



## Kingston upon Hull SACRE



### Annual Report 2018

*"We are living through the single biggest change in the religious and cultural landscape of Britain for centuries, even millennia. It is not simply that the number identifying with non-Christian religions has been growing and the number who identify as Christian falling, but that those who say they have 'no religion' (but are not necessarily secular) are now the majority. Britain is diverse in a new way. It is of central importance that all schools are equipped to help children handle these changes, changes that can otherwise be confusing, opaque and even dangerous.*

*Religious education has an important role to play."*

A New Settlement Revised: Religion and Belief in Schools

<http://faithdebates.org.uk/wp-content/uploads/2018/07/Clarke-Woodhead-A-New-Settlement-Revised.pdf>

### Introduction

This has proved to be yet another interesting year for SACRE and Religious Education. The second meeting in February took place in the Guru Nanak Gurwara on Parkfield Drive, Anlaby Road, Hull HU3 6TB where members of both Hull and East Riding SACREs, together with teachers from schools across the city, and the East Riding, were privileged to listen to Dr Joyce Miller, a Commissioner with the independent Commission on RE (CoRE), talk about the initial findings of the Commission on the state of RE in schools across the country. The Commissioner took questions from teachers and SACRE members and asked for views

about how the RE curriculum should be developed to most appropriately meet the needs of young people in our society.

In July 2018, Westminster Faith Debates ( [www.faithdebates.org.uk](http://www.faithdebates.org.uk) ) published a pamphlet written by Charles Clarke and Professor Linda Woodhead which examines the state of religious education in England and offers sixteen recommendations to change legislation to improve the curriculum, develop teacher expertise and to reconstitute and strengthen the role of SACREs, together with a suggested name change to 'Religion, Beliefs and Values'. There are many similarities between this publication and the final report from CoRE.

The final report from the CoRE was published in September 2018 under the title 'Religion and Worldviews: a national plan for RE'. The report recommends a new approach to RE in schools as well as changes to the laws and policies governing the subject. Its proposals are based on the concept that Religious Education should help ensure that all pupils receive adequate preparation for life in modern Britain and that the subject should adapt to reflect the changes in our society. The report sets out eleven recommendations for a reformed subject that prepares young people for living in an increasingly diverse world, called 'Religion and Worldviews'.

The summary of the findings and recommendations of the final report from the Commission on RE was shared and discussed at a joint meeting with Hull and East Riding SACREs on 20 September when most of the recommendations were welcomed and it was agreed that comments would be sent to NASACRE from each of the two SACREs.

Visit the Commission on RE website for more information: [www.commissiononre.org.uk](http://www.commissiononre.org.uk)

## **1. Standards and quality of RE provision**

Some SACRE members have visited and/or worked in schools in the city and have been able to comment on the quality of the RE they have seen. They have met with many of the subject leaders in primary settings and seen some inspirational work, particularly in the Early Years Foundation Stage, in KS1 and the first two and three years of KS2. It is clear that by Year 6 other areas of the curriculum are demanding a greater amount of time and that RE has significantly less time and emphasis in many schools.

Whilst there are some wonderful opportunities provided by most schools for pupils to explore faiths found in the city and the wider world; the depth of learning found in earlier years seems to diminish for some in Years 5 & 6 and we have seen classroom activities

and assessment tasks that limit opportunities for Year 6 pupils to show what they know, understand and can do.

SACRE considers attainment in secondary settings through interrogation of GCSE and GCE results.

SACRE has considered comments regarding the quality and standards of RE in the inspection reports for Hull schools published by OfSTED. During 2018 inspection reports for schools and academies in the city have made little mention of religious education and rarely is there a comment about collective worship or assemblies. Below is a selection of comments found in OfSTED inspection reports which help SACRE have some understanding of what is happening in RE.

### **Secondary schools and academies**

Of the nine secondary schools and special schools inspected only three reports made any kind of reference to RE or collective worship.

#### **Archbishop Sentamu – February 2018**

The development of pupils' spiritual, moral, social and cultural learning is a strength of the school. The Christian ethos is very clear and embedded. British values are threaded through the personal, social, health and citizenship education programme and the schemes of learning for geography and religious education. Well-planned assemblies and tutor time provide ample opportunities for collective worship and reflection on important events in the news. As a result, pupils are respectful of others' views and well prepared for life outside the immediate school community.

#### **Kingswood Academy – February 2018**

Well-developed assembly programmes provide pupils with opportunities to reflect on key themes linked to spiritual, moral, social and cultural issues. During the inspection, one inspector observed an assembly linked to the holocaust. The leader delivering the assembly skilfully connected her own memories from a previous visit to a concentration camp with a wider investigation into British values such as tolerance. Pupils listened attentively and made learning notes in their journals.

#### **The Boulevard Academy – November 2018**

The development of pupils' spiritual, moral, social and cultural development is good. A well-structured programme of personal and social education lessons enables the pupils to

discuss their views and feelings in a safe environment. Pupils are very aware of the diverse community in which they live and are accepting of other people's views. The values of respect and tolerance are promoted positively.

### **Primary schools and primary academies**

Primary schools, primary academies and two pupil referral units were among the fifteen settings inspected during the period covered by this report. Only four reports contained any kind of reference to religious education or collective worship or assemblies.

#### **Hall Road – October 2018**

Pupils' knowledge of the wider world, as well as their spiritual, moral, social and cultural understanding, is well developed. Pupils particularly appreciate the school's own rich diversity and are highly respectful of one another and their respective beliefs.

#### **Pearson Primary - December 2018**

The school strongly promotes fundamental British values through the curriculum and the warm and caring family ethos. Through their religious education work, assemblies and your links with local faith leaders, pupils have developed a strong understanding of the many faiths and cultures represented in British society and in their own school. Pupils take on responsibilities such as being members of the school council, playground buddies and eco-councillors. Pupils are very aware of the part they play in making the world a better place. As one pupil told me, 'Everyone needs to make a difference, not as individuals, but as a unified planet.'

#### **St James Primary CE Academy – January 2018**

The school's strong focus on social responsibility, tolerance and respect, links to the local church and pupils' study of the heritage and traditions of Hull as a city of culture, ensure that the provision for pupils' spiritual, moral, social and cultural development is exemplary. The school engages with professionals such as the local clergy, police and fire service to enhance these aspects of the curriculum.

Spiritual development is a high priority across the school. The daily act of worship is thoroughly enjoyed by staff and pupils alike. Everyone contributes wholeheartedly to the beautiful singing, and they recite their school prayer with pride and sincerity.

#### **Stockwell – March 2018**

Pupils could talk extensively about 'respecting each other because we're all different'. Respect is one of the six values decided by the school community. These are regularly taught through whole school assemblies.

### **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?*

Despite the fact that only a handful of primary schools continue to be maintained by the Local Authority (LA) most of the primary academies have continued to make use of the LA Agreed Syllabus and adhere to the time recommendation to meet the requirements of the syllabus. Most primary settings 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, schools still meet the statutory learning requirements of the syllabus. Some set aside blocks of two or three days per term to focus on RE, others identify RE within a thematic or creative curriculum model.

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'. Two secondary academies provide almost 10% curriculum time for RE in KS3.

Six out of the eleven secondary academies offered GCSE RE as an option for study in Key Stage 4 with a further four academies making it a compulsory element of the curriculum. Time ranges between one hour and two hours per week for GCSE RS. SACRE does not have information about any non-examination RS courses offered. Year 9 pupils often begin to follow GCSE Religious Studies examination courses by the beginning of the summer term (for which provision is made in the agreed syllabus).

*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.*

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.

We do not have a gender breakdown of entries.

In 2018 all secondary schools have academy status, independent of the local authority.

St Mary's College, Archbishop Sentamu Academy, Sirius Academy,  
Sirius Academy North, Hull Trinity House Academy, Kelvin Hall School,  
Kingswood Academy, Malet Lambert College, Newland School for Girls,  
The Marvell College and Winifred Holtby Academy,  
one free school, The Boulevard Academy and one University Technical College,  
Ron Dearing UTC

There are six special schools and three PRUs with pupils eligible by age to sit GCSE examination. Nine schools and one special school entered pupils for full course GCSE RS with a total of 905 out of 2339 pupils entered across the LA, a slight increase on the previous year and representing 39% of the cohort.

One school entered four pupils for GCSE Short Course in RS in addition to their full course entries.

One school entered 2 students for GCE AS Level Religious Studies; in 2017 there was only one entry for GCE AS Level. Entries for GCE A Level were down to 18 from 36 the previous year with all candidates from a single school. One hundred percent of these students attained grades A\*-C.

*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 guidance about expectations of achievement and describe standards of attainment in terms of end of Key Stage statements. In addition there is guidance as to what most pupils should achieve by the end of Year 4. There has been no formal analysis of standards in key stages one, two and three.

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

This is the first year of using the new grading system for GCSE so no comparison will be made with previous years. Of those entered for full course GCSE RS, taking the three different sets of results together, 32% achieved grades 9-6; 47% achieved grades 9 - 5; 59% achieved grades 9 – 4, and 97% achieved grades 9 -1.

The results are published in three different tables from different exam boards making it difficult to make comparisons but schools may be interested to see which exam boards might offer their students the best chance of success.

All students entered for A level GCE Religious Studies achieved significantly above national results. Thirty eight point nine per cent gained A\*-A grades (22.9% national), 77.8% gained A\*-B (52.3 national) and 100% achieved A\* - D grades (98.0% national A\*-E).

GCE AS Religious Studies 50% achieved A\*-B.

### **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).*

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 hub and SACRE meetings.

The termly hub meetings for RE are well attended and provide opportunities for teachers to share their expertise and resources and learn from each other.

These meetings are led by subject specialists, both primary and secondary with support from 'Learn, Teach, Lead RE: Yorkshire and the Humber'.

SACRE members and other members of faith communities have supported these meetings, some participating in 'Living Faith Libraries' experiences for both pupils and teachers or providing workshops to enhance subject knowledge of teachers.

Whilst primary hub meetings are generally well attended the response from secondary colleagues has been very disappointing and perhaps reflects the findings of the 'State of the Nation' report 2017 that a significant number of secondary schools are failing to meet their statutory obligation to provide **all** pupils with their entitlement to religious education. SACRE has requested information from the secondary schools in the city about provision for RE. It is clear from the data on full course entries for GCSE Religious Studies in 2018 at least four secondary schools are providing this entitlement to all students.

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

Schools are invited to celebrate the experiences and work of pupils on 'rein hull'.

They 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 and many keep a portfolio of photographs and pupil work in addition to displays around the school.

SACRE encourages schools to participate in competitions like 'Spirited Art' organised by RE Today and shares any local opportunities such as the Methodist Art Gallery for schools held in Princes' Quay.

### **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.*

Most primary schools have subject coordinators for RE, a significant number of these are specialists in Early Years. In some schools the subject is coordinated by a HLTA but increasingly we are seeing this role being handed back to teachers.

### **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.*

Through 'Learn, Teach, Lead: Yorkshire and Humber' we have three Professional Leads for RE, one secondary and two primary. They are subject leaders within their own schools, leading hub meetings, inviting teachers into their classrooms and sharing their expertise within the city and across the region. Sadly the additional funding supporting their work will cease in July 2019. Together they have raised the profile of RE in schools across the city, enthusing, training and motivating colleagues to be more confident, develop subject knowledge and improve outcomes for pupils in RE.

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.

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 –two 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 2017 to December 2018**

Meetings took place mainly at the Guildhall, which is a central location, and also at the Guru Nanak Gurdwara on Parkfield Drive, Anlaby Road, Hull HU3 6TB

Date	Committee A in attendance	Committee B in attendance	Committee C in attendance	Committee D in attendance	Co-opted Members in attendance	Quorate
18 Oct 2017	unknown	unknown	unknown	Yes	No	
8 Feb 2018	Yes	Yes	Yes	Yes	Joint meeting with ER SACRE	Yes
19 June 2018	Yes	Yes	Yes	Yes	No	Yes
20 Sept 2018	Yes	Yes	No	Yes	Joint meeting with ER SACRE	Yes

*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*

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, Sikh and up to June 2018 Judaism

Although not able to provide representation on SACRE the Buddhist community in East Riding of Yorkshire provide advice and support when required. SACRE has tried hard to recruit a member from the Muslim community without success.

*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. SACRE members each receive copies of NASACRE newsletters but were not represented at the annual NASACRE AGM in May 2018.

### **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.*

The web blog: <http://reinhull.wordpress.com> continues to attract new followers; 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.

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

Information on teaching approaches and resources may be found in the Agreed Syllabus on [www.reweb.org.uk](http://www.reweb.org.uk)

Other resources, teacher contributions, CPD opportunities and links to other support may be found at <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?*

We have 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.*

Whilst there is specified budget for SACRE 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. 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 provides approximately ten days per year of support to SACRE and 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.

*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 and national reports are shared with the LA.

## **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 twice a year 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 with Hull and East Riding Interfaith through members of both SACRE and HERI. SACRE members were able to attend a training day for EYFS and KS1 teachers led by Gill Vaisey, a nationally renowned EYFS practitioner.

## **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 syllabus is due to be reviewed during the academic year 2019/20.

The current syllabus is available online at [www.reweb.org](http://www.reweb.org) together with the exemplar units of learning. It can also be accessed via <http://rein hull.wordpress.com>. 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.)*

Maintained schools and academies must 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)

Collective worship has been a legal requirement in maintained schools since 1944 and for academies and free schools, is set out in their funding agreement. By law it:

- is the responsibility of the head teacher (LA Maintained schools and academies) or the governors (voluntary controlled and aided schools), in consultation with each other
- must be provided for pupils every day, unless they are withdrawn by their parents
- must not be distinctive of any denomination, except in schools with a religious character
- is not part of the taught curriculum of the school
- is specific in terms of content, ie: the majority of acts of collective worship in a term must be 'wholly or mainly of a broadly Christian character' except in schools with a religious character
- parents/carers can withdraw their child from collective worship and 6th formers can themselves decide to withdraw from it without their parents'/carers' consent.
- every pupil registered in the school must take part in an act of collective worship on each school day.
- taking part means more than simply attending, but sharing in some form of activity.

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](mailto:fiona.harbord@hullcc.gov.uk)

Local Authority guidance on collective worship, 'Worship Works' is available on <http://www.eriding.net/all-ages/religious-education/statutory-key-content/worship-works/>

#### **Key area 4b: Monitoring the provision of collective worship**

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

All schools can access the guidance provided by SACRE for collective worship. 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 collective worship coordinator, in the case of primary schools this is often the Headteacher. 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 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. Members have attended open events at Berkeley Street Mosque and Islamic Centre and at the Reform Synagogue in addition to meeting at the Guru Nanak Gurdwara.

### **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 [www.onehumber.org](http://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. 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 has been closely involved with the planning and celebration of Holocaust Memorial Day. During the year of 'the City of Culture' 2017 SACRE members engaged widely with the range of different religions and cultures in the city and the region. Attendance at Hull and East Riding Interfaith (HERI) meetings and events enable members to liaise with the LA diversity officer share information 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 worked together to review, develop and publish our shared agreed syllabus and invited colleagues from across the region to participate in the training and development events.

The independent advisor to SACRE through membership of professional RE associations and networks is able to keep SACRE informed about national meetings, training events and publications in a timely manner.

*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. 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.
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### **Appendices**

- 2018 GCE 'A' level RS results
- 2018 GCE 'AS' level RS results
- 2018 Full GCSE RS results x 3 Exam Boards
- 2018 Short GCSE RS results

**KS5 Grade Summary by Subject 2018 | NPD | Religious Studies**  
**Subject: Religious Studies (4610) / Exam: GCE A level (111)**

Est. No.	School/College	NOE	*	A	B	C	D	E	U	X	A*-A	A*-B	A*-E	Avg Pts
-	National (all entries)	16280	4.6	18.4	29.3	25.8	14.3	5.7	1.7	0.3	22.9	52.3	98.0	34.8
4626	St Mary's College	18	11.1	27.8	38.9	22.2	-	-	-	-	38.9	77.8	100.0	42.8

**KS5 Grade Summary by Subject 2018 | NPD | Religious Studies**  
**Subject: Religious Studies (4610) / Exam: GCE AS level (121)**

Est. No.	School/College	NOE	A	B	C	D	E	Q	U	X	A-B	A-E	Avg Pts
-	National (all entries)	4060	18.1	21.0	21.7	19.0	11.2	-	8.3	0.7	39.1	91.0	14.4
6905	Archbishop Sentamu Academy	2	-	50.0	-	-	-	-	50.0	-	50.0	50.0	10.0

## KS4 Grade Summary by Subject 2018 | NPD | Religious Studies

## Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60184000 AQA

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	584340	100010	7.6	10.3	12.9	16.2	14.4	10.9	13.9	8.0	3.9	1.4	0.3	61.6	72.4	98.3	5.2
-	National (State Funded)	523760	93770	6.3	9.5	12.6	16.4	14.9	11.4	14.7	8.5	4.1	1.4	0.3	59.7	71.0	98.2	5.0
-	LA (State Funded)	2339	440	4.3	10.9	13.2	18.4	16.1	9.5	14.3	6.6	4.3	2.3	-	63.0	72.5	97.7	5.1
4622	Hull Trinity House Academy	111	7	28.6	14.3	-	57.1	-	-	-	-	-	-	-	100.0	100.0	100.0	7.1
4113	Kelvin Hall School	259	18	16.7	22.2	-	33.3	5.6	5.6	11.1	-	5.6	-	-	77.8	83.3	100.0	6.2
7007	Oakfield	10	1	-	-	-	-	-	100.0	-	-	-	-	-	-	100.0	100.0	4.0
4626	St Mary's College	251	242	5.8	14.9	19.4	17.8	18.6	8.3	10.7	3.3	0.8	0.4	-	76.4	84.7	99.6	5.8
4011	The Marvell College	172	172	-	4.1	6.4	16.3	14.5	11.6	20.3	12.2	9.3	5.2	-	41.3	52.9	94.8	3.9

## Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN:60188790 WJEC Eduquas

Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	584340	42450	6.0	9.1	12.3	15.1	14.6	12.8	12.8	8.9	5.7	2.5	0.4	57.0	69.8	97.2	4.9
-	National (State Funded)	523760	41090	5.4	8.8	12.1	15.1	14.7	13.0	13.0	9.1	5.8	2.5	0.4	56.1	69.1	97.1	4.8
-	LA (State Funded)	2339	363	0.3	0.6	2.2	4.7	12.9	13.2	21.2	24.8	14.6	5.5	-	20.7	33.9	94.5	3.0
6905	Archbishop Sentamu Academy	198	95	-	1.1	4.2	7.4	26.3	23.2	27.4	10.5	-	-	-	38.9	62.1	100.0	4.1
4020	Malet Lambert	285	268	0.4	0.4	1.5	3.7	8.2	9.7	19.0	29.9	19.8	7.5	-	14.2	23.9	92.5	2.6

## Subject: Religious Studies (4610) / Exam: GCSE (9-1) Full Course (391)

QAN: 60300632 Pearson Edexcel																		
Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	584340	29430	6.5	10.1	11.8	16.3	14.6	11.2	14.6	8.4	4.5	1.6	0.4	59.3	70.5	98.0	5.0
-	National (State Funded)	523760	27840	5.8	9.6	11.5	16.2	14.7	11.5	15.2	8.8	4.7	1.7	0.4	57.7	69.2	97.9	4.9
-	LA (State Funded)	2339	102	1.0	13.7	15.7	24.5	13.7	18.6	8.8	2.9	1.0	-	-	68.6	87.3	100.0	5.5
4030	Newland School for Girls	123	50	-	6.0	8.0	14.0	20.0	30.0	14.0	6.0	2.0	-	-	48.0	78.0	100.0	4.6
6906	Sirius Academy West	262	16	-	31.3	18.8	37.5	6.3	6.3	-	-	-	-	-	93.8	100.0	100.0	6.6
4001	Winifred Holtby Academy	245	36	2.8	16.7	25.0	33.3	8.3	8.3	5.6	-	-	-	-	86.1	94.4	100.0	6.3

## Subject: Religious Studies (4610) / Exam: GCSE (9-1) Short Course (394)

QAN: 60188807 WJEC Eduqas																		
Est. No.	Centre	NOR	NOE	9	8	7	6	5	4	3	2	1	U	X	Avg Pts			
-	National (All Schools)	584340	3040	3.5	7.0	10.6	13.9	13.6	12.7	16.2	10.9	6.8	4.1	0.8	0.0			
-	National (State Funded)	523760	2740	3.2	6.6	10.1	13.4	13.9	13.0	17.0	11.6	6.8	3.8	0.6	0.0			
-	LA (State Funded)	2339	4	-	-	-	25.0	-	-	50.0	25.0	-	-	-	0.0			
6905	Archbishop Sentamu Academy	198	4	-	-	-	25.0	-	-	50.0	25.0	-	-	-	0.0			