

# Public Document Pack

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15 February 2019

## **Standing Advisory Council for Religious Education**

A meeting of the committee will be held at **10.30 am on Monday, 25 February 2019 at County Hall, Chichester.**

Tony Kershaw  
Director of Law and Assurance

### **Agenda**

1. **Chairman's Welcome and Introductions**

2. **Members' Interests**

Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such as an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt, contact Democratic Services before the meeting.

3. **Minutes** (Pages 3 - 6)

Members to agree the minutes of the meeting held on 19 November 2018 as a correct record.

4. **Progress Statement**

An update on progress made on issues raised at previous meetings will be given.

SACRE is asked to note the update.

5. **Inspection Reports for West Sussex Schools** (Pages 7 - 12)

Report by the Director of Education and Skills.

The report covers spiritual, moral, social and cultural development and collective worship from inspections between September 2018 and January 2019.

SACRE is asked to note the report.

6. **Results in Public Examinations, Summer 2018** (Pages 13 - 16)

Report by the Director of Education and Skills.

The report informs SACRE of the validated data on exam results for West Sussex from Summer 2018.

SACRE is asked to note the report.

7. **RE Youth Voice Conference**

An update on this year's RE Youth Voice Conference to be provided by Angela Smith.

8. **Dates of Future Meetings**

Future meeting dates are: -

10 June 2019

18 November 2019

2 March 2020

**To all members of the Standing Advisory Council for Religious Education**

## **Standing Advisory Council for Religious Education**

19 November 2018 – At a meeting of the Standing Advisory Council for Religious Education held at 10.30 am at County Hall, Chichester.

### **Present:**

#### **Committee A**

Jenny Cole	-	Quaker
Mrs Edwards	-	Baptist
Mr Firoozmand	-	Baha’i
Major Warner	-	Salvation Army

#### **Committee B**

Rev Higgins	-	Church of England
Mr Simpson	-	Church of England
Mrs Smith (Vice Chairman)	-	Church of England

#### **Committee C**

Mrs Macrae	-	Teacher Representative
Mrs Mullett	-	Teacher Representative

#### **Committee D**

Mr Burrett (Chairman)	-	Local Education Authority
Mrs Jones	-	Local Education Authority
Mrs Pendleton	-	Local Education Authority
Mr Petts	-	Local Education Authority
Mr Quinn	-	Local Education Authority
Mr Simmons	-	Local Education Authority
Mr Smytherman	-	Local Education Authority

**Apologies:** Mrs Bell, Rev Carn and Mr Syed (Committee A), Mrs Llewelyn, Rev Millwood and Mr Turney (Committee C), Mr Smith (Co-opted Member)

**Absent:** Mrs Jagger (Committee C)

In the absence of the Chairman, the Vice Chairman took the Chair for the first three items.

### **Part I**

#### **54. Chairman’s Welcome and Introductions**

54.1 The Vice-Chairman welcomed Mrs Mullett as a new teacher representative.

#### **55. Members’ Interests**

55.1 Mr Smytherman declared a personal interest in respect of Item 7 (Inspection Results for West Sussex Schools) as a Foundation Governor of

St Mary's Catholic Primary School, Worthing (Bosco Catholic Education Trust).

55.2 Major Warner declared a personal interest in respect of Item 7 (Inspection Results for West Sussex Schools) as he has a family member who works at the Georgian Gardens Primary School.

## **56. Minutes of the last meeting**

56.1. SACRE agreed to add the word 'largely' to minute 50.2, bullet point two between 'were' and 'compulsory'.

56.2 Resolved – that the minutes of the 11 June 2018 meeting, with the amendment above, are agreed and that they be signed by the Chairman.

## **57. Progress Statement**

57.1 The following actions/updates were recorded:

- Exam result data was not available for this meeting, but would be added to the agenda for the next meeting
- All schools to be sent letters congratulating them on their results in RE – **Action:** Victoria Ludlow to draft a letter to be sent from the Chairman.

57.2 Resolved – that SACRE notes the update.

## **58. Survey of Specialist Teachers**

58.1 SACRE discussed the results of a survey of specialist teachers carried out by Rev Chrissie Millwood and raised the following concerns: -

- The view expressed by one respondent that the GCSE exam route taught by Catholic schools was very dry for KS4 students – this could be due to the way the subject was taught and was only one comment reflecting the view of one individual
- The amount of time the 46.15% of students that opted not to take RE exams spent on RE – this is a national issue and some schools deliver aspects of RE in cross curricular ways, e.g. through aspects of Personal, Social and Health Education
- The need for specialist teachers
- The challenge of delivering the GCSE syllabus in relevant and engaging ways
- That a number of students were withdrawn from RE to receive curriculum support for numeracy or literacy
- That a number of schools were not meeting the legal obligation to teach RE and that this did not appear to be picked up by OFSTED, which inferred that the importance of RE was under-estimated – the local authority was not able to enforce the law, but SACRE could send a letter reminding Headteachers and governors of the obligation to teach RE (**Action:** Victoria Ludlow to arrange for a letter to be drafted on behalf of the Chairman) – schools might have to improve on areas that were the focus of OFSTED inspections and were under pressure to be well placed in league tables

- Best Practice – **Action:** The Chairman to contact his equivalent in East Sussex regarding the current position with regard to the previously-established networking meetings of SACRE Chairmen across the South-East, which had previously helped him to see if there were any examples of best practice that West Sussex could learn from
- SACRE thanked Rev Millwood for producing and analysing the survey.

58.2 Resolved – that the Chairman writes to all Headteachers of West Sussex schools (copying in Chairs of Governors) reminding them of their legal obligation to teach RE and asking, if RE was not taught, for the reasons, and what support they needed to teach RE and whether they thought a full review of the Agreed Syllabus was required.

## **59. Review of West Sussex Agreed Syllabus**

59.1 SACRE discussed possible ways of approaching the review of the Agreed Syllabus.

59.2 Resolved – that a Working Group consisting of Mr Firoozmand (Committee A), Mrs Smith (Committee B), Mrs Macrae (Committee C) and Mrs Pendleton (Committee D) should meet before the next scheduled meeting of SACRE to decide how thorough a review of the Agreed Syllabus was needed.

## **60. Inspection Reports for West Sussex Schools**

60.1 SACRE considered a report by the Director of Education and Skills (copy appended to the signed minutes).

60.2 The following points were covered in discussion:

- Best practice was shared informally by schools, via the Schools' Network and by the local authority which had previously tried to develop a database of best practice, but this had proved difficult to maintain and to get quality assurance
- The practice of having junior governors existed across the county
- It would be useful to have each school's location and OFSTED judgment stated in future reports – **Action:** Victoria Ludlow to ensure this happens.

60.3 Resolved – that SACRE notes the report.

## **61. West Sussex SACRE RE Youth Voice 2018 and planning for 2019**

61.1 Mrs Smith gave the following update:

- Seven schools took part in the 2018 event which had nine workshops under the theme of 'Is there any place in the modern world for religion?'
- 82 evaluation forms were returned, all rating the event as good or outstanding
- Chichester University had offered to host the 2019 event on 25 June with the theme 'Does religion have a future?'

### Agenda Item 3

- A venue in the north of the county was being sought for an autumn event
- A steering group is being formed for the 2019 event
- The event would be free for students and travel expenses would be offered to speakers as before.

61.2 On behalf of SACRE, the Chairman thanked Mrs Smith and the steering group for the excellent 2018 event.

#### **62. Dates of Future Meetings**

10.30 am, 25 February 2019

The meeting ended at 12.30 pm

Chairman

## **West Sussex Standing Advisory Council on Religious Education**

**February 2019**

### **Inspection Reports for West Sussex Schools**

#### **Report by the Director of Education and Skills**

#### **1. Introduction**

- 1.1 The 1992 Education (Schools) Act set up a system of school inspections by the Office for Standards in Education (Ofsted).
- 1.2 In January 2018 the Inspection Framework was amended. Schools previously judged requiring improvement (RI) receive a full, Section 5 inspection. Schools previously judged good or outstanding are reviewed remotely and either receive a short, Section 8 inspection or a full Section 5, inspection. The outcome of a Section 8 inspection can be:
- the school remains good and will be re-inspected within four years;
  - the school is still judged to be good but needs to make specific improvements and will receive a Section 5 inspection within two years;
  - the school is judged to be good with some outstanding features and will receive a Section 5 inspection within two years.
- 1.3 There are Section 8 monitoring inspections for schools judged RI or inadequate.
- 1.4 Spiritual, moral, social and cultural (SMSC) development continue to be inspected and is reported in the section on the leadership and management of the school.
- 1.5 Below are extracts taken from all the full inspections completed between September 2018 and January 2019 and from any of the short Inspections that include comments on SMSC.

#### **2. Spiritual, moral, social and cultural development**

##### **2.1 Short Inspections of schools – No reporting of SMSC**

- **Lindfield Primary Academy**, Lindfield, 11 September 2018, Good
- **St Mark's Church of England Primary School**, Staplefield, 20 September 2018, Good
- **St Mary's Church of England Primary School**, Clymping, 3 October 2018, Good

- **North Lancing Primary School**, Lancing, 11 October 2018, Good
- **Duncton Church of England Junior School**, Duncton, 20 November 2018, Good
- **Bognor Regis Nursery School**, Bognor Regis, 20 November 2018, Outstanding
- **Medmerry Primary School**, Selsey, 11 December 2018, Good
- **Chichester Nursery School**, Chichester, 11 December 2018, Good
- **Sackville School**, East Grinstead, 10 January 2019, Good
- **Oak Grove College**, Worthing, 10 January 2019, Good
- **Fittleworth Church of England Village School**, Fittleworth, 23 January 2019, Good

## **2.2 Short Inspections – SMSC reported**

### **2.2.1 Broadwater Church of England Primary School**, Worthing, 31 October - 1 November 2018, Outstanding

Leaders and staff proudly maintain a deep focus on pupils' spiritual, moral, social and cultural development. Pupils enact the school's strong Christian values in practical community and charity work. You make sure that tolerance is actively promoted and sustained. Different cultures are celebrated to enhance pupils' experiences. Pupils also benefit from a vibrant and inspiring curriculum, which vividly demonstrates the wonders of the natural, scientific, historical and technological world.

### **2.2.2 Arundel Church of England Primary School**, Arundel, 15 January 2019, Good

All leaders – including governors – have an unswerving mission to enable pupils to thrive as learners. Your collective values help pupils to become confident individuals who want to take on responsibilities across their school life. Your design of the curriculum helps them to develop empathy for others' hardship or disabilities and regular charity work cements a strong moral purpose in pupils. Parents and carers particularly appreciate this aspect of the school's work to create a strong sense of family. One parent commented, 'Arundel Church of England School is just that: ACE! It puts the individual child at the heart of all it does.' Others strongly echoed this view.

## **2.3 Full Inspections**

### **2.3.1 Blackthorns Community Primary Academy**, Lindfield, 18–19 September 2018, Outstanding



Leaders use every opportunity to promote the school's core values. Meaningful experiences are planned deliberately into the personal, social, health and economic (PSHE) curriculum, and pupils practise applying their knowledge successfully. For example, pupils learned about the value of money, then successfully used what they learned during a 'big business' project. Similarly, pupils' homework task to discuss how equality works in their household helped them to consider different perspectives, while practising their speaking and listening skills. Pupils understand the importance of learning to be a good citizen and what this means in practice.

**2.3.2 Bishop Tufnell Church of England Primary School, Felpham, 25–26 September 2018, Requires improvement**

Pupils' spiritual, moral, social and cultural development is supported well by the curriculum. The school's values-based culture is underpinned by its Christian ethos. It also encourages pupils to be tolerant, think independently, and respect the cultures and faiths of others. Pupils told an inspector that, 'All faiths are equally important', and that it was, 'Perfectly fine for people to have no faith at all'.

**2.3.3 West Green Primary School, Crawley, 3–4 October 2018, Good**

Staff ensure that pupils' spiritual, moral, social and cultural development is at the centre of everything they do. Consequently, pupils are well prepared for their next steps in education and life in modern, diverse Britain.

**2.3.4 St Wilfrid's Catholic Primary School, Angmering, 3–4 October 2018, Good**

The headteacher and leaders have ensured that the school's values and aims permeate every aspect of its work. Pupils are well prepared for life in modern Britain as a result of the school's emphasis on respect for all. Leaders ensure that the spiritual, moral, social and cultural development of pupils is a strength of the school.

**2.3.5 Sidlesham Primary School, Sidlesham, 20–21 November 2018, Good**

No comment on SMSC.

**2.3.6 Bosham Primary School, Bosham, 28–29 November 2018, Good**

The Pupils benefit from an inspiring and vibrant curriculum inside and out of lessons. As a result, their spiritual, moral, social and cultural understanding prepares them well for the next stage in their education.

A rich and varied programme of events and experiences fosters pupils' spiritual, moral, social and cultural development. Sporting

challenges, music and performances help all pupils to feel that they belong and that they have a real stake in the school. Pupils' spiritual development is not neglected either. For example, pupils recently studied a memorable sequence of topics linked to Armistice Day. Pupils then led a moving service of commemoration at the village church.

**2.3.7 Thomas A Becket Junior School**, Worthing, 4–5 December 2018, Good

Pupils' spiritual, moral, social and cultural development is a strength of the school. A wide range of activities within both the school and the community ensure that pupils are ready for life in modern Britain.

Leaders' work in developing pupils' spiritual, moral, social and cultural understanding is highly effective. Pupils are respectful and tolerant and demonstrate a keenness to be supportive and kind to each other. Leaders place clear emphasis on promoting the school's values, both in school and in the community. The curriculum has been well planned to provide rich opportunities to learn about different cultures and a range of religions.

**2.3.8 Shipley Church of England Primary School**, Shipley, 5–6 December 2018, Good

Social, moral, spiritual and cultural education is also effectively promoted and carefully tracked through the curriculum. Pupils have a strong sense of justice and fair play due to the highly inclusive ethos in the school, as well as their learning about fundamental British values. Pupils said there is no bullying at the school but were keenly aware of the different types of unfairness that exist in society and how they might be prevented.

**2.3.9 Seymour Primary School**, Crawley, 5–6 December 2018, Good

No comment on SMSC.

**2.3.10 Camelsdale Primary School**, Camelsdale, 5–6 December 2018, Good

Pupils benefit from the many opportunities to develop their spiritual, moral, social and cultural understanding. For example, as part of the religious education curriculum, pupils visit places of worship, such as a mosque and a Hindu temple, so that they can develop their understanding of different religions.

**2.3.11 St Catherine's Catholic Primary School**, Littlehampton, 11–12 December 2018, Requires improvement

Spiritual, Pupils' personal development is strong. The school promotes their spiritual, moral, social and cultural understanding very well.

Pupils understand diversity well. They are welcoming to anyone who is different in any way. The curriculum celebrates this well with many opportunities for spiritual, moral, social and cultural development. Pupils are encouraged to consider and be reflective about 'big' questions.

**2.3.12 West Dean CofE Primary School, West Dean, 22–23 January 2019, Good**

No comment on SMSC

**3. Changes to the inspection framework from September 2019**

3.1 Ofsted is currently seeking views on their proposals for changes to the education inspection framework from September 2019.

3.2 They have published the following materials:

- the draft education inspection framework 2019;
- the draft inspection handbooks for early years, schools, non-association independent schools and further education and skills;
- a commentary setting out the research that has informed the development of the criteria in the framework

3.3 This consultation closes at 11:45pm on 5 April 2019;

3.4 Feedback will help Ofsted refine and improve their proposed approach. They will consider all responses carefully before finalising and publishing the framework in summer 2019;

3.5 The consultation can be found at:  
<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>.

## **Ofsted Guidance - Defining spiritual, moral, social and cultural development (September 2018)**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups.

## West Sussex Standing Advisory Council on Religious Education

25 February 2019

### Results in Public Examinations, Summer 2018

#### Report by the Director of Education and Skills

#### Summary

1. The overall number of students achieving a GCSE Full Course qualification in RE has decreased this year but remains relatively high.
2. Standards in the GCSE full course were broadly in line with the national average in 2018 for 9-1 grade passes, and below the national average in grades 9-4.
3. The number of students studying for the A Level remains high, however standards continue to be below the national average.

#### Background

The publication of the full examination results was delayed this year and we were unable to report them in the autumn meeting. The data given in this paper is the validated data .

#### 1. Entry Patterns

- 1.1 Table 1 below shows the numbers of students taking GCE and GCSE examinations over the past 11 years. In West Sussex a cohort of 7,578 students sat GCSE examinations in 2018 with 2,574 of these students taking religious studies full course, and a further 275 taking the short course. The number of students taking the full course GCSE fell by 516 student entries. As was predicted a few years ago the short course GCSE numbers continues to fall.

The figures in table 1 include all maintained schools in West Sussex including Academies.

	GCE 'A' Level		GCE 'AS' Level		GCSE		Short Course GCSE		Total GCSE
	Schools	Students	Schools	Students	Schools	Students	Schools	Students	Students
2008	13	120	15	230	26	1,425	29	3,118	4,543
2009	16	142	17	54	23	1,354	26	2,551	3,905
2010	13	133	16	54	21	1,498	26	2,819	4,137
2011	15	140	13	47	25	1,768	26	2,545	4,313
2012	16	166	14	53	25	2,008	29	2,904	4,912
2013	15	157	14	209	27	2,245	27	2,745	4,990
2014	14	131	14	54	29	2,820	n/a	n/a	n/a
2015	16	115	14	179	29	3,055	14	776	3,831
2016	15	136	17	67	31	3,362	11	427	3,830
2017	16	135	11	79	31	3,090	6	297	3,387
2018	15	112	10	138	28	2,574	4	275	2,849

Source: West Sussex 2018 from NOVA

**Table 1 – Numbers of students studying RE and the number of schools entering students**

## Agenda Item 6

- 1.2 The number of students studying for the short course in GCSE has declined as expected. Nationally the number has dropped down to 8,870 entries in state-funded schools (9,730 in all schools).
- 1.3 The number of students studying for the GCSE examination Full Course in religious studies declined again this year after a number of years of growth. There are 37 schools with Year 11 students of which 12 are church schools and 16 are Academies. This year, 10 schools entered the majority (90%+) of their students for the full course GCSE examination and a further 2 schools entered over half their students for this examination. Of these twelve schools eight were church schools. Overall these 13 schools made up 79.7% of the entries.
- 1.4 Whilst we are seeing a changing entry pattern of entry with schools entering students for a variety of examinations, some schools enter all or most students for the examination while the others entered small numbers. Fluctuations in results are usually more marked in those schools where only a limited number of students are entered for the examination. There were 9 schools in the county who did not enter any students for religious studies examinations.
- 1.5 The number of students who go on to study 'A' level is small but the figure for 2018 has fallen slightly from the numbers in 2017, in contrast to AS Level numbers, where the figure has risen. The number of schools with students studying A Level and AS Level is similar.

## 2. GCSE Trends

- 2.1 The percentage of students achieving grades 9-1 (before 2018 A\*-G) in 2018 in the full GCSE course have remained broadly the same since 2014 and are broadly in line with the national average. Since 2016 results have been a little under the national average for students achieving grades 9-4 (before 2018, A\*-C). It is important to note that these are not exact equivalents.

For the full course ten schools entered most of their students while the rest entered a proportion through the option system and the results in these schools are more volatile from year to year.

	% achieving grade 9-4 (2018) or A*-C (Before 2018) thresholds					% achieving grade 9-1 (2018) or A*-G (before 2018) thresholds				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
West Sussex	72.0	77.0	69.0	69.9	66.0	98.0	98.8	98.2	98.0	98.0
National	71.6	72.1	71.6	71.5	71.8	97.6	97.9	97.8	97.9	98.0
Difference	+1.6	+4.9	-2.6	-1.6	-5.8	+0.4	+0.9	+0.4	+0.1	0.0

Source: <https://www.gov.uk/government/statistics/key-stage-4-and-multi-academy-trust-performance-2018-revised>  
West Sussex 2018 from NOVA

**Table 2 – Percentage of students gaining higher grades and grades any grade compared to the national picture in RE in full course GCSE.**

- 2.2 Girls perform better than boys at GCSE in general and this gap is larger in religious studies than in other subjects and larger in West Sussex than nationally. The 2018 gap between boys and girls achieving grade 9-4 or A\*-C

thresholds in Religious Studies nationally is 15.6% (girls 79.0%; boys 63.4%) while in West Sussex it was 23.8% (girls 77.3%; boys 53.5%).

- 2.3 2018 was the first year of the new RE syllabus. It is generally considered that the new syllabi are more challenging. For example, one of the exam boards requires the students to write an extended and evaluative essay in the RE examination (AQA). This is a change from the previous specification.

### 3. 'A' Level

- 3.1 The percentage of students in Year 13 gaining the higher grades at 'A' Level has dropped slightly this year and is broadly in line with the national figure. Comparison with previous years is difficult because of the entry arrangements that leave the choice to individual students. It was possible to achieve an A\* grade at "A" Level and nine students achieved this award. 20.5% of students achieved an A or A\* grade compared with 22.9% nationally.

A-level	A* - C				
	2014	2015	2016	2017	2018
West Sussex	69.0	73.0	80.0	77.2	73.2
National	79.1	80.1	80.4	80.9	77.8
Difference	-10.1	-7.1	-0.4	-3.7	-4.6

Source: <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2017-to-2018-revised>  
West Sussex 2018 from NOVA

**Table 4 – Percentage of students gaining higher grades at A Level**

- 3.2 Girls perform similar to boys at A-level, in general, however this gap is larger in West Sussex than nationally. The 2018 gap between boys and girls achieving an A\*- C grade in Religious Studies nationally is 0.2% (girls 77.9%; boys 77.7%) while in West Sussex it is 1.6% (girls 73.6%; boys 72.0%).
- 3.3 70.3% of students gained a higher grade (A-C) in their AS Level compared with 60.5% nationally. This reports only the AS Levels that were reported at the end of Year 12 and excludes students who sat the exam in Year 11. Due to the ways that AS levels are reported, at this stage it is difficult to compare it with previous years. The number of entries nationally has fallen dramatically from 28,865 in 2016 to 4,091 in 2018 (and this is reflected across other subjects).

AS-level	A* - C				
	2014	2015	2016	2017	2018
West Sussex	42.5	50.5	49.3	65.8	70.3
National	64.5	66.4	65.9	63.2	60.5
Difference	-12.0	-15.9	-16.6	+2.6	+9.8

Source: <https://www.gov.uk/government/statistics/a-level-and-other-16-to-18-results-2017-to-2018-revised>  
West Sussex 2018 from NOVA

**Table 5 – Percentage of students gaining higher grades at AS Level**

- 3.4 Girls perform better than boys at AS-level, in general, however in 2018 this trend was reversed in West Sussex. The 2018 gap between boys and girls achieving an A\*- C grade in Religious Studies nationally is 4.4% (girls 61.7%; boys 57.3%) while in West Sussex it was -3.7% (girls 69.3%; boys 73.0%).

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