

Annual Report 2019

Religious Education in England's schools needs to be strengthened to ensure all pupils receive adequate preparation for life in modern Britain, and must adapt to reflect social changes, according to the final report from the independent Commission on Religious Education.

rethinkre.org, September 2019

“Religious education is a vital academic subject, providing important knowledge as well as the tools to develop critical thinking and ask informed questions. It is important for pupils to have the opportunity to learn about all faiths and beliefs and to understand the way that these impact on how people view the world.”

Lord Watson, speaking during a short debate in the House of Lords on the Commission on RE's report - 17th December 2019

Introduction

This year has seen an increasing focus on religious education (RE) as a statutory part of the school curriculum, reminding schools of the requirement to teach RE to all pupils in all year groups, unless withdrawn from part or all of their RE lessons at the request of their parents. The Chair of the National Association of SACREs (NASACRE), Paul Smalley, received a letter from Neil Lawson at the Department for Education confirming ‘... *the requirements on maintained schools, including the duty on those without a religious designation and voluntary controlled schools to follow the local Agreed Syllabus. Under the terms of their Funding Agreement with the Secretary of State, all academies (including free schools) must provide RE for all their registered pupils from age 5 to 18, except for those whose parents exercise the right of withdrawal.*

... Generally speaking, academies with a religious designation (except ex-voluntary

controlled schools) must teach within the tenets of the faith specified in their designation. They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose. Academies with no religious designation must teach RE that 'reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. Academies are free to follow a locally agreed syllabus if they choose to.'

This year SACRE has responded to Commission on RE Report 2018 and considered the implications for the Agreed Syllabus. A survey has been sent to secondary schools and academies to raise awareness of required compliance to meet pupils' statutory entitlement to RE and responses considered. The Agreed Syllabus Conference has been established and schools invited to respond to a questionnaire as part of the review the current Agreed Syllabus. Hull SACRE members have attended joint meetings with East Riding SACRE. Topics have included collective worship and the revision of our shared syllabus. Members have attended the Hull and East Riding (HERI) meetings. Some have been involved in 'Living Faith Library' events where pupils, in small groups, visit each faith station to ask questions and listen to the faith members. There have been visits to primary schools to enrich the RE curriculum and support teachers in developing their subject knowledge; support has also been offered to help schools prepare for the new Ofsted Framework (September 2019).

Members have attended RE network meetings, and responded to queries about RE from schools, asked questions of the LA with regard to funding and gained a budget.

SACRE has welcomed new representatives onto SACRE for Judaism and Islam.

Sadly, it seems that we will be losing the relationship shared with North and North East Lincolnshire SACREs to co-author our 2021 Agreed Syllabus, a relationship which has lasted over 20 years, though we will continue to work together with East Riding of Yorkshire SACRE, to rework the current syllabus and bring it up to date.

1. Standards and quality of RE provision

Some SACRE members have visited and supported RE in primary schools and academies in the city and have shared findings on the quality of the RE seen and the positive attitudes of pupils and the enthusiasm for the subject of RE Lead Teachers. There has been a growth in the focus on RE over the year, particularly in primary settings. The renewed focus on the curriculum by Ofsted has prompted many of the primary schools, in particular, to take fresh look at their RE curriculum.

The SACRE has been pleased to be developing a closer relationship with some secondary schools and academies and hopes to grow and develop this over the next year. Members have considered attainment in secondary settings through interrogation of GCSE and GCE results which provides a very limited picture.

SACRE has considered comments regarding the quality and standards of RE in the inspection reports for Hull schools published by OfSTED. During 2019 inspection reports for schools and academies in the city made few comments about religious education and even less about collective worship or assemblies. Below are the comments found in OfSTED inspection reports of Hull schools, published during 2019, which help SACRE have some understanding of what is happening in RE.

Secondary and Special Schools and Academies

The Marvell College June 2019

Leaders organise spiritual, moral, social and cultural education effectively. There is a well-planned programme, delivered in form time, assemblies and via visiting speakers. Leaders ensure that the school prepares pupils well for life in modern Britain. Leaders review the programme regularly to ensure that it remains current and relevant to the pupils living in this community.

Winifred Holtby Academy July 2019

The overall provision for pupils' spiritual, moral, social and cultural development is good. Leaders encourage a culture where pupils show respect for a wide range of equalities. Leaders show a commitment to promoting respect for a range of equalities. However, some pupils report that some pupils do not show the respect they should do for their peers at all times.

Bridgeview Special School March 2019

Leaders make strong provision for pupils' spiritual, moral, social and cultural development. Pupils learn about different faiths and cultures. They experience a range of trips and visits which enable them to put into practice the teaching they receive on respect and how to behave appropriately. Consequently, they have an understanding of others and the wider world. Pupils are very well prepared for life in modern Britain because they learn a lot about different people, cultures and lifestyles. Respect and tolerance are embedded within school life. Pupils have the opportunity to share their views by sitting on the school council.

The Sullivan Centre June 2019

Although pupils benefit from a range of religious education (RE) lessons and activities, this is not yet fully embedded throughout the curriculum in key stage 4.

What does the school need to do to improve further?

Embed the new RE curriculum in key stage 4.

Primary schools and Academies

Bude Park Primary March 2019

While leadership generally is strong, the leadership of subjects such as history, geography and religious education (RE) is not as well developed. As a result, sometimes teachers are less clear how to improve the delivery of the curriculum in these subjects. Leadership in humanities is not as well developed as in other subjects. Consequently, teachers have not been given sufficient information or feedback about how to raise standards in history, geography and religious education.

Within the curriculum, pupils learn about cultures and religions other than their own. These curriculum opportunities, and the numerous arts and sporting opportunities ensure that pupils' spiritual, moral, social and cultural understanding is strong.

Westcott Primary school June 2019

Leaders' work in developing pupils' spiritual, moral, social and cultural understanding is strong. Pupils are very respectful and tolerant. They demonstrate a keenness to be kind and considerate to each other. Pupils show a deep understanding of different faiths, beliefs and cultures. One pupil commented: 'there are different religions and children with no faith in this school, and each one of us is respected.'

Pupils have a secure understanding of British values and life in modern-day Britain. Pupils show a deep understanding of different faiths, beliefs and cultures. Pupils say that all are respected here, and name-calling has reduced as pupils now have a deeper understanding of it and the impact it has on others.

Pupils understand the importance and value of diversity in society and that everyone is equal and equally valued. One Year 6 pupil said, 'Our school has lots of White British, but here everyone is welcome, everyone is equal whatever their beliefs or characteristics.'

Frances Askew June 2019

By contrast, pupils' spiritual, moral, social and cultural development is promoted well through assemblies, trips and events. Pupils learn about traditions in other countries as

they acknowledge and celebrate the diversity represented in the school. They have a fair overview of the society in which they live and of wider Britain today. They learn about the values that they need to become responsible young citizens. They know to respect others and to abide by society's rules of fairness equality and tolerance.

Wold Primary Academy July 2019

Some pupils' knowledge of others' faiths and how they live their lives is underdeveloped. Therefore, pupils are not prepared well enough for life in modern Britain.

Leaders have clear and high expectations of the knowledge pupils will acquire through lessons in wider curriculum subjects such as science, history, geography and religious education (RE). However, shortcomings in teaching, over time, have left older pupils with considerable gaps in their knowledge of these subjects.

The school's work to promote pupils' personal development and welfare requires improvement. Pupils have limited knowledge of cultural diversity, particularly in relation to their own region. Pupils' understanding of a range of religions and faiths typically lacks depth. Consequently, pupils are not as well prepared for life in modern Britain as they should be.

Leaders are effective in fostering pupils' spiritual, moral and social development. Pupils' participation in music and art plays an important role in their spiritual development. For example, during the inspection, key stage 2 pupils took part in a singing performance which was shared with parents. Additionally, Year 6 pupils benefited from lessons on justice and freedom, which further supported their moral understanding.

St George's Primary School October 2019

Pupils study a broad curriculum. However, aspects of this curriculum are planned spontaneously around pupils' interests. This means that for some of the foundation subjects, for example history, geography and religious education, learning is not planned sequentially to develop pupils' knowledge and skills securely. New learning does not link or build on previous learning. Pupils are not easily recalling what they have learned as too often it is covered within a lesson and then forgotten. School leaders need to ensure that the whole curriculum is more carefully planned to improve what pupils learn and remember in the long term.

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?

Whilst it is a statutory requirement for maintained schools, including VC schools to follow the LA Agreed Syllabus for RE it is apparent from our visits to primary schools and academies and from what we have been told at RE network meetings, the majority of these continue to use the LA Agreed 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.

Many of the primary schools in Hull have considered the way in which RE is taught to their pupils and there has been an increase in the number of classes taught RE by a teacher rather than by TAs.

The picture varies in secondary schools and academies. SACRE had responses from nine of the thirteen schools. Five of which offered at least 1 hour per week of RE to Key Stage 3, the rest provided around 40 minutes per week. One secondary academy (Catholic) provides 10% curriculum time for RE in KS3.

Six out of the thirteen secondary academies offered GCSE RS as an option for study in Key Stage 4. In three schools all pupils are entered for a Religious Studies qualification. One school provides a core 20 hours of RE in KS4 in addition to the option to study an exam course. Another has no discreet core RS, it is mapped across other subjects but does have three option examination groups.

The two faith academies include RS in their Key Stage 5 curriculum and provide the option to take GCE examination.

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.

Of the six special schools, two have previously entered pupils for accreditation, though neither did in 2019. There are five PRU's which have KS4 pupils eligible to sit GCSE examination or other accreditation in religious studies. No pupils from these settings were entered for examination in RS in 2019. Eight of the thirteen secondary schools entered pupils for full course GCSE RS with a total of 554 out of 2375 pupils entered across the LA, a significant decrease on the previous year and representing 23% of the cohort compared to 39% in 2018. Two out of the eight secondary schools also entered a total of 75 pupils for GCSE Short Course Religious Studies.

Two schools with sixth forms entered a total of 8 students for GCE A Level Religious Studies with 100% achieving grades A-C. One of these schools also entered 5 students for GCE AS level with 80% achieving grades A-C. This is once again a reduction in the number of entries for GCE A Level, down from 18 the previous year.

We do not have a gender breakdown of entries.

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 (lower KS2). There has been no formal analysis of standards in key stages one, two or three.

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

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 the results from the different exam boards.

Six schools entered a combined total of 403 pupils for the AQA GCSE Religious Studies (full course) examination, Specification A with 62.3% achieving grades 9-5; 71.5% achieved grades 9-4 and 98.3% achieved grades 9-1. These results are in line with national outcomes. One other school entered 123 pupils for the Eduqas GCSE RS (full course) examination with 39.0% achieving grades 9-5; 60.2% achieved grades 9-4 and 97.6% achieved grades 9-1. These results are below the national outcomes for this examination.

Two schools entered 28 pupils for the Edexcel GCSE RS (full course) examination with 32.1% achieving grades 9-5, 39.3% achieved grades 9-4 and 92.9% achieved grades 9-1. These results are below the national outcomes for pupils who sat this examination.

Of those entered for full course GCSE RS, taking the three different sets of results together,; 44.5% achieved grades 9 -5; 59% 57% achieved grades 9- 4, and 96% achieved grades 9-1.

Most of the students entered for A level GCE Religious Studies achieved significantly above national results. Sixty two point five per cent (62.5%) gained A*-A grades (21.7% national), 87.5% gained A*-B (52.3 national) and 100% achieved A* - C grades (97.9% national A*-E).

GCE AS Religious Studies 80% achieved A*-C compared to 57.2% national.

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. From the information provided by the responses to a SACRE survey in 2019 we understand that at least five of the secondary schools and academies are providing this entitlement to all students in all year groups.

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 REToday and shares any local opportunities to support and develop learning and understanding of the impact of religion on people's lives.

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. In addition one Hull PLRE has participated in the Revitalise Leadership Programme. 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 2018 to December 2019

Hull SACRE Meetings take place mainly 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
20/09/18	Yes	Yes	Yes	Yes	Joint SACRE with ERYC	Yes
22/01/19	Yes	Yes	Yes	Yes		Yes
11/06/19	No	No	No	Yes		No
04/07/19	No	No	No	Yes	Joint SACRE with ERYC	Hull – No ERYC - Yes
19/09/19	Yes	Yes	Yes	Yes	No	Yes
22/10/19	No	No	Yes	Yes	Joint ASC	N/A
05/12/19	Yes	Yes	Yes	Yes	Joint ASC	Yes
10/12/19	Yes	No	Yes	Yes		No

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. It has been heartening to welcome two new faith representatives onto SACRE during this year.

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, Islam and Judaism

Although not able to provide representation on SACRE the Buddhist community in East Riding of Yorkshire provide advice and support when required.

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 and were represented at the annual NASACRE AGM in May 2019.

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.

SACRE requested information about the RE curriculum offer from all of the Hull secondary schools and academies and considered the responses at a meeting. This was followed by the Chair of SACRE holding a meeting with one secondary school to talk about compliance and the RE curriculum and sharing materials with another to help develop the KS4 RE curriculum.

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

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.

There is an identified budget for SACRE, the LA continues 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 Assistant Director Learning & Skills. 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 has provided 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 have continued 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.

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 review of the syllabus was implemented during the Autumn term of 2019.

The current syllabus is available online at www.reweb.org together with the exemplar units of learning. It can also be accessed via <http://reinhull.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 members attended a Joint SACRE meeting with East Riding SACRE where a representative from Bradford SACRE shared their collective worship guidance. This year

SACRE has not received any requests for determinations though one Freedom of Information request was received asking if SACRE had made any determinations and a response was provided.

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

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. SACRE has not sought information about collective worship from schools and academies this year.

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, 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 prior to September 2019, 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?

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. We worked together to review our shared agreed syllabus. We have invited colleagues from across the region to participate in 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.

Appendices

- 2019 GCE 'A' level RS results
- 2019 GCE 'AS' level RS results
- 2019 Full GCSE RS results x 3 Exam Boards
- 2019 Short GCSE RS results

KS5 Grade Summary by Subject

2019
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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)	15980	4.4	174	28.3	26.0	15.7	6.2	1.8	0.3	21.7	50.0	97.9	34.2
6905	Archbishop Sentamu Academy	1	-	-	-	100.0	-	-	-	-	-	-	100.0	30.0
4626	St Mary's College, Voluntary Catholic Academy	7	-	714	28.6	-	-	-	-	-	71.4	100.0	100.0	47.1

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)	7180	16.5	196	21.1	18.5	12.0	-	11.5	0.9	36.0	87.6	13.6
6905	Archbishop Sentamu Academy	5	20.0	400	20.0	-	-	-	20.0	-	60.0	80.0	16.0

KS4 Grade Summary by Subject

2019
|
NPD
|
Religious
Studies

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

QAN: 60184000

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)	604740	108130	8.0	10.6	12.7	16.4	14.4	10.7	14.5	7.6	3.5	1.3	0.4	62.1	72.8	98.3	5.2
-	National (State Funded)	542690	100690	6.8	9.8	12.4	16.4	14.8	11.2	15.2	8.0	3.7	1.3	0.3	60.2	71.4	98.3	5.1
-	LA (State Funded)	2375	403	10.2	11.4	10.2	14.9	15.6	9.2	13.9	9.2	3.7	1.7	-	62.3	71.5	98.3	5.2
4622	Hull Trinity House Academy	103	12	-	33.3	16.7	-	8.3	16.7	16.7	8.3	-	-	-	58.3	75.0	100.0	5.6
4113	Kelvin Hall School	268	20	25.0	15.0	5.0	10.0	10.0	25.0	5.0	5.0	-	-	-	65.0	90.0	100.0	6.2
4030	Newland School for Girls	102	1	100.0	-	-	-	-	-	-	-	-	-	-	100.0	100.0	100.0	9.0
4626	St Mary's College, Voluntary Catholic Academy	261	251	13.9	13.5	13.5	14.3	17.1	5.6	13.5	6.4	2.0	-	-	72.5	78.1	100.0	5.8
4010	The Boulevard Academy	71	4	-	25.0	-	-	-	-	25.0	25.0	25.0	-	-	25.0	25.0	100.0	3.5
4011	The Marvell College	130	115	-	3.5	3.5	19.1	14.8	13.9	15.7	15.7	7.8	6.1	-	40.9	54.8	93.9	3.8

QAN: 60188790																		
Est. No.	Centre	NOR	NO E	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604740	44680	6.6	9.6	12.4	15.1	14.6	12.7	12.9	8.8	5.2	1.7	0.3	58.3	71.1	98.0	5.0
-	National (State Funded)	542690	43200	6.2	9.2	12.2	15.0	14.7	13.0	13.2	9.0	5.4	1.7	0.3	57.4	70.4	97.9	4.9
-	LA (State Funded)	2375	123	-	4.1	8.9	10.6	15.4	21.1	22.0	11.4	4.1	2.4	-	39.0	60.2	97.6	4.1
6905	Archbishop Sentamu Academy	211	123	-	4.1	8.9	10.6	15.4	21.1	22.0	11.4	4.1	2.4	-	39.0	60.2	97.6	4.1

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

QAN: 60300632																		
Est. No.	Centre	NOR	NO E	9	8	7	6	5	4	3	2	1	U	X	9-5	9-4	9-1	Avg Pts
-	National (All Schools)	604740	31080	7.0	10.3	12.3	16.2	13.5	11.0	13.8	8.7	4.8	1.9	0.5	59.3	70.3	97.6	5.0
-	National (State Funded)	542690	29350	6.4	9.8	12.0	16.2	13.7	11.2	14.2	9.1	5.0	2.0	0.5	57.9	69.2	97.5	5.0
-	LA (State Funded)	2375	28	-	-	17.9	10.7	3.6	7.1	25.0	17.9	10.7	7.1	-	32.1	39.3	92.9	3.6
4030	Newland School for Girls	102	16	-	-	12.5	12.5	6.3	-	18.8	18.8	18.8	12.5	-	31.3	31.3	87.5	3.1
4001	Winifred Holtby Academy	239	12	-	-	25.0	8.3	-	16.7	33.3	16.7	-	-	-	33.3	50.0	100.0	4.3

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

QAN: 60183998																		
Est. No.	Centre	NOR	NO E	9	8	7	6	5	4	3	2	1	U	X	Avg Pts			
-	National (All Schools)	604740	10640	6.8	8.6	9.6	12.3	11.0	10.8	16.1	11.4	7.3	3.7	2.4	0.0			
-	National (State Funded)	542690	9350	5.2	7.7	9.1	12.3	11.6	11.4	17.3	12.1	7.9	3.7	1.8	0.0			

-	LA (State Funded)	2375	1	-	-	-	-	-	-	-	-	-	-	-	-	100.0	0.0
41 13	Kelvin Hall School	268	1	-	-	-	-	-	-	-	-	-	-	-	-	100.0	0.0

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

QAN: 60188807																	
Est. No.	Centre	NOR	NO E	9	8	7	6	5	4	3	2	1	U	X	Avg Pts		
-	National (All Schools)	60474 0	433 0	5.8	9.5	12.2	12.6	14.0	12.1	15.1	9.4	5.6	3.3	0.5	0.0		
-	National (State Funded)	54269 0	363 0	3.9	7.9	11.4	12.3	14.6	13.2	16.6	10.5	6.1	3.3	0.3	0.0		
-	LA (State Funded)	2375	74	-	-	1.4	1.4	-	5.4	16.2	24.3	35.1	14.9	1.4	0.0		
69 05	Archbishop Sentamu Academy	211	74	-	-	1.4	1.4	-	5.4	16.2	24.3	35.1	14.9	1.4	0.0		