

Annual Report 2015

If the place of religion and belief in British public life is to be better understood, and if a society that works for the common good is to be achieved, it is vital to give attention to what is taught and learnt about religion and belief in schools...

Living with Difference p.31 Woolf Report (2015)

Introduction

The main focus of the work of SACRE this year has been the development of a new agreed syllabus which reflects the requirements of a national curriculum subject whilst having a clear focus on what pupils should be taught in religious education and how they might effectively learn about religion and belief as it is reflected in today's society.

Kingston upon Hull SACRE members have continued to work together with the SACREs of the East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire to ensure that the locally agreed syllabus for religious education (RE) is the best that can be offered to our diverse schools and academies. Over the past year and a half we have held more frequent meetings, as a full SACRE and as Agreed Syllabus Conference (ASC) members. Hull SACRE has been represented at joint ASC meetings with colleagues from the other three local authorities to review and respond to the work of the writing group. SACRE members have supported the review of the progress of the forthcoming syllabus through receiving feedback from the regular network meetings with subject leaders and coordinators of RE; such meetings have been vital to ensure that the syllabus we provide will be fit for purpose in meeting the needs of both teachers and pupils in our evolving society.

SACRE is aware of the concerns expressed by a minority of parents with regard to a syllabus that requires their children to learn about religion and belief and, when requested, has provided advice and support to individual schools.

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 Hull all maintained schools and 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 though questions have been asked under the Freedom of Information Act:

“How many schools have applied for a determination to your local SACRE board for the last three years (ideally this will be by academic year - 2012/13, 2013/14, 2014/15 - but if it is easier to disseminate by calendar year then that will be OK).

Also, how many schools have been refused a determination?”

The response sent:

“As in previous years this is still a nil response. No school has applied for a determination to SACRE in this or previous academic years and therefore there has been no reason to refuse such a determination”.

Any requests for determinations to conduct collective worship which is of another faith should be made to SACRE via the Clerk to SACRE (email: laura.paine@hullcc.gov.uk).

An additional focus for Hull SACRE during this past year has been to continue to respond to teacher requests for support and training. Support materials from training events can be found on <http://reinull.wordpress.com>. The support available to teachers and leaders of RE in primary schools has been enhanced this year through the Humber region Getting to Good project funded by Culham St. Gabriel Trust and the Jerusalem Trust. This funding has provided consultants to work with selected primary schools to develop quality RE in line with the criteria of the Religious Education Quality Mark (REQM). SACRE have noted their appreciation for this support. In addition SACRE has supported a joint project with East Riding of Yorkshire SACRE and Hull University to successfully bid for funding via NASACRE

to Westhill Endowment. The project is titled, 'What does my faith mean to me?' This funding is being used to bring together students from two secondary schools, one in Hull, and one in the East Riding of Yorkshire, to share their personal faith perspectives. These students are Christians and Muslims and their conversations and experiences are being filmed, photographed and written and will be collated in an e-book which will be widely available for other schools to use.

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 2015 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:

Secondary schools and academies

Kingswood Academy (January 2015)

A thorough audit by the academy shows religious education... lessons and assemblies help students' understanding of the structure and diversity of modern Britain well and promote tolerance and respect.

Kelvin Hall (February 2015)

Students' spiritual and moral development is promoted throughout their whole-school experience, and most particularly in religious education and ethics lessons.

Winifred Holtby (March 2015)

Students like problem solving. This was a strength in a religious education lesson in which the students had very challenging tasks in order to come to a decision as to how the world was made.

Boulevard Academy (May 2015)

The assembly programme...make(s) a strong contribution to the social, moral, spiritual and cultural learning of the students and the development of fundamental British values.

The students show a sophisticated understanding of their differences, including cultural and religious differences, and talk maturely about their respect and tolerance for each other.

Sirius Academy North (December 2015)

The assembly and tutor programme allow pupils to consider the role they will play in modern Britain.

Pupils are respectful of each other, regardless of race, gender, sexual orientation or faith. Pupils' spiritual, moral, social, and cultural education is developed very effectively.

Primary schools and academies

Sutton Park (January 2015)

...pupils' spiritual, moral, social and cultural development is given appropriately high priority so that each of these aspects is strong. They are taught to know, understand, respect and reflect upon British values. For example, in an assembly concentrating on recent tragic happenings in Paris, pupils learned the importance of tolerance and respect for the values and ways of life of others.

Adelaide (February 2015)

The curriculum makes a significant contribution to the school's outstanding promotion of pupils' outstanding spiritual, moral, social and cultural development, which is at the heart of the school's work. British values are well taught, alongside many other faiths and cultures, to help tackle discrimination and promote tolerance, understanding and also good relations with all.

Biggin Hill (March 2015)

...pupils make rapid progress in reading, writing, mathematics and a range of other subjects taught including science and religious education.

Religious education books give a similar picture of high quality work. For example, Year 2 writing and pictures show a very good depth of understanding about the celebration of Diwali.

Wold (June 2015)

Pupils' spiritual, moral, social and cultural development is exceptionally strong. They show the greatest respect for people's different faiths, feelings and values. There are many examples of pupils' high-quality art work around the academy and outstanding teaching in religious education. For example, pupils in Year 5 displayed considerable knowledge of the religious beliefs of Sikhs. Also, their outstanding behaviours and respect are indications of strong moral and social understanding.

Diversity is celebrated in the academy and pupils know that discrimination of any kind is not tolerated.

Maybury (May 2015)

The highly successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.

The curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development. British values are well taught, with different faiths and cultures also studied to help tackle discrimination and promote tolerance and understanding. As a result, pupils are well prepared for life in modern Britain.

Dorchester (July 2015)

The curriculum addresses discrimination effectively, fosters good relations and contributes to pupils' good spiritual, moral, social and cultural development. There is a set of core values that are well understood by all pupils.

...the school marked Remembrance Day by making its own poppy field. Pupils are tolerant and understanding, and have a sound knowledge of other cultures and religions. For example, there is a One World Week each year, and a Buddhist representative has visited the school.

Wansbeck (July 2015)

Pupils' spiritual, moral, social and cultural development is good. Pupils benefit from and contribute to school assemblies. They are engaged in visits to other schools in the academy trust which serve pupils from different ethnic and cultural backgrounds.

Through the first-hand experience of visiting other schools in the academy trust, which have significant numbers of children from other faiths, they develop a sense of respect and tolerance for other religions and cultures.

Neasden (July 2015)

Assemblies provide opportunities for pupils to reflect.

Pupils' spiritual, moral, social and cultural development is promoted successfully through the good examples set by members of staff and discussions in assemblies and lessons. It is supported exceptionally well by the range of subjects and activities available to them, such as the special theme day for Easter, singing in a festival at the Hull City Hall and organising the termly class community cafes to raise funds for charities. Leaders, including governors, promote tolerance and respect for all cultures and backgrounds, preparing pupils well for life in modern Britain.

Foredyke (December 2015)

Pupils' spiritual, moral and social development is good. Some aspects of their cultural development are good.

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?

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

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

In most cases KS3 students have one lesson per week of RE (either 50 minutes or an hour) or the equivalent time within a term using 'big learning days' The one RC secondary school provides 10% curriculum time for RE in KS3. Depending on the course followed in KS4, most schools offer between one hour and two hours per week for GCSE RS. However concerns continue with regard to secondary schools meeting the statutory requirement and SACRE has been made aware that in some schools Key Stage 4 pupils have either lost or had reduced entitlement due to other curriculum pressures. In most secondary schools Year 9 pupils have begun to follow GCSE Religious Studies examination courses by the beginning of the summer term (for which provision is made in the agreed syllabus). However there is a wide discrepancy between the numbers following such courses and actual entries for GCSE RS 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.

We do not have a gender breakdown of entries at this time.

In 2015, there were five types of maintained secondary schools in Hull -

- **two community schools** – Newland School for Girls and Endeavour High (the latter closed August 2015)
- **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 and Kelvin Hall School
- **one free school** - The Boulevard Academy (currently only with KS3 pupils)

There are six special schools and three PRUs with pupils eligible by age to sit GCSE examination. Eleven schools entered pupils for full course GCSE RS with a total of 1216 out of 2360 pupils entered across the LA, a significant increase of 333 on the previous year, representing 52% of the cohort.

Two schools entered 63 pupils for GCSE Short Course in RS in addition to their full course entries accounting for almost 3% of the eligible pupils.

In addition three schools and two special schools entered a total of 202 pupils for entry level qualification (ELQ) or a vocationally related qualification (VRQ) in Religious Education/Religious Studies (8.5% of cohort). In total over 63% of those eligible were entered for examination in line with the requirement of the agreed syllabus.

Two schools entered a total of 63 students for GCE AS Level Religious Studies. One school entered 25 students for GCE A Level Religious Studies with 100% Achieving grades A*-D and also entered 20 students for VRQ level 3, all of whom were successful.

See appendix for tables

Key area 1c: Standards and achievement

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

The LA Agreed Syllabus and accompanying exemplar Units of Learning for RE provide clear guidance about expectations of achievement and describe standards of attainment in terms of levels which will remain available for schools to use until July 2016 when the next Agreed Syllabus for Religious Education will be in schools.

Training to develop subject leader and teacher and HLTA confidence with assessment has been offered again during this year as part of a professional development programme.

Feedback from course evaluations and SACRE questionnaires tell us that schools continue to require this support. No formal analysis of standards in key stages one, two and three has taken place this year as schools are developing new and different systems of measuring and recording attainment given the disappearance of 'levels'.

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

Of those entered for full course GCSE RS, 56.6% achieved grades A* - C, less than the previous year but with significantly more entries, and 95.2% achieved grades A* - G, not significantly different to national of 97.8%.

Of the 25 students entered for A level GCE Religious Studies 28.0% gained A*-A grades (24.4% national), 84% gained A*-B (54.5% national) and 100% achieved A* - D grades (98.9% national A*-E).

GCE AS Religious Studies had 63 entries compared with 9 last year. Of these 96.5% achieved grades A-E (compared to 92.1% national outcome).

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 SACRE meetings.

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

Pupils comments are to be included in the new agreed syllabus 2016

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.

Leadership in religious education invariably reflects the quality of leadership in a school. Where subject leaders have the confidence and support of senior leaders this is often reflected in the quality of leadership of RE.

- 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. Training to support those new to subject leadership has been provided as has support for HLTAs teaching and/or leading RE. Network meetings are generally well attended.
- A selected group of schools (cross-phase) have come together from Hull and East Riding to form a hub group and have been working on assessment to support colleagues across the region.

- All secondary schools have an identified subject leader. Secondary teachers are invited to joint networking meetings and 'teach-meets' with East Riding teachers and have set up their own social media page 'YorkshiRE'. Most special schools have experienced RE coordinators some of who attend the primary network meetings.
- The RC and CE secondary schools, both with sixth form provision, have significant strength in their RE teachers teams.

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

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

In the primary sector we have many coordinators of RE with good subject knowledge who lead, coach and support colleagues, though each year sees a new group of non-specialist teachers whom have been given the role of coordinating RE, a number of which have attended training in 2015 specifically directed at this role. RE is taught by HLTA staff in a significant number of primary schools.

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

Post 16 institutions –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 2014 to July 2015

Meetings took place mainly at the Guildhall, which is a central location, and also across the four unitary authorities.

Date	Committee A in attendance	Committee B in attendance	Committee C in attendance	Committee D in attendance	Co-opted Members in attendance	Quorate
18/09/14	yes	yes	yes	yes	yes	yes
12/11/14	Joint ASC NE Lincs					
14/01/15	yes	yes	yes	yes	yes	yes
09/03/15	yes	yes	yes	yes	yes	yes
18/03/15	Joint ASC Hull					
19/05/15	yes	yes	no	yes	yes	no
03/06/15	Joint ASC NE Lincs					
09/07/15	yes	yes	yes	yes	yes	Yes
17/09/15	Joint ASC East Riding					

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

Generally SACRE meetings are well attended. We are grateful 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, Humanist, Jewish, Sikh

The Humanist, a co-opted member, resigned December 2015.

Although not able to provide representation on SACRE the Buddhist community in East Riding of Yorkshire provide advice and support when required. SACRE is currently seeking a replacement 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. A representative of SACRE attended the annual NASACRE AGM in May 2015 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.

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

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

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

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

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

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

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. Good links through members to Hull and East Riding Interfaith. Training provided for teachers on standards and assessment, pedagogy, SMSC and RE and British values.

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

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

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

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 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, faith groups, museums and libraries; holding teacher network meetings in faith and cultural venues and attendance at and contributions to Hull and East Riding Interfaith meetings, SACRE members strive to engage with all faith groups and to help others understand the role and importance of SACRE. In response to demand from schools, training to support SMSC development with an emphasis on the new requirement for a focus on British values was again provided and was well attended.

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. As we move ever closer towards becoming '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 work together to review, develop and publish our shared agreed syllabus

and invite colleagues from across the region to participate in any training and development events. We will be holding a shared launch and celebration of the new Joint Agreed Syllabus for RE in March 2016 at a Hull school.

*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

- 2015 GCE 'A' level RS results
- 2015 GCE 'AS' level RS results
- 2015 Full GCSE RS results
- 2015 VRQ Level 2 & 3 results
- 2015 ELQ results

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)	21313	5.5	18.9	30.1	25.4	13.8	5.1	< 0.1	1.0	0.1	24.4	54.5	98.9	225.9
-	LA (State-funded Schools/Colleges)	43	2.3	16.3	44.2	23.3	11.6	2.3				18.6	62.8	100.0	230.2
4626	St Mary's College	25	4.0	24.0	56.0	12.0	4.0					28.0	84.0	100.0	243.6

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)	30507	20.4	22.7	23.3	16.1	9.6	< 0.1	7.5	0.4	43.1	92.1	100.9
-	LA (State-funded Schools/Colleges)	164	11.6	21.3	25.6	18.9	12.8		9.8		32.9	90.2	94.8
6905	Archbishop Sentamu Academy	4			25.0	25.0	50.0					100.0	86.3
4626	St Mary's College	59	16.9	20.3	32.2	18.6	8.5		3.4		37.3	96.6	104.2

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

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	612346	#####	10.8	19.0	23.4	18.7	11.8	7.2	4.4	2.6	1.7	0.4	71.9	97.9	41.8
-	National (State Funded)	553839	253258	9.5	18.1	23.6	19.3	12.3	7.6	4.6	2.7	1.8	0.4	70.6	97.8	41.3
-	LA (State Funded)	2360	1216	4.6	10.7	19.7	21.5	15.3	10.8	7.6	4.9	4.2	0.6	56.6	95.2	36.6
4455	Andrew Marvell College	200	183	1.1	2.7	6.0	12.6	16.4	15.3	18.0	14.8	10.9	2.2	22.4	86.9	26.0
6905	Archbishop Sentamu Academy	216	151		5.3	15.2	22.5	18.5	17.9	10.6	6.6	2.6	0.7	43.0	96.7	33.5
4005	Endeavour High School	101	24		16.7	45.8	12.5			4.2	4.2	16.7		75.0	83.3	36.3
4622	Hull Trinity House Academy	53	6			66.7	33.3							100.0	100.0	44.0
4113	Kelvin Hall School	246	87		3.4	10.3	35.6	28.7	18.4	3.4				49.4	100.0	36.5
4009	Kingswood Academy	116	62	1.6	1.6	21.0	16.1	24.2	11.3	12.9	4.8	4.8	1.6	40.3	93.5	32.9
4020	Malet Lambert School Language College	273	271	5.5	17.3	18.5	17.3	12.5	9.2	7.7	5.2	6.6		58.7	93.4	37.0
4030	Newland School for Girls	148	53	5.7	9.4	18.9	28.3	9.4	11.3	7.5	5.7	1.9	1.9	62.3	96.2	37.1
6906	Sirius Academy	248	46	4.3	6.5	28.3	30.4	19.6	6.5		2.2	2.2		69.6	97.8	39.9
4626	St Mary's College	254	246	12.2	17.5	31.3	22.4	10.2	4.5	1.6	0.4			83.3	100.0	44.6
4001	Winifred Holtby Academy	252	87	3.4	12.6	21.8	32.2	17.2	9.2	3.4				70.1	100.0	40.7

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

QAN: 50044837

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	Avg Pts
-	National (All Schools)	612346	21331	6.5	12.3	18.6	19.0	13.3	10.8	7.8	5.3	4.8	1.5	
-	National (State Funded)	553839	20138	5.7	11.7	18.6	19.6	13.8	11.2	8.0	5.4	4.8	1.3	
-	LA (State Funded)	2360	58				1.7	3.4	8.6	19.0	24.1	39.7	3.4	
6905	Archbishop Sentamu Academy	216	57				1.8	3.5	8.8	19.3	24.6	40.4	1.8	

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

QAN: 5004526X

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	Avg Pts
-	National (All Schools)	612346	25285	7.5	8.5	15.9	16.1	17.6	14.0	9.1	5.8	< 0.1	4.0	1.4	
-	National (State Funded)	553839	23811	6.3	7.8	15.6	16.4	18.2	14.5	9.5	6.1	< 0.1	4.2	1.4	
-	LA (State Funded)	2360	5								40.0		40.0	20.0	
4455	Andrew Marvell College	200	4								50.0		50.0		

**KS4 Grade Summary by Subject
(beta)**

Subject: Religious Education (4630) / Exam: VRQ Level 2 (252)

QAN: 50080519					
Est. No.	Centre	NOR	NO E	P	Avg Pts
-	National (All Schools)	612346	139	1 0 0 . 0	
-	National (State Funded)	553839	139	1 0 0 . 0	
-	LA (State Funded)	2360	4	1 0 0 . 0	
46 26	St Mary's College	254	4	1 0 0 . 0	

**KS5 Grade Summary by Subject
(beta)**

Subject: Religious Education (4630) / Exam: VRQ Level 3 (253)

QAN: 50080830

Est. No.	School/College	NOE	P	Avg Pts
-	National (all entries)	717	100.0	21.0
-	LA (State-funded Schools/Colleges)	20	100.0	21.0
4626	St Mary's College	20	100.0	21.0

**KS4 Grade Summary by Subject
(beta)**

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

QAN: 60007126

Est. No.	Centre	NOR	NOE	1	2	3	U	X	Avg Pts
-	National (All Schools)	612346	1473	5 . 2	32.0	55.0	1.5	6.2	
-	National (State Funded)	553839	1354	4 . 9	32.3	56.4	1.5	4.9	
-	LA (State Funded)	2360	194	2 . 6	17.5	77.3	2.6		
411 3	Kelvin Hall School	246	169	3 . 0	18.9	76.3	1.8		
402 0	Malet Lambert School Language College	273	1				100.0		
700 0	Northcott School	22	21			100.0			