In one school there has been extensive training in philosophical enquiry across the department and the school has worked with the Hampshire Inspector Adviser to develop the KS4 curriculum according to the Cycle in LDR11. Teaching in this case was solidly good with some outstanding features in respect of classroom questioning and communication. This was a mixed year 10 non-exam KS4 class which all students

were able to access. Higher order questioning on the part of the teacher and hence higher order thinking and speaking in the young people was observed in most but not all the classes seen.

- **Achievement at KS4.** In all schools discussion were on-going about the future of Full Course RS GCSE. Given the brevity of the visits it was not possible to interrogate the situation fully in all schools. However there was the opportunity for the Inspector Adviser to talk to SLT about the options, to refer to examples of best practice known to the Inspector/Adviser and to remind them of their statutory responsibilities to teach RE in a maintained school no matter what their academy or LA status. This was a surprise to one school and an opportunity therefore to link with the schools and ensure positive development for RE over time there.

It is already known that there is mixed achievement at KS 4 across the Portsmouth Schools, evidence of which was gathered separately when the GCSE data was examined for Portsmouth in general. There is room for improvement here; however, the picture was by no means all gloomy. There are a number of different ways to ensure students can all access high quality RE at KS4. For example at one school, although only a small group take Full Course GCSE, the whole of KS4 are able to access a high quality non-examination course which is planned and taught to The Cycle in LDR11 and which students enjoy. The task before SACRE is to make sure all schools continue to do so; given the continuing pressures to ensure achievement and progress across examined subjects at KS4.

- **Achievement at KS3.** It is important for SACRE to note that there is no statutory requirement for schools to record achievement at KS3 for RE. Nevertheless most schools will require their RE departments to ensure good or better progress through KS3. It is recommended that schools continue to use the level descriptors in LDR11 until after the review of LDR11 when an adapted recommendation for ensuring progression will be put in place. During the visits to schools discussions were held about progression at KS3. Limited data corresponding to accurate assessments was seen.
- **Curriculum at KS4.** In one school an innovative alternative KS4 curriculum is taught to all students, with some in addition opting for Full course GCSE. In another school the KS4 curriculum for RE was not in place. This school was non-compliant for RE at KS4. The monitoring visits served the purpose of alerting this school to their breach of their statutory duty to teach RE to all students. In the other two schools a varying picture was seen. The critical thing to recommend is that all students should have access to a quality KS4 curriculum and the opportunity for external accreditation is to be recommended.
- **Curriculum at KS3.** For all schools Living Difference Revised 2011 (LDR11) should have been fully in place. This was really only entirely the case in one school which has been engaging over several years with the Inspector/Adviser. In three other schools the subject leader for RE was intending to have the Living Difference revised 2011 embedded. However, this was with mixed success, due to there having been varying continuing professional development in the distinction between LD and LDr11. In one school the leadership and management were poorly informed of their statutory duty to teach RE according to the Agreed Syllabus; here neither the cycle nor the skills of enquiry were well in place. In four schools some planning for RE is securely in place, although not entirely to LDr11 and the departments are well organised. In one school where the GCSE results

are less strong, we found that planning and schemes of work were not securely in place. The recommendations to the school are for that to be amended.

- **Leadership and Management:** There was a varying degree of SLT support for RE across the schools visited. In one school the SLT support was outstanding and in this school teaching was also good or outstanding, the curriculum well planned and achievement good. A strong connection between all areas has been identified through the visits included in this report.

There is however a varying degree of understanding not only the statutory duties for RE laid upon schools, but also appreciation of the contribution that RE can make to the whole school life in some of the schools, especially in terms of SMSC. In three cases there was good subject leadership from the head of department. All schools would benefit for RE from further engagement with further CPD on the Agreed Syllabus. Only in one case was there both non-compliance as well as poor understanding of the Agreed Syllabus. However, since the monitoring visit, one of the teachers has begun to engage with CPD. There is a willingness to engage and to improve the curriculum and status of the subject. The visit was helpful in raising the issues which are now being acted upon.

Conclusion: This small monitoring exercise has revealed that there is some good RE taking place in some Portsmouth schools. In all schools there is some room for improvement. In some of the schools visited this is more apparent than others. However, this round of monitoring visits has revealed that in all cases the situation shows a great amount of potential and importantly there is a willingness to improve where needed. It is considered that this exercise will itself have proved to have been an important opportunity for raising the level of understanding and engagement in RE across Portsmouth, as well as serving the initial intention of monitoring the effectiveness of the Agreed Syllabus.

Success for RE in the secondary schools visited, has been shown to require a combination of factors:-

- (i) Support from the SLT to ensure strong leadership and management of RE.
- (ii) Good understanding of the skills of enquiry (teaching) in LDR11 as in the revision of Living Difference which took place in 2011.

Recommendations

- That a monitoring sub-group is convened by Portsmouth SACRE to meet twice a year to receive the confidential monitoring reports, review Ofsted reports mentioning RE and discuss GCSE Data.
- That a programme of monitoring the effectiveness of RE in Portsmouth primary schools is established during the next academic year in readiness for the implementation of a new agreed syllabus later in 2016.
- That Secondary and Primary schools are invited to a training session on LDR11.
- That SACRE write to all schools, with a slightly different letter for primary and secondary as well as academies, reminding them of their statutory duty to teach RE.
- That the teachers who are involved with the revision of LDR11 are enabled perhaps with the County Inspector for RE in Hampshire to run a sequence of CPD sessions in Portsmouth following the review to ensure that the new syllabus is well understood and embedded across the authority.

B - DATES FOR THE REVISION OF THE LDR11

Title of Meeting	Date	Time	No attending
Review Group (inc Writing Group)	Fri 17 Jul 2015	13:30-16:30	22 to 25
Review Group (inc Writing Group)	Tues 15 Sep 2015	13:30-16:30	22 to 25
Writing Group	Wed 9 Dec 2015	Full day	10 to 12
Writing Group	Mon 18 Jan 2016	Full day	10 to 12
Writing Group	Mon 11 Apr 2016	Full day	10 to 12
Review Group (inc Writing Group)	Tues 12 Jul 2016	Full day	22 to 25

C - RELIGIOUS STUDIES EXAMINATION STATISTICS 2014

RE GCSE Full Course 2014

2014															
RE GCSE Full Course	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A* - G	QCA Av Pt	NOE as % c
LA Average	1782	739	8.8	16.8	24.0	19.2	11.8	8.3	3.8	4.6	2.8	68.7	97.2	40.4	41.5
LA average GIRLS	883	389	11.8	20.6	24.9	20.3	9.8	6.4	1.8	3.1	1.3	77.6	98.7	43.2	44.1
LA Average BOYS	899	350	5.4	12.6	22.9	18.0	14.0	10.3	6.0	6.3	4.6	58.9	95.4	37.4	38.9
National Average	554524	240500	9.7	18.5	23.0	19.2	12.0	7.7	4.8	3.0	2.1	70.4	97.9	41.3	43.4
National Average GIRLS	271874	128532	13.2	22.2	24.0	17.6	10.1	6.1	3.5	2.0	1.3	76.9	98.7	43.5	47.3
National Average BOYS	282650	111968	5.7	14.2	21.9	21.1	14.1	9.6	6.3	4.2	3.1	62.8	96.9	38.7	39.6

2013															
RE GCSE Full Course	NOR	NOE	A*	A	B	C	D	E	F	G	U	A*-C	A* - G		
LA Average	1854	452	7.7	17.0	19.7	17.3	10.6	11.3	6.6	6.2	3.5	61.7	96.5		
LA average GIRLS	922	232	12.5	23.7	20.7	16.8	6.0	10.8	4.7	3.9	0.9	73.7	99.1		
LA Average BOYS	932	220	2.7	10.0	18.6	17.7	15.5	11.8	8.6	8.6	6.4	49.1	93.6		
National Average	565515	210372	9.7	19.2	23.4	19.9	11.4	7.3	4.6	2.8	1.6	72.2	98.4		
National Average GIRLS	277700	113995	13.0	22.6	24.2	18.4	9.7	5.8	3.3	2.0	1.0	78.2	99.0		
National Average BOYS	287815	96377	5.9	15.2	22.5	21.7	13.5	9.1	6.0	3.8	2.4	65.2	97.6		

RE GCSE Half Course - No longer a performance table qualification.

RE GCSE A level Course 2014

2014										
RE A levels										
Centre	NOR	NOE	A*	A	B	C	D	E	NOE as % of NOR	
Portsmouth College	977	22	9.1	31.8	31.8	18.2	9.1	0.0	2.3	
Highbury		0								
Southdowns		0								
Havant College	1117	19	0.0	5.3	36.8	36.8	15.8	5.3	1.7	
LA Average		0								
LA average GIRLS		0								
LA Average BOYS		0								
National Average	447369	12323	5.7	16.8	29.2	26.7	15.5	6.0	2.8	
National Average GIRLS	231297	8736	6.1	17.4	30.1	26.5	14.6	5.3	3.8	
National Average BOYS	216072	3587	4.6	15.2	27.1	27.2	17.9	7.7	1.7	

In 2014, in Portsmouth (of two centres) 46.2% pupils gained A* to A grades, compared with 42.1% last year, **a rise of 4.1%**

2013										
RE A levels										
Centre	NOR	NOE	A*	A	B	C	D	E	NOE as % of NOR	
One centre	979	19	0.0	42.1	26.3	21.1	10.5	0.0	1.9	
National Average	435697	12913	4.3	18.1	29.1	26.7	15.9	5.8	3.0	
National Average GIRLS	224996	8922	4.6	19.0	30.0	26.0	14.9	5.3	4.0	
National Average BOYS	210701	3991	3.5	16.0	27.1	28.1	18.2	6.9	1.9	

No LA average for A level because there are no Portsmouth LA 6th form providers.

In 2013, 25.8% of A-level pupils gained A*, to A grades nationally, (according to 'Religious Education: Realising the Potential Ofsted October 2013) in Portsmouth (of the one centre where figures are available) this figure was 42.1%

RE GCSE Full Course statistics 2006 - 2014

RE GCSE Full Course	Number of schools entered	Number of candidates	% of year group entered in those schools	Boys	Girls	% A*-C	%A* - G
2014	8	739	55.5	350	389	68.7	97.2
National Average 2014	na	na	na	na	na	70.4	97.9
2013	8	452	34.9	220	232	61.7	96.5
National Average 2013	na	na	na	na	na	72.2	98.4
2012	7	495		209	286	67.3	99.2
2011	5	484		230	254	65.1	97.5
2010	4	431		196	235	68.4	98.6
2009	7	304		125	179	65.5	99.0
2008	7	296		120	176	67.6	98.0
2007	8	341		121	220	60.1	98.2
2006	9	313		92	221	50.2	94.6
2005							

D - Ofsted Quotes relating to SMSC (Social, Moral, Spiritual and Cultural) aspects found in Portsmouth schools

Primary Schools:

Staff actively promote pupils' spiritual development through prayer and in assemblies. This helps pupils to develop a good sense of right and wrong as well as an appreciation of their friends and the adults that help care for them.

The school's curriculum provision and the out-of-school programme support pupils' spiritual, moral, social and cultural development well.

The school promotes pupils' spiritual, moral, social and cultural development through, for example, work about D-Day and Olympic values, and through engaging pupils in charity work and links with local elderly residents. Such activity helps to promote equal opportunities and guard against discrimination.

The topics pupils study are well organised and give lots of opportunities for pupils to do real tasks, such as writing to the Prime Minister about their views. The opportunities to think about difficult ethical issues, or to take part in concerts and residential trips, supports well the spiritual, moral, social and cultural development of pupils.

A key strength, in the typically good teaching, is the way teachers use questions to extend pupils' thinking. In a Year 5 religious education lesson, thought provoking questions encouraged pupils to develop a deeper understanding of the purpose of religious symbols.

The school fosters strong relationships by making effective use of the cultural diversity of its families to promote pupils' spiritual, moral, social and cultural development. Pupils have a good understanding of the dangers of different forms of bullying, including through the internet, racism and homophobic bullying. They say everyone gets on well in lessons and in the playground. Pupils are keen to make friends with those who join their classes during the year.

Pupils' spiritual, moral, social and cultural development is good. The curriculum provides numerous opportunities for the development of spiritual and cultural aspects. Pupils reflect upon their work, and their knowledge of other faiths is very well developed through their religious education programme and the visit, for example, to a synagogue.

The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a good sense of right and wrong and as a result they are attentive to the needs of others and are polite and caring. Assemblies provide opportunities for pupils to consider the needs of others

Pupils' spiritual, moral, social and cultural development is promoted well. Staff make sure that pupils know right from wrong and have opportunities to reflect in assemblies. For example, as part of their work on resilience they discussed a British Olympic skier and his achievements.

The school fosters good relationships and tackles discrimination exceptionally well. This is demonstrated in the excellent way in which British values and pupils' spiritual, moral, social and cultural development are promoted. The atmosphere of reflection in assemblies is exemplary.

The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils have opportunities to reflect on historical events. For example, pupils made their own cascading poppy display after learning about the First World War and the display at the Tower of London. They enjoy the opportunities they have to share their many and varied achievements in assemblies, for example, celebrating good manners and kindness. They willingly accept responsibility, are clear about right and wrong and, from the outset, learn to resolve differences.

Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are very well mannered, know right from wrong, have good opportunities to reflect in assemblies and enjoy social and cultural activities.

Secondary Schools:

Students understand and appreciate different faiths and cultures. They show high levels of support and respect for each other, working and socialising together harmoniously. Concern for others is also expressed in their fund-raising and voluntary work for local and international causes. Students' good spiritual, moral, social and cultural development supports the secure and closed-knit relationships which are a hallmark of the school.

Students do well in communication studies, art and religious studies because of more inspiring teaching and better leadership. The percentage of students who gain A* to C grades in these subjects often exceeds that found nationally.

The best lessons promote students' spiritual, moral, social and cultural development very well because opportunities for self-expression, collaboration, creativity and consideration of moral issues are integral to learning.

Students have excellent opportunities to reflect on their place within the global community and how as individuals they can help to make the world a better place. They appreciate that people are different, have a strong sense of right and wrong and a genuine desire to support their school's improvement and those less well off than themselves.

E - EXAMPLE OF HAMPSHIRE RE NEWSLETTER FOR TEACHERS OF RE (May 2015)

Welcome to the primary RE summer term e-newsletter - we hope you will find it of interest.

RE Primary Conference Friday 22 May 2015

A few more places have been made available on this popular course (RELI0834) – please book now via the HTLC site or tel: 01962 718600

Upcoming RE courses: book through HTLC online :

08.07.15 *Collective worship issues in primary schools*

13 & 14.07.15 *Using P4C with Living Difference revised 2011*

14.07.15 *How to manage RE effectively at KS1 and KS2 – new RE manager? This is for you!*

14.10.15 *Reviewing your SMSC provision in light of requirement to promote 'fundamental British values'*

20.01.16 *Assessment in RE for the primary phase*

Support for your RE

Following Judith Lowndes' retirement at Christmas, it is a pleasure to advise that high quality, local authority support available for primary RE is continuing. We are pleased to tell you that Justine Ball has been appointed *General Inspector Adviser for Primary RE (0.6)* and we look forward to welcoming her to the RE team on 1 June 2015. In the meantime, if you require professional support for RE please contact Claire Magee on 02392 441434 or via email: claire.magee@hants.gov.uk

New subscription year

1 April 2015 was the beginning of a new subscription year for those of you that use (or wish to start to use) the services of the County RE Centre. If you are in a school that subscribed 2014/15, your subscription has automatically been renewed. If you wish to change or arrange a new subscription, schools need to complete this form. Costs of subscribing to the RE Centre, newsletters and websites are detailed here.

2015 RE primary publications catalogue

Using the online order form, purchase the latest teaching packs for RE in primary schools – all you and your teachers need for engaging RE! Look out for 3 excellent new packs on *Water*:

- FS/KS1 (concept *precious*)
- KS2 years 3 & 4 (concept *ritual*), and
- KS2 years 5 & 6 (concept *symbol*).

If you have any requests for new RE teaching packs, please let us know.

Artefact box catalogue

In addition to a comprehensive library of RE resources available to subscribing schools free of charge, borrow a wide range of artefact and topic boxes available to enrich your RE. Book early to ensure availability for your preferred dates.

Updated FS, KS1 and KS2 medium term planning proforma

Please note that the blank planning proforma have been updated so that you can include cross-curricular links and opportunities for promoting children's SMSC development. The existing medium term plans on the HIAS RE site are in the process of being updated with this material over the next few months.

F - AGENDA FOR THE JUNE 17th 2015 Agreed Syllabus Meeting Prior to the SACRE MEETING

NOTICE OF MEETING

AGREED SYLLABUS CONFERENCE

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

WEDNESDAY, 17 JUNE 2015 AT 4.30 PM

GROUND FLOOR MEETING ROOM 5, CIVIC OFFICES, PORTSMOUTH

Telephone enquiries to Peter Smith-Parkyn (023) 9268 8361

Email: peter.smith-parkyn@portsmouthcc.gov.uk

Membership

Elizabeth Jenkerson (Chair)

Ruth Guyer (Vice-Chair)

Group A - Christian denominations and other religions and their denominations reflecting the principal religious traditions of the area

Group B - Representatives of the Church of England

Group C - Teacher representatives

Group D - Representatives of the Local Authority

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

AGENDA

- 1 Apologies for Absence**
- 2 Declaration of Interests**
- 3 Minutes of the Previous meeting held on 12 June 2009 (Pages 1 - 4)**
- 4 Review of Agreed Syllabus**

Purpose

To consider the proposed schedule for a joint review of the Agreed Syllabus for Religious Education (RE) with Hampshire and Southampton SACREs.

Background

The agreed syllabus for teaching of RE is required by primary legislation to be reviewed every five years. The current agreed syllabus was launched in 2011 "The Living Difference Reviewed 2011 (LDR2011)", it is therefore due for review.

Planned timeline

17 July 2015	– ASC review group 1 - with Hampshire and Southampton -venue - Winchester Falcon House 1.30-4.30 – SACRE members and teachers to be a part of writing group
15 Sept 2015	– ASC review group – with other LAs – venue as above - 1.30pm -4.30pm
9 December 2015	– writing group only – full day – venue as above
18 Jan 2016	– writing group only – full day – venue as above
11 April 2016	– writing group only – full day – venue as above
12 July 2016	– full day review including writing group – venue to be confirmed
Date to be confirmed (2016)	– Launch of new Agreed Syllabus and SACRE meeting for Portsmouth Schools

Recommended that Agreed Syllabus Conference approves the joint working arrangements with Hampshire and Southampton and starts the planned review process.

AGENDA FOR THE JUNE 17th 2015 of the SACRE MEETING

NOTICE OF MEETING

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

WEDNESDAY, 17 JUNE 2015 AT 4.35 PM

(to start no earlier than 4:35pm and after the conclusion of the Agreed Syllabus Conference)

GROUND FLOOR MEETING ROOM 5, CIVIC OFFICES, PORTSMOUTH

Telephone enquiries to Peter Smith-Parkyn (023) 9268 8361
Email: peter.smith-parkyn@portsmouthcc.gov.uk

Membership

Elizabeth Jenkerson (Chair)
Ruth Guyer (Vice-Chair)

Group A - Christian denominations and other religions and their denominations reflecting the principal religious traditions of the area
Group B - Representatives of the Church of England
Group C - Teacher representatives

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

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A G E N D A

1 Welcome and Introductions

3 Moment for Quiet Reflection - Marilyn Leggett

3 Apologies for Absence

4 Minutes of the Previous meeting held on 11 March 2015 (Pages 1 - 6)

The Minutes of the previous meeting held on 11 March 2015 are attached.

Recommended that the minutes of 11th March 2015 are agreed.

5 Matters Arising from the minutes of the 11 March 2015

To receive an update from Sarah Long with regard to RE Boxes.

Recommended that the update be noted.

6 Brief updates or notification of items to be brought to a future meeting

7 Updates from the Chair

To receive updates from the Chair.

Recommended that the update(s) from the Chair be noted.

8 Conference update - 3 September 2015

Receive update on the 3 September 2015 Conference and associated workshops in Winchester.

Recommended that the update be noted.

9 Prevent Agenda

To receive an update on the Prevent Agenda Programme from Sarah Long.

Recommended that the update be noted.

10 Youth Voice

To receive an update from Elizabeth Jenkerson.

Recommended that the update be noted.

11 Report on the South Central HUB

To receive a update from the Elizabeth Jenkerson.

Recommended that the update be noted.

12 Grant proposals

Members of SACRE are asked to provide and consider any proposals or ideas for activities for which external grant funding may be sought.

Recommended that SACRE agree the priority and process for any proposals.

13 Co-opting on to SACRE

SACRE are asked to consider co-opting Academy representative(s) to help maintain dialogue continued positive work with all academies in the City.

Recommended that SACRE consider and identify the principles of co-opting academy representative(s) on to SACRE.

14 Date and venue of the next meeting

SACRE is asked to approve the scheduled of meeting for the ensuing municipal year, all starting at 4:30pm:

Wednesday 11 November 2015

Wednesday 23 March 2016

Wednesday 15 June 2016

Faith and School representatives are asked to contact the clerk if they can accommodate holding a SACRE meeting at their place of worship/school.

Recommended that date be agreed.

G - SACRE MEMBERS 2014/15

Group A Representatives

Peter Davies, The Fellowship of Independent Evangelical Churches (Chair 'til Mar 2015)
Marilyn Leggett, The Salvation Army
Renuka Vyas, Hinduism
Elizabeth Jenkerson, Baha'i Faith (Chair from March 2015)
Geoff Wheeler, Baptist Union
Jane Lewis, The Religious Society of Friends (Quakers)
Ruth Guyer, Judaism (Vice Chair)
Mr Syed Aminul Haque, Islam
Micky Singh
Sue Vigar-Taylor (resigned 11 March 2015)

Vacancy, Methodist Church
Vacancy, Roman Catholic Church

Group B Representatives

Brian Hay, Church of England
Reverend Juliet Straw, Church of England (replaced by Rev Alice Wood - March 2015)
Tony Blackshaw, Church of England (replaced by Richard Wharton - June 2015)
The Venerable Joanne Grenfell (from June 2015)

Group C Representatives

Beverley Millsom, Special School Representative
Patrick Quirke, Secondary Teacher Representative 'til November 2014
Eleanor Assinder, Secondary Teacher Representative from November 2014
Sarah Hanley, Post 16 Representative
Sarah Sadler, Primary School Representative
Sandra Gibb, Primary School Representative
Gemma Self, Early Years Representative
John Spiegelhalter, TLP 'til March 2015
Siôn Reynolds, TLP, from March 2015)
Paula Withers, Secondary teacher

Group D Representatives

Maria Cole, PCC (Un-appointed as of June 2014, re-appointed June 2015)
Taki Jaffer, PCC & Portsmouth Interfaith Forum
Councillor Neill Young, PCC
Councillor Ken Ferrett, PCC
Flick Drummond (appointment from June 2015 until June 2015)

Co-opted Representatives

Sue Ganter (resigned November 2014)
Nassar Kessell, Council of Portsmouth Students (No longer represented - June 2014)

Officers in Attendance

Sarah Long, Local Authority Representative
Peter Smith-Parkyn, Democratic Services

H - OFSTED

Inspection of Religious Education and Collective Worship

Part 1 'How schools will be inspected' of the January 2015 Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being that RE and CW may be an element within inspection activity. (see paragraphs 14-18)

Religious Education

RE in non-faith schools should be based on the agreed syllabus established by the local Standing Advisory Council on Religious Education (SACRE). Academies may follow the locally agreed syllabus or they may devise their own syllabus which must reflect the religious traditions in Britain which are Christian in the main, and must take account of the teachings and practices of the other principal religions represented in Britain.

Collective Worship

Non-faith schools and academies must provide CW that is wholly or mainly of a broadly Christian character. (Academies may need to refer to any requirement of their funding agreements.) A school can reflect the religious backgrounds represented in its community in its CW and RE as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local SACRE to have the broadly Christian requirement disappplied and replaced by CW distinctive of another faith. The headteacher should consult the governing body before doing so. Academies should apply to the Secretary of State via the Educational Funding Agency (EFA).

Taken from 'Guidance for Headteachers and Governors on Ofsted September 2014 criteria for SMSC, RE and Collective Worship'

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

I – ACTION PLAN FOR 2013/16

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
1. To monitor the impact of the agreed syllabus for RE (Living Difference Revised 2011 - LDR11)							
1.1 Ensure that the members of SACRE are informed of the standards achieved in RE in city schools. SACRE members able to quantify attainment and progress against national norms	RAISEonline Data Monitoring visits LA feedback (visit reports) Ofsted reports	Chair/co mmittee LA officer Consultants		Commission support for Hants RE adviser for visits to secondary schools Use Data (as before) to share city wide levels achieved at SACRE meetings Ensure SACRE members can determine LA scores against national and areas for improvement	2013/15 Twice yearly (Nov after results) March to feedback to SACRE	SACRE able to advise LA on any action needed to raise standards in RE Levels attained are in line with national	
1.2 Ensure members of SACRE are able to make recommendations to the LA with a view to raising standards and quality of teaching where necessary	Monitoring visits Ofsted reports	LA officer SACRE members		Use data made available to determine the standards of teaching and learning Agree a committee to look at GCSE results, monitoring visits and Ofsted reports. Now with emphasis on RE, SMSC and leadership of RE. Feed back to SACRE Agree format and information sharing to LA	At least annually following LA results given (November)	Monitoring and Ofsted Reports show raised levels of attainment in RE GCSE and A level grades overall, and of teaching in RE when reported	
1.3 Provide schools with expertise / support to raise quality of teaching and so enable enhanced learning opportunities	Monitoring visits CPD	LA EO RE Insp		Raise awareness of CPD available through networking meetings and CPD in LA and Hants	ongoing	Staff, including non-specialised, teachers of RE are able to provide good to outstanding lessons	
1.4 Determine the percentage of RE lessons in secondary schools that are covered by RE specialists	Monitoring visits Questionnaire	LA EO RE Insp		Gather data, through visits and questions to schools, the number of specialist teachers, and any problems in recruiting to post	2013/14 Summer 2104	Schools to be aware of any lack of expertise, address this, and to train those with responsibility for teaching RE	

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
2. To raise awareness of /training for Living Difference Revised 2011 - (LDR11) & the revision and roll out of the agreed syllabus for RE - LDR 16							
2.1 Provide networking meetings throughout city to raise awareness of /training on LDR11 and LDR16	SACRE members Named RE staff	LA officer Hants Insp		Provide termly meetings. Primary phase to include visits to faith buildings and to invite speakers Secondary meeting to be re-instated	Each term 2012,13,14 asap	All interested teachers and RE managers to have opportunity to meet and further knowledge of LDR11/LDR16	
2.2 Continue to work with neighbouring LAs to provide revision to agreed syllabus	SACRE committee LA officer Hants RE inspector	Chair LA officer		Maintain working relationships with Hants and Southampton SACRE bodies Provide evidence to LA to fund the teaching staff to 'revise' LDR11. Liaise with schools to find appropriate staff work on the revision	Spring 2015 (begin rev) Spr 2015 Spr 2015	SACRE bodies responsible for revision work are liaised with and Portsmouth SACRE takes a joint role in the revision	
2.3 Look to providing teaching staff to support the rewrite and roll out the revised LDR11 (LDR16)	SACRE committee LA officer Hants RE inspector	Hants and Ports. SACRE bodies		Provide for the LA an expected costing for SACRE to provide training to lead teachers Liaise with schools to determine suitable staff	Mar 2015 Summer 2015	Schools in city to 'appoint' teachers to join revision group Schools and SACRE to fund for CPD across city	
2.4. Provide CPD for RE managers and SLT on the new LDR16 edition. Work with Hants LA and Hants and IOW SACRE to plan, prepare and produce new hard and electronic copies for all city maintained schools	SACRE committee LA officer Hants RE inspector	Trained RE teachers Hants RE Insp		Provide funding (through LA) to provide copies of revised LDR16 for each school Provide training for RE managers in city Monitor use of new LDR16	Summer/Autumn 2016 Autumn 2016 Aca Yr 16/17	CPD provided to all schools on the LDR16 from Autumn 2016	

Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
3. To raise the awareness of a) SACRE artefacts available to support the agreed syllabus for RE (LDR11), b) 'Spiritual, Moral, Social and Cultural' (SMSC) development, through the teaching of RE and other curriculum areas with an emphasis on supporting the British Values agenda (Ofsted 9.2014)							
3.1 Regularly share with schools the SACRE resources to support the LDR11, stored at the EMAS Centre	LA officer EMAS Advisers	EMAS LA Officer		Continue to provide information to HTs on the electronic twice termly bulletin Showcase the artefacts to any teachers on course at the EMAS centre	Termly and ongoing	All schools have raised awareness of SACRE support. Resources regularly used.	
3.2 Provide for secondary school teachers/students an opportunity to take part in a city wide RE conference	SACRE committee Consultant	SACRE		Provide an 'Enrichment Conference', open to all schools on annual basis, Speakers to come from various faith groups SACRE members to support wherever possible Funding to be arranged from outside sources to enable students to attend for free	Summer terms 12,13,14 Grants to applied for annually	Raise an understanding of those faiths both covered in GCSE coursework and those not. Provide a format for students to be able to discuss different faiths and their understanding of them.	
3.3 Provide workshop/briefing for senior leaders on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all senior leaders from city schools to briefing at EMAS Centre Prepare materials to support BV at individual schools Offer support to schools in interrogating, planning and resourcing for BV	25 & 26 Nov 2014 (Primary) 4 th March 2015 (Secondary)	Schools staff to more aware of the BV agenda, the importance of this throughout the curriculum including RE	
3.4 Provide workshop/briefing for Governors on the SMSC/British Values agenda	LA Education Officer LA officer Prevent Officer	LAEO LA officer		Invite all city governors to briefing at EMAS Centre Prepare materials to support BV at individual schools Offer support to governors in interrogating planning and awareness of resources for BV	15 & 22 Jan 2015	School governors more aware of the BV agenda, the importance of this throughout the curriculum including RE	

3.5 Organise a 'drop-in' day for RE and Curriculum Managers to look at all resources to support SMSC & BV at EMAS centre	LA Officer EMAS Advisers EMAS Admin	LA Officer EMAS advisers		Invite all city RE and curriculum leaders to drop in at EMAS Centre Prepare materials/artefacts/packs available to support BV in RE and other subjects for staff to peruse and to book for curriculum areas	10 th Feb 2015 ongoing	Resources are booked out to school to support RE and curriculum lessons. RE managers are informed of new resources and new managers added to contact list	
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Individual School / City Wide target	Driver: Ofsted, EO, Head/ Senior Staff, Data etc	Lead	Monitored by:	Actions	Timescale	Success criteria / impact on pupils	RAG
4. To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship (CW) in maintained city schools							
4.1 SACRE members to attend NASCRE meetings to determine the role of SACRE monitoring CW	NASACRE	SACRE members		The members who attended NASACRE meetings to feed back to Portsmouth SACRE Those members to arrange means to collect data and to act upon findings	Annually	Attendance at all NASACRE meetings, regularly feedback to SACRE	
4.2 Committee set up to look at data collected re CW across the city	Monitoring visits (EO and RE Inspector)	Chair LA Officer		Committee set up to meet to review Ofsted and LA visit reports	Annually	Committee able to report annually on any Ofsted comments made re CW in city schools	
4.3 Consider any complaints about provision and delivery of Collective Worship	Complaints made Visit reports	Chair LA Officer		Committee set up to deal with any complaints raised	Needs driven	Complaints dealt with in timely fashion	
4.4 SACRE members to have sight/knowledge of the Ofsted document 'Guidance : SMSC,RE and CW'	Ofsted Chair Clerk	Chair LA Officer		Provide link to/copy of 'Guidance for Headteachers and Governors on Ofsted September 2104 criteria of SMSC,RE and Collective Worship' http://www.ofsted.gov.uk/resources/school-inspection-handbook	Academic year 2014/15	SACRE members up to date with Ofsted requirements for RE, SMSC and CW	

Glossary of abbreviations

BV	British Values
CPD	Continuing Professional Development (staff training)
DfE	Department for Education
EMAS	Ethnic Minority Achievement Service
EO	Education Officer
IOW	Isle of Wight
LA	Local Authority
LDR11	Living Difference Revised (in 2011) the 'Agreed Syllabus'
LDR16	Living Difference Revised (in 2016) the 'Agreed Syllabus'
RAG	RAG rated, R = Red, not achieved; A = Amber - partially achieved; G = Green - fully achieved
RAISEonline	From Ofsted and the DfE: RAISEonline aims to: Enable schools to analyse performance data in greater depth as part of the self-evaluation process. Provide a common set of analyses for schools, local authorities, inspectors, dioceses, academy trusts and governors. Better support teaching and learning
SACRE	Standing Advisory Council for Religious Education
SEF	School Evaluation Form
SLT	Senior Leadership Team (in schools)
SMSC	Spiritual, Moral, Social and Cultural

Agenda Item 12

A New Settlement: Religion and Belief in Schools (2015)

CHARLES CLARKE AND LINDA WOODHEAD

<http://faithdebates.org.uk/wp-content/uploads/2015/06/A-New-Settlement-for-Religion-and-Belief-in-schools.pdf>

We recommend that:-

Act of Collective Worship

(1) The current requirement in statute for an Act of Collective Worship should be abolished, and the decision about the form and character of school assemblies should be left to the governors of individual schools. Schools should be required to set out their statement and strategy for promoting Spiritual, Moral, Social and Cultural Education, with school community assemblies as an important part of that strategy, upon which they would be inspected by OFSTED. The government should provide non-statutory guidance to help achieve this.

Curriculum

(2) Consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' in describing this part of the statutory curriculum.

(3) The RE syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum.

(4) The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created 'National Standing Advisory Council on Religious Education (NASACRE)' comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally-agreed syllabus should be reviewed every 5/7 years.

(5) The government discusses with the faith school providers, including academies and free schools, the merits of voluntary-aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.

(6) The government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.

(7) In addition, the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all schools to adopt this syllabus.

(8) If these changes are agreed, the right of parents to withdraw their children from the RE part of the curriculum should be abolished.

(9) The legal requirement for RE at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for RE to a wider study of religious, spiritual, moral, ethical, social, and cultural values.

(10) All faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or non-religious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.

(11) The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.

(12) An important, though not the only, way to promote community cohesion and to counter radicalization across the school system is to make the kinds of curriculum change which we are proposing. OFSTED should re-establish a strong inspection system to ensure that all schools, faith or not, properly fulfil their duty to promote community cohesion

Faith Schools

(13) Children of families of faith should where possible be able to attend schools of that faith, and that their current right to be given priority in the admissions process should not be removed.

(14) The churches need to make strong and continued progress in addressing the very real concerns about fairness, and that changes to the current legal position should be considered as an urgent matter if faith bodies fail to make progress in the directions which they have set for themselves. We believe that there are legitimate concerns about using regular attendance at worship as a selection criterion and we recommend that this criterion be kept under review.

(15) Further effort be given to developing alternative proposals for fairer admissions procedures to faith schools, procedures which balance the rights of families of faith to have their children educated in that faith with other considerations of fairness to others and serving the whole local community.

(16) The ability of faith schools to retain their own inspection process for the content of collective worship and religious formation should be re-considered within the context of the overall changes we propose.

(17) The inspection regime for independent schools continue to be steadily tightened in the context of the curricular changes we propose.

(18) The current arrangements which enable faith schools to discriminate in their employment are kept under review, given legitimate concerns about their necessity and their effects