Title of meeting:	Standing Advisory Council for Religious Education
Date of meeting:	Thursday 13 July 2017
Subject:	SACRE Monitoring Group Report
Report by:	Patricia Hannam

1. **Purpose of report:** The purpose of this report is to inform SACRE of the findings and discussions that took place during the meeting of the SACRE monitoring sub-group on 15th June 2017. The group is working to support SACRE in fulfilling its duty to ensure the effectiveness of RE through the implementation of the Agreed Syllabus

   The group discussed its' terms of reference for agreement by SACRE. In order to ensure the effectiveness of the Agreed Syllabus various sources of information are considered. For example the group received an update on the current situation regarding RS GCSE and primary and secondary Ofsted reports mentioning RE or SMSC were looked at together with secondary school GCSE data from 2016.

2. **Recommendations:** That SACRE receive the report and agree terms of reference for the monitoring group.

3. **Background:** The monitoring group met on 15th June 2017 at 09.00.

Present:- Cllr Ryan Brent (SACRE Vice-Chair and chaired the meeting), Sarah Sadler, Mike Stoneman, Patricia Hannam, Peter Smith-Parkyn.

Apologies :- Elizabeth Jenkerson, and Councillor Neill Young

   3.1 Portsmouth GCSE results from 2016 and GCSE Update: That 2017 would be the last year that GCSE data would be received in an A*-C format was discussed. In future GCSE RS from 2018 will be graded 9-1. Maths

and English in 2017 will already be graded 9-1 and the implications for schools were considered. Further the impact of the EBacc on GCSE RS entries was discussed together with GCSE examinations moving from a 'criteria' based system to a 'norm' based system in terms of grade allocation. GCSE results in Portsmouth reveal a positive story in terms both of the number of young people being entered for the GCSE as well as a results, both of which are above the national. The few schools where entry numbers are non-existent or particularly low will be followed up and information gathered reported to the next monitoring group. This is important to ensure that all students at KS4 are able to access their entitlement to RE whether through taking a GCSE course or otherwise.

3.2 **Ofsted Visits:** the group heard that the type of visit a school will receive from Ofsted is dependent on their existing Ofsted status. Where a school is already 'good' then usually the visit will be a single day and rarely is RE mentioned in this case. However if a school is likely to be moving categories in any direction, then there will be a two day inspection and a longer report. The longer reports are more likely to mention RE but usually in relation to the way in which a school is promoting children or young people's Spiritual, Moral, Social or Cultural (SMSC) development which is a requirement for schools. A school's promotion of children and young people's SMSC development is also regarded as a key way in which a school can be judges as teaching 'British Values' and preparing children for life in modern Britain. Several reports were considered in light of this.

3.3 Monitoring Visits: No monitoring visits have been undertaken in this period; however SACRE has the opportunity to make a number of visits before April 1st 2018. SACRE Advisers will be making arrangements and contacting members to accompany them in due course. Reports regarding these visits will be considered at the forthcoming autumn and spring monitoring meetings.

4.   Reasons for recommendations:

That the report is received and terms of reference accepted

Appendices: Appendix 1 - SACRE Monitoring Group Terms of Reference

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by ……………………………… on ………………………………

………………………………………………
Signed by:

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