

# Annual Report 2008-09

## Wakefield SACRE

Published: March 2010

Chair: Celia Roberts  
Local Authority Officer: Keith Worrall

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## **1. Introduction**

1.1 Wakefield SACRE is required to undertake an annual review of activities and submit a final report to the National Association of SACREs [NASACRE] in the second term of each academic year summarising the key activities of the previous year and outlining key priorities for the year ahead. The Chair of SACRE is required to submit a copy of the annual report to the Director of Children's Services and appropriate Service Manager for approval. The content of the annual report is based upon a range of evidence including, self-evaluation activities, Ofsted Section 5 inspection reports and Local Authority data relating to achievement and standards in Religious Education at Key Stage 4.

## **2. Summary of key priorities 2010-11:**

2.1 SACRE is required to identify key priorities for the coming year within the main body of the annual report and to incorporate these into single action plan. The key priorities for the Wakefield SACRE in 2010-2011 are:

- To strengthen the knowledge and expertise of SACRE members through appropriate training and development opportunities
- To provide a summary of up to date guidance for schools on Collective Worship
- To support and promote best practice work in schools on community cohesion, particularly highlighting the contribution of R.E. to community cohesion
- To promote flexible and creative approaches to teaching and learning in RE across all key stages
- To initiate and support appropriate CPD for all teachers of RE in schools across the Wakefield

## **3. Update on progress:**

3.1 In the past twelve months members of SACRE have undertaken robust self-evaluation supported by the Chair and an external consultant from the York Diocese. The exercise has been extremely useful in helping members to focus more sharply on strategies that ensure effective working. As a result of self-evaluation members are much more aware of the characteristics of an effective SACRE and this has been particularly useful in identifying priorities for the coming year. One identified action point arising from self-evaluation is the need for SACRE to provide up to date guidance for schools on collective worship. This is an aspect of Ofsted inspection which is often identified as partial or non-compliant and SACRE intends to clarify the requirement of a daily act of collective worship for schools. SACRE is also aware of recent subject survey inspections by Ofsted, a key aspect of which is the contribution of the subject to community cohesion. Again SACRE is planning to provide practical training and support for schools highlighting different ways in which RE can make a significant contribution to community cohesion within a school and wider community context.

3.2 In light of curriculum changes at key stages 1 and 2, SACRE is currently identifying best practice models that promote flexible and creative approaches to teaching and learning in RE. Again, using external trainers and Local Authority ASTs, SACRE is offering training and support to schools where this aspect of the curriculum has been identified as an area for further development either as a result of Ofsted inspection or arising out of conversations with School Improvement Partners [SIPs]. SACRE remains committed to facilitating and sharing best practice across the District, offering high quality CPD opportunities for all teachers of RE in schools across Wakefield.

#### **4. Standards and Quality of Provision for RE in schools:**

4.1 As a result of detailed analysis of Ofsted inspection reports carried out in 2008-09 SACRE is pleased to report that the quality of RE provision in schools is judged by inspectors to be 'satisfactory' in the majority of schools and 'outstanding' in some. All schools are compliant in the statutory provision of RE. The quality of teaching and learning and of leadership and management of RE are also judged to be 'satisfactory'. However, Ofsted has indicated that in a small number of schools, teachers need to develop more flexible and creative approaches to teaching and learning, particularly in relation to learning opportunities and lesson activities. Over the past year SACRE has engaged in intense debate about how it can best support schools in improving the quality of RE in the classroom and this discussion has informed SACRE priorities and the action plan. SACRE recognises that there is already good practice in many schools and is keen to support RE networks and facilitate sharing best practice across the District. Consequently, SACRE has already supported curriculum development work in a number of schools, for example Cathedral School and Horbury School, where the RE departments have been working on developing new resources to enhance the key stage 3 curriculum.

#### **5. Analysis of RE results in Wakefield Local Authority at KS4 in 2009:**

##### **5.1 Cohort entries for full and short course:**

5.1.1 57% of the cohort was entered for either the full or short course RE examination. 28% were entered for the full course and 26% for the short course. This is lower than the national figures where 66% of the cohort were entered, 28% full course and 37% for the short course.

5.1.2 The figures indicate a drop in percentage terms of 6.3% from last year; whereas the national entries have increased by 1.9%. The reduction in entries was primarily in the short course (-6.1%) with the percentage of the cohort entering for the full course only dropping by 0.2%. The national entries for the full course are up 2.7% and for the short course have dropped 0.7%.

5.1.3 Looking at the entries by gender shows that, although the entry rate for the full course only dropped slightly compared to last year, this was made up of a 1.2% increase in boys but a 1.5% drop in girls entered for the examination. The 6.1% drop in the entry rate for the short course also indicates differences by gender with a 7.8% drop for boys but only a 4.3% drop for girls.

## **6. Performance of students achieving A\*-C in R.E.**

- 6.1 Analysis of both the full and short courses combined indicates that the Local Authority A\*-C performance has improved by 3% from last year from 53% in 2008 to 56% in 2009. This is due to an increase in the pass rate for the short course from 45% to 49% with the full course pass rate remaining static at 62%.
- 6.2 This improvement is better than national comparators which increased by only 1.1% overall (0.8% full course and 0.3% short course) but the Wakefield result of 56% is still some way short of the national result of 60% overall. Looking at the full and short courses separately indicates that the difference is mainly down to the full course being 10% below the national whereas the short course is only 2% lower. This may be an area for development in the secondary phase.
- 6.3 The increase in the short course pass rate is 5.8% for girls but only 2.5% for the boys. The full course pass rate, whilst overall remaining at 62%, masks a drop of 5.8% for the boys and a 5.8% increase for the girls.

## **7. Performance of students achieving A\*-G in R.E.**

- 7.1 The combined full and short course A\*-G pass rate shows little change overall (+0.2% from last year to 97%) but, again, when looked at by gender, there are slight differences with the boys dropping 0.9% in the full course and 0.2% in the short course but the girls balancing this out with a 0.6% increase in the full course and 0.7% increase in the short course.
- 7.2 Compared to the national results, Wakefield is slightly better overall (97% compared to 96%) with the full course the same as the national (97%) and the short course slightly better (96% compared to 96%). The performance of in R.E. is another potential area for development.

## **8. Summary of achievements and standards in R.E.**

- 8.1 The performance of students achieving a qualification in R.E. at the end of key stage 4 remains encouraging. Local performance indicators and national trends highlight the pressures placed on RE within the curriculum at key stage 4. Schools are increasingly developing new courses and wider opportunities for young people, especially at key stage 4. Consequently, the number of students achieving a qualification in RE continues to fall. This is particularly true of the short course which is often paired with a short course in Citizenship and where students prioritise their time against other subjects such as English and Mathematics. However, overall standards in RE remain stable with the pass rate for the full course steady and results in RE [including both short and full course] rising by 3%. Pressures on curriculum time at key stage 4 will continue to intensify and RE teachers need to develop more relevant and interesting schemes of work in order to motivate and engage students if they are to attract young people and ensure that they fulfil their potential. The recruitment of RE specialists also is an issue. Often, due to staffing pressures, RE is taught by non-specialists and this can have a detrimental effect on final results. However, by providing support through the Local Authority CPD programme and AST outreach, SACRE continues to ensure that all teachers who deliver RE programmes of study can be confident and secure in their subject knowledge. The difference in the

performance of boys when compared with girls remains a concern. SACRE is planning to provide support for teachers through CPD which addresses the issue of boys' underachievement and ways to develop 'boy friendly' teaching and learning strategies in order to narrow the gap in performance.

8.2 For a full breakdown of student performance in R.E. at Key Stage 4 please see Appendix 1

**9. Management of SACRE & partnership with the Local Authority and other key stakeholders:**

9.1 The new Chair of SACRE, Celia Roberts, has quickly revised and established agreed protocols for meetings. The organisation and management of meetings is done efficiently and in partnership with the Local Authority. However, SACRE members have raised concerns at the inconsistent attendance of some members at meetings. Consequently, the Chair is in the process of inviting new members to attend meetings and ask lapsed members to stand down in order to ensure full representation from all faith groups and promote regular attendance at meetings. The SACRE action plan is in place and training for all SACRE members has been identified for the coming year, such as training on the best practice for fulfilling the role and responsibilities of SACRE membership. Further training is also to be arranged relating to the monitoring role of SACRE and how best this might be implemented in order to support schools.

**10. Effectiveness of the Wakefield Local Agreed Syllabus:**

10.1 The Local Agreed Syllabus was reviewed in summer 2007 and launched in November of that year. Lat Blaylock, an independent consultant, led the review on behalf of the Local Authority. Subsequent feedback indicates that the Local Agreed Syllabus has been very well received by schools and is being used fully to develop exciting and innovative approaches to RE in the classroom. SACRE continues to facilitate CPD for schools on the effective use of the Local Agreed Syllabus [LAS] and is offering a one day course in June for primary RE co-ordinators to develop the key stage 2 curriculum using the LAS. SACRE members have also discussed ways of improving channels of communication in order to ensure effective feedback on how schools are developing their use of the Local Agreed Syllabus, especially in relation to curriculum planning and delivery. SACRE currently supports primary RE co-ordinator networks and is looking to establish a meeting for Secondary Heads of RE in the summer term. SACRE also intends to support the establishing of a working group of teachers to develop RE schemes of work linked to the new curriculum, gifted and talented learners and developments in the 14-19 curriculum.

**11. SACRE and the responsibility for the provision and practice of Collective Worship in schools:**

11.1 SACRE members believe that this is an area that requires further development, particularly as it appears regularly in Ofsted reports. Discussion has focused upon the possibility of training for SACRE members enabling them to visit schools and observe arrangements for collective worship. As a result of this work, SACRE would look to revise the Local Authority guidance to schools on collective worship.

## **12. SACRE's contribution to wider social and racial harmony:**

12.1 SACRE and the Local Authority understanding of the local religious, cultural and ethnic community is firmly embedded in all aspects of their work. SACRE membership broadly reflects the religious diversity of the local community. Members have a clear commitment to further developing the part RE can play in promoting community cohesion and actively seeks to promote this throughout its work. The SACRE action plan identifies ways in which members will be kept up to date with Local Authority initiatives that promote Community Cohesion, Spiritual, Moral, Social and Cultural development [SMSC] and the Every Child Matters agenda.

## **13. SACRE Outreach:**

13.1 There has been continued support for RE in a number of schools during the past year, for example, staff training on how to develop creativity in RE lessons and co-ordinator training on finding new resources to enhance the primary curriculum. The drive for quality learning for all pupils in RE continues to be a central focus for many schools in the Local Authority. Support for subject networks are in place for the summer term. Support and outreach links with the new AST for Secondary RE will form a key part of SACRE and Local Authority support for RE in schools. The work of SACRE continues to be driven by the desire to raise standards and improve the quality of provision of RE in all schools.

13.2 A member of SACRE attended the QCA Faith/Belief/SACRE Consultation Focus Group Review Meeting in Birmingham in July 2009. Issues raised included concerns about the detrimental effect of curriculum changes upon the place of RE in the new National Curriculum following the Rose Review. The key findings of the focus group have been disseminated to schools and also at a recent SACRE meeting. A member of SACRE is attending the NASACRE conference in April 2010 and will cascade key messages upon returning to the Local Authority.

13.2 Training for school governors on the Local Agreed Syllabus has also taken place enabling governors to familiarise themselves with the structure and content of the LAS. The training sessions have been welcomed by governors and trainers have received extremely positive evaluation and feedback. Further training sessions are planned for the coming year building on governor awareness of the LAS.

13.3 Finally, training has been provided for subject co-ordinators and colleagues leading RE CPD in Subject Enhancements for GTP students. These sessions, along with input at the NQT conference in July 2010, will further raise the profile of RE in schools among teachers who are new to the teaching profession and who might otherwise be unaware of the benefits and opportunities offered by R.E.

## **14. Summary of OFSTED Reports: 2008-09**

14.1 During the academic year 2008-09, SACRE received summary information on the quality of provision of Religious Education and collective worship in schools as a result of Section 5 inspections by undertaken by Ofsted. The following schools received Ofsted inspections in 2008-09 and have mention of RE in the final published report. The schools are listed in date order:

South Hiendley Junior Infant and Early Years School – 12 May 2008  
 Knottingley Ferrybridge Infant School – 19 May 2008  
 St Austin's Catholic Primary School – 12 June 2008  
 Horbury St Peters Church of England VC Junior School – 18 June 2008  
 Horbury School - A Specialist Language College – 18 June 2008  
 Castleford Park Junior School – 25 June 2008  
 Lofthouse Gate Primary School – 26 June 2008  
 South Kirkby Common Road Infant & Nursery School – 14 July 2008  
 Standbridge Primary School – 14 July 2008  
 Crigglestone Mackie Hill Junior and Infant School – 14 July 2008  
 South Kirkby Common Road Infant and Nursery School – 14 July 2008  
 Ossett South Parade Primary School – 18 September 2008  
 Airedale Junior School – 23 September 2008  
 Walton Primary – 24 September 2008  
 Towngate Primary Ossett – 26 September 2008  
 Flushdyke Junior and Infants Ossett – 30 September 2008  
 Kettlethorpe High School – 1 October 2008  
 Crigglestone St James C of E Junior and Infants – 9 October 2008  
 St Paul's C of E Junior and Infant School, Alverthorpe – 6 November 2008  
 Normanton Altofts Junior School – 11 November 2008  
 Gawthorpe Community Primary School – 18 November 2008  
 All Saints C of E Junior and Infants Featherstone – 3 December 2008  
 Kirkhamgate Primary School – 8 January 2009  
 Snapethorpe Primary School – 12 January 2009  
 Heath View Community Primary – 20 January 2009  
 Dimple Well Infant & Nursery School – 26 January 2009  
 Newton Hill Junior and Infants – 9 February 2009  
 St Josephs Catholic Primary School – 10 March 2009  
 Purston Infant School – 11 March 2009  
 Flanshaw Junior and Infants – 16 March 2009  
 St Thomas C of E Voluntary Controlled Junior School – 17 March 2009  
 Redhill Infants – 23 March 2009  
 Three Lane Ends Primary – 22<sup>nd</sup> April 2009  
 Ledger Lane Junior and Infants – 22<sup>nd</sup> April 2009  
 Featherstone Technology College – 27<sup>th</sup> April 2009  
 St Joseph's Catholic Primary – 29<sup>th</sup> April 2009  
 Crofton Infant – 12<sup>th</sup> May 2009  
 Glasshoughton Infants – 13<sup>th</sup> May 2009  
 Clifton Infants – 13<sup>th</sup> March 2009  
 Redhill Junior – 20<sup>th</sup> March 2009  
 North Featherstone Junior & Infants – 10<sup>th</sup> June 2009  
 Waterton Junior & Infants – 11<sup>th</sup> June 2009  
 Burntwood Junior & Infants – 23<sup>rd</sup> June 2009  
 Simpsons Lane Junior and Infants – 25<sup>th</sup> June 2009  
 Larks Hill Junior and Infants – 30<sup>th</sup> June 2009  
 Havercroft Junior, Infant & Nursery – 8<sup>th</sup> July 2009  
 Castleford High School – 11<sup>th</sup> May 2009  
 Minsthorpe Community College – 17<sup>th</sup> June 2009

## 15. Leeds and Wakefield Diocesan Section 48 Inspection Reports:

15.1 There have been only two Section 48 inspections in the period 2008-09

- Ossett Holy Trinity Church of England VA Primary School - 21 February 2008
- St Helen's Church of England VA Junior and Infant School - 17 April 2008

## 16. Summary extracts from Section 5 Ofsted inspection reports:

16.1 A selection of the main comments from Ofsted reports has been classified into 'excellent', 'good' and 'satisfactory' statements and statements which state that there is a need for improvement. All schools have subsequently received a letter acknowledging the comments from Ofsted inspections and offering SACRE's continuing support.

- *Pupils' outstanding personal, spiritual, moral, social and cultural development ensures that they are developing into respectful, sensitive and useful citizens of the future. Of particular note is pupils' interest in the different cultural backgrounds of their peers. The school goes to great lengths to ensure that everyone is able to appreciate the differing nuances of multicultural Britain and pupils talk knowledgeably about the differing lifestyles of families within their own school and local community. They also have a growing global awareness and understanding of world religions and festivals.*
- *Pupils' spiritual, moral, social and cultural development is excellent.*
- *Students' spiritual, moral, social and cultural development is good overall. Their social and emotional development is enhanced by the 'Social and Emotional Aspects of Learning' project, in which students develop a range of personal skills that will help them in their future working lives. However, students' awareness and understanding of cultural diversity in Britain are limited.*
- *Pupils' personal development, including their spiritual, moral, social and cultural development, is good. A strength in their development is the respect and consideration they show towards different faiths and cultures. This is a direct result of the inclusive curriculum. Pupils' spiritual and cultural development is especially good. They take full advantage of many opportunities for prayer and personal reflection throughout the day. They have a good appreciation of concepts such as humility and compassion and a good understanding of others faiths and cultures. They empathise strongly with the plight of those living in difficult circumstances in Africa and in other countries.*
- *Pupils' spiritual, moral and social development is outstanding. They have a strong sense of self-worth and a clear understanding of right and wrong. They show a clear sense of responsibility and willingly help in class and around school, making an outstanding contribution to the community.*
- *Pupils' understanding of the diversity of modern life and multicultural experiences is developed extremely well through regular assemblies and exciting visits and visitors.*

- *Spiritual, social, moral and cultural development is good overall. However, because they have local and international connections and listen to an array of interesting visitors, such as those talking about coco growing in Ghana and the Muslim way of life, cultural development is first-rate. Behaviour is nearly always good and sometimes outstanding, especially in assemblies and those lessons in which pupils are riveted.*
- *Spiritual, moral, social and cultural development is good because these important areas are embedded in the school's ethos. Pupils learn about other faiths and cultures through art, religious education and assemblies.*
- *Pupils' spiritual, moral, social and cultural development is excellent. They have enormous tolerance and understanding of different cultures and faiths. They are inspired by the work and ideas they see around them and also by very motivating assemblies.*
- *Pupils' spiritual, moral, social and cultural development is satisfactory. Most pupils play and learn well together and know right from wrong. Consequently, their moral and social development is good. However, pupils' understanding of different cultures across the world, and to a lesser extent in the local community, and their spiritual development, are less well developed.*
- *Spiritual, moral, social and cultural development is outstanding, having a positive influence on pupils' conduct and their relationships and knowledge of other cultures.*
- *Pupils' spiritual, moral, social and cultural development is good overall. Their spiritual, moral and social development is outstanding and their cultural development is good. It is underpinned by very positive relationships.*
- *Pupils' spiritual, moral, social and cultural development is outstanding. They are especially proud of the work they do for the school, church and local community, for example as eco-warriors, and with the sensory garden. Assemblies further a real sense of belonging, supporting the school slogan 'Together Everyone Achieves More (TEAM)'. Well advanced plans and actions to promote community cohesion, including long-standing links with Cambodia and Africa, are giving pupils a good understanding of other faiths and cultures. Leaders are now establishing links with a school for pupils mainly from Pakistani backgrounds.*
- *Pupils' spiritual, moral, social and cultural development is good. Pupils have good levels of understanding towards others whose lives are different from their own. They are inspired by the work and ideas they see on display around them and also by the school's highly motivating assemblies. Pupils make a good contribution to local and global initiatives, for example by providing rock and roll singing and dancing performances for the elderly, taking part in shared projects with other schools including first-hand communications and fundraising for a school in Bangladesh.*
- *Students' spiritual, moral, social and cultural development is outstanding.*

- *Their spiritual, moral, social and cultural development is excellent, supported by an excellent personal development programme. The vibrant displays around the college exemplify the students' many opportunities to experience and take part in cultural and sporting events.*
- *Pupils' spiritual, moral, social and cultural development is good. Its impact is seen in the care and concern pupils have for each other and through activities in the wider community*
- *The provision for spiritual, moral, social and cultural development is excellent. Very effective assemblies for example, give children clear guidance on how to behave thoughtfully and how to appreciate the differences between people.*
- *Thoughtful and well-led assemblies, in which pupils share spiritual experiences during reflective moments, help ensure good spiritual, moral, social and cultural development.*
- *Pupils' spiritual, moral and social development is excellent. This is fostered through effective assemblies and lessons where personal and social issues are discussed in depth. Older pupils have the opportunity to take part in a residential retreat, which provides time for reflection. The school celebrates its cultural diversity through a range of activities, including studying different religions and the cultures and beliefs of other countries, as well as their own.*
- *The school's personal development programme and work in assemblies contribute exceptionally well to children's excellent spiritual, moral, social and cultural development. Pupils are friendly, polite, thoughtful and caring. They learn about different faiths and cultures, which enables them to develop understanding of what it means to live in a multicultural society.*
- *Spiritual, moral, social and cultural development is satisfactory. Pupils readily engage in collaborative work and 'talking partners' and their social development is good. However, opportunities for pupils to learn about a range of cultures are limited, restricting their understanding of the wider world.*
- *Overall, pupils' spiritual, moral and social development is good. However, their cultural development does not have a high enough profile in some classes.*
- *Pupils' spiritual, moral, social and cultural development is outstanding. They know about different cultures through links with India and through art and environmental projects. As a result, there is no racism.*

## **17. Conclusion to the Annual Report:**

- 17.1 SACRE meetings continue to focus upon how best to contribute to improved outcomes for children and young people in schools across the District. SACRE has gained considerable knowledge and experience in the past year about developments in R.E. underway both in schools and at national level. SACRE recognises the continuing commitment of teachers to improve the quality of provision in RE across all key stages. Ofsted reports are

encouraging, as they indicate good progress in the development of cultural awareness in schools and the contribution of RE to community cohesion in Wakefield. These two aspects of the RE curriculum in particular are likely to remain a key focus for schools for some time to come. SACRE members too are continuing to develop their social and cultural awareness. Increasingly, SACRE demonstrates an appreciation of what it means to live in a multicultural society. Plans are in progress to arrange a visit for SACRE members to different places of worship in order to broaden their appreciation of different cultures and faiths.

## **18. Membership and Composition of SACRE**

### **Group A: Principal Religious Traditions of the Area Free Churches (three members)**

Miss C Gilbey

Reverend A Loosemore

Mr J Wadsworth

### **Roman Catholic Diocese (one member)**

Vacancy

### **Muslim Community (one member)**

Ateeque Mirza

### **Group B: The Church of England (five members)**

Mrs C Roberts

Revd G Johnson (from October 2007)

Mrs S Hornby-Mould

Canon I Wildey (from February 2008)

Mrs C Gilbey

### **Group C: Teachers' Organisations (five members)**

Mrs L Hanson – NAHT

Mrs K Fallon – NAS/UWT

Mrs B Samuel – NUT

Mr M St John Smith – ATL

Mrs D Duncan – ASCL

### **Group D: The Authority (five members)**

Cllr Mrs O Rowley

Cllr Mrs J Martin

Cllr N Ahmed

Cllr Mrs T Hardwick

Cllr Mrs R Lund

**Observers, professional support**

Dr N Collins – British Board of Jewish Deputies

Mrs F Jackson – Primary School Improvement Adviser

Mr K Worrall - Local Authority Officer and School Improvement Adviser

Mrs J Wainwright – Clerk to SACRE

Ms L Mason – AST (primary phase)

Ms L Davis – AST (secondary phase)

Mrs J Gosney – Observer

**Wakefield LA - Religious Education**

<b>All Pupils</b>		<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Change from Last Year</b>
<b>Overall</b>	<i>No of Entries</i>	2398	2551	2682	2294	-388
	<i>% of Cohort Entered</i>	58%	61%	63%	57%	-6.3%
	<i>% A*-C of Entries</i>	53%	57%	53%	56%	3.0%
	<i>% A*-G of Entries</i>	97%	96%	97%	97%	0.2%
<b>Full Course</b>	<i>No of Entries</i>	897	1020	1216	1146	-70
	<i>% of Cohort Entered</i>	22%	24%	29%	28%	-0.2%
	<i>% A*-C of Entries</i>	58%	63%	62%	62%	-0.1%
	<i>% A*-G of Entries</i>	99%	98%	98%	98%	-0.1%
<b>Short Course</b>	<i>No of Entries</i>	1501	1531	1466	1148	-318
	<i>% of Cohort Entered</i>	37%	37%	35%	29%	-6.1%
	<i>% A*-C of Entries</i>	50%	53%	45%	49%	4.4%
	<i>% A*-G of Entries</i>	95%	95%	96%	96%	0.3%

<b>Boys</b>		<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Change from Last Year</b>
<b>Overall</b>	<i>No of Entries</i>	1097	1189	1271	1098	-173
	<i>% of Cohort Entered</i>	54%	56%	60%	53%	-6.6%
	<i>% A*-C of Entries</i>	44%	49%	47%	47%	0.0%
	<i>% A*-G of Entries</i>	95%	95%	96%	96%	-0.3%
<b>Full Course</b>	<i>No of Entries</i>	386	427	530	539	9
	<i>% of Cohort Entered</i>	19%	20%	25%	26%	1.2%
	<i>% A*-C of Entries</i>	49%	58%	59%	53%	-5.8%
	<i>% A*-G of Entries</i>	98%	99%	98%	97%	-0.9%
<b>Short Course</b>	<i>No of Entries</i>	711	762	741	559	-182
	<i>% of Cohort Entered</i>	35%	36%	35%	27%	-7.8%
	<i>% A*-C of Entries</i>	41%	44%	39%	41%	2.5%
	<i>% A*-G of Entries</i>	93%	93%	94%	94%	-0.2%

<b>Girls</b>		<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Change from Last Year</b>
<b>Overall</b>	<i>No of Entries</i>	1301	1362	1411	1196	-215
	<i>% of Cohort Entered</i>	63%	66%	67%	61%	-5.9%
	<i>% A*-C of Entries</i>	61%	63%	58%	64%	5.8%
	<i>% A*-G of Entries</i>	98%	97%	98%	98%	0.7%
<b>Full Course</b>	<i>No of Entries</i>	511	593	686	607	-79
	<i>% of Cohort Entered</i>	25%	29%	33%	31%	-1.5%
	<i>% A*-C of Entries</i>	65%	66%	65%	70%	5.3%
	<i>% A*-G of Entries</i>	99%	97%	98%	99%	0.6%
<b>Short Course</b>	<i>No of Entries</i>	790	769	725	589	-136
	<i>% of Cohort Entered</i>	38%	37%	34%	30%	-4.3%
	<i>% A*-C of Entries</i>	57%	61%	51%	57%	5.8%
	<i>% A*-G of Entries</i>	98%	96%	97%	98%	0.7%

### **National - Religious Education**

<b>All Pupils</b>		<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>Change from Last Year</b>
<b>Overall</b>	<i>No of Entries</i>	384200	405257	416243	416731	488
	<i>% of Cohort Entered</i>	59%	62%	64%	66%	1.9%
	<i>% A*-C of Entries</i>	58%	59%	59%	60%	1.1%
	<i>% A*-G of Entries</i>	95%	95%	96%	96%	0.5%
<b>Full Course</b>	<i>No of Entries</i>	145200	156200	166600	178800	12200
	<i>% of Cohort Entered</i>	22%	24%	26%	28%	2.7%
	<i>% A*-C of Entries</i>	70%	71%	72%	72%	0.8%
	<i>% A*-G of Entries</i>	98%	98%	98%	98%	0.3%
<b>Short Course</b>	<i>No of Entries</i>	239000	249057	249643	237931	-11712
	<i>% of Cohort Entered</i>	37%	38%	38%	37%	-0.7%
	<i>% A*-C of Entries</i>	51%	51%	51%	51%	0.3%
	<i>% A*-G of Entries</i>	93%	93%	94%	94%	0.5%

<b>NOR:</b>	645931	649159	653045	634507
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