

Letter from the Chairman

I commend this report to all those with an interest in Religious Education in Hull's schools and academies.

It reveals an ongoing commitment on the part of SACRE to support schools in the areas of Religious Education and Collective Worship. We continue to maintain the public profile of SACRE through the website <http://reinull.wordpress.com> and an occasional electronic newsletter to schools.

The Agreed Syllabus for Religious Education, published in the March of 2010, is now being fully implemented in the majority of Hull's schools. SACRE continues to face problems in our task of monitoring the Religious Education and Collective Worship in Hull's community schools. We are still looking for new ways to do this effectively.

There have been significant changes to the direction of Religious Education as a result of Ofsted (Office for Standards in Education) reports in the last three years and local SACREs have been encouraged to consider the changes and adopt the direction and guidance that has been given by NASACRE (National Association of SACREs) in the last two years.

SACRE is exploring ways in which it may best respond to the document *A Curriculum Framework for Religious Education in England* published by The Religious Education Council of England and Wales in October 2013 and this will be a focus of our forthcoming meetings..

There is an urgent need to fill the vacancies on SACRE, particularly on Committee B, without which SACRE will be unable to function effectively.

I thank all members of SACRE for their contribution to its work; particularly we depend on Marilyn Cowling, the Consultant to SACRE whose input and guidance has been essential, and Anita Eckersley, Clerk to SACRE.



Professor John Friend



Legal and Democratic Services, Hull City Council,
The Guildhall, Alfred Gelder Street, Hull, HU1 2AA

Annual Report 2013

Introduction

It may seem that support for religious education (and collective worship) at national level has been very limited, if not completely absent, during recent times. However, many events both at home and abroad have reinforced the need for a wider understanding of religions, beliefs and cultures, and governments across Europe are called upon to *"promote, through the educational system and other means, respect for diversity and mutual understanding by encouraging a wider knowledge of the diversity of religions and beliefs within their jurisdiction."*

www.eu-un.europa.eu/articles/en/article_13685_en.htm

Whilst RE is not found within the National Curriculum it remains '...compulsory for all pupils registered in maintained schools up to the age of 18. Maintained schools must follow their locally agreed syllabus. Maintained schools must also provide a daily act of collective worship that should be broadly Christian, unless the school has been granted a determination to conduct collective worship of another faith.

Academies do not have to teach the National Curriculum. However, they must teach a broad and balanced curriculum including English, mathematics, science and religious education. They do not have to follow the locally agreed syllabus for religious education but can devise their own. They must also provide a daily act of collective worship that should be broadly Christian, unless the school has been granted a determination to conduct collective worship of another faith'.

<http://www.education.gov.uk/schools/teachingandlearning/curriculum>

Hull SACRE has not received any requests for determinations in the last twelve months. Any requests for determinations to conduct collective worship which is of another faith should be made to SACRE via the Clerk to SACRE (email: anita.eckersley@hullcc.gov.uk).

Spiritual, moral, social and cultural development is encouraged in many ways. For example, pupils know that surplus equipment has been donated to help less fortunate pupils in Romania

Northcott Special School Feb 2013

The spiritual, moral, social and cultural development of pupils is promoted well. The school celebrates cultural diversity by learning about lots of different cultures.

Paisley Primary November 2012

The lack of detail about standards in RE from these inspection reports requires SACRE to devise other means to carry out the monitoring role of SACRE.

Key area 1a: Compliance and time allocation for RE

To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?

The majority of community primary schools follow the agreed syllabus and make use of the exemplar units of learning provided by SACRE. Schools tell us these units are especially 'helpful to those less confident with their planning and teaching'. Special schools adapt the syllabus to meet the particular needs of their pupils. The RC primary schools use the Middlesbrough RC diocesan syllabus and CE voluntary aided primary schools follow the York diocesan syllabus. CE VC schools must follow the LA local Agreed Syllabus unless parents request a denominational one.

Most primary schools continue to provide the equivalent of 1 hour per week for RE in both key stages whilst exhibiting a range of creative ways in which time is devolved to RE and still meeting the statutory learning requirements of the syllabus.

In most cases KS3 students have one lesson per week of RE (either 50 minutes or an hour) or the equivalent time within a term using 'big learning days' The one RC secondary school provides 10% curriculum time for RE in KS3. Depending on the course followed in KS4, most schools offer between one hour and two hours per week for GCSE RS. However concerns continue with regard to secondary schools meeting the statutory requirement and some KS 4 pupils have either lost or had reduced entitlement due to other curriculum pressures. In most secondary schools Year 9 pupils have begun to follow GCSE RS by the beginning of the summer term.

Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.

See appendix for tables

Key area 1c: Standards and achievement

Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.

The LA Agreed Syllabus and accompanying exemplar Units of Learning for RE provide clear guidance about expectations of achievement and describe standards of attainment in terms of levels

To develop subject leader and teacher and HLTA confidence with assessment training for this area has been offered each term as part of the courses provided. Feedback from course evaluations and SACRE questionnaires tell us that schools continue to require this support as not everyone is able to attend the dates offered. No formal analysis of standards in key stages one, two and three has taken place this year.

SACRE plans to invite schools to submit teacher assessment of standards in RE for each key stage at the end of the academic year.

Please give a brief prose analysis of standards achieved in public examinations in RE.

Full course GCSE RS 47.1% achieved grades A* - C, a slight increase on the previous year (still significantly below national outcomes of 62.6%) and 98.3 achieved grades A* - G very close to national at 98.4%.

Short course GCSE RS: 26.6% achieved grades A* - C, 2.9 % improvement on last year and moving towards national outcomes of 44.8%. One school achieved above national with 51.5%. The percentage of pupils achieving grades A* - G is 87.7% against the national figure of 94.6%. Three of the schools achieved within 2% of the national outcome for Short Course RS.

Of the 45 students entered for A level GCE Religious Studies 82.2% gained A*-C grades (78.1% national) and 100% achieved A* - E grades (99.8% national).

GCE AS Religious Studies had 10 entries with 70% achieving grades A*-C and 100% achieving grades A*-E (compared to 49.3% and 85.2% respectively for national outcomes).

Key area 1f: Teacher recruitment and retention, level of specialist provision

Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.

In the primary sector we have many coordinators of RE with good subject knowledge who lead, coach and support colleagues, though each year sees a new group of non-specialist teachers whom have been given the role of coordinating RE, a number of which have attended training in 2013 specifically directed at this role. RE is taught by HLTA staff in a significant number of primary schools.

Secondary RE subject leaders are in the main specialists and often have other curriculum areas to lead in addition (Humanities, citizenship and/or PSHE). In some secondary schools the subject leader may be the only specialist teacher, in others all teachers of RE are specialists.

Post 16 institutions – of the two schools with sixth form provision only one entered students for GCE AS and A level examination and is well staffed by specialist teachers and with chaplain support.

One of the two sixth form colleges offers post sixteen qualifications in Philosophy.

Special schools – all have someone responsible for leading RE, though not necessarily with specialist qualifications.

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

On what dates has the SACRE met in the last year, and at what venue(s)?

SACRE Meetings and attendance for September 2012 to July 2013

Meetings took place in a range of places including in both Hull and East Riding venues.

Key area 2c: SACRE development

What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.

An increasing number of teachers now follow and contribute to the web blog: <http://reinhull.wordpress.com> which is jointly maintained and updated for Hull and East Riding of Yorkshire teachers by the independent consultant to Hull SACRE and an independent consultant supporting East Riding schools.

Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?

Information on all of the above may be found in the Agreed Syllabus. Teaching methodology and resources together with any pertinent information, both national and local are provided via <http://reinhull.wordpress.com>

In addition support is provided through training; identified by teacher evaluation and feedback at each event or from requests made through 'reinhull'. SACRE members are welcome to attend any of the training events offered to schools.

Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?

Not currently

Key area 2d: Financial support

Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.

Whilst there has not been an identified budget for SACRE this year the LA has continued to provide a clerk, meeting rooms when required and the support of an independent consultant with subject specialist knowledge. SACRE has continued to carry out its functions to the best of its ability within the limitations imposed by national reduction of funding to local authorities.

This conference came about as a result of a challenge issued at the NASACRE conference in 2012. Representatives from North Yorkshire, East Riding of Yorkshire, Hull, York and North East Lincolnshire met in July 2012 and decided to hold a conference for SACRE members, teachers and governors to support RE in the region. The organisation of this event fell to Hull, East Riding and NE Lincs. It was agreed that the event should be held centrally and Hull University was the venue.

The Assistant Head of Improving Standards (Hull LA), kindly agreed that Hull should act as administrator for the event and the three SACREs were grateful for that support. The admin team at the Priory Centre, Hull were extremely helpful and supportive too.

The Keynote speaker was John Keast, Chair of the Religious Education Council with Alan Brine (HMI RE) and Lat Blaylock, Editor of REtoday.

Workshops were led by each of the above together with Paul Hopkins, Marilyn Cowling, Sue Holmes and Debbie Newton. Presentations and workshop input from the conference may be viewed on <http://reinhull.wordpress.com>

A total of 43 delegates attended the event arriving from Lincoln, Barnsley, Doncaster, York, NE Lincolnshire, East Riding of Yorkshire and Hull. Feedback from delegates was fully positive, comments may also be seen on the above website.

Hull SACRE holds joint meetings once per term with East Riding of Yorkshire SACRE. Members offer visits to places of worship for schools and settings which we also take advantage of for network meetings. Good links through members to Hull and East Riding Interfaith. Training provided for teachers on standards and assessment, SMSC, RE and the EYFS.

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus

The next review will begin September 2014.

The current syllabus is available online at www.reweb.org and linked from the web page <http://reinhull.wordpress.com> where the exemplar units of learning are also to be found.

Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision

None received.

5. Contribution to the Spiritual, Moral, Social and Cultural development of children and young people

Key area 5a: Knowledge and understanding of the local religious, cultural and ethnic minority

Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities)

SACRE has membership of Hull and East Riding Interfaith and links with interfaith groups in neighbouring authorities. Membership represents some the significant faith groups found in the city and work is ongoing to encourage wider representation.

Key area 5b: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to SMSC in your area.

Through the positive promotion of national interfaith week with schools, faith groups, museums and libraries; holding teacher network meetings in faith and cultural venues and attendance at and contributions to Hull and East Riding Interfaith meetings, SACRE members strive to engage with all faith groups and to help others understand the role and importance of SACRE. In response to demand from schools, training to support SMSC development across the curriculum was provided on two separate occasions and was well attended.

Subject: Religious Studies (4610)

Qual: GCE A level

Centre	Entries					%A* - C					%A* - E				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
NCER National	11520	11462	12501	12692	12890	78.7	75.9	78.9	78.3	78.1	99.5	99.4	99.5	99.9	99.8
LA Comparator	31	33	44	42	45	74.2	78.8	84.1	73.8	82.2	100.0	100.0	100.0	100.0	100.0
St. Mary's College	31	33	44	41	45	74.2	78.8	84.1	73.2	82.2	100.0	100.0	100.0	100.0	100.0

NCER National and LA Comparator figures never include User Defined Groups

[] denotes actual figures due to a divisor of zero.

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Subject: Religious Studies (4610)

Qual: GCSE Full Course

Centre	Entries					%A - C					%A* - G				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
NCEM National	149800	155424	176443	193455	209444	61.7	62.3	62.4	62.8	62.6	98.7	98.7	98.4	98.5	98.4
LA Comparator	732	729	858	909	724	58.3	51.6	46.2	44.8	47.4	98.5	97.5	96.2	94.2	98.3
Archbishop Sentamu Academy (Church of England)	0	0	151	162	66			17.9	13.6	40.9			88.7	80.9	98.5
Endeavour High	18	15	1	0	47	94.4	60.0	100.0		29.8	100.0	100.0			95.7
Fountain House	0	1	1	1	0		0.0	0.0	0.0		100.0	100.0		100.0	
Kelvin Hall	26	22	40	27	16	84.6	72.7	65.0	55.6	93.8	100.0	100.0		100.0	100.0
Kingswood High	0	0	0	0	58					13.8					93.1
Malet Lambert	203	187	183	185	0	73.4	58.8	56.3	71.9		99.5	99.5		99.5	
Newland	13	15	11	21	71	61.5	40.0	81.8	76.2	62.0	100.0	100.0		100.0	100.0
PRU for Medical Needs	0	0	0	0	1					0.0					100.0
Sirius Academy	0	0	0	5	16					80.0					100.0
St. Mary's College	215	213	219	235	234	73.0	67.1	70.8	63.4	62.8	100.0	100.0		100.0	100.0
Sydney Smith	196	190	161	151	112	32.7	33.2	26.7	29.8	22.3	96.4	96.8		98.0	100.0
Thomas Ferens Academy	50	47	44	49	0	8.0	10.6	2.3	6.1		94.0	80.9		81.6	
Trinity House	0	0	0	0	35					40.0					85.7
Winifred Holtby	11	40	48	74	69	54.5	60.0	64.6	27.0	55.1	100.0	95.0		94.6	100.0

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Subject: Religious Studies (4610)

Qual: GCSE Short Course

	Entries										%A - C					%A* - G					
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	
Centre	218159	205040	188380	166797	148692	47.0	47.7	45.6	45.0	44.8	96.3	96.1	94.9	94.7	94.6	96.3	96.1	94.9	94.7	94.6	
NCER National	743	766	806	796	999	27.3	21.0	21.2	23.7	26.6	94.5	89.9	84.9	89.3	87.7	94.5	89.9	84.9	89.3	87.7	
LA Comparator	49	116	155	109	184	32.7	31.9	14.8	42.2	23.9	91.8	96.6	78.7	96.3	90.2	91.8	96.6	78.7	96.3	90.2	
Andrew Marvell	68	142	0	0	127	13.2	14.1			0.8	91.2	86.6			73.2	91.2	86.6			73.2	
Archbishop Sentamu Academy (Church of England)	181	186	133	119	0	21.0	5.9	17.3	23.5		90.6	77.4	79.7	87.4		90.6	77.4	79.7	87.4		
David Lister	77	1	81	48	0	20.8	0.0	23.5	14.6		96.1	100.0	86.4	85.4		96.1	100.0	86.4	85.4		
Endeavour High	0	1	3	0	0	0.0	0.0	0.0			0.0	0.0	66.7			0.0	0.0	66.7			
Fountain House	25	22	0	67	98	64.0	31.8		28.4	24.5	100.0	90.9	88.1	84.7		100.0	90.9	88.1	84.7		
Kelvin Hall	47	83	99	100	298	21.3	2.4	25.3	23.0	51.5	93.6	95.2	90.9	89.0	94.3	93.6	95.2	90.9	89.0	94.3	
Malet Lambert	121	121	115	121	69	38.0	47.1	26.1	24.0	21.7	95.0	99.2	99.1	91.7	92.8	95.0	99.2	99.1	91.7	92.8	
Newland	0	0	47	93	53			34.0	23.7	13.2											
Sirius Academy	22	0	1	0	1	13.6		0.0		0.0	100.0	100.0	100.0	83.9	92.5	100.0	100.0	100.0	83.9	92.5	
St. Mary's College	23	61	33	39	69	0.0	1.6	3.0	5.1	2.9	87.0	78.7	45.5	82.1	79.7	87.0	78.7	45.5	82.1	79.7	
Sydney Smith	31	47	43	37	0	38.7	57.4	51.2	21.6		100.0	100.0	93.0	94.6		100.0	100.0	93.0	94.6		
Trinity House	167	129	99	63	98	27.5	14.7	12.1	7.9	19.2	97.0	91.5	84.8	90.5	84.8	97.0	91.5	84.8	90.5	84.8	
Winifred Holtby																					

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