

# 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 6<sup>th</sup> 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 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](mailto: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 17<sup>th</sup> 2015 Agreed Syllabus Meeting Prior to the SACRE MEETING**

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### **NOTICE OF MEETING**

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#### **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

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### **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

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(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](http://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 17<sup>th</sup> 2015 of the SACRE MEETING

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### NOTICE OF MEETING

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#### 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

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### 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.)

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](http://www.portsmouth.gov.uk)

## **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 |
|--|---|---|---------------|--|---|---|-----|
| <b>1. To monitor the impact of the agreed syllabus for RE (Living Difference Revised 2011 - LDR11)</b>   |   |   |               |  |   |   |     |
| 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<br>Data<br>Monitoring visits<br>LA feedback (visit reports)<br>Ofsted reports | Chair/co<br>mmittee<br>LA<br>officer<br>Consultants |               | Commission support for Hants RE adviser for visits to secondary schools<br>Use Data (as before) to share city wide levels achieved at SACRE meetings<br>Ensure SACRE members can determine LA scores against national and areas for improvement                                      | 2013/15<br>Twice yearly (Nov after results)<br>March to feedback to SACRE | SACRE able to advise LA on any action needed to raise standards in RE<br>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<br>Ofsted reports   | LA officer<br>SACRE members                         |               | Use data made available to determine the standards of teaching and learning<br>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<br>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<br>CPD  | LA EO<br>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<br>Questionnaire  | LA EO<br>RE Insp                                    |               | Gather data, through visits and questions to schools, the number of specialist teachers, and any problems in recruiting to post  | 2013/14<br>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 |
|---|---|--------------------------------------|---------------|--|---|---|-----|
| <b>2. To raise awareness of /training for Living Difference Revised 2011 - (LDR11) &amp; the revision and roll out of the agreed syllabus for RE - LDR 16</b>   |   |                                      |               |  |   |   |     |
| 2.1 Provide networking meetings throughout city to raise awareness of /training on LDR11 and LDR16  | SACRE members<br>Named RE staff                     | LA officer<br>Hants Insp             |               | Provide termly meetings. Primary phase to include visits to faith buildings and to invite speakers<br><br>Secondary meeting to be re-instated  | Each term 2012,13,14<br><br>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<br>LA officer<br>Hants RE inspector | Chair<br>LA officer                  |               | Maintain working relationships with Hants and Southampton SACRE bodies<br><br>Provide evidence to LA to fund the teaching staff to 'revise' LDR11.<br><br>Liaise with schools to find appropriate staff work on the revision | Spring 2015 (begin rev)<br>Spr 2015<br><br>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<br>LA officer<br>Hants RE inspector | Hants and Ports.<br>SACRE bodies     |               | Provide for the LA an expected costing for SACRE to provide training to lead teachers<br><br>Liaise with schools to determine suitable staff   | Mar 2015<br>Summer 2015                             | Schools in city to 'appoint' teachers to join revision group<br><br>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<br>LA officer<br>Hants RE inspector | Trained RE teachers<br>Hants RE Insp |               | Provide funding (through LA) to provide copies of revised LDR16 for each school<br><br>Provide training for RE managers in city<br><br>Monitor use of new LDR16  | Summer/Autumn 2016<br>Autumn 2016<br>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 |
|---|---|--------------------|---------------|---|--|--|-----|
| <b>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)</b> |   |                    |               |   |  |  |     |
| 3.1 Regularly share with schools the SACRE resources to support the LDR11, stored at the EMAS Centre  | LA officer<br>EMAS Advisers                           | EMAS<br>LA Officer |               | Continue to provide information to HTs on the electronic twice termly bulletin<br>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<br>Consultant                         | SACRE              |               | Provide an 'Enrichment Conference', open to all schools on annual basis,<br>Speakers to come from various faith groups<br>SACRE members to support wherever possible<br>Funding to be arranged from outside sources to enable students to attend for free | Summer terms 12,13,14<br>Grants to applied for annually              | Raise an understanding of those faiths both covered in GCSE coursework and those not.<br>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<br>LA officer<br>Prevent Officer | LAEO<br>LA officer |               | Invite all senior leaders from city schools to briefing at EMAS Centre<br>Prepare materials to support BV at individual schools<br>Offer support to schools in interrogating, planning and resourcing for BV  | 25 & 26 Nov 2014 (Primary)<br>4 <sup>th</sup> 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<br>LA officer<br>Prevent Officer | LAEO<br>LA officer |               | Invite all city governors to briefing at EMAS Centre<br>Prepare materials to support BV at individual schools<br>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  |     |

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| 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<br>EMAS Advisers<br>EMAS Admin | LA Officer<br>EMAS advisers |  | Invite all city RE and curriculum leaders to drop in at EMAS Centre<br><br>Prepare materials/artefacts/packs available to support BV in RE and other subjects for staff to peruse and to book for curriculum areas | 10 <sup>th</sup> Feb 2015<br><br>ongoing | Resources are booked out to school to support RE and curriculum lessons.<br><br>RE managers are informed of new resources and new managers added to contact list |  |
|--|---|-----------------------------|--|--|--|--|--|

| Individual School / City Wide target  | Driver: Ofsted, EO, Head/ Senior Staff, Data etc | Lead                | Monitored by: | Actions  | Timescale             | Success criteria / impact on pupils   | RAG |
|---|--|---------------------|---------------|--|-----------------------|---|-----|
| <b>4. To work on the NASACRE agenda ' Collective Worship Revisited' to monitor Collective Worship (CW) in maintained city schools</b> |  |                     |               |  |                       |   |     |
| 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<br><br>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<br>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<br>Visit reports                 | Chair<br>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<br>Chair<br>Clerk                         | Chair<br>LA Officer |               | Provide link to/copy of 'Guidance for Headteachers and Governors on Ofsted September 2104 criteria of SMSC,RE and Collective Worship'<br><br><a href="http://www.ofsted.gov.uk/resources/school-inspection-handbook">http://www.ofsted.gov.uk/resources/school-inspection-handbook</a> | 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:<br>Enable schools to analyse performance data in greater depth as part of the self-evaluation process.<br>Provide a common set of analyses for schools, local authorities, inspectors, dioceses, academy trusts and governors.<br>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  |