



Kingston upon Hull SACRE



Annual Report 2017

“If the only people who understand Christianity are Christian, or Islam are Muslims, or Hinduism are Hindus, we are condemned to a world of misunderstanding, conflict and sectarianism. If we cede understanding of religious ideas to religious individuals, we lose the capacity to comprehend the motivations behind the thoughts and actions of anyone beyond our own religious tradition. ... the most important attribute that the academic study of religion offers to our students is even more vital and far more concrete: the ability to understand others. In a world in which we are increasingly exposed to difference of all types, what could be a more vital skill for navigating the future?”

William 'Chip' Gruen (*Associate professor of religion studies at Muhlenberg College*)

<https://www.insidehighered.com/views/2016/08/22/understand-todays-world-more-students-should-study-religion-essay>

Introduction

The main focus of the work of SACRE this year has been to consider the impact of the Agreed Syllabus launched in 2016 for the first year of teaching from September 2016 and to respond to the call for evidence from the Commission on Religious Education. Our syllabus is to be found on www.reweb.org.uk a site hosted by the East Riding of Yorkshire for the four local authorities which share this syllabus. SACRE members have received positive feedback from the regular network meetings for subject leaders and coordinators of RE and some SACRE members have responded to

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requests to visit schools and see how the syllabus is being implemented.

Whilst RE is not found within the National Curriculum it remains compulsory for all pupils registered in maintained schools and academies from the academic year in which they become 5, up to the age of 18. Maintained schools must follow their locally agreed syllabus.

Academies do not have to follow the locally agreed syllabus for religious education but can devise their own in line with the requirements for an agreed syllabus for RE. In Hull the maintained schools and most academies tell SACRE that they make use of the local agreed syllabus.

Maintained schools and academies must also provide a daily act of collective worship that should be broadly Christian, unless the school has been granted a determination by SACRE to conduct collective worship of another faith. Whilst pupils in sixth form may choose to opt out of collective worship without parental consent they may not opt out of RE. (DfE, 2012)

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: fiona.harbord@hullcc.gov.uk)

Hull SACRE has continued to respond to teacher requests for support and training.

1. Standards and quality of RE provision

SACRE has considered any comments regarding the quality and standards of RE in the inspection reports for Hull schools published by OfSTED. During 2016/17 inspection reports for schools and academies in the city have made little mention of religious education or religious studies and rarely is there a comment about collective worship or assemblies. Comments about opportunities for spiritual, moral, social and cultural pupil development do sometimes make reference to the quality of RE. Below is a selection of comments found in OfSTED inspection reports which help SACRE have some understanding of what is happening in RE in schools and academies in Hull.

Secondary schools and academies

Winifred Holtby Academy - March 2017

The school provides very good opportunities for pupils to develop their spiritual, moral, social and cultural understanding in a variety of ways. This includes assemblies...

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Aspire Academy - June 2017

Staff successfully ensure that pupils develop respect for people from different backgrounds and faiths.

Pupils experience a wealth of opportunities to ensure their spiritual, moral, social and cultural development both within academic subjects and through additional enrichment activities. Some pupils find it difficult to overcome externally influenced prejudice but, through the opportunities provided, learn to accept and tolerate views that are different to their own.

Primary schools and academies

Craven Primary Academy - September 2016

The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils' spiritual, moral, social and cultural development is exceptionally well provided for. Through assemblies and discussions, for example, in literacy, history and religious education, pupils learn what it is to be part of a community and how they should respect those from other cultures, faiths and backgrounds.

Wheeler Primary School - September 2016

Pupils' spiritual, moral, social and cultural development is effectively promoted, for example through regular, planned cultural activities to celebrate the diversity of the school population.

Cleeve Primary Academy - October 2016

Leaders promote British values through assemblies and the curriculum. Pupils understand about democracy and the rule of law. However, pupils' understanding of faiths and cultures other than their own is underdeveloped.

Priory Primary School- November 2016

The promotion of pupils' spiritual, moral, social and cultural development is highly successful. The school's work to promote pupils' understanding of spiritual, moral, social and cultural issues is highly successful. Pupils are taught how to express their thoughts appropriately through philosophy lessons. In these lessons, pupils generate and consider questions that challenge stereotypes, such as 'Who do you think you can trust?' These lessons are highly effective in valuing pupils' opinions, building their confidence and contributing to preparing them for life in modern Britain.

Sidmouth Primary - November 2016

Pupils' spiritual, moral, social and cultural development is good. Older pupils were able to describe the differences and similarities between many different religions and demonstrated deep respect and tolerance for the views of others.

Appleton Primary Academy - November 2016

The work of leaders to promote pupils' spiritual, moral and cultural understanding has been successful. The school environment reflects diversity and a wide range of cultures beyond those found in the school. Pupils spoken to talked animatedly about what it means to them to live in modern Britain. Teachers' efforts to plan and deliver a rich and varied curriculum mean that pupils are making good progress across a wide range of subjects.

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The Parks Primary Academy - November 2016

Pupils' spiritual, moral, social and cultural education is promoted well. Pupils learn about cultures from around the world and find out about other faiths and religions. During their harvest festival at a local church, parents listened to pupils who presented poetry, prayers, blessings and speeches about the meaning of harvest in different cultures from around the world. Younger pupils celebrate Diwali and retell the story of Rama and Sita competently in their writing sessions.

Southcoates Primary Academy - June 2017

Pupils' spiritual, moral, social and cultural development is promoted well. However, there are few opportunities for pupils to have first hand experience of other cultures.

Visits to the local church, assemblies, visits from theatrical groups and opportunities to work together support pupils well. There are opportunities for pupils to learn about life in Britain and across the world to prepare them to be good citizens. However, there are few opportunities for pupils to have direct experience of other cultures to strengthen their understanding of life in different communities.

Ainthorpe Primary Academy - July 2017

Some elements of multicultural education are in place but pupils lack confidence in talking about other faiths and cultures or linking school values explicitly with British values.

Pupils can recall a little about different faiths from religious education lessons and assemblies but their knowledge is limited and some confuse different cultures with geographical locations.

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?

Most community primary schools and non-denominational academies generally follow the agreed syllabus and make some use of the exemplar units of learning provided by SACRE. Special schools may adapt the syllabus to meet the particular needs of their pupils and support has been provided by SACRE through the adoption of the 'Five Keys Approach' developed by Anne Krisman, an expert SEN teacher and trainer from Redbridge. 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.

SACRE recommends that primary schools provide the equivalent of 60 minutes per week for RE in Key Stage 1 and 80 minutes for Key Stage 2. However, schools are free to determine the way in which time is devolved to RE so long as the statutory learning requirements of the syllabus are met. Some primary schools set aside blocks of two or three days per term to focus on RE, others identify RE within a thematic curriculum model and others teach RE as a discrete lesson each week.

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SACRE is aware that Key Stage 3 has been reduced to just two years in many schools, with lessons equivalent to 50 or 60 minutes each week. Such reduction of time for RE may limit the opportunity to explore topics in some depth and places a focus on the more narrow requirements of a GCSE Religious Studies syllabus.

SACRE is also aware that for many students RS may be selected as an optional subject in some schools and in others students may not be offered the opportunity to gain a qualification in RS. Some students may not be in receipt of their statutory entitlement. This is of concern to SACRE. There have been instances of GCSE RS classes being supplemented with after school tuition.

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.

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

Key area 1b: Public examination entries in RE

Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.

We do not have a gender breakdown of entries.

In 2016/17, there were five types of maintained secondary schools in Hull -

- **one community school** – Newland School for Girls
- **one voluntary aided school** – St Mary's College Sports College
- **seven academies** – Archbishop Sentamu Academy, Sirius Academy, Sirius Academy North, Hull Trinity House Academy, Malet Lambert College, Kingswood Academy and Winifred Holtby Academy
- **two 'Trust' schools** – Andrew Marvell College (became the Marvell College September 2016) and Kelvin Hall School
- **one free school** - The Boulevard Academy

There are six special schools and three PRUs with pupils eligible by age to sit GCSE examination.

Key Stage 4 Religious Studies

Ten schools entered pupils for full course GCSE RS with a total of 887, out of 2286 pupils entered across the LA, an increase of 12% on the previous year and representing 38% of the cohort. One school entered a single pupil for GCSE Short Course RS compared to an entry of 367 pupils across three schools in 2016.

One special school entered 14 of their 15 eligible pupils for entry level qualification (ELQ), Religious Studies.

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While there is no legal requirement that pupils must sit public examinations, SACRE determines that pupils in KS4 and KS5 deserve the opportunity to have their learning accredited in the statutory curriculum subject of religious education. Accreditation can be through courses leading to qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics.

Key Stage 5 Religious Studies

Two of three schools with KS 5 entered a total of 36 students for GCE A Level Religious Studies achieving at least in line with national outcomes and significantly above national for grades A*-B. A single student was entered for GCE AS Level Religious Studies and one student was entered for GCSE Full Course RS.

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 for Key Stages 1 and 2 provide guidance about expectations of achievement and describe standards of attainment in terms of end of Key Stage statements. Formal analysis of standards in key stages one, two and three has not taken place as schools across the city have adapted the End of Key Stage statements to fit their different systems of measuring and recording attainment.

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

Of those entered for full course GCSE RS, 62.6% achieved grades A* - C, an increase of 6.4% on the previous year, whilst 95.8% achieved grades A* - G, not significantly different to national of 97.9%.

Results for those entered for ELQ Band C RS found 92.9% achieved level 3 with 100% achieving levels 3 - 2, well above national outcomes for this exam.

Thirty six students were entered for A level GCE Religious Studies, of which 22.2% gained A*-A grades (24.2% national), 66.5% gained A*-B (54.9% national) and 100% achieved A* - E grades (98.4% national). GCE AS Religious Studies 100% Grade A.

Key area 1d: Quality of teaching

Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).

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No formal assessment of the quality of teaching has been made by SACRE this year though anecdotal evidence of good practice has been shared at SACRE meetings.

Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.

Schools are encouraged to make use of the pupil questionnaire found on the RE Quality Mark website to determine how pupils experience and respond to learning in RE.

Key area 1e: Quality of leadership and management

Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.

There are a number of strong subject leaders within the primary, secondary and special schools and settings who are supportive of each other and colleagues across the city. Where subject leaders have the confidence and support of senior leaders this is reflected in the quality of leadership of RE.

As in most years SACRE has noted that there have been a number of schools which have appointed new subject leaders for RE, however, these are not all teachers with specialist subject knowledge. Some schools have a HLTA coordinating the subject. Some secondary teachers and leaders of RE have had difficulty finding time to attend planned network meetings and SACRE is keen to develop a helpful and supportive working relationship with these teachers. There have been opportunities within the city and across the East Riding for secondary teachers of RE to meet up and share their expertise but the pressure of examinations and marking are two of the factors blamed for non-attendance. Their main concerns, expressed at network meetings, include the challenges of the KS4 curriculum, teaching the old and new GCSE specifications and the need to develop an appropriate KS3 RE curriculum.

The RC and CE secondary schools, both with sixth form provision, have significant strength in their RE teachers' teams.

The main concern expressed by primary RE subject leaders at network meetings has been around subject knowledge and assessment of RE.

SACRE has welcomed support for primary RE teachers and leaders offered by Learn Teach Lead RE (LTLRE) Yorkshire and the Humber, funded by Culham St. Gabriel. This project has provided training for three Professional Leaders of RE (PLREs) in the city, two primary teachers and one secondary. These teachers, with the support of their schools, have built on established networks, identified training needs and facilitated professional development opportunities for colleagues; activities assisted by funding provided from the LTLRE project. Not all subject leaders and teachers of RE are taking up the opportunity to attend these network meetings.

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

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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 continue to have a significant number of long serving coordinators of RE with good subject knowledge who are prepared to share their expertise and support colleagues. Secondary RE subject leaders are in the main specialists though may have other curriculum areas to teach and/or lead, particularly humanities, citizenship and 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 –two of the three schools with sixth form provision entered students for GCE AS and A level examination and are well staffed by specialist teachers and with chaplain support.

The two sixth form colleges offer post sixteen qualifications in Religious Studies.

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 2016 to July 2017

There was no meeting during the Autumn term 2016, the first and second meetings of the year took place at the Guildhall, which is a central location.

Date	Committee A in attendance	Committee B in attendance	Committee C in attendance	Committee D in attendance	Co-opted Members in attendance	Quorate
1 Feb 2017	yes	yes	yes	yes		yes
05 July 2017	yes	yes	yes	yes		yes

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Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum

SACRE meetings have just managed to be quorate in 2016/17. We are grateful to those who always attend and to the clerk of SACRE for providing timely reminders of meetings to SACRE members via telephone & email.

Key area 2b: Membership and training

What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?

Christian: C of E

Hindu, Jewish, Sikh

Although not represented on SACRE the local Buddhist community will respond to requests for support.

SACRE continues to work to recruit a member from the Muslim community.

What training/induction is offered both to new members and to the SACRE as a whole?

SACRE has the training materials developed by NASACRE and uses these to induct new members. SACRE members share any development materials which may be relevant to other members at SACRE meetings. Two representatives of SACRE attended the annual NASACRE AGM in May 2017 and members each receive copies of NASACRE newsletters.

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.

Learn Teach Lead RE (Yorkshire and the Humber) has been supported by SACRE members working with PLREs at network meetings.

The web blog: <http://reinhull.wordpress.com> has an updated contact list for faith groups and individual faith members willing to be contacted by schools. It is jointly maintained and updated for Hull and East Riding of Yorkshire teachers by the independent consultant to Hull SACRE and the independent consultant supporting East Riding schools. A SACRE member has liaised with a tutor at the university to develop a resource for schools..

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

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Information on all of the above may be found in the Agreed Syllabus. Requests for support often come through 'reinhull' and any training materials are uploaded and accessible to all who follow this web blog.

RE network meetings have provided opportunities for teachers to engage with members of faith groups through Living Faith Libraries, to observe practical teaching strategies such as Godly Play and P4C and continued to offer support with the Agreed Syllabus.

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?

SACRE has working links with the Universities of Hull and York through the work of the independent consultant.

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.

There is no specifically identified budget for SACRE from the LA but SACRE is provided with 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. Members are extremely generous with their time and expertise.

Key area 2e: Information and advice

Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.

Information is usually channelled through the Clerk to SACRE who is a Democratic Services Officer and who is a very efficient and supportive colleague of SACRE. The city council is represented on SACRE by the City Plan Enabler: Learning and Skills (formerly known as a Portfolio Holder). Schools are requested to provide information to SACRE, usually on an annual basis; OfSTED reports are trawled for information and the independent consultant provides information about training delivered at each SACRE meeting.

What professional advice on RE and collective worship is available to your SACRE (such as adviser, AST, consultant, mailings, online access)? If possible, please give approximate number of days.

The independent consultant to SACRE ensures that relevant newsletters from the Religious Education Council and NASACRE are shared with members. Joint meetings with East Riding of Yorkshire SACRE enable the sharing of common concerns and celebrations. We continue to have close links with the SACREs of North and North East Lincolnshire with who we also share a common syllabus.

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Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.

The LA receives minutes of SACRE meetings.

Key area 2f: Partnerships with other key stakeholders

Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.

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. there are good links with Hull and East Riding Interfaith.

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 revised syllabus was launched on 17 March 2016 ready for use in schools from September 2016. This is a web based syllabus only.

The current syllabus is available online at www.reweb.org and linked from the web pages of <http://reinhull.wordpress.com> where the exemplar units of learning are also to be found. Training for staff teaching RE is always based on the precepts of the agreed syllabus and the enquiry model used within it.

4. Collective worship

Key area 4a: Practice and provision for collective worship

How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)

Collective worship has not been a significant focus of the work of SACRE this year.

Key area 4b: Monitoring the provision of collective worship

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Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.

All schools are in receipt of the guidance provided by SACRE for CW. In most primary schools collective worship occurs on a daily basis with frequent contributions from pupils. Some primary and at least one secondary school have a CW coordinator, in the case of primary schools this is often the Head Teacher. Most secondary schools hold one communal act of collective worship per week for each year group and then provide guidance for reflection time with tutors for other days of the week.

Please give an overview, where applicable, of applications for determinations in collective worship in the past year.

None received this year.

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 (HERI) and links with interfaith groups in neighbouring authorities. Membership represents some of 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 and faith groups, links with HERI and groups such as www.onehumber.org, 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 with an emphasis on the new requirement for a focus on British values has continued to be provided and has been well attended. Ofsted reports, whilst rarely mentioning RE, do give a picture of the impact of SMSC and British values.

Key area 5c: Links to local authority initiatives promoting diversity

In what ways is your SACRE taking account of and engaging with, local authority initiatives promoting diversity?

SACRE is closely involved with the planning and celebration of Holocaust Memorial Day each year through the contribution of the Chair of SACRE. During the year of 'the City of Culture' 2017 SACRE members are engaging widely with the range of different religions and cultures in the city and the region. Links with Hull and East Riding Interfaith (HERI) are sustained and, members have participated in national and local faith events.

Summary

What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?

Our particular strength is the joint working practice that exists between Hull and neighbouring SACREs, particularly the SACREs of East Riding of Yorkshire and North and North East Lincolnshire. We have continued to liaise to review the impact of our shared agreed syllabus and we invite colleagues from across the region to participate in any training and development events.

How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?

A strong sense of community is provided through the longstanding membership of individual SACRE members and the support provided for new and existing members. Joint meetings are regularly held with East Riding of Yorkshire SACRE

- SACRE members attend inter-faith functions organised by Hull and East Riding Interfaith (HERI)
- Members are invited to teacher network meetings
- SACRE members visit schools whenever they are able to and invite staff and pupils to participate in their celebrations.

Appendices

- 2017 GCE 'A' level RS results
- 2017 GCE 'AS' level RS results
- 2017 Full GCSE RS results
- 2017 Short GCSE RS results
- 2017 ELQ results



KS4 Grade Summary by Subject

Subject: Religious Studies (4610) / Exam: ELQ Band C (342)

QAN: 60007126

Est. No.	Centre	NOR	NOE	3	2	1	U	X	Avg Pts
-	National (All Schools)	58919 3	311	37.6	43.1	6.8	1.3	11.3	
-	National (State Funded)	52907 1	269	39.4	44.2	7.8	1.1	7.4	
-	LA (State Funded)	2286	14	92.9	7.1				
7000	Northcott School	15	14	92.9	7.1				

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	G	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	58919 3	263974	10.0	19.4	23.4	18.4	12.1	7.3	2.7		0.3	71.2	97.9	4.8
-	National (State Funded)	52907 1	248210	8.8	18.6	23.5	19.0	12.6	7.6	2.8		0.3	70.0	97.9	4.7
-	LA (State Funded)	2286	887	7.0	14.7	21.2	19.7	13.4	7.7	4.4		0.2	62.6	95.8	4.3
6905	Archbishop Sentamu Academy	245	134	3.7	12.7	26.1	22.4	16.4	10.4	1.5			64.9	100.0	4.4
4622	Hull Trinity House Academy	53	6	16.7	66.7		16.7						100.0	100.0	6.8
4113	Kelvin Hall School	257	7		28.6	57.1	14.3						100.0	100.0	5.7
4009	Kingswood Academy	99	11	9.1	9.1	9.1	18.2	27.3	9.1				45.5	90.9	3.8
4020	Malet Lambert	282	268	2.2	5.2	12.3	14.2	12.3	13.1	10.8			34.0	88.8	2.8
4030	Newland School for Girls	127	31		29.0	19.4	25.8	16.1	3.2				74.2	100.0	4.8
6906	Sirius Academy West	272	41	7.3	31.7	24.4	17.1	19.5					80.5	100.0	5.5
4626	St Mary's College	247	229	18.8	19.2	25.3	20.5	10.0	3.9	0.9			83.8	100.0	5.6

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4011	The Marvell College	137	108	1.9	14.8	20.4	25.0	18.5	5.6	5.6	1.9	62.0	94.4	4.1
4001	Winifred Holtby Academy	243	52	1.9	19.2	36.5	26.9	9.6	3.8			84.6	100.0	5.0

Subject: Religious Studies (4610) / Exam: GCSE Short Course (320)

QAN: 50044837

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	G	X	Avg Pts
-	National (All Schools)	58919 3	11110	8.7	12.1	18.9	17.9	13.4	10.5	4.7		
-	National (State Funded)	52907 1	10269	7.7	11.6	19.2	18.6	13.9	10.7	4.7		
-	LA (State Funded)	2286	1									
6905	Archbishop Sentamu Academy	245	1									

2017 | NPD | Religious Studies

KS5 Grade Summary by Subject

Subject: Religious Studies (4610) / Exam: GCE A level (111)

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	21289	5.7	1 8 . 5	30.7	25.7	13.0	4.8	< 0.1	1.6	< 0.1	24.2	54.9	98.4	35.7
6905	Archbishop Sentamu Academy	2			50.0	50.0							50.0	100.0	35.0
4626	St Mary's College	34	5.9	1 7	44.1	20.6	8.8	2.9				23.5	67.6	100.0	38.2

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Subject: Religious Studies (4610) / Exam: GCE AS level (121)

Est. No.	School/College	NOE	A	B	C	D	E	U	X	A-B	A-E	Avg Pts
-	National (all entries)	13910	22.5	24.3	23.4	14.9	8.2	6.0	0.7	46.8	93.3	15.9
46 26	St Mary's College	1	100.0							100.0	100.0	25.0

Subject: Religious Studies (4610) / Exam: GCSE Full Course (310)

Est. No.	School/College	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	Avg Pts
-	National (all entries)	302	4.6	12.9	17.9	23.2	15.9	10.3	5.6	5.0	2.3	2.3	58.6	95.4	
46 26	St Mary's College	1				100.0							100.0	100.0	