ANNUAL REPORT FOR THE ACADEMIC YEAR 2018-2019
FOREWORD

On behalf of Barnsley SACRE we would again like to thank all schools, teachers, RE Subject Leaders and volunteers from the faith communities who have worked so hard to raise the standard of Religious Education in Barnsley during the past year.

SACRE continues to have a strong membership. We are a committed team dedicated to supporting schools, teachers and pupils in Barnsley. During the academic year we had three termly meetings including an Annual General Meeting in January 2019. All three meetings were held at Emmanuel Methodist Church, Barnsley. Our final meeting of the academic year was held in May 2019 when SACRE members viewed the recently released film featuring the life of the Barnsley missionary James Hudson Taylor, founder of the China Inland Mission. The film is entitled “James Hudson Taylor: Called by God Into the Heart of the Dragon” and can be obtained from Amazon. We would recommend aspects of the film to be used with Y6 and Secondary Students. The James Hudson Taylor Trail around central Barnsley is recommended for KS2 and KS3 students (please see Appendix B).

In mid-November 2018 a group of SACRE members and teachers visited Wakefield Chantry Chapel, Wakefield Cathedral and Leeds Minster. We would highly recommend Wakefield Cathedral for school visits – it has recently been renovated and is now a light, inspirational place of worship. Mrs Gillian Bunn, an ex-Barnsley Primary teacher, is currently the Community Outreach Officer for Wakefield Cathedral. She is extremely helpful to school parties and is willing to lead/support Collective Acts of Worship in Barnsley schools. Details of Cathedral workshops can be found on pages 6 and 7.

During the academic year we responded to a number of requests for support in schools. In October 2018, a group of SACRE members participated in Penistone Grammar School’s “Festival of Religion.” We were treated to some excellent tableaux, prepared by the students, representing a number of religions, and we assisted with the judging of the various entries. This was an extremely interesting afternoon.

During the past year we have been updating the World Religions section of the Barnsley Agreed RE Syllabus. We are planning to complete this work by the end of the autumn term 2019 and will arrange a teachers’ meeting when draft documents will be available.

Our new schools photograph gallery will also be ready for inclusion on our website in the autumn term.
In this year’s Annual Report we have included a DFE document (pages 10 and 11) entitled ‘Hosting Speakers on School Premises.’ We hope that the practical guidance will be helpful to schools.

We have included the 2019 G.C.S.E results in this annual report (see Appendix D). These will also be on the SACRE website – www.barnsley.gov.uk/sacre.

We would like to take the opportunity to thank all those schools who have submitted photos and children’s work for inclusion in this report.

As Chair of SACRE I would like to take the opportunity to thank Roger Holmes for his continued enthusiasm and commitment in his role as adviser to SACRE and personally for the support he has given me as Chairperson of SACRE. We look forward to another successful year.

Mrs Jenny Witty (Chair of SACRE)
Mr Roger Holmes (Advisor to SACRE)
(Academic year 2018 – 2019)

Summary

This report provides members and QCA with details of the work of the Barnsley Standing Advisory Council for Religious Education (SACRE) for the academic year 2018 – 2019.

1  Background

Under the provision of the 1988 Education Reform Act every local education authority has a responsibility to establish a permanent body, called a Standing Advisory Council for Religious Education (SACRE), together with an occasional body, called an Agreed Syllabus Conference.

2  Memberships

The people who serve on SACREs are invited to do so by the Executive Director for Children, Young People and Families on the recommendation of various bodies in the local community with a concern for the religious education of school children. The law prescribes that there have to be four ‘committees’ each comprising representatives of specified groups. These four committees can together co-opt further non-voting members, provided a majority are in agreement. The actual members change over time and the current SACRE is constituted as follows:

- Group A (10 places) Christian and other religious denominations which reflect the principal religious traditions in the area
- Group B (5 places) Church of England
- Group C (5 places) Teacher Associations
- Group D (5 places) Local Authority Representatives
- See appendix C for current membership.

3  Religious Education

The Barnsley SACRE was established during the autumn term 1988 and held its first meeting in January 1989.

At this meeting members of SACRE agreed unanimously to adopt the Barnsley Agreed Syllabus for Religious Education.

Since that date there have been a number of syllabus revisions. An Agreed Syllabus Conference was held on 10 March, 2015 to adopt the current Syllabus, which will be operational for the statutory five year period to 2020.

4  Support for Schools/Teacher Network Meetings

Members of SACRE are keen to support staff and governors in schools to raise standards in RE. They are regularly kept up to date with strategies to achieve this through reports from our adviser whose work involves supporting RE Subject Leaders with newsletters, network meetings and entries on our SACRE website.
5 SACRE RE Website

During this academic year we have updated many sections of our website as part of the main Barnsley MBC website: www.barnsley.gov.uk/SACRE

This will ensure easy access to a variety of useful resources to support the teaching of RE.

6 Statutory Inspections of Church Schools (Section 48)

In the Barnsley LA we have 15 Church Schools (Church of England and Roman Catholic). Each school is subject to an additional OFSTED Inspection (Section 48) covering RE and Collective Worship. SACRE members would like to thank the three Diocesan Education Teams (Leeds, Sheffield and Hallam) for their continued support of schools in the Barnsley Local Authority.

7 Constitutions

The SACRE constitution was reviewed and revised in 2019 and is now available on the SACRE website.

Useful Contacts - Email SACRE@barnsley.gov.uk - Tel: 01226 775655

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Clerk to SACRE
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SACRE Adviser
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South Yorkshire S70 2RD

Appendices

A Guidance for Governing Bodies
B James Hudson Taylor Trail
C SACRE Membership
D Public Examination Results
Wakefield Cathedral has recently had a major renovation. It has a great deal to offer to school parties and its Community Outreach Officer, Mrs Gillian Bunn (an ex-Barnsley teacher and SACRE member) is happy to arrange visits to the Cathedral or to come out to schools. Please see details below.
School Visits to Wakefield Cathedral

Experience awe and wonder from a spiritual, visual or historic perspective!

- Encounter a beautiful, historic building
- Experience an awe-inspiring holy space
- Enjoy cross-curricular, creative workshops tailored to age and need

Workshops

Signs and Symbols
Discover the use of signs and symbols in the Christian faith. See, hear, touch, taste and smell the love, hope, peace, peace and joy of Christianity and understand its significance today.

Stories in Light, Stone and Wood
Explore the history of Wakefield Cathedral through the building itself, the stained glass windows and other artefacts.

The Christmas Journey
Travel back in time 2,000 years and retell the Christmas story through a variety of creative activities using features of the Cathedral for inspiration.

The Easter Story
Through drama, song and art, follow Jesus through the key events of Holy Week to Easter morning.

Poppies and Peace
Find out about Wakefield in wartime and about people who served for peace. Take part in an Act of Remembrance.

Making Music
Learn about the importance of music at Wakefield Cathedral. Find out about the bells and the organ. With opportunities to sing and play.

For All the Saints
Find out about the Seven Saints of Northern England and why Wakefield Cathedral is called All Saints.

“it was very kind of you to design a new workshop for us” A.W. Y6 teacher

Other Options

Bespoke Workshops
A workshop can usually be designed especially for your class to support your PE, History or English curriculum. Let us know your needs and we will plan a workshop for you.

Self-Directed Tour
We offer the opportunity for you to plan and lead your own visit. You will be welcomed by a member of Cathedral staff.

Due to the pattern of services and other bookings it is essential all visits are booked in advance.

A one hour visit costs £30 which includes:
- Welcome
- A self-guided tour booklet suitable for your age group
- Use of clipboards
- Access to labyrinth

The Space Within

This two-hour spirituality workshop is aimed at KS2 and KS3. It can take place in Wakefield Cathedral or in your setting. It is an opportunity for pupils to explore, connect with and reflect upon your own spirituality through a series of activities. It costs £3 per child taking part.

The Chantry Chapel

Bring your class to the Chantry Chapel on the historic bridge over the River Calder for a two hour workshop, costing £3 per child, or a self-guided tour for £80 for the whole class. Contact us for further information about the Chantry Chapel.

A trip to Wakefield Cathedral is a unique and unforgettable experience.
SACRE/TEACHERS’ DEVELOPMENT DAY
NOVEMBER 2018

WAKEFIELD CHANTRY CHAPEL AND CATHEDRAL
BRIERLEY CE PRIMARY

Collective Worship Area based on Thankfulness

Reception Class Noah’s Ark

BRIERLEY CE PRIMARY

Creation and Fall RE Display

Developing Spirituality Area
Hosting speakers on School Premises

Through hosting external speakers, schools provide a safe space for students to engage with a variety of issues and hear and debate different perspectives. Schools have a responsibility to ensure that the people they invite to speak are suitable and that all safeguarding procedures are followed. When inviting speakers, schools are reminded of the following:

- **Keeping children safe in education** is statutory guidance that all schools must have regard to when carrying out their duties to safeguard and promote the welfare of children. When inviting speakers, schools should be conscious of the safeguarding requirements in the guidance.

- The statutory guidance on the **Prevent duty** makes clear that as part of their safeguarding policies, schools should set out clear protocols for ensuring that any visiting speakers—whether invited by staff or pupils themselves—are suitable and appropriately supervised.

- The Department for Education has issued **advice to independent schools** (including academies and free schools) on improving the spiritual, moral, social and cultural (SMSC) development of pupils which states that: schools should consider ‘vetting’ visiting speakers if they may hold views which are inconsistent with the requirements of any part of the SMSC standard, and if still used ensure that the content of their presentation is agreed beforehand.

- The Ofsted guidance for inspectors on **safeguarding** states that ‘inspectors should also check the setting’s policy and procedures for ensuring that visitors to the school are suitable, checked and monitored as appropriate, for example, external speakers at school assemblies.’

- All schools are subject to requirements to **forbid political indoctrination** and secure a balanced treatment of political issues. This extends to extracurricular activities which are provided or organised for registered pupils at the school by or on behalf of the school.1

- Schools which are charities should have regard to guidance from the **Charity Commission** which includes some examples of steps that trustees can take to help them manage the risk around hosting speakers. Other schools may find it helpful to refer to these general principles.

- **Teaching misconduct guidance** states that staff is likely to face prohibition if they deliberately allow exposure of pupils to such actions that undermine fundamental British values including promoting political or religious extremism by inviting individuals to speak in schools.

Schools play an important role within the community and will often let their premises to external organisations. This can also be a means of generating additional income for the benefit of the school. The following principles apply in relation both to speakers visiting during normal school hours and to organisations and individuals using the premises outside school hours.

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1 Section 406 and 407 of the Education Act 1996 and standard 5c of the Independent School Standards.
• Schools are encouraged to consider having a policy on hosting speakers which includes hosting during school hours and outside of school hours. Having a policy allows schools to set their own standard on hosting speakers beyond the minimum requirements set out in the advice and guidance referred to above and might make clear, for example, that the school will only let its premises to organisations and individuals whose conduct is in accordance with the ethos of the school. It might ask speakers to sign up to a particular code of conduct before permission is given to use the venue. Having a formal policy in place can also make it easier for a school to justify refusing to host a particular organisation or individual about which there are concerns. Similar considerations may apply to hosting speakers outside of school hours as during school hours if students are likely to attend these events.

• Schools that are under a duty to promote community cohesion must be satisfied that any speakers they invite will not undermine that duty.

• Schools should be mindful of the way in which their land is held, and who holds it, as this may in some cases limit or prohibit land being used for certain products.

• Schools must ensure, in making any decisions about whether to host an external speaker, that they comply with the public sector equality duty and that they are not discriminating by reference to protected characteristics.

Schools which outsource their letting arrangements to a third party are advised to ensure that the third party carries out vetting in line with the schools policy and any guidance from government.

**Practical Guidance:**

When hosting a speaker (either during or outside of school hours), schools may wish to consider carrying out the following research before agreeing to host:

• The topic of the event (including the purpose of the speakers visit and the appropriateness for the audience).

• The speaker’s reputation and who may be prompted to attend, particularly whether the speaker or members from the organisation they represent have a reputation for causing disruption at venues.

• Any risks to the school’s reputation and ethos.

• The status of the speaker, including their previous comments, by carrying out checks on internet search engines and across social media sites. When carrying out internet searches, it is good practice to look beyond the first page of results.

• Whether you consider there to be potential for speakers to use language intended to stir up hatred or incite violence.

• The views of the community safety team/ local police /LA Prevent co – ordinator if you have any concerns.

Schools should consider these steps for every event that they host.

**For more information:**

The equalities guidance for schools contains advice on ensuring that the public sector equalities duty is fulfilled (See chapter 5).
SHAFTON PRIMARY

Dalai Lama

In Year 3 we found out some facts about the Dalai Lama. We also wrote some questions we would like to ask him.

Leaders promote diversity exceptionally well.

The Dalai Lama belongs to the Gelugpa branch of Tibetan Buddhism, which is the largest and most influential tradition.

We also had a portrait of him. They are diagrams of some mandala designs which are significant in religion and Buddhism.
Comparing two World Religions
THE PROVISION AND TRAINING OF TEACHERS OF RELIGIOUS EDUCATION:
GUIDANCE FOR GOVERNING BODIES OF PRIMARY SCHOOLS

The purpose of this paper is to make school governors aware of the findings and recommendations of Religious Education the Truth Unmasked which reports the outcomes of the recent inquiry held by the All Party Parliamentary Group for RE (APPG). The full text of the report can be found on the RE Council website: www.religiouseducationcouncil.org.uk

Governors’ Legal Responsibility for Religious Education (RE)
Governing bodies and headteachers in all state schools must ensure that provision is made for RE for all pupils, unless they are withdrawn by their parents. Further details, in particular guidance on the RE curriculum to be taught in different types of school, may be found in two documents on the Department for Education (DfE) website:

1 Religious Education in English Schools: Non-Statutory Guidance 2010
2 Religious Education (RE) in Academies

The Importance of RE
The APPG concluded that:
Religious Education has a vital and powerful contribution to make in equipping young people, whatever their backgrounds and personal beliefs with the skills to understand and thrive in a diverse and shifting world. The ... subject is now under threat as never before, just at the moment when it is needed most.

The Staffing of Primary RE
OFSTED has found that pupils’ achievement in RE is very inconsistent. At the time of OFSTED’s most recent report on RE (OFSTED 2010)1 primary school pupils’ achievement in RE was good or outstanding in only 4 out of 10 schools. The APPG inquiry identified four key concerns related to the deployment of teachers that contributed to these disappointing standards in RE.

a) The excessive use of teaching assistants to teach RE. OFSTED has found that class teachers use their RE lesson time for planning, preparation and assessment (PPA) more than they use other subject time. In over half of the 300 primary schools participating in the APPG inquiry, some or all pupils were taught RE by someone other than the class teacher. In 24% of schools in the inquiry RE was taught to some children by higher level teaching assistants (HLTAs), a practice almost unknown in foundation subjects such as history, geography and design and technology. The outcome is not always negative and OFSTED has reported that on the few occasions ‘where the teaching assistants were very carefully supported, managed and monitored, their enthusiasm and interest in the subject could have a very positive impact on pupils’ learning’ (OFSTED 2010:36). BUT generally the practice is not good and reflects the low status of RE in many schools (2.2-2.5).

b) Teachers’ lack of confidence. About a half of primary teachers and trainee teachers lack confidence in teaching RE (2.6-2.10). Evidence presented to the APPG shows that the following reasons account for trainees’ caution/lack of confidence with RE:
• Fear of bias (especially in those of faith)
• Feeling of unpreparedness/lack of experience
• Fear about pronunciations

1 OFSTED (2010) Transforming Religious Education
• Fear of offending
• Unsure about the RE curriculum
• Fear of teaching controversial topics
• Uncertainty about the place of RE in the curriculum

c) RE subject leaders’ lack of expertise. About half of subject leaders who replied to the inquiry said that they lacked the expertise or experience to undertake their role effectively (2.11-2.13). Over a third of primary RE subject leaders in responding schools had no qualifications in RE above GCSE/O Level.

d) Insufficient teacher training in RE. There is a wide variation in the extent of initial teacher training in RE and too many trainee teachers had little or no effective preparation for teaching the subject (2.14-2.16).

Support for Primary Teachers of RE
The APPG inquiry found that in spite of many teachers’ weak subject knowledge and confidence, too little in-service training in RE is available (6.1-6.3). In particular:

a) RE subject leaders responding to the APPG identified three particular CPD needs above all others:
   • improving their knowledge of world religions
   • help with implementing a new agreed syllabus
   • how to assess pupils’ learning

b) The ability of SACREs to provide support for teachers of RE at a local level has been dramatically reduced by local authority funding decisions (6.31-6.36).

c) Primary teachers and subject leaders in schools without a religious character have particularly limited access to RE CPD (6.13-6.21).

d) Teachers’ access to RE CPD is a postcode lottery; it depends on the resources of their local SACRE or diocese, proximity to training and the priority given to RE in schools.

e) CPD is sometimes provided by other organisations, if teachers know where to look. In particular the National Association of Teachers of RE (NATRE) provides after-school RE support groups in some areas. In addition several websites (eg NATRE) and journals (eg RE Today) offer subject knowledge and ideas for teaching. Charitable trusts such as Culham St Gabriel’s and the Farmington Institute also offer CPD opportunities.

RECOMMENDATIONS

In response to the APPG recommendations governors should:

• require a review of RE in the school to find out:
  - the extent of teachers’ confidence in teaching RE and the reasons for any lack of confidence
  - how many teachers, if any, are not teaching RE to their class and the reasons why the training, expertise and enthusiasm of staff covering other teachers’ RE classes require the school leadership to:
    - make proper provision for CPD for RE subject leaders and others with responsibility for teaching RE in order to improve its quality
    - ensure that the RE subject leader knows where to find training and support locally and from national organisations
    - provide regular opportunities for RE subject leaders to train their colleagues in subject knowledge and planning and assessing RE

RE Council of England and Wales
The Cross

Teachers are determined that pupils achieve well.

All of the children have worked together to make different coloured handprints which have been put together to make a cross.
JAMES HUDSON TAYLOR TRAIL

James Hudson Taylor (1832 – 1905) was born in Barnsley and spent most of his adult life as a missionary in China. He was the founder of the China Inland Mission, one of the largest Christian movements in the world.

Eleven circular red plaques in English and Chinese have been placed in the centre of Barnsley marking important sites. Other sites can be found at the front of Emmanuel Church, Huddersfield Road where there are the original steps on which John Wesley preached, on the lych gate of Royston Parish Church where James Taylor married Elizabeth Johnson in 1776 and at Staincross Cottage near Paddock Road where James Taylor (James Hudson Taylor’s great grandfather) lived.

A great deal of information about James Hudson Taylor’s life and work is available on the internet - [www.jameshudsontaylor.org.uk](http://www.jameshudsontaylor.org.uk)  He is included in the Barnsley Local Agreed Syllabus (page 80) Christian Faith, Key Question 3 - ‘How can faith contribute to Community Cohesion?’ - ‘Look at the lives of inspirational Christians, past and present and describe why they are inspiring and how they have been influenced by Jesus’ teaching.’ This would provide a very interesting and thought-provoking research topic for upper KS2 and KS3/4.

SUGGESTED CENTRAL BARNsLEY JAMES HUDSON TAYLOR TRAIL

(Safe walking time with a class of children - approx 1½ hours)

1. Begin trail on the top right hand side of Old Mill Lane across from Barnsley College building.
   
   **Site 1:** ‘James Taylor, his wife and their son, John, lived in a cottage on this site in 1777’.

2. Safe crossing next to site - walk past College building, on Church Street to site opposite Town Hall.
   
   **Site 2:** ‘In 1847 James Hudson Taylor started work as a junior clerk in this building when it was the Wakefield and Barnsley Bank’.

3. Safe crossing next to site – walk up Sadler Gate on right hand side of Town Hall and cross by the pedestrian crossing. Cross the bottom of Westgate and walk to the recently built College building (formerly the site of the Central Library). The re-installed plaque is on the side of the new College building opposite the Town Hall fountains.
   
   **Site 3:** ‘James and Elizabeth Taylor possibly met John Wesley when he preached on this site on June 30th 1786.’

   Retrace your steps and turn left up Westgate to the Lamp Room Theatre – Site 4.
Site 4: ‘This building was originally a chapel built by a group led by James Taylor, great grandfather to James Hudson Taylor and opened in 1794’. Pavement narrow in front of Plaque - children could stand on opposite pavement.

4. Proceed forwards to Pinfold Steps - walk down steps - Plaque 5 on wall at bottom of steps next to National Tyres & Autocare.

Site 5: ‘At the top of these steps John Taylor, James Hudson Taylor’s grandfather had his first house and workshop’.

5. Walk down Shambles Street to safe crossing just before Town End roundabout, in the direction of KFC. Safe crossing next to Lidl sign - continue over dual carriageway (West Way). Turn left to St George’s Church. Plaque 6 on Church wall on corner of York Street and Pitt Street.

Site 6: ‘In 1823 John Taylor built a house on the corner of York Street and Pitt Street opposite this Plaque’.

6. To avoid crossing the road twice, turn left down Pitt Street in the direction of the General Post Office, staying on the left hand footpath. Walk across the dual carriageway bridge - Plaque 7 can be found adjoining the footpath on a stone post in front of a Children’s Centre.

Site 7: ‘James Taylor witnessed the opening of the Methodist Chapel on this site on 8 October 1846’.

7. Cross the road with care to Plaque 8 on Dove Dental Care building.

Site 8: ‘In 1824 Rev Benjamin Hudson and his family lived in this building’.

8. Turn right by General Post Office, along Blucher Street - stay on right hand side of the street to Plaque 9, Salem Wesleyan Reform Church.

Site 9: ‘This chapel was built in 1825 and James Hudson Taylor preached here’.

9. Cross the road with care and re-trace steps a few yards to Hope House Church and Christian School - Plaque 10.

Site 10: ‘In 1860 Mr and Mrs Meadows, from this chapel joined James Hudson Taylor at the start of the China Inland Mission’.

10. Return along Blucher Street - turn right past the General Post Office - cross Wellington Street at the safe crossing to Peel Square (busy pedestrian area). Turn right in front of Halifax building on Queen Street past Marks & Spencer and Superdrug to Boots the Chemist (Cheapside). Three plaques on right hand side of building on Albert Street East.

Site 11: ‘On this site James Hudson Taylor was born on 21 May 1832’.

11. To return to starting point re-trace steps along Cheapside - cross road on corner of Halifax building and proceed up Market Hill, with Town Hall on your left to return to Site 1.
SACRE/TEACHERS’ DEVELOPMENT DAY
NOVEMBER 2018
LEEDS MINSTER
Appendix C

**SACRE Membership**

These are the current members of SACRE

**Group A**

Christian and other religious denominations to reflect the principle religious traditions in the area (10 Places)

- Mrs Linda Stammers (Methodist – Barnsley Circuit)
- Dr. Christopher Ingham (Humanists UK)

**Group B**

Church of England (5 Places)

- Mrs Jenny Witty (Chair) (Leeds Diocese)
- Mrs Jo Wiles (Vice Chair) (Leeds Diocese)
- Mrs Gillian Bunn (Leeds Diocese)
- Mrs Nina Platts (Leeds Diocese)
- Mrs Carol Turner (Leeds Diocese)

**Group C**

Teaching Association (5 Places)

- Mrs Kelda Evans (NEU)
- Ms Fiona Winterburn, Horizon Community College (NEU)

**Group D**

LA Representatives (5 Places)

- Councillor Kevin Williams
- Councillor Sarah Tattersall
- Councillor Tim Shepherd
- Councillor John Wilson
- Councillor Pauline Markham

**Adviser**

- Roger Holmes
## Appendix D – Examination Results

### 2019 Provisional outcomes in GCSE Religious Studies

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KS4 provisional subject data; DfE Checking File
Year: 2018/19

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### Year-by-Year Performance

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