

SACRE

Annual Report 2014

Introduction

This past year has seen more positive support for religious education from government and from national bodies represented on the Religious Education Council (REC).

SACRE members have been pleased to receive reports and guidance from OfSTED, *'Religious Education – Realising the Potential'* (Oct 2013) and from the REC, *'A Curriculum Framework for Religious Education in England'* (Oct 2013), among other publications, to influence their work.

Events at home and abroad have reinforced the firm belief of SACRE that good religious education (RE), taught by qualified, specialist teachers remains a clear entitlement for all pupils in all of our schools and that SACRE will continue to work to ensure that this entitlement is effectively provided for pupils in Hull schools.

Whilst RE is not found within the National Curriculum it remains compulsory for all pupils registered in maintained schools and academies 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 most schools, whether Academies or not, make use of the local agreed syllabus.

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

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

A 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://rein hull.wordpress.com>. SACRE has also been working to increase representation of the academies in Hull.

1. Standards and quality of RE provision

At the termly meetings SACRE has looked for comments regarding the quality and standards of RE in the inspection reports for Hull schools published by OfSTED. During 2014 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. 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:

Archbishop Sentamu Academy February 2014

- *Students' spiritual, moral, social and cultural development is promoted extremely well. It is promoted very effectively through the excellent relationships in school, and a wide range of exciting experiences.*
- *Daily collective worship, projects with the city's Second World War Veterans' Association, and regular visits by local and national church leaders, underpin students' spiritual understanding.*

Sirius Academy March 2014

- *Spiritual, moral, social and cultural education is an integral part of teaching and learning.*
- *Tutor times and assemblies reinforce moral development and there is a very broad range of clubs and trips to develop cultural and social awareness, for example theatre trips and residential visits.*

Griffin Primary March 2014

- *Through assemblies, lessons and after-school activities and visits, the pupils' spiritual, moral, social and cultural understanding is supported appropriately.*
- *Pupils know it is wrong to treat others unkindly by word or action, whoever they are or how they live.*

Parkstone Primary April 2014

- *Teaching makes a good contribution to pupils' mostly good spiritual, moral, social and cultural development, although lack of first-hand experience means that pupils have too limited a view of different ways of life and cultures in modern Britain.*

Stepney Primary 30 April 2014

- *Pupils' spiritual, moral, social and cultural development is strong. It is promoted very effectively through the good relationships in school, and a wide range of exciting activities and educational visits.*

Mountbatten May 2014

- *Pupils enter the hall for assemblies quietly, listen respectfully and answer politely. A Key Stage 1 assembly about 'Looking after ourselves' captured pupils' attention, ensured high levels of participation by pupils and reinforced the importance of 'doing the right thing' and 'staying safe'. The strong moral theme provided clear evidence of the importance the school gives to spiritual, moral, social and cultural development, which is at the heart of the school's work.*
- *...Most pupils are unreservedly positive about behaviour. Pupils like the systems in place to reward them for their efforts, such as, at the Friday celebration assembly, using a 'traffic light system' and through the 'Star of the week'.*

Hall Road Academy June 2014

- *Pupils' spiritual, moral, social and cultural development is promoted well through events, including cultural days, assemblies and links with other schools.*
- *Inspectors ... attended an assembly.*

Newington Academy June 2014

- *Pupils' spiritual, moral, social and cultural development is supported through lessons, assemblies and extra activities.*
- *Pupils' spiritual, moral, social and cultural development is supported well through the different subjects taught and extra activities. Pupils take part in musical and sporting activities as well as growing fruit, vegetable and flowers in the extremely attractive school garden. The latter also provides a quiet place for pupils to reflect.*
- *Relationships are good. Teachers work well to develop pupils' social and emotional as well as their academic skills... This was particularly evident during an assembly when the children in the Reception class recited, faultlessly, the entire story of Superworm to the whole school.*

St Anthony's Catholic Primary June 2014

- *Opportunities for drama, art, music and understanding other cultures and faiths promote pupils' spiritual, moral, social and cultural development.*

Chiltern June 2014

- *Pupils enter the assembly and the dining-room in a calm, orderly manner and play cooperatively during break times on the playground.*

- *Provision for the spiritual, moral, social and cultural development of pupils is good and included in all lessons and assemblies.*
- *Teachers successfully promote pupils' spiritual, moral, social and cultural development. They encourage qualities such as cooperation, respect for others and reflection. This is supported by comments from pupils, such as, 'Teachers have good relationships with us,' and 'they keep us right.'*

Newland School for Girls September 2014

- *The curriculum provides a wide range of subjects to prepare students for opportunities, responsibilities and experience of life beyond school and to prepare them for life in modern Britain. It promotes tolerance and respect for people of all cultures, faiths, non-faiths and lifestyles and makes a positive contribution to their spiritual, moral, social and cultural development.*

The three secondary schools, Endeavour, Thomas Ferens and Andrew Marvell in receipt of monitoring visits during 2014 had no mention in the reports, of RE, collective worship nor any aspect of SMSC.

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

Key area 1a: Compliance and time allocation for RE

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

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.

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 though questions have been asked under the Freedom of Information Act:

"1. How many determinations does Kingston-upon-Hull SACRE currently have in place for schools to hold non-Christian acts of collective worship?

2. Where a determination has been granted to lift the requirement for collective worship to be 'wholly or mainly of a broadly Christian character', please provide the name of the school and the nature of the determination i.e. what the Christian element has been replaced with."

The response sent:

"Kingston upon Hull SACRE has not received any request, from any school or academy, for a determination to hold acts of worship which are not 'wholly or mainly of a broadly Christian character' in the past twelve months."

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 2014, Hull had seven secondary schools, seven academies, one studio school and three PRUs with pupils eligible to sit GCSE examination. Four schools and five academies entered pupils for full course GCSE RS with a total of 883 pupils entered across the LA, an increase of 159 on the previous year.

Data for GCSE Short Course in RS is no longer included in the DfE results framework so although SACRE does not have the results we can confirm that four schools entered pupils for the short course including:

- Andrew Marvell Business and Enterprise College - 180 entries
- Archbishop Sentamu Academy - 153 entries
- Kingswood Academy - 1 entry
- Winifred Holtby Academy - 9 entries

These figures show a significant decrease (29%) when compared with the entry of 1723 pupils for examination of GCSE RS (both full and short course) in 2013.

One academy and one school entered a total of 26 students for GCE A Level Religious Studies. The school also entered 9 students for GCE AS Level Religious Studies and 18 students were awarded a vocationally related qualification (VRQ) in Religious Education, Level 3.

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 the 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.

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

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

Full course GCSE RS 66.5% achieved grades A* - C, a massive 20% increase on the previous year (close to national outcomes of 70.1%) and 95.9% achieved grades A* - G comparing favourably to national of 97.9%.

Of the 26 students entered for A level GCE Religious Studies 88.5% gained A*-C grades (78.1% national) and 100% achieved A* - E grades (99.8% national).

GCE AS Religious Studies had 9 entries with 44.4% achieving grades A*-C with 100% achieving grades A*-E (compared to 49.1% and 86.4% respectively for national outcomes).

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 assessment of the quality of teaching has been made by SACRE this year.

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

- Paisley, a community primary school was awarded REQM at silver level in September 2014. Pupil comments and responses to the assessor ensured the award at this level. SACRE congratulates Paisley's pupils and staff on this achievement and for being the first school in the city to gain this award.
- Pupil responses to 'REaction' days: creative events attended by some pupils from some Hull primary schools during this year. These events, coordinated by an external consultant, focus on specific units of learning from the agreed syllabus.

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. 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
- All secondary schools have an identified subject leader. Secondary teachers are invited to joint networking meetings with East Riding teachers but have a very low attendance rate.
- Most special schools have experienced RE coordinators some of who attend the primary network meetings.
- The RC school, with sixth form provision, has significant strength in its RE teacher team.

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 2014 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, one of which entered 24 students for GCE 'A' level examination with 95.83% gaining grades A*-E, a ten per cent improvement on 2013 results.

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

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

Key area 2a: SACRE meetings

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

SACRE Meetings and attendance for September 2012 to July 2013

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

Date	Committee A in attendance	Committee B in attendance	Committee C in attendance	Committee D in attendance	Co-opted Members in attendance	Quorate
09.10.13	Yes	No	No	Yes	Yes	No
20.01.14	Yes	Yes	No	Yes	Yes	Yes
13.03.14	Yes	Yes	Yes	Yes	Yes	Yes
10.06.14	Yes	No	Yes	Yes	Yes	No
11.09.13 Hull & ERYC	Yes	Yes	Yes	Yes	Yes	Joint meeting
04.12.13 Hull & ERYC	Yes	No	Yes	Yes	Yes	Joint meeting
17.03.14 Hull & ERYC	Yes	Yes	Yes	Yes	No	Joint meeting
16.07.14 Hull & ERYC	Yes	No	Yes	Yes	Yes	Joint meeting

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 though with only one elected member on SACRE it is sometimes difficult to have council representation at SACRE meetings. 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, RC, Methodist

Hindu, Humanist, Jewish, Sikh

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. Two representatives of SACRE attended the annual NASACRE AGM in May 2014 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.

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 'rein hull'. 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.

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 have close links with the SACREs of North and North East Lincolnshire with who we share a 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.

A successful conference for teachers of RE in special schools took place in March 2014. The event focused on the outstanding work of Ann Krisman (recognised by OfSTED), who led the event for us. Material from the conference may be viewed on <http://reinhull.wordpress.com>

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

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 review of the current agreed syllabus began in September 2014 with the setting up of the Agreed Syllabus Conference (ASC) to be made up of representatives from each of the four SACRE committees who will meet with representatives of the SACREs of the other three Local Authorities who share our syllabus.

A series of teacher consultation meetings took place during the Autumn term 2014 and outcomes shared across the four SACREs. Identified amendments/additions required will be written during 2015 with expected publication in March 2016 for use by schools from September 2016.

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. It is on the agenda for the forthcoming 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. SACRE notes that this is an aspect with an increased focus for OfSTED inspections.

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

- *the number of applications*
- *how many were new applications, and how many were renewals*
- *approximately how many pupils were affected in each case*
- *the SACRE's decision in each case, and a brief reason*

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 the significant faith groups found in the city and work is ongoing to encourage wider representation.

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

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

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

As we move closer towards becoming 'the City of Culture' 2017 SACRE members intend to engage more widely with the range of different religions and cultures in the city and the region beyond, through continuing links with Hull and East Riding Interfaith (HERI), through participating in national and local faith events and celebrating together. We plan to meet in different faith and school venues and invite more schools to share their work in RE at SACRE meetings.

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.

This year SACRE has also supported Young Ambassadors for RE, a national initiative which has involved four Year 8 students from Archbishop Sentamu CE Academy in a liaison with students from the Venerable Bede School in Sunderland. The students from Hull attended the NASACRE AGM in Westminster Hall, London, together with their Head of RE, the Chair of SACRE and the LA independent advisor, to present an account of their participation in this project. They gave a very creditable account of the project and were excellent ambassadors

for their school and for RE, impressing many delegates with their courtesy, openness and love for the subject.

*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. We are pleased to have strengthened membership of Committee B this year. In addition

- Joint meetings are regularly held with East Riding of Yorkshire SACRE
 - Members invite other members to community and faith celebrations, e.g. members may attend synagogue for Pesach, participate in Hindu celebrations of Holi and Diwali and are invited to attend events at the Sikh Gurdwara
 - 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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Appendix

Subject : Religious Studies ; Exam : GCSE Full Course

Centre	NOR	NOE	A*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	QCA Av Pts
NCER	559392	240K4	9.5	18.4	23.1	19.1	12.2	7.7	4.8	3.0		2.1	[865]	70.1	97.9	41.22
LA Comparator	2560	883	6.8	16.4	22.8	20.5	13.9	7.7	4.1	3.7		4.1	[6]	66.5	95.9	39.54
Archbishop Sentamu Academy (Church of England)	265	109	4.6	23.9	26.6	25.7	11.0	5.5	0.9	0.9		0.9		80.7	99.1	43.21
Kelvin Hall	189	32	3.1	21.9	25.0	25.0	18.8	6.3						75.0	100.0	42.81
Kingswood High	147	121		1.7	3.3	10.7	16.5	24.0	10.7	14.9		18.2	[4]	15.7	81.8	23.75
Malet Lambert	286	255	9.0	14.9	21.2	20.0	15.3	5.1	5.9	3.9		4.7		65.1	95.3	39.27
Newland	169	28	3.6	10.7	21.4	25.0	14.3	14.3	7.1	3.6				60.7	100.0	38.50
Sirius Academy	227	32	6.3	28.1	18.8	18.8	28.1							71.9	100.0	43.94
St. Mary's College	256	239	10.9	19.7	30.1	21.3	10.9	4.2	1.7	0.8		0.4	[1]	82.0	99.6	44.30
Trinity House	60	11		9.1	18.2	54.5	9.1	9.1						81.8	100.0	40.55
Winifred Holtby	284	56	3.6	21.4	35.7	19.6	10.7	5.4	1.8	1.8			[1]	80.4	100.0	43.32
Total		883	6.8	16.4	22.8	20.5	13.9	7.7	4.1	3.7		4.1	[6]	66.5	95.9	39.54

Subject : Religious Studies ; Exam : GCE AS level

Centre	NOE	A	B	C	D	E	N	Q	U	X	A-B	A-E	QCA Av Pts
NCER	4480	11.0	16.1	22.0	20.1	17.2			13.6	[15]	27.1	86.4	88.23
LA Comparator	9		11.1	33.3	33.3	22.2					11.1	100.0	95.00
St. Mary's College	9		11.1	33.3	33.3	22.2					11.1	100.0	95.00
Total	9		11.1	33.3	33.3	22.2					11.1	100.0	95.00

Subject : Religious Studies ; Exam : GCE A level

Centre	NOE	A*	A	B	C	D	E	N	Q	U	X	A*-A	A*-B	A*-E	QCA Av Pts
NCER	12295	5.6	16.6	29.2	26.7	15.6	6.0			0.2		22.3	51.5	99.8	####
LA Comparator	26		26.9	34.6	26.9	11.5						26.9	61.5	100.0	####
Archbishop Sentamu Academy (Church of England)	2		50.0			50.0						50.0	50.0	100.0	####
St. Mary's College	24		25.0	37.5	29.2	8.3						25.0	62.5	100.0	####
Total	26		26.9	34.6	26.9	11.5						26.9	61.5	100.0	####

Subject : Religious Education ; Exam : VRQ Level 3 / 50080830

Centre	NOE	F	P	Q	U	X	QCA Av Pts
NCER	1005		100.0				21.00
LA Comparator	18		100.0				21.00
St. Mary's College	18		100.0				21.00
Total	18		100.0				21.00