



## **Standing Advisory Council on Religious Education (SACRE)**

**Date**      **Thursday 2 March 2023**

**Time**      **1.30 pm**

**Venue**    **Committee Room 2, County Hall, Durham**

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### **Business**

#### **Part A**

**Items during which the Press and Public are welcome to attend.  
Members of the Public can ask questions with the Chairman's  
agreement.**

1. Introductions, Welcome and Apologies
2. Minutes of the meeting held on 3 November 2022 (Pages 3 - 10)
3. Declarations of interest, if any
4. Matters Arising
5. Chairs Comments
6. SACRE Medium and Long-Term Planning
7. Education Durham Report to SACRE (Pages 11 - 18)
8. Working Group Report on Religion and Worldviews
9. Community Cohesion
10. Date and time of the next meeting.
11. Any other business
12. Any resolution relating to the exclusion of the public during the discussion of items containing exempt information

**Helen Lynch**

Head of Legal and Democratic Services

County Hall  
Durham  
22 February 2023

To: **The Members of the Standing Advisory Council on Religious Education**

**1. Church of England**

Canon L Burton, N Dodd, K Passmore, H Tait, C Weir

**2. Other Religious Denominations and Faiths**

S Baker	- Roman Catholic
A Barron	- Roman Catholic
Revd R Fisher	- Methodist Church
W Gray	- Buddhism
F Johnson	- Methodist Church
J Nicholls	- Society of Friends (Quaker)
Bhakti Rasa Dasa	- Hinduism
C Singh	- Sikhism
C Spencer	- Bahá'í Faith
M Turner	- Islam
D Van der Velde	- Judaism

**3. Teachers Associations**

V Bain	- NEU
B Dunn	- RE Curriculum Group
A Hartley	- NASUWT
M Lowden	- NEU
S Lupton	- RE Curriculum Group
P Welch	- NEU

**4. County Council Representatives**

Councillors D Haney, S Townsend, C Varty and M Walton

**5. Co-opted Members**

S Walker	- Humanist
M Dixon	

**Specialist Inspector**

Phil Hodgson

**DURHAM COUNTY COUNCIL**

**At a Meeting of Standing Advisory Council on Religious Education (SACRE)**  
held in Committee Room 2, County Hall, Durham on **Thursday 3 November 2022**  
at **1.30 pm**

**Present:**

**P Welch (Chair) In the Chair**

**Church of England**

Canon L Burton, K Passmore, H Tait

**Other Religious Denominations and Faiths**

S Baker	- Roman Catholic
F Johnson	- Methodist Church
C Spencer	- Bahá'í Faith
D Van der Velde	- Judaism

**Teachers Associations**

A Hartley - NASUWT

**County Council Representatives**

Councillors C Varty and M Walton

**Co-opted Members**

S Walker - Humanist

**Specialist Inspector (Religious Education)**

P Hodgson, Education Durham

**1 Introductions, Welcome and Apologies**

Apologies for absence were received from B Dunn, V Bain, W Gray, C Weir, M Turner and Councillors D Haney and S Townsend.

## **2 Minutes of the meeting held on 9 June 2022**

The minutes of the meeting held on 9 June were confirmed as correct record and signed by the Chair.

## **3 Declarations of interest, if any**

There were no declarations of interest.

## **4 Matters Arising**

P Hodgson, Education Durham provided an update on progress regarding an amendment to the Constitution to allow for a Co-opted Member to become a full voting member. He advised Cabinet would consider the report at its meeting in December.

## **5 Chairs Comments**

The Chair added that on behalf of SACRE he wished to congratulate K Passmore on her recent appointment to Regional Lead, for the new RE Hubs project. He added that her role as Lead would provide an excellent opportunity for Durham SACRE to engage with various RE networks and felt that it was a really positive outcome for Durham and raising the profile of SACRE.

In thanking the Chair, K Passmore provided an insight into the intended aims of the hub, noting that the tentative project was supported by a number of funders, and its first task was to develop and populate a well-resourced and up to date Regional Hub website, facilitating information and knowledge exchange which would provide a kite mark for speakers of faith on a national level which was something that hadn't been offered before.

The Chair went on to highlight that it was well acknowledged that there were insufficient RE specialists to meet demand in schools and recruitment targets were falling well short in this area both locally and nationally. He therefore respectfully asked members of SACRE to write to government regarding the supply of RE teachers and the lack of initial teacher training bursaries for trainee teachers of RE in order to lobby government to review this matter.

Linked to the above the Chair noted a recent debate which had taken place in parliament brought forward by Martin Vickers MP, regarding RE in Modern Britain. His speech which was available to view in full at [www.ukpol.co.uk](http://www.ukpol.co.uk) and called for a national plan for RE to ensure that government money was spent on RE projects.

### **Resolved:**

That the Chairs update be noted.

## **6 Education Durham Report to SACRE**

The Standing Advisory Council on Religious Education considered a report of P Hodgson, Education Durham which provided an overview and update of support provided since the last meeting (for copy see file of Minutes).

D Van der Velde in noting the networks and training schedule, suggested that the spring session for 'Judaism explored in the primary classroom' planned for 3 February, conflicted with preparations for Sabbath and questioned how this was going to be delivered. P Hodgson advised that he would take this back and provide a response following the meeting.

L Burton raised a query regarding the survey and asked would be delivering this. She further asked whether data from secondary schools would also be sought to determine whether the picture in Durham was reflected nationally. P Hodgson advised that, that was indeed the intention, however whether those schools would respond was unknown.

Councillor Varty asked whether the training offered was for teachers only or whether Governors could also attend. P Hodgson advised that whilst the training was open to governors, it was specifically designed for practitioners and focused around secondary school teaching. The Chair noted that HIAS delivered RE training which reached those primary networks referred to by Councillor Varty.

K Passmore added her thanks to P Hodgson for the comprehensive report and following a comment made regarding GCSE results in Religious Education, P Hodgson circulated details of provisional data on GCSE results in Religious Studies across County Durham schools, noting the size of cohorts of students taken through to exam and how the results compared with the national average. He explained that the data provided some interesting reading where lower attaining schools were achieving above level 4, which highlighted the quality of teaching in those classes.

L Burton noted that she was aware that in some secondary schools RE was provided for far less than other core subjects making reference to Durham Johnston Comprehensive School as an example. P Hodgson suggested that he could provide some more meaningful narrative around these figures for the next meeting.

**Resolved:** That the content of the report be noted.

## **7 Working Group Report on Religion & Worldviews**

The Chair advised that in B Dunn's absence the item would be deferred until the next meeting.

## **8 Community Cohesion**

The Chair noted that this was intended to be a standing item moving forward as raised and suggested by W Gray at a previous meeting.

He went on to advise that he had been contacted by Joni Stidwell, Education Equalities Team Leader, DCC requesting SACREs support in producing some short guidance for schools around the possible dates families may be granted time off school for religious observance.

Following discussion on this topic and noting that some guidance may already exist within NASACRE, H Tait and C Spencer put their names forward to represent SACRE and assist with the development of this area of work.

L Burton asked whether national perspectives on this topic had been gathered and also suggested that other SACREs in the North East should be contacted to see what they were doing in this regard. P Welch noted that whilst he could see some value in this, the area of work was not a traditional function of SACRE and therefore that information may not be available.

K Passmore noted that Harrow SACRE had produced guidance for Headteachers and Governing Bodies on Authorising Pupil Absence for Religious Observance which may be useful to review and agreed that NASACRE could potentially offer further support. In conclusion she noted that she agreed that the local authority did have guidance that they were able to share with schools.

#### **Resolved:**

That H Tait and C Spencer be nominated to take part in the work and agreed to report back to a future meeting.

## **9 SACRE Self Evaluation Process**

Following on from discussion on SACREs self-evaluation at the previous meeting, the Chair requested that the meeting split in to 4 smaller groups, to look in more depth at the following areas of evaluation, with a view to feedback being used to inform and develop a medium-term plan as to what SACRE do well and what could be improved going forward;

- Strengths
- Weaknesses
- Opportunities
- Threats

The group reconvened and reported upon their finds as followings:-

#### **Strengths**

The Chair explained the findings from his group as follows:

- Good working relationships, active and work in meetings and between meetings.
- Meetings are quorate and well attended with County Councillor representation.
- Renewed connections with the Local Authority, senior officer.

- Colleagues who report back to faith communities & who they represent (two-way dialogue).
- Involvement in Humanist representation
- Actively reviewed and evaluated SACRE.
- Keeping up to date with contemporary changes in RE – Religion & Worldviews
- Support the LA (e.g. School absence and religious observance)
- Clerking support & Education Durham support.
- Access to NASACRE and LA training and support.
- Well represented by Academies on SACRE (not official).
- Offer support schools with faith speakers, places of worship, networking opportunities.
- Agreed Syllabus / Agreed Syllabus Conference, quality. Impact – other LA's.

Past strengths:

Involvement in Interfaith Conferences with the LA & training.  
Survey new teachers in RE (primary)

### **Weaknesses**

L Burton outlined her groups findings as follows:

- Attendance at meetings was poor and dissatisfied with meetings almost being unable to proceed due to quorum rules and legal advice. Suggest a review of the meeting timings and whether it could be held in a hybrid way would possibly improve attendance.
- Quality data was also considered to be a current weakness, although there was collective appreciation for the tremendous input that P Hodgson had offered since he had started to attend the meetings.

The Chair noted that the COVID-19 pandemic had not helped with the continuity of meetings and attendance, however he did note that it had already been agreed that future meetings would be reviewed before the diary was set by Durham County Council for 2022/23 meetings.

In response to the issues surrounding data, P Hodgson explained that primary school data was always harder to obtain, however he did suggest that there may be future opportunities for the Student Council to be invited to attend a meeting to discuss their experiences in the classroom.

Further discussion took place regarding initiatives that could be made available but a lack of funding for Durham SACRE meant that options were limited. K Passmore noted that funding was available nationally for SACRE led initiatives, however a clear plan and direction would be required in order to access it.

### **Opportunities**

S Walker outlined her groups findings as follows:

- Chance to become more inclusive and open, especially with rewrite of constitution to review membership to be inclusive of other groups.
- Emphasis on worldviews
- To be informed in a more practical and meaningful way and updates from P Hodgson will assist with this
- Induction training for new members would be beneficial
- Should seek to publicise Durham SACRE online and via social media
- Seek to share best practice and utilise the LA to better effect to communicate with schools.

## **Threats**

C Spencer detailed her groups findings as follows:

- The biggest threat to SACREs (including Durham SACRE) would be RE being added as a national curriculum subject, but since we all serve on SACRE because we value RE, this threat does not concern us.
- Lack of religious diversity in Durham is a threat to the strength and vibrancy of SACRE because it makes it hard to recruit active Faith members who live locally and can serve more easily. (The lack of diversity also probably affects the ease with which teachers can develop varied visits and Faith encounters).
- Lack of authority / opportunity to collect information on the teaching of RE and implementation of the Agreed Syllabus in schools is a threat to the ability of all SACREs to do what they are legally supposed to i.e. to advise the Local Authority on RE teaching and on what to do about it. Instead, SACRE is dependent mostly on the Local Authority for information, and we are grateful for the efforts made by P Hodgson to share available data. There is even less data on primary schools than on secondary.
- Financial constraints (lack of direct budget for SACRE and increasingly tight school budgets) mean that it is difficult for teachers to get time and permission to attend SACRE meetings, leading to a further reduction in our knowledge of RE teaching and issues in schools. Financial constraints can also limit the ability of SACRE to establish conferences where pupils and teachers can meet and share with people from a range of Faiths and other world views to learn more about how Faith affects daily life.
- Constraints / changes within Education Durham, which have led to the loss of a full-time Inspector for RE mean that the departments resources, including time, are much more restricted when it comes to revising the Agreed Syllabus, giving less opportunity for SACRE members to input to the process. We do appreciate that it has been revised and acknowledge that it remains a well-respected syllabus used in many areas, not just Durham.
- The COVID-19 pandemic is still a threat to SACRE (and to the teaching of RE) because it disrupted the launch of the Agreed Syllabus, which eventually took place virtually. It has been suggested that Durham could follow Sunderland and relaunch the Syllabus now that face-to-face events are possible again. This could be of benefit but does have financial implications.
- The increasing proportion of schools which are now academies is a threat to SACRE as there is no formal role for SACRE to be involved with them



(unlike with Maintained schools), however are aware that several local academies do still use the Durham Agreed Syllabus, and some have links to SACRE.

P Hodgson suggested that there may be ways for SACRE members to be more involved with those teachers who attend network meetings, whether in person or virtually as they currently do both to enable more teachers to attend.

In conclusion the Chair thanked all present for their input, noting that the working group would continue to meet to discuss self-evaluation and assessment would be ongoing.

## **10 Date of the next meeting**

Thursday 2<sup>nd</sup> March 2023.

## **11 Any other business**

D Van de Velde asked whether there were any communications to be issued by DCC around Holocaust Memorial Day. P Hodgson advised that he would follow this up with the team responsible after the meeting.

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## Education Durham: Report to Durham SACRE 2<sup>nd</sup> March 2023

Before the previous SACRE meeting, Education Durham commissioned the DCC Data and Performance team to provide an analysis of how Durham schools performed in GCSE R.E., comparing outcomes in 2022 to those of previous years and setting these against national outcomes for R.E. The national statistical release of GCSE results only took place on 20<sup>th</sup> October 2022, so details of the analysis provided to the November SACRE meeting were not fully developed. The full statistical analysis is attached to this report as an appendix.

Ongoing analysis is being made to assess validity, locally, of NATRE findings that suggest pupils attending schools with higher proportions of disadvantaged pupils are less likely to have the opportunity to take GCSE religious studies. The initial picture seems to corroborate this, with the majority of schools in County Durham that have highest free school meal (FSM) entitlements either entering small cohorts or making no entries at all for GCSE Religious Studies. A fuller report will be made once the analysis is complete.

Analysis of patterns of success relating to early entry is ongoing. The theory, based on research findings over time, that pupils with lower prior attainment who are entered early for their Religious Studies GCSE perform worse than their peers with low prior attainment who are *not* early entrants, is proving difficult to determine in County Durham, due in part to the general interruption to children's education resulting from Covid. However, a final report on this piece of work will be made at the next SACRE meeting.

Nationally in 2022 Religious Studies was one of the most popular subjects for early entry with 15.9 percent of total early entries, the second highest subject after English Literature. Early entry in Durham is likewise higher in Religious Studies than most other subjects.

While more work needs to be done by the DCC Data and Performance team to confirm exact patterns of entry, the following table is perhaps indicative of a decline in GCSE entries for Religious Studies, although only providing data from one examination board:

<b>AQA Religious Studies GCSE - Number of entries in Durham local authority over time</b>						
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>
Full course GCSE	2760	2467	2196	92	-	
Full course GCSE Grades 1-9	-	-	-	460	310	255
Short course GCSE	98	32	125	85	-	-
Short course GCSE grades 1-9				168	12	15

As stated, further analysis will be completed, and the outcomes reported at the next SACRE meeting.

### Ofsted deep dives

At the last SACRE meeting, it was reported that Ofsted does not publish any data on the number of 'deep dives' undertaken in primary school inspections. A range of statements from schools nationally, collected from published Ofsted inspection reports by NATRE, was shared.

It was agreed that a complete round-up of Ofsted comments on R.E. (including SMSC) from reports published on Durham schools would be compiled and presented to Durham SACRE at each termly meeting. The reports published between the last SACRE meeting and this one which refer to R.E. or SMSC, therefore, are given here:

**Browney Academy** – (inspection date - 08/11/22). Outcome - GOOD

*Extract: "Pupils talk with confidence about British values. The school curriculum ensures that pupils have a range of visits to places such as the Centre for Life. However, some pupils have some misconceptions about life in modern Britain. Some pupils also confuse basic information about the major world faiths. Whole-class books/texts support pupils in developing an understanding of diversity."*

**Chilton Academy** – (inspection dates - 12/10/22 and 13/10/22) – GOOD

Mention of diversity; no mention of R.E.

**Collierley Nursery and Primary, Dipton** – (inspection dates - 18/10/22) – GOOD

*Extract: "The curriculum prepares pupils well for life in modern Britain. Leaders are determined that pupils learn about the local community and further afield. Pupils benefit from a broad range of experiences, including trips to the theatre, visiting museums and participating in sporting activities. Pupils learn about different religions and cultures from around the world."*

**Elmore Hall Special School** – (inspection dates - 6<sup>th</sup> – 8<sup>th</sup> Sept - residential) – GOOD

*Extract: "Children learn about the world around them. They explore topics such as racism, different cultures and faiths. Staff talk to children about the importance of tolerance."*

**Evergreen Primary Special School** – (inspection dates - 6<sup>th</sup> – 7<sup>th</sup> December) – GOOD

no mention of R.E.

**Ferryhill Station Primary** — (inspection dates - 4<sup>th</sup> / 5<sup>th</sup> October) - GOOD

*Extract: "Leaders have developed a thorough programme of personal development for pupils. Pupils enjoy sports opportunities, fundraising runs and team-building trips. They learn about world views and meet representatives of different faiths."*

**Frosterley Primary** – (inspection dates - 21<sup>st</sup> September) – GOOD

*Extract: "Leaders involve pupils in many community initiatives to extend their understanding of the world. This includes a joint venture with the Bowes Museum based on shared artwork with Japan. Pupils contribute to village life through their performances and articles in the local magazine. By working with industrial partners, leaders highlight potential future careers in the area. The connection with the County Durham Faith Network helps pupils to understand there are people of different faiths and cultures."*

**Horndale Infants** – (inspection dates - 4<sup>th</sup> / 5<sup>th</sup> October) – GOOD

*Extract: "Leaders plan trips to notable places of interest in the locality. Pupils enjoyed a recent trip to Durham Cathedral."*

**New Seaham Academy** – (inspection dates - 12<sup>th</sup> / 13<sup>th</sup> October) – GOOD  
Reference to SMSC - no mention of R.E.

**Park View School** – (inspection dates - 14<sup>th</sup> / 15<sup>th</sup> December) – R.I.  
No mention of R.E.

**Stephenson Way Primary** – (inspection date - 18<sup>th</sup> October) – GOOD  
*Extract: "Pupils have a very clear understanding of difference and equality. Through the curriculum, pupils learn about a range of other faiths and cultures. They understand the importance of tolerance."*

**Westlea Primary, Seaham** – (inspection dates - 30<sup>th</sup> November / 1<sup>st</sup> Dec) – GOOD  
*Extract: "Pupils enjoy a wide range of school clubs and sporting opportunities. They learn about world views and cultures. Through these activities, pupils develop a wide range of interests and an understanding of modern society."*

### **Ofsted subject reviews**

Ofsted has begun to publish a new round of subject reviews, with the review on Science published on 2<sup>nd</sup> February 2023, and we are advised that a R.E. subject review will be published in the coming months.

In the meantime, some of the findings from February's Science review may throw light on the teaching of R.E. and may anticipate, if not the content of the subject review when it is published, then the priorities of the lead Ofsted inspectors who will write the document:

- Science is taught in blocks in Primary schools and some pupils go for long periods of time without specific lessons in the subject (This may also be true of R.E.)
- Too few schools put a priority on developing specific subject knowledge for their teachers in Science (this is likely also to be the case in R.E.)
- There are few examples of secondary schools understanding the subject curriculum that has been taught at primary level, and then building upon it. The amount of R.E. taught at primary, and the depth, is therefore unlikely to be understood by many secondary teachers.
- Schools should plan the secondary curriculum to build on what pupils learned at primary, rather than repeat it.
- Schools should ensure enough time is built into the subject curriculum for pupils to both learn and remember knowledge.

### **Support and resources for schools**

Training for R.E. teachers in the spring term has taken place as follows:

Judaism explored in the primary classroom. Friday 3<sup>rd</sup> February (Primary & Special) – all day course, face-to-face.

The session was facilitated on behalf of Education Durham by Catherine Robson, external subject adviser, and delivered with inputs from both NATRE and the Jewish Museum, London. The course was positively evaluated by all attendees. Inputs were recorded and so

these recording can be an ongoing resource for schools. Officers are currently exploring ways to make recordings available on the new schools' portal (live from April). Education Durham is planning with Catherine Robson to include contributions from a range of faith representatives across future networks through 2023/24.

Networks in the spring and summer terms are scheduled as follows:

Fri 10<sup>th</sup> March 2023 (Primary & Special) – face-to-face and virtual

Friday 3<sup>rd</sup> March 2023 (Secondary & Special) – face-to-face

Friday 30<sup>th</sup> June 2023 (Primary & Special) – face-to-face and virtual

Friday 7<sup>th</sup> July 2023 (Secondary & Special) – face-to-face

The network foci for the rest of 2023 includes developing and articulating a well sequenced curriculum and supporting and developing non-specialist teaching. Future foci for networks will probably emerge following the publication of the Ofsted R.E. subject review. The MS Teams network site will continue to signpost low-cost/no-cost R.E. training and resources.

Attendance for the Primary networks, according to currently booked places, stands at x89 for the spring (primary), and x77 for the summer (primary). For the Secondary networks this is spring (x10), summer (x10).

#### **In-school support for Religious Education –**

As part of the drive by Education Durham to build capacity for subject support in schools, consultation with head teachers has led to the identification of five R.E. subject specialists in primary schools who have become part of the Associate Adviser team working alongside Catherine Robson (secondary – Durham Johnson School and Sixth Form).

Yohden Primary
Staindrop Primary
Delves Lane Primary
Burnside Primary
Wingate Primary

This group is undertaking work through the spring term and early part of the summer term to determine the scope and quality of delivery of the primary R.E. curriculum, including challenges facing schools in relation to the teaching of R.E. and the training needs of subject leads and teachers. This is a development from a simple survey mentioned in the previous Education report to SACRE and will hopefully yield information that will be more useful to members of SACRE and have a greater training and development value for schools and leaders in County Durham. This piece of work is planned for completion in time to be presented at the next SACRE meeting.

The R.E. Associate Advisers will be trained and available to provide in-school subject support.

**Phil Hodgson**

Strategic Manager 'Education Durham'

# Appendix A

AQA Religious Studies GCSE Full course												Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5	9-4
			A*		A	B	C	D	E	F	G		%	%
Consett Academy	15/251	6	13.3 (2)	13.3 (2)	20.0 (3)	13.3 (2)	13.3 (2)	13.3 (2)	6.7 (1)	6.7 (1)	-		73.3	86.7
Durham Community Business College	11/89	12	0	0	9.1 (1)	0	18.2 (2)	45.5 (5)	9.1 (1)	0	18.2 (2)		27.3	72.7
Easington Academy	32/139	23	0	18.8 (6)	15.6 (5)	15.6 (5)	9.4 (3)	9.4 (3)	15.6 (5)	9.4 (3)	6.3 (2)		59.4	68.8
Ferryhill School	35/149	23	11.4 (4)	5.7 (2)	2.9 (1)	28.6 (10)	14.3 (5)	20.0 (7)	11.4 (4)	2.9 (1)	2.9 (1)		62.9	82.9
Framwellgate School	12/205	6	8.3 (1)	25.0 (3)	25.0 (3)	8.3 (1)	25.0 (3)	8.3 (1)	-	-	-		91.7	100
Greenfield Community College	13/166	8	-	-	23.1 (3)	-	15.4 (2)	30.8 (4)	-	23.1 (3)	-	7.7 (1)	38.5	69.2
King James 1 Academy	48/148	32	6.3 (3)	12.5 (6)	14.6 (7)	27.1 (13)	16.7 (8)	10.4 (5)	8.3 (4)	4.2 (2)	-		77.1	85.7
Whitworth Park Academy	31/131	23	9.7 (3)	6.5 (2)	22.6 (7)	25.8 (8)	16.1 (5)	3.2 (1)	9.7 (3)	6.5 (2)			80.6	83.9
Wolsingham School	34/115	30	11.8 (4)	20.6 (7)	14.7 (5)	35.3 (12)	11.8 (4)		5.9 (2)				94.1	94.1
Woodham Academy	24/155	15	4.2 (1)	4.2 (1)	12.5 (3)	41.7 (10)	16.7 (4)	8.3 (2)	8.3 (2)	4.2 (1)			79.2	87.5
National (state funded)	103800/ 587650	18	8.7	11.4	12.9	17.5	14.4	10.7	11.7	6.8	3.7	1.4	64.9	75.6
L.A. (state funded)	255/ 5281	5	7.1	11.4	14.9	23.9	14.9	11.8	8.6	5.1	2.0	0.4	72.2	83.9

OCR Religious Studies GCSE Full course												Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5 %	9-4 %
			A*	A	B	C	D	E	F	G				
The Academy at Shotton Hall	23/218	10	8.7 (2)	8.7 (2)	34.8 (8)	43.5 (10)	-	4.3 (1)	-	-	-		95.7	100
National (state funded)	5360/ 587650		12.1	13.5	13.6	15.6	13.5	11.2	9.8	5.7	3.1	1.4	68.3	79.5
L.A. (state funded)	23/ 5281		8.7	8.7	34.8	43.5	-	4.3	-	-	-		95.7	100

EDUQAS Religious Studies GCSE Full course												Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5	9-4
			A*	A	B	C	D	E	F	G	%		%	
Belmont Community School	22/148	15	13.6 (3)	13.6 (3)	22.7 (5)	22.7 (5)	13.6 (3)	4.5 (1)	4.5 (1)	-	-	4.5 (1)	86.4	90.9
Durham Johnston	252/263	96	9.5 (24)	8.7 (22)	9.1 (23)	17.5 (45)	20.2 (52)	8.7 (22)	9.5 (24)	8.3 (21)	6.0 (15)	1.6 (4)	65.1	73.8

St Bede's, Lanchester	235/243	97	0.9 (2)	11.1 (26)	14.0 (33)	23.4 (56)	17.0 (41)	12.8 (30)	8.9 (21)	5.1 (12)	3.8 (9)	2.1 (5)	66.4	79.1
St John's, Bishop Auckland	221/227	97	2.7 (6)	10.9 (24)	11.8 (27)	15.8 (35)	16.3 (36)	11.8 (27)	10.4 (23)	10.0 (22)	8.6 (19)	0.9 (2)	57.5	69.2
St Leonard's, Durham	228/231	99	16.2 (38)	18.9 (44)	18.9 (44)	19.3 (46)	11.8 (28)	5.7 (13)	3.9 (8)	1.8 (4)	1.3 (3)	-	85.1	90.8
National (state funded)	45610/587650	8	8.5	10.9	12.7	16.2	14.6	12.0	10.8	7.4	4.4	1.7	63.0	75.0
L.A. (state funded)	958/5281	18	7.5	12.3	13.6	19.1	16.4	9.6	8.1	6.2	4.8	1.3	68.9	78.5

EdExcel Religious Studies GCSE Full course													Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5	9-4	
			A*		A		B		C		D		E	F	G
Hermitage Academy	23/183	12	21.7 (5)	13.0 (3)	17.4 (4)	8.7 (2)	17.4 (4)	17.4 (4)	4.3 (1)	-	-	-	78.3	95.7	
Park View School	10/239	4	30.0 (3)	20.0 (2)	20.0 (2)	20.0 (2)	10.0 (1)	-	-	-	-	-	100	100	
Parkside Academy	24/158	15	8.3 (2)	25.0 (6)	12.5 (3)	25.0 (6)	16.7 (4)	8.3 (2)	4.2 (1)	-	-	-	87.5	95.8	
Sedgefield Community College	152/190	80	13.8 (21)	13.8 (21)	13.8 (21)	19.1 (29)	15.1 (23)	6.6 (10)	8.6 (13)	3.9 (6)	4.6 (7)	0.7 (1)	75.7	82.2	
National (state funded)	23680/ 587650	4	8.8	10.9	12.8	17.5	14.3	10.8	11.2	7.2	4.4	1.7	64.3	75.1	
L.A. (state funded)	209/ 5281	4	14.8	15.3	14.4	18.7	15.3	7.7	7.2	2.9	3.3	0.5	78.5	86.1	

EdExcel / Pearson Religious Studies GCSE Full course													Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5 %	9-4 %	
			A*	A	B	C	D	E	F	G					
St Bede’s Peterlee	73/76	96	5.5 (4)	16.4 (12)	6.8 (5)	13.7 (10)	21.9 (17)	16.4 (12)	17.8 (13)	-	-	-	64.4	80.8	
National (state funded)	16530/ 587650	3	7.9	11.1	11.7	16.1	15.1	12.3	11.8	7.4	4.5	1.7	61.9	74.2	
L.A. (state funded)	73/ 5281	1.4	5.5	16.4	6.8	13.7	21.9	16.4	17.8	-	-	-	64.4	80.8	

AQA Religious Studies GCSE Short course													Summer 2022		
School	Entry/ NOR	%	9	8	7	6	5	4	3	2	1	U	9-5	9-4	
			A*	A	B	C	D	E	F	G	%		%		
Ferryhill School	15/149	10	-	-	-	6.7 (1)	-	-	86.7 (13)	6.7 (1)	-	-	-	-	
National (state funded)	7880/ 587650	1.3	5.7	6.6	9.4	13.0	12.2	13.7	14.0	10.6	8.2	-	-	-	
L.A. (state funded)	15/ 5281	0.3	-	-	-	6.7	-	-	86.7	6.7	-	-	-	-	



**Secondary schools making no entries for Religious Studies GCSE –**

Bishop Barrington  
Dene Community School  
North Durham Academy  
Seaham High School  
Staindrop Academy  
Tanfield School  
Teesdale School  
Wellfield School

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