

## Kingston upon Hull SACRE



### Annual Report 2016

'Religion is a powerful force for good in our world, and the perversion of it a powerful force for evil. If our society and our world are to benefit from the good and to avoid the evil, it is vital that children develop religious literacy and come to understand religious perceptions and motivations. They need to learn about their own religious or non-religious beliefs and practices and attitudes and learn to respect those of their fellow human beings. So Religious Education is an important, but often underrated, part of the school curriculum'.

The Very Rev Dr John Hall, Chair of the Commission on Religious Education

(*extract taken from the introductory page <http://www.commissiononre.org.uk> )*

#### Introduction

The main focus of the work of SACRE this year has been to support the embedding of the new agreed syllabus in maintained schools and in academies which have chosen to continue using the local authority syllabus for RE.

SACRE members have received feedback from the regular network meetings for subject leaders and coordinators of RE and some members have responded to requests to visit 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 line with the requirements for an agreed syllabus for RE. In Hull the maintained schools and most 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. Any requests for determinations to conduct collective worship which is of another faith should be made to SACRE via the Clerk to SACRE (email: [fiona.harbord@hullcc.gov.uk](mailto:fiona.harbord@hullcc.gov.uk) )

Hull SACRE has continued to respond to teacher requests for support and training. Support materials from training events can be found on <http://reinull.wordpress.com>.

We are grateful for the continuing support available to teachers and leaders of RE provided through the generous funding of the Getting to Good project provided 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.

The project titled, 'What does my faith mean to me?' funded by Westhill, has continued with contributions of interviews, film, photographs and classroom activities for inclusion in an eBook from Muslim and Christian secondary students and will be launched in May 2017.

## **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 2016 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 which help SACRE have some understanding of what is happening in RE.

## **Secondary schools and academies**

Sirius Academy North - December 2015

The assembly and tutor programme allow pupils to consider the role they will play in modern Britain. Pupils are actively involved in the democratic process by appointing form representatives and house captains. When asked, pupils said there was nothing they wanted to change about the academy because they had put forward what needed to be changed through the academy council and action had been taken. 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.

Archbishop Sentamu Academy - May 2016

Pupils' spiritual, moral, social and cultural development is strong.

The school caters well for the pupils' spiritual development and the pupils demonstrate care and concern for each other.

Hull Trinity House Academy - June 2016

Pupils' personal development, behaviour and welfare are strong. The curriculum enables them to develop their knowledge and understanding of sensitive topics. You have also taken opportunities to allow the pupils to share their own experiences through assemblies. This has been a very effective strategy in terms of promoting understanding of different faiths and views on the world.

## **Primary schools and academies**

Griffin Primary - December 2015

Aspects of pupils' spiritual, moral, social and cultural development are good and pupils feel safe in school. As a result of a caring school ethos, the school's work to promote social, moral, spiritual and cultural awareness is effective.

Foredyke Primary - December 2015

The headteacher has utilised daily assembly times to develop work on broadening pupils' knowledge and understanding of other cultures and religions. Alongside this, the school are planning a whole month of activities based around British values.

#### Broadacre Primary - December 2015

Good provision for pupils' spiritual, moral, social and cultural development is carefully planned into the curriculum, which is wide ranging and carefully develops pupils' skills and knowledge as they move from one year group to another. It provides a secure platform for pupils to transfer to the next stage of their education.

The school's work on preparation for life in modern Britain enables pupils to speak at length about different faiths and democracy. However, there is still scope to include more detail on the cultures that make up Britain, what they are and where they tend to be located.

#### Mountbatten Primary - June 2016

The curriculum provides pupils with good opportunities to develop their spiritual, moral, social and cultural education. Effective actions are being taken to help pupils understand and appreciate British values, including democracy, tolerance and respect.

#### Thoresby Primary - June 2016

Pupils' learning is enriched through the wide range of subjects studied. Parents, staff and pupils talk passionately about 'Kaleidoscope', an annual celebration of diversity which deepens pupils' already extensive knowledge of the world. All aspects of spiritual, moral, social and cultural development are threaded through pupils' daily experiences. They develop enquiring, thoughtful minds, spontaneously continuing debates started in class at playtime, for example about the value of funding space exploration. Pupils develop as citizens of the world, as well as of Britain, ready to think about solutions to problems and respecting the rights and values of other people.

#### Clifton Primary - July 2016

Assemblies reinforce positive values and pupils listen attentively, responding appropriately and showing they understand the key messages.

#### Craven Primary Academy - September 2016

Pupils' spiritual, moral, social and cultural development is exceptionally well provided for. Through assemblies and discussions, for example, in literacy, history and religious education, pupils learn what it is to be part of a community and how they should respect those from other cultures, faiths and backgrounds. Pupils engage in charity events, act as peacemakers in the playground, look after younger children at lunchtimes and help around the school.

Pupils are very well prepared for life in modern Britain, as respect and tolerance are taught through discussions about the EU referendum, exploring religious festivals in other faiths and learning to speak a different language.

#### Wheeler Primary - September 2016

Pupils' spiritual, moral, social and cultural development is effectively promoted, for example through regular, planned cultural activities to celebrate the diversity of the school population. These include frequent visits to the theatre, art galleries and museums, and concerts.

#### Sidmouth Primary - November 2016

Pupils' spiritual, moral, social and cultural development is good. Older pupils were able to describe the differences and similarities between many different religions and demonstrated deep respect and tolerance for the views of others. Teachers lead by example as they promote British values and a school council helps pupils to understand the need for democracy and responsibility. Pupils are well prepared for life in modern Britain.

#### The Parks Primary Academy - November 2016

Pupils' spiritual, moral, social and cultural education is promoted well. Pupils learn about cultures from around the world and find out about other faiths and religions.

During their harvest festival at a local church, parents listened to pupils who presented poetry, prayers, blessings and speeches about the meaning of harvest in different cultures from around the world. Younger pupils celebrate Diwali and retell the story of Rama and Sita competently in their writing sessions.

## **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?*

Most 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. Special schools may adapt the syllabus to meet the particular needs of their pupils and support has been provided by SACRE through the adoption of the 'Five Keys Approach' developed by Anne Krisman, an expert SEN teacher and trainer from Redbridge. 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, though SACRE is aware that for many students RS is selected as an optional subject and some students may not be in receipt of their statutory entitlement. SACRE is aware of the additional commitment of teachers of religious studies in secondary schools and academies where GCSE classes are being supplemented with after school tuition. 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 2016, there were five types of maintained secondary schools in Hull -

- **one community school** – Newland School for Girls
- **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 (became the Marvell College September 2016) 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. Ten schools entered pupils for full course GCSE RS with a total of 778, out of 2295, pupils entered across the LA, a significant decrease of 438 on the previous year and representing 34% of the cohort.

Three schools entered a total of 367 pupils for GCSE Short Course in RS in addition to their full course entries accounting for an additional 16% of eligible pupils.

In addition one special school entered 10 pupils for entry level qualification (ELQ), Religious Studies. In total 50% of those eligible were entered for examination.

While there is no legal requirement that pupils must sit public examinations, SACRE determines that pupils in KS4 and KS5 deserve the opportunity to have their learning accredited in the statutory curriculum subject of religious education. Accreditation can be through courses leading to qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics.

Two schools entered a total of 71 students for GCE AS Level Religious Studies. The same schools entered 44 students for GCE A Level Religious Studies with 100% Achieving grades A\*-D.

*See appendix for tables*

## **Key area 1c: Standards and achievement**

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

The LA Agreed Syllabus and accompanying exemplar Units of Learning for RE provide guidance about expectations of achievement and describe standards of attainment in terms of end of Key Stage statements. 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, 56.2% achieved grades A\* - C, similar to the previous year but with significantly less entries, and 95.5% achieved grades A\* - G, not significantly different to national of 97.8%.

Of the 44 students entered for A level GCE Religious Studies, one school entered 41 students of which 36.6.0% gained A\*-A grades (24.1% national), 63.4% gained A\*-B (54.4% national) and 100% achieved A\* - D grades (98.5% national A\*-E). The other entered 3 students who achieved grades C/D.

GCE AS Religious Studies had 71 entries compared with 63 last year. Of these 96.5% achieved grades A-E (compared to 92.7% 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.*

Schools are encouraged to make use of the pupil questionnaire found on the RE Quality Mark website to determine how pupils experience and respond to learning in RE.

#### **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.
- Primary schools have been offered consultancy support through the funding provided by Culham St. Gabriel Trust as part of the 'Getting to Good' project, ten of which have taken up the offer.
- 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.

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
24 Sept 2015	Joint SACRE meeting (Hull/ERYC) County Hall, ERYC					
25 Nov 2015	Joint SACREs meeting NE Lincs					
10 Dec 2015	unknown	unknown	unknown	Yes	unknown	No
24 Feb 2016	Yes	Yes	Yes	Yes	No	Yes
13 July 2016	Yes	Yes	No	Yes	No	No

*Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum*

SACRE meetings have struggled to be quorate in 2016. We are grateful to those who always attend and to the clerk of SACRE for providing timely reminders of meetings to SACRE members via telephone & email.

### Key area 2b: Membership and training

*What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?*

Christian: C of E

Hindu, 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 has tried hard to recruit a member from the Muslim community without success.

*What training/induction is offered both to new members and to the SACRE as a whole?*

SACRE has the training materials developed by NASACRE and uses these to induct new members. SACRE members share any development materials which may be relevant to other members at SACRE meetings. Two representatives of SACRE attended the annual NASACRE AGM in May 2016 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.*

The web blog: <http://reinhull.wordpress.com> continues to attract new followers; it is jointly maintained and updated for Hull and East Riding of Yorkshire teachers by the independent consultant to Hull SACRE and the independent consultant supporting East Riding schools. SACRE continues to support the e-book project involving students, teachers and members of SACRE and funded by Westhill. We look forward to its publication in 2017.

*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. 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, Philosophy for Children 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 was launched on 17 March 2016 ready for use in schools from September 2016. This is a web based syllabus only.

The current syllabus is available online at [www.reweb.org](http://www.reweb.org) and linked from the web pages of <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 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 and faith groups, links with [www.onehumber.org](http://www.onehumber.org), holding teacher network meetings in faith and cultural venues and attendance at and contributions to Hull and East Riding Interfaith meetings, SACRE members strive to engage with all faith groups and to help others understand the role and importance of SACRE. In response to demand from schools, training to support SMSC development with an emphasis on the new requirement for a focus on British values has been provided and was well attended. Ofsted reports, whilst rarely mentioning RE, do give a picture of the impact of SMSC and British values.

**Key area 5c: Links to local authority initiatives promoting diversity**

*In what ways is your SACRE taking account of and engaging with, local authority initiatives promoting diversity?*

SACRE is closely involved with the planning and celebration of Holocaust Memorial Day each year through the contribution of the Chair of SACRE. During the year of '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 worked together to review, develop and publish our shared agreed syllabus and invited colleagues from across the region to participate in the training and development events. We held a successful shared launch and celebration of the new Joint Agreed Syllabus for RE in March 2016 courtesy of Sirius West Academy.

*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.

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## **Appendices**

- 2016 GCE 'A' level RS results
- 2016 GCE 'AS' level RS results
- 2016 Full GCSE RS results
- 2016 Short GCSE RS results
- 2016 ELQ results



## KS5 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)	22079	5.6	18.5	30.3	25.5	13.7	5.0	1.4	< 0.1	24.1	54.4	98.5	35.6
-	LA (State-funded Schools/Colleges)	101	5.9	10.9	28.7	27.7	21.8	4.0	1.0		16.8	45.5	99.0	33.6
6905	Archbishop Sentamu Academy	3				33.3	66.7					100.0		23.3
4626	St Mary's College	41	14.6	22.0	26.8	29.3	7.3				36.6	63.4	100.0	40.7

### Subject: Religious Studies (4610) / Exam: GCE AS level (121)

Est. No.	School/College	NOE	A	B	C	D	E	U	X	A-B	A-E	Avg Pts
-	National (all entries)	32913	20.4	24.6	23.5	15.5	8.7	6.9	0.4	45.0	92.7	15.5
-	LA (State-funded Schools/Colleges)	183	17.5	24.0	29.5	15.3	9.3	3.3	1.1	41.5	95.6	15.6
6905	Archbishop Sentamu Academy	2	50.0		50.0					50.0	100.0	20.0
4626	St Mary's College	69	23.2	23.2	34.8	11.6	2.9	1.4	2.9	46.4	95.7	17.0

## KS4 Grade Summary by Subject

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

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	A*-C	A*-G	Avg Pts
-	National (All Schools)	600317	268573	10.6	19.0	23.5	18.5	11.9	7.2	4.5	2.7	< 0.1	1.9	0.3	71.5	97.8	5.3
-	National (State Funded)	539985	252022	9.3	18.1	23.7	19.0	12.4	7.5	4.7	2.9	< 0.1	2.0	0.3	70.2	97.7	5.2
-	LA (State Funded)	2295	778	5.1	10.7	18.9	21.5	15.3	9.8	7.6	6.7	0.1	4.4		56.2	95.5	4.5
4455	Andrew Marvell College	154	154	1.9	5.2	10.4	16.9	16.9	18.2	14.9	6.5		9.1		34.4	90.9	3.6
6905	Archbishop Sentamu Academy	241	129	0.8	13.2	26.4	29.5	13.2	9.3	1.6	4.7		1.6		69.8	98.4	4.9
4622	Hull Trinity House Academy	52	5		60.0	20.0		20.0							80.0	100.0	6.2
4113	Kelvin Hall School	271	4	25.0		50.0	25.0								100.0	100.0	6.3
4009	Kingswood Academy	125	125	0.8	0.8	5.6	13.6	17.6	15.2	12.0	22.4		12.0		20.8	88.0	2.8
4020	Malet Lambert	278	8	25.0		37.5	12.5	25.0							75.0	100.0	5.9
4030	Newland School for Girls	132	43	4.7	7.0	9.3	25.6	20.9	11.6	11.6	4.7		4.7		46.5	95.3	4.2
6906	Sirius Academy West	270	44	2.3	9.1	27.3	27.3	25.0	9.1						65.9	100.0	5.1
4626	St Mary's College	252	246	11.0	18.7	27.6	21.5	11.4	2.0	5.3	1.6	0.4	0.4		78.9	99.2	5.6
4001	Winifred Holby Academy	251	20	10.0	5.0		40.0	15.0	15.0	5.0	10.0				55.0	100.0	4.4

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

**QAN: 50044837**

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	Q	U	X	Avg Pts
-	National (All Schools)	600317	15360	7.3	13.1	19.4	19.1	13.3	10.1	6.7	4.7	<0.1	4.7	1.5	
-	National (State Funded)	539985	14465	6.0	13.2	20.0	19.6	13.6	10.3	6.8	4.6	<0.1	4.7	1.3	
-	LA (State Funded)	2295	103				2.9	20.4	23.3	26.2	18.4		7.8	1.0	
6905	Archbishop Sentamu Academy	241	102				2.9	19.6	23.5	26.5	18.6		7.8	1.0	
4622	Hull Trinity House Academy	52	1					100.0							

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

**QAN: 5004624X**

Est. No.	Centre	NOR	NOE	*	A	B	C	D	E	F	G	U	X	Avg Pts
-	National (All Schools)	600317	11667	6.9	14.3	20.6	18.9	13.4	9.6	6.6	4.8	4.3	0.6	
-	National (State Funded)	539985	10444	5.3	12.5	19.8	19.8	14.4	10.5	7.3	5.2	4.7	0.6	
-	LA (State Funded)	2295	264	1.5	9.5	17.0	23.5	16.3	11.4	9.8	5.7	5.3		
4020	Malet Lambert	278	264	1.5	9.5	17.0	23.5	16.3	11.4	9.8	5.7	5.3		

**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)	600317	922	4.8	32.4	56.3	1.1	5.4	
-	National (State Funded)	539985	813	4.4	33.3	56.7	0.9	4.7	
-	LA (State Funded)	2295	11			81.8	9.1	9.1	
7000	Northcott School	12	10			90.0		10.0	