

GATESHEAD
Standing Advisory Council for Religious Education

ANNUAL REPORT
2018-2019

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SACRE Members 2018/19

1.0 The membership of the council is:

Brian Howell (Chair)	Church of England
Councillor J McElroy	Gateshead Council
Councillor M Foy	Gateshead Council
Councillor M Hood	Gateshead Council
Councillor P McNally	Gateshead Council
Michael Glickman	Judaism
Kirtida Richardson	Hindu (ISKCON) Educational Services
Christine Ingle	Roman Catholicism
Rev Dorothy Snowball	Church of England
Pastor Bob Adams	Baptist Representative
Cloud Singh	Sikhism
Kathleen Farrell	Teachers' Union Representative
Stephen Jones	LA Education Service
Les Milne (Observer)	Humanism
Julie Latimer	Clerk to SACRE
Jon Ward	LA Education Service

Representing Schools

Katherine Hughes	Secondary School Sector (Kingsmeadow)
Rajwant Nibber	Special Schools / Sikhism (Eslington)
Jenny Howliston	Primary School Teacher (Front Street)

The group meets termly.

Formal minutes are produced of every meeting. Katherine Hughes resigned from the SACRE at the meeting held in May 2019, as she has been offered a new teaching job out of the area. We thank her for her work with us and wish her very well for the future.

The principal topics discussed this year have included:

- Supporting delivery of the locally agreed syllabus. [See Section 2]
- Communication with schools. [See Section 3]
- Review of the SACRE constitution [See Section 4]
- Self Review [see Section 6]
- Action Planning [see Section 7]
- Examination Performance [see Section 5]

The outcomes of deliberations in these areas form the basis of this Report.

2.0 Supporting RE Teaching

Following production of the final version of the locally agreed syllabus there has been some thought about how to support schools in their delivery of their RE Curriculum. A number of resources to support the teaching of RE have been posted on this SACRE area of Gateshead's VLE – the 'eGhub'. More resources, produced by local teachers, are in the process of review so that they too can be made more widely available.

Stephen Jones, an ex- head teacher with recent experience who has joined Gateshead's school improvement team, has recently been co-opted onto the SACRE. He is leading thinking on running an RE network, which will be kick-started by an RE conference. Planning for this is underway and the conference will run in November 2019.

3.0 Communicating with Schools

Traditionally, the SACRE has communicated with schools through a variety of means. These include:

- Representation of schools on SACRE
- The production of a termly newsletter
- Contact with headteachers through the regular "Talking Heads" meeting
- Work of the Syllabus Review group

A change in format of Talking Heads has meant that this avenue for communication with schools is less feasible, and the Syllabus Review group has ceased to meet until the next review starts. Communication has therefore got harder.

We send out emails pertaining to RE with items of interest to schools, as well as continuing to produce a newsletter for them. (In fact, no summer newsletter was produced this year, though we intend to keep this going in future.) Information coming back to SACRE from schools is rare.

The Religious Education Quality Mark was promoted by newsletter and by Gateshead's school improvement officers when they visited schools during the year. We are very pleased to be able to report that St Alban's Catholic Primary School became the first school in Gateshead to achieve the Gold Award of the REQM, followed soon afterwards by Front Street Primary School which was also achieved a Gold Award.

4.0 Review of the SACRE Constitution

The review of the SACRE constitution has been handled by a solicitor working for Gateshead LA. The process was delayed slightly due to the amount of Council business and subsequent pressure on Council meeting agendas. However, this has reached the stage where amendments have been agreed and Gateshead's own constitution has been amended to facilitate the new SACRE constitution. The SACRE will have an opportunity to comment on the constitution early in 2019/20, before it is implemented.

5.0 RE Referral to the DfE

During the last year an allegation was made by a member of the public direct to the DfE that one of the secondary schools in Gateshead was not fulfilling its statutory duty to deliver RE to all students. This complaint also came to Gateshead SACRE. Mr S Horne, Service Director: Learning and Schools, was asked to investigate as the school in question (Kingsmeadow Community Comprehensive School) was still maintained by the local authority. Mr Horne completed his investigation before the end of the academic year 2018/19 and will feedback to the SACRE the outcomes of this, at the next meeting (October 2019).

Alongside the investigation carried out directly with the school in question, a review of RE Curriculum provision as publicised on secondary school websites was carried out. This can be seen in summary form in the appendix to this report.

6.0 Examination Data Analysis 2019 outcomes – based on provisional data

Introduction:

1. The aim of this analysis is to promote SACRE’s understanding of the quality and breadth of provision of RE at KS4 and KS5 across Gateshead. It is based on provisional data.
2. The report provides headline information relating to outcomes. It also highlights individual areas of performance where this indicates either a developed capacity for delivery which could potentially be enlisted to support future development or issues in relation to capacity or programme delivery.

GCSE Short Course and Entry Level Qualification

3. Following a declining trend of entries to the Short Course exam, there appear to have been just 7 entries to a short course this year (at one of our special schools) with one young person attaining grade 2 and 4 young people attaining grade 1. At a different special school, 9 young people entered an ELQ in Religious Education with 5 of them attaining a grade 3.

GCSE Full Course

4. Entries at national level (England and Wales combined) are reported to have dropped this year. Locally the proportion of our KS4 students gaining an RE qualification has stayed reasonably constant.

Establishment	Number on roll in Y11			Number of entries			% of cohort entered		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
LA	1916	1885	1843	832	838	800	43.4%	44.5%	43.4%
Cardinal Hume Catholic School	185	220	208	184	220	207	99.5%	100.0%	99.5%
Emmanuel College	200	200	211	199	199	207	99.5%	99.5%	95.7%
Furrowfield School	13	14	14	7	0	0	53.8%	0.0%	0%
Joseph Swan Academy	161	168	133	74	74	18	46.0%	44.0%	13.5%
Lord Lawson of Beamish Academy	238	253	242	3	0	17	1.3%	0.0%	7%
St Thomas More Catholic School	226	236	227	226	235	226	100%	99.6%	99.6%
Thorp Academy	213	149	150	31	31	36	13.4%	20.8%	24%
Whickham School	234	211	231	108	68	65	46.2%	32.2%	28.1%
Heworth Grange School	189	198	188	0	0	0	0%	0.0%	0%
Kingsmeadow School	105	91	119	0	11	23	0%	12.1%	19.3%
Thomas Hepburn Academy	105	104	70	0	0	0	0%	0.0%	0%

Establishment	Proportion entered in 2018	Proportion attaining 9 – 4 in 2018	Proportion entered in 2019	Proportion attaining 9 – 4 in 2019
LA	44.5%	81%	43.4%	79%
Cardinal Hume Catholic School	100.0%	75%	99.5%	70%
Emmanuel College	99.5%	84%	95.7%	87%
Furrowfield School	0.0%		0%	
Joseph Swan Academy	44.0%	81%	13.5%	89%
Lord Lawson of Beamish Academy	0.0%		7%	71%
St Thomas More Catholic School	99.6%	78%	99.6%	71%
Thorp Academy	20.8%	90%	24%	89%
Whickham School	32.2%	99%	28.1%	63%
Heworth Grange School	0.0%		0%	
Kingsmeadow School	12.1%	73%	19.3%	83%
Thomas Hepburn Academy	0.0%		0%	

5. Local performance overall [%A*-C] 9 -4) has continued to be higher than tshow improvement and at 81.2% is now even further above the national performance of 72.2%69.9%. , compared to 2015 when we last did this analysis.(The proportion of young people entered for Religious Studies who went on to gaingaining a grade of A* to C9 to 4, in Religious Studies was higher than the national average at all schools which entered students.)Cardinal Hume, Emmanuel College, Lord Lawson of Beamish, St Thomas More, Thorp Academy and Whickham.

5.

6. Kingsmeadow, Thomas Hepburn Academy and Heworth Grange Academy had no entries in this subject in 20197.

AS Level

7. Entries in Gateshead have risen from 29 to 858 between 2015 and 20187. They have fallen again to 30, with 29 of these being from Emmanuel College and 1 being from Thorp Academy.risen again to 88 in 2018.since 2015. The bulk of these are from However, 25 of these entries are from EEmmanuel College (52) and and 32 are from Thorp Academy (28).

As in 2015, only 3In 2018 5 schools offered this option, compared with 3 in recent years. in 2017.

8. Attainment of higher grades has been erratic. In 2015, the pass rate at %A*-C was 37.9 against a national figure of 49.1. This yearIn 2017 it was 67% compared to the national figure of 70.2%. In 2018 it was 72% compared to the national figure of 56.7%. This year it was 83% compared to a national figure of 63.6%.

9. Measured as A*-E, the pass rate for Gateshead was 96.9% in 2017 compared to a national figure of 93.3%. In 2018 it was 95.5% compared to a national figure of 86.5%. This year, at 100%, it is again above the national figure of 91.5%.It is good to see an increasing tendency for the local pass rate remainingto be above the national figure.

10. There were 4 out of the 88 students entered for AS Religious Studies in 2018 who did not attain a grade at A to E, compared with was only 1 student of the 58 entered in 2017. Two who did not achieve a pass grade this year. This pass rate continues to suggest continues to suggestsuggest that good advice and guidance is being given in that that this course is not generally offered to students for whom it is inappropriate.

A Level

11. Gateshead once again has 5 schools offering RS A Level. The total number of candidates is similar to last year's of 64. (The falling trend which has been seen nationally was evident in Gateshead until 2015.) **For the last two y**



KSS Grade Summary by Subject

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	17.4	28.3	26.0	15.7	6.2	1.8	0.3	21.7	50.0	97.9	34.2
4605	Cardinal Hume Catholic School	8	-	-	25.0	-	50.0	25.0	-	-	-	25.0	100.0	22.5
6900	Emmanuel College	21	4.8	14.3	42.9	28.6	9.5	-	-	-	19.0	61.9	100.0	37.6
4606	St Thomas More Catholic School	19	5.3	47.4	5.3	31.6	10.5	-	-	-	52.6	57.9	100.0	40.5
4001	Thorp Academy	8	-	25.0	-	12.5	25.0	37.5	-	-	25.0	25.0	100.0	25.0
4029	Whickham School	4	-	-	50.0	50.0	-	-	-	-	-	50.0	100.0	35.0

6.

12. 76.1% of students nationally attained A* to C. In Gateshead this year the figure is 75%, having fluctuated over recent years (2016 - 69.9%, 2017 - 94%, 2018 - 69%.)

Observations and questions

13. Issues

- There is variable take-up of GCSE/AS/A Level courses at our secondary schools. We still do not know why this is
- Relatively low take-up at A level.

14.

- How do schools use the Religious Studies option within the curriculum? What impact does this have on engagement and achievement?
- How do schools ensure that there is a progression route available for those young people wishing to continue where there is no in-school provision beyond GCSE?
- What factors influence the offer schools make and young people's engagement with the subject?
- What is the RE offer to students in schools where there is small or zero take-up of GCSE and A Level RS?
- What is the RE offer to GCSE students who do not opt for GCSE RS? (We have carried out a review of RE provision in secondary schools as advertised on their websites and will act on this next year.)

75.0 Self Assessment

Work to populate the virtual platform that Gateshead LA has offered to the SACRE is ongoing. More needs to be done to make best use of this.

It has been increasingly difficult to gather intelligence about newsworthy items related to RE in our schools, so the newsletter has been harder to produce. It is hoped that the RE Conference and

subsequent RE Network for teachers will prove to be a source of these, as well as a place for RE Education to be championed and supported.

The review of the SACRE constitution has been thorough and has almost been completed. When it is, the SACRE will have to ensure it is implemented appropriately. Subsequently the issue about membership, which essentially triggered the review, will have to be resolved. at the earliest opportunity, and the results subsequently communicated with schools.

67.0 Action Plan for 20179-20208 [see Appendix 1]

This Action Plan focusses on supporting teachers, communications and on analysis of examination data.

Successful implementation will be reliant on the active engagement of SACRE members, the school community, and the School Improvement Team.

Monitoring will be a standing item at SACRE meetings.

SACRE Action Plan 2019/2020				
Action	By when	By whom	Intended outcome	Progress Monitoring
1. Analyse secondary school data	Within 4 weeks of data becoming available	LA Officer	Performance in revised examination arrangements reviewed Issues identified	Item on SACRE agenda
2. Continue to develop the SACRE space on the new Learning Platform	Autumn term initially and then Review and revamp teaching and learning resources in the Autumn term initially and add/post these resources as they become available	Working party LA Officer	Key documents including <ul style="list-style-type: none"> • Minutes • SACRE Newsletters • Action Plan • National Reports • Guidance booklets • Material to support schools relating to SACRE will be available for schools and other users to access	Item on SACRE agenda
3. Implement revised constitution	Summer term 2019	SACRE chair and vice chair. All SACRE members	SACRE members are familiar with the practical application of the constitution and legal requirements are met.	Item on SACRE agenda
4. Maintain the newsletter as currently ie 3 editions each year	End of each term	SACRE members	Schools' awareness of RE related activities will be enhanced Best practice sharing will be promoted Work of SACRE will be better understood Engagement with SACRE members will be extended	Item on SACRE agenda
5. Support a regional RE Conference	Autumn term	SACRE members	Support local schools to deliver high quality RE Stronger links with local schools.	Item on SACRE agenda
6. Support a local RE Network for teachers.	Easter 2020	SACRE members	Teachers offer mutual support in raising the quality of RE education. SACRE finds out the issues facing schools regarding teaching RE and about items of interest to include in the newsletter.	Item on SACRE agenda
7. Monitor, and challenge where necessary, RE provision in secondary schools	Spring term 2020	LA Officer and Chair	Improved access to RE for secondary students.	Item on SACRE agenda

APPENDIX 1 Overview of RE provision In Gateshead Secondary Schools based on schools' websites.

School	KS3	KS4
Thomas Hepburn	The website states that students in KS3 (Y7 and Y8) study RE, but it gives no details.	GCSE RE has not been offered in the two most recent years. The website states: "Students must also study religious education (RE), and secondary schools must provide sex education. The content of these two subjects is decided locally but must remain within the law."
Thorp	RE provision in Y7 and Y8 not found on the website.	13% (2017) and 21% (2018) entered GCSE RE. "In year 9-11 we deliver the new AQA 1-9 Religious Education course which focuses on one compulsory study of the main religious tradition of Great Britain, and another chosen religion (Buddhism). These lay the foundations for the Applied Ethics elements of the course: Life Issues, War and Peace, Human Rights and Social Justice and Crime and Punishment. Students sit two papers at the end of the course, with a focus on the written content and evaluation skills they have picked up through discussion and debate throughout the course"
Heworth	RE was not found as a separate department on the curriculum page of the website. 'Learning for life' is compulsory in KS3 and KS4. It includes a module on RE in Y7 (1 of 4 in Y7) and a module on the Bensham Jewish Community and Islam in Y8 (1 of 2 in Y8). There is also a module on Multiculturalism and Freedom of Faith in Y10 (1 of 4 modules). No GCSE RE entries recently.	
Kingsmeadow	<p>ETHICS, PHILOSOPHY AND RELIGIOUS EDUCATION</p> <p>Year 7, 8 and 9</p> <p>Our EPRE curriculum in years 7,8 and 9 is delivered through our REAL lessons which are an innovative and exciting project-based learning approach to humanities. Please see more about our REAL curriculum by looking at the discreet <u>REAL curriculum page</u>. In REAL we build students' capacity to think, speak and write by ensuring we provide opportunity for our students to become immersed in religious events and then to scrutinise them carefully through analysis and evaluation.</p> <p>5 lessons per week Y7, 4 in Y8</p>	<p>GCSE RE is offered.</p> <p>REAL seems to have 3 lessons per week in Y9, 10 and 11.</p>

Lord Lawson	<p>KS3 Big aims are:</p> <ul style="list-style-type: none"> • Students learn about other cultures and religions within the UK and around the world • Students see the importance of religious belief to certain people and why being tolerant of different worldviews is fundamental to a strong and cohesive community • Students are exposed to life's 'big questions' and have the opportunity to discover and develop their own thoughts and feelings on ethical and moral issues • Students will debate and argue respectfully, weighing up the strength and validity of other theories and beliefs. <p>KS4 Nothing was found on the website for KS4.</p>	
Grace Academy	<p>Religious Education RE forms a fundamental part of the Academy curriculum. We aim to provide our students with the essential knowledge, skills, understanding and insights to appreciate the nature of religion, enhancing their personal search for meaning, purpose and value in life. Emphasis is placed on Christianity as the faith which has most affected our culture, whilst taking account of the teachings and practices of other main religions. Students study RE for one lesson per week at Key Stage 3 and Key Stage 4. There is then an option to take a GCSE course in Year 10 and 11.</p>	
Emmanuel	<p>Aims The aims of the key stage 3 Religious Education course are threefold.</p> <p>For students to develop an informed understanding of biblical Christianity (the religion which has shaped our nation, and arguably the entire Western world). We would want students to engage in biblical theology and be able to grasp the storyline of the bible (creation - fall - redemption - new creation), as well as systematic theology, as their appreciation of the key biblical doctrines develops.</p> <p>For students to develop an understanding of other worldviews. As Christianity is compared with other religions attention is given to those faiths' truth claims & teachings as opposed to simply their traditions and rites of passage. We would want students to critically evaluate faith positions & to identify similarities and differences between alternative religious views.</p> <p>For students to reflect upon what they themselves believe. The individual's right to come to their own personal, educated view is respected, but we would want students to consider why they believe what they believe and not to receive or reject any faith position simply because</p>	<p>All students follow GCSE Religious Studies</p>

	they are told to. Proper debate is an expectation as students are encouraged to articulate their own emerging worldview coherently.	
Cardinal Hume	RE for all: Catholicism	GCSE RE for all. 2 modules on Catholic Christianity, 2 on Philosophy and ethics, 2 on Judaism (as second religion to be studied).
St Thomas More	RE for all, under the headings of Learning about Religion and Learning from Religion. Culminates with: “Analyse a range of faith, beliefs and teaching. Analyse and interpret varied religious and spiritual expression. Show a coherent understanding of the impact of belief on the lives of religious people and communities. Critically analyse and justify own and others’ beliefs and views about the world. Synthesise a range of concepts to justify own views on ideas of meaning and purpose.”	All students follow GCSE Religious Studies.
Whickham	Y7 and Y8 follow a 2-year KS3 curriculum with 2 lessons per week of RE. Includes study of the 6 major world religions with greatest depth on Christianity and Judaism, and some depth on Islam and Buddhism.	It looks as though students who take separate sciences at GCSE also take GCSE RS and that other students are able to choose a non-examined RS option.
The Cedars	<p>Religious Education (RE)</p> <p>At Cedars RE is an imaginative and creative subject; it makes a strong contribution to our pupils’ well-being and social skills. There is an emphasis throughout the school on values and the learning in RE supports and helps develop our ethos. Our curriculum is designed to support children to explore RE in a way that values their powerful life experiences rather than a traditional deficit model based on their limited literacy.</p> <p>RE requires students to develop an enquiring, critical mind in response to the world around them and the many complex issues they will face as members of our society.</p> <p>We want our students to have awareness of, as well as respect and tolerance for, all people and their religions. As we live in a multi-cultural society we feel that our teaching should reflect this along with a strong emphasis on moral teaching and values.</p>	
Furrowfield	<p>Our current Key Stage 3 cohort has the following subjects available to them:</p> <p>English Mathematics Science Religious Education Humanities Personal Social Health Education Art</p>	<p>Our current Key Stage 4 cohort has the following subjects available to them at a variety of different levels from entry level to GCSE:</p> <p>English Mathematics Science Religious Education Personal Social Health Education Art</p>

	Home Cooking Skills Physical Education Design and Technology Learning Outside the Classroom (LOtC)				Home Cooking Skills Physical Education Design and Technology Construction			
Hilltop	RE Y7	FAITH COMMUNITIES- Importance of Belonging and Expressions of Belonging.	Importance of Worship and Places of Worship	Rites of Passage, Birth and Initiation, wedding and Death ceremonies.	RE Y10	WJEC Units Entry 2/3 Baptism weddings	Festivals	Rites of Passage
	RE Y8	SACRED WRITINGS/ RELIGIOUS LEADERS – Bible through character and stories. Christian Leaders.	JUDAISM - Torah and Shabbat ISLAM – QU 'ran and Mohammed	Life and importance of Religious leaders Inspirational people	RE Y11	WJEC Units Entry 2/3 Religious Buildings and Baptism	Festivals, marriage,	Rites of Passage
	RE Y9	BELIEFS AND PRACTICES/ IDEAS ABOUT GOD Christian Beliefs and Practices, Judaism Beliefs and Practices	Islam – Beliefs and Practices Hinduism – Beliefs and Practices	Signs and Symbols Ideas about God	Red font = opportunities for SMSC and British Values			

Dryden

Responding to pupil’s needs when teaching Religious Education

The importance of religious education to pupils with learning difficulties Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as religious education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities.

In particular, RE offers pupils with learning difficulties opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in RE:

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

When developing the RE curriculum, schools will need to take into consideration local requirements and regional variations in cultural and religious experiences. This subject guidance is intended to support the guidance available through agreed syllabuses and the national curriculum programmes of study and show ways of teaching RE to pupils with learning difficulties.

Learning about religion

	<p>For all pupils, their knowledge and understanding of different religions begins with awareness that some objects and people are special. They start to experience different religions in their own community and the wider world. They learn about similarities and differences and recognise the value of contact with people practising different religions.</p> <p>Teaching this attainment target across key stages can help pupils to:</p> <ul style="list-style-type: none"> • encounter religious ideas expressed in a range of ways, for example, through pictures and sounds • explore the special elements in religions represented in the UK, for example, music, food and artefacts • find out how people express their religious beliefs, for example, singing and prayer • discover how religions deal with loss and bereavement • meet and communicate with people practising religions represented in the UK • find out about religion in their community • recognise and celebrate the similarities and differences in people and religions • become familiar with a range of stories from a number of religions and cultures. <p><i>Learning from religion</i></p> <p>Learning from religion begins with awareness that each pupil is personally valued and that others are special too. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their ideas and feelings in a variety of ways.</p> <p>Teaching this attainment target across key stages can help pupils to:</p> <ul style="list-style-type: none"> • appreciate the world • explore the significance of, and ask questions about, what they learn • explore the things, times and events that are special in their lives, for example, music, food and celebrations • experience times of stillness and quietness and develop the skill of reflection • share feelings, experiences and their work with others • appreciate the value of others and of being part of a group • develop an understanding of moral values.
River Tyne	<p>Our curriculum pathways aim to engage students who have often been disaffected at school. We want students to feel a sense of achievement and success. Practical approaches to learning are used frequently, including learning outside of the classroom. We are developing "anytime, anywhere learning" through our investment in ICT. Developing the resilience and personal effectiveness of all students is important and is supported by social activity through the day, our culture of positive behaviour management, a programme of PSHE, the PiXL Edge award and the</p> <p>KS4 (Years 10 & 11) - we offer meaningful and valued qualifications parallel to those in mainstream schools to prepare students for work or further study, building certificated success in all courses. Students have the opportunity to study GCSE and equivalent courses in English Language and Literature, mathematics, combined sciences, food and nutrition, art and design, sport studies and photography.</p>

	<p>development of the Thrive Approach - find out more by clicking the logos.</p> <p>Where necessary, additional programmes are used to address particular needs such as drug/substance misuse, anger management or personal safety.</p> <p>KS3 (Years 7-9) - we follow the aims of the National Curriculum in English, mathematics and science. Cross-curricular topics link humanities, creative arts and design so that students can re-engage with school whenever possible by addressing their social and emotional needs.</p>	<p>The academy works with a number of other providers to offer specialised courses and work experience for a small number of KS4 students. The specific mix of subjects and approaches used by staff are tailored to individual needs</p>
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