

# **Medway Standing Advisory Council for Religious Education (SACRE) Annual report for 2014/2015**

## **1. Chair's introduction**

I am pleased to introduce the Medway SACRE Annual Report for the academic year 2014/2015.

SACRE met three times during the year and were hosted respectively by, a local Gurdwara, Rochester Cathedral and a local school. SACRE members also attended the NASACRE annual meeting in Birmingham. Set within the current challenging climate for religious education, Medway saw increasing number of students sitting public examinations in the subject and achieving better results than in previous years. (See figures given later in Appendix D on pages 10-13).

There have been the inevitable changes to subject leadership at primary level which has made continuity of practice and support for the subject leaders more difficult. SACRE has though, continued to offer through its Advisor free training for groups of schools and professional development for staff of both academy and local authority schools. Working with the Medway Teaching School Alliance the SACRE commissioned work with a local Secondary RE Subject Leader to offer further support to RE departments in Medway's secondary schools. The Medway SACRE was also able to both promote and support financially the Kent and Medway RE Hub organised by Canterbury Christ Church University. We were delighted to support Medway's first Farmington Institute for Christian Studies Fellowship and to provide further funding towards the sharing of the best practice by the successful primary subject leader.

Regular contact has been maintained with all schools through the use of locally produced RE newsletters which are issued three times a year and there has been an increased take up of the free artefact resources collections that SACRE makes available.

SACRE's work is only made possible by the generous financial support of Medway Council who recognise the positive value that well-delivered and well-resourced religious education can bring to pupils.

Finally, I would like to thank my fellow members of SACRE who have given of their time voluntarily and ensured that Medway has had a strong, quorate Council that is committed to the delivery of first-class religious education in all the area's schools. In particular, Medway SACRE would like to commend the contribution of Gabriel Lancaster OBE, who after very many years of service on both the Medway and Kent SACREs has stood down. Generations of pupils have benefitted from his tours of Chatham Memorial Synagogue and his long faithfulness to the cause of quality religious education.

Cllr Trevor Clarke  
Chairman

## 2. Advice to statutory bodies

a) The SACRE has not offered any specific advice to the local authority.

b) The SACRE has offered, and continues to offer, much advice to schools. This has been achieved by different means.

- The SACRE publishes, and has done so for some years, separate primary and a secondary newsletters three times each year. They contain local and national news relating to religious education, collective worship and pupils' spiritual, moral, social and cultural development. They also include reviews of books for teachers and other suitable resources such as DVDs and CDRoms. The newsletter is sent to all RE subject leaders in the local authority and area and is also available on the SACRE section of the local authority's website. Examples of some resources reviewed are to be found in Appendix A.
- The RE consultant undertakes a full, day review of a school's provision for religious education and for collective worship when asked to do so by schools. This results in a brief written report which is sent solely to the school. SACRE members receive an anonymised version of the report which enables them to gain an insight into the work of its schools. The SACRE does not charge schools for this service. An anonymised example of a fairly recent report can be found in Appendix C.
- The RE consultant also undertakes, when asked to do so by schools, shorter discussions (of around two hours) with RE subject leaders about their school's provision for religious education. This work does not usually result in a written report but may include follow up visits to check on developments. The SACRE does not charge schools for this service.
- The RE consultant provides advice via emails or the telephone to schools which make contact with him.
- The RE consultant provides short, twilight INSET to clusters of schools, although not to individual schools. The SACRE does not charge schools for this service.
- There is an increasing amount of information on the SACRE section of the local authority's website. This includes relevant publications from the Medway SACRE including guidance on delivering the local Agreed syllabus, the newsletters, minutes of the SACRE meetings as well as relevant documents from the Department for Education, Ofsted and the Religious Education Council.
- Although most local secondary schools, along with a few primary schools, have become academies the Medway SACRE provides advice and support to both types of school.

c) The SACRE has not offered any specific advice to the government or other statutory bodies. (In the past it has written to Ofsted about its neglect in inspecting how far schools, especially secondary schools, comply in full with statutory requirements for RE and collective worship).

d) Schools have responded positively to the advice and guidance they have received from the RE consultant.

### **3. Standards and quality of provision of RE**

- a) Public examinations.... to be completed. See Section 7 and Appendix B
- b) The SACRE does not regularly collect information about attainment in RE that is not covered by the results of public examinations.
- c) The SACRE has only limited information about the quality of RE provision in schools in addition to the information about the outcomes of public examinations in secondary schools. The SACRE does not make local-authority-wide checks on the extent to which all schools comply fully with the legal requirements for RE. Information mostly comes from the visits made to a small number of schools each year by the RE consultant. Very little information is provided in current Ofsted reports about RE or collective worship in the local area. The SACRE believes that it is a matter of considerable regret that Ofsted no longer makes rigorous checks on the extent of compliance with statutory requirements when schools, especially secondary schools, are inspected.
- d) There have been no withdrawals from RE that have been brought to the attention of the Medway SACRE.
- e) There have been no complaints about RE that have been brought to the attention of the Medway SACRE.

### **4. The local Agreed Syllabus for RE**

The Agreed Syllabus Conference has been convened but has not as yet begun the process of undertaking a full review of the current local agreed syllabus for RE which was issued in 2006. It has yet to be determined when a full review will take place.

### **5. Collective Worship**

- a) The SACRE does not make local-authority-wide checks on the extent to which all schools comply fully with the legal requirements for collective worship. The SACRE thinks that Ofsted should do so and that it is a matter of considerable regret that Ofsted no longer makes rigorous checks on the extent of compliance with statutory requirements when schools, especially secondary schools, are inspected.
- b) The SACRE has received no requests for a determination in the current year and none at all in previous years.
- c) There have been no complaints about collective worship that have been brought to the attention of the Medway SACRE.

### **6. Management of SACRE**

- a) The figures for the attendance at recent SACRE meetings, by each of the four committees, is given in Appendix C.

b) Membership and training. All recent meetings of the SACRE have been quorate. Training has been mostly undertaken at the full SACRE meetings. This has included:

- a consideration of the information in the primary and secondary newsletters, with an opportunity to look at the resources that have been reviewed
- updates, for example any key information provided by the RE Council, by the RE consultant
- group activities which have included learning about aspects of different world religions, religious language and literacy and looking at understandings of the term spirituality
- a visit to the local Sikh gurdwara
- a visit to the local synagogue.

Some members of the SACRE attended the annual NASCRE meeting and then fed back their experiences at the full SACRE meetings.

## **7. SACRE meetings 2014/2015**

There were three meetings during the school year. The following text provides information about the key matters considered at these three meetings. Details about members' attendance are to be found in Appendix B.

### **Full SACRE meeting on 19 June 2014**

- This meeting took place in the Medway towns Gurdwara.
- The SACRE received a report from a member of the SACRE who had attended the NASACRE AGM in May 2014. It was reported that feedback received indicated that Medway was considered to be well resourced in comparison with some other SACREs.
- The RE consultant gave his regular input on relevant local and national developments. At the local level he referred to the primary and secondary RE Newsletters (previously circulated to SACRE members in draft form). There was a particular focus on matters at national level on the response made by Birmingham SACRE to the recent review of RE by the Religious Education Council (previously circulated). There was also a focus on the report (previously circulated) from Her Majesty's Chief Inspector (HMCI) at Ofsted on the so called Trojan Horse Affair. The consultant also brought to the attention of the SACRE a report *Schools with a Soul* produced by the Royal Society of Arts.
- The Chair informed members that there would be small reduction in the budget.

### **Full SACRE meeting on 27 November 2014**

- This meeting took place in a local authority primary school.
- The latest GCSE, AS and A level results for 2014 in Medway secondary schools were considered and were compared with the figures for previous the years from 2010 to 2013. The following comparisons between 2010 and 2014 were noted.

- See also Appendix D pages 10-13

Year	Key Stage and course	Percentage of candidates entered for the examination	Percentages attaining passes at A* to C grades	Percentages attaining passes at A* or A grades
2010	Key Stage 4. Full GCSE	19.8%	13.8%	1.1%
2014	Key Stage 4. Full GCSE	44.2%	29.1%	2.3%
2010	Key Stage 4. Short GCSE	25.6%	15.7%	1.7%
2014	Key Stage 4. Short GCSE	24.5%	11.4%	1.5%
2010	Key Stage 5. A level	5.8%	4.9%	0.4%
2014	Key Stage 5. A Level	8.3%	6.4%	0.7%

- The RE consultant gave his regular input on relevant local and national developments. At the local level he referred to the primary and secondary RE Newsletters (previously circulated) which included information about literacy and RE and Ofsted's concern with a school's efforts to promote higher standards of literacy. There was a particular focus on developments at national level especially relating to Ofsted's requirements and the new Inspection Framework with its the heightened emphasis on making checks on the provision for pupils' spiritual, moral, social and cultural development. SACRE members were reminded that Ofsted now no longer uses the category of 'satisfactory' for schools given a grade 3 but that this grade is now categorised as 'requires improvement'.
- A senior member of the Rochester Diocese provided information about church of England schools in the area. She pointed out that primary teachers still lack confidence in teaching RE and struggle with the subject content required.
- The Chair referred to the work of a local secondary subject leader, (a Specialist Leader of Education with the Medway Teaching Schools Alliance) who receives financial support from the SACRE, her work with the Kent and Medway hub and the individual support that is provided to schools.

### **Full SACRE meeting on 12 March 2015**

- The RE consultant produced, as requested at a previous SACRE meeting, a paper on the new GCSE specifications in Religious Studies. The DfE had issued a consultation paper on new GCSE subject content and there had been approximately 2,000 responses 1,700 of which were based on a campaign from the British Humanist Association. They had commented on the lack of non-religious beliefs as identified components of the new syllabuses. The DfE believed that such life stances as humanism should not be included as individual components as it was not a religion.
- Focusing on RE at the local level the RE consultant referred to a handout (previously circulated) which outlined the sort of questions he asked when undertaking short reviews with RE subject leaders in schools.
- The Chair referred to a recent letter from Lord Nash, an education minister, on the work of SACREs reminding them of the need to produce an annual report.

## **8. Contribution of SACRE to the wider Local Authority agenda**

- a) The SACRE is currently working on producing guidance on the promotion of British values in schools through RE which it is hoped will contribute to the government's Prevent agenda.
- b) Individual SACRE members have supported individual schools and inter-faith activities locally.

## **9. Summary**

The Medway SACRE functions well and does as much as it can given a limited budget in providing advice, training and support to schools, including local academies, in promoting effective RE and collective worship. The SACRE is not afraid to challenge schools when necessary as the anonymised report in Appendix D demonstrates. The SACRE has good local links, for example, with Rochester Cathedral, the local Inter-Faith Network and with some local religious communities. The SACRE has a good national link with NASACRE. The SACRE is suitably supported by an RE consultant who is a subject specialist with experience in schools, higher education, a local authority and as an Ofsted inspector.

## **10. Membership of SACRE, local authority officers who attend, clerk and professional advice.**

The Chair of the SACRE is a local councillor and the vice-chair is a member from Group A. The SACRE is supported by a clerk from the local authority and by an RE subject specialist who was formerly a county inspector for RE and one of Her Majesty's Inspectors. He is commissioned to provide around 15-20 days each year to support SACRE meetings, to write the newsletters and the annual report, to add information to the website and to provide advice and training to schools.

The SACRE meets three times each year and meetings are mostly held in schools or in rooms provided at different places of worship. The agenda, along with relevant attachments, are distributed to members a week before the meetings take place. At each meeting the RE consultant provides information about relevant local and national developments. The annual budget for the SACRE for 2014/2015 was £15,454.

## Appendix A

### Some resources reviewed in recent editions of the Medway SACRE newsletters

Primary newsletters	Secondary newsletters
Brooke J (2014) <i>The RE Teacher's Survival Guide: A practical guide to teaching RE in schools.</i> 96 pages. Bf. £6.99. ISBN 978-0857-462206.	El-Alami D, Cohn-Sherbock & Chryssides G, <i>Why Can't they Get Along: A conversation between a Muslim, a Jew and a Christian</i> (2014) 240 pages, Lion. £9.99. ISBN 978-0-7459-5605-3
Payne M & Pedley B (2004/2011) <i>A-CROSS the world: An exploration of forty representations of the cross from the world wide Christian church.</i> CMS/Barnabas in Schools. ISBN 978-085746-074-5	Bowden J Ed. (2005) <i>CHRISTIANITY: THE COMPLETE GUIDE</i> , Continuum £35. ISBN 0-8264-5937-4.
Howard C (2009) <i>Investigating Artefacts in Religious Education: A Guide for Primary Teachers</i> RMEP. £10.99. ISBN 978-85175-400-7	Hinnells J Ed (2010) <i>The Routledge Companion to the Study of Religion</i> , £32.99 (second edition) Routledge. ISBN 978-0-415-47328-6
Warburton O (2013) <i>Teaching Narnia</i> (96 pages). Bible Reading Fellowship. £6.99 ISBN 978-0-85746-256-5	Woodhead L, Kawanami H & Partridge C Eds. (2009) <i>Religions in the Modern World</i> £29.99 (second edition) Routledge. ISBN 978-0-415-45891-7

## Appendix B

Figures for the attendance at SACRE meetings, by members of each of the four committees

Membership	19 June 2014	27 November 2014	12 March 2015
<b>Group A: Christians and other religions</b>			
Christine Hughes	Yes	No	Yes
Margaret McDowall	Yes	No	No
Kulwant Singh Jhita	Yes	Yes	Yes
Faran Forghani	No	No	Yes
Gabriel Lancaster	No	Yes	Yes
Ade Mosuro	No	- NA	- NA
Stuart McLeod	No	Yes	Yes
Stephen Bello	- NA	Yes	No
<b>Group B: Church of England</b>			
Helen Bradshaw	Yes	Yes	Yes
Esther Cook	Yes	Yes	Yes
Anne-Marie Hutton	Yes	- NA	- NA
Virginia Corbyn	No	Yes	Yes
<b>Group C: Teacher associations</b>			
Sharon Smith	Yes	Yes	No
Margaret Kenny	No	Yes	Yes
<b>Group D: Local authority</b>			
Cllr Trevor Clarke	Yes	Yes	Yes
Cllr Rupert Turpin	Yes	No	No
Cllr Isaac Igwe	No	No	No
Cllr Diana Smith	No	Yes	Yes
Jacqui Moore	Yes	Yes	No
Marc Dermody	- NA	- NA	Yes
<b>Others</b>			
Joy Sanders	Yes	No	No
Anne Keywood	No	No	No
Christian Obe	No	No	No
Kirsty Bottigliere	Yes	No	No

## **Appendix C**

### **A Review of Religious Education (RE) in a Medway secondary school: exemplar report**

#### **Overall Evaluation**

The work of the Religious Education department requires improvement due to weaknesses in teaching and progress at Key Stage 3, the lack of curriculum time at Key Stage 4 and the failure to meet statutory requirements in the sixth form. There are strengths, especially in the good progress made by students at Key Stage 4, and in aspects of subject leadership and management.

#### **Achievement in RE**

At Key Stage 3 overall, standards are below average and students make mostly slow progress. They gain some insights into the beliefs and practices of a number of world religions and of some religious and moral issues. Rates of progress are weaker in Years 7 and 8 than in Year 9 (when students start their GCSE work). There is little work in students' books in Years 7 and 8 and some is unfinished. Much is poorly presented. Opportunities for students to gain a secure understanding of individual religions in depth are limited in Years 7 and 8 as too many different religions are studied with all six major religions being considered over the two years. Aspects of literacy are not promoted as well as they might be, especially writing.

Short-course GCSE results in Religious Studies at Key Stage 4 have been mostly good in recent years. There is a plentiful amount of work in students' books in Years 9 and 10. Students achieved well in the full course GCSE in 2013. This was significant achievement as almost 60% gained a good pass at grades A to C having had less than half the amount of teaching time than in other humanities subjects. It was not possible to make a judgement about RE in the sixth form as there is no discrete and planned provision for the subject either for all students or as an AS/A level option.

#### **Teaching and learning in RE**

The quality of teaching overall requires improvement, especially in Years 7 and 8. Teachers' expectations are at times too low both in terms of the amount and quality of work that is expected in lessons and for students' standard of behaviour. Pupils are not consistently engaged in learning throughout lessons and too many are easily distracted, especially when sitting around tables facing each other and not directly facing the teacher. There is little evidence that work is regularly pitched to meet the learning needs of students of different levels of ability. At times students call out comments and give responses to questions without being asked to do so and questioning rarely requires an extended response with reasons for the comment advanced. Too little learning takes place which requires uninterrupted writing. There is sometimes too little explicit focus on the key words and concepts to be learnt. Marking is of variable quality and is weaker in Years 7 and 8 where sometimes shortcomings in spellings, grammar and sentence construction are ignored or only partly corrected and too little advice is provided on a regular basis on what needs to improve.

Some strengths in teaching are the good relationships between students and staff and class management. Lessons are well planned and good use is made of interactive whiteboards. Questioning is at times targeted at individuals and pupils' responses are then suitably amplified by the teacher.



## **Behaviour and safety**

Behaviour requires improvement. No instances of defiance or an unwillingness to work were observed and students settled down quickly and were silent when asked to be so. However, a strong ethos of listening attentively to the teacher and their peers and getting on with and remaining fully engaged with activities was not much in evidence. Attitudes to learning were not strong.

## **Leadership and management of RE**

The leadership of RE in the school faces many challenges in developing the subject. The head of department is the only full-time subject specialist who leads team of at least five other staff who all teach a few lessons and is responsible for monitoring their RE work. He is working with some success to improve the image and status of the subject in the school and has secured good results in external examinations. The department has clear overviews of all the units of work to be taught in Years 7 to 10 with specific lesson plans. There is a comprehensive departmental self-evaluation, a development plan and ongoing details about checking processes. However, some judgements appear, in the light of the evidence gathered in this review, to be overly generous in relation to the quality of teaching, learning and marking. It is not very clear when intended actions to bring about improvements are to be undertaken and how their success will be measured.

The curriculum provision is inadequate overall. There is a suitable amount of curriculum time in Years 7 and 8 but it is inadequate for those pursuing the full GCSE course with one period (of one hour) per week in Year 9, and only one period every two weeks in Year 10. This provision is considerably below the norm of the time usually allocated for a full GCSE course and for similar courses in history and geography in the school. The very low time allocation inevitably denies students taking the course an equal opportunity to succeed as well as in other subjects and so to do as well as they could in the final RS examination. The school fails to meet statutory requirements with the provision of RE in the sixth form.

Senior leaders have plans for there to be no provision for RE in Year 11 in the near future which would constitute a further breach in meeting the statutory requirements to teach RE to all registered students and a clear deterioration in provision. There are also plans for students to take the full GCSE course in Year 10 after only two years work, which is not considered to be good practice, even in selective schools, and this action would mean a further deterioration in provision, especially in enabling the most able to achieve the highest grades.

## **Suggested areas for development**

- Senior leaders should consider the extent to which the current curriculum provision for students taking the full GCSE course fails to give them an equal opportunity to succeed and reach high standards when compared to other students pursuing similar humanities courses which provide much more curriculum time.
- Senior leaders should consider the extent to which the future plans for students to take the full GCSE course in Year 10 after only two years' work, with very limited curriculum time, constitutes a deterioration both in provision and in fulfilling the accepted educational principle of providing an equal opportunity for all students to be enabled to do as well as they can, especially the more able students.
- Senior leaders should ensure that the statutory requirements to teach RE to all registered students is met.

- Consider ways to improve the quality of teaching and learning and so students achievement, which might include:
  - a) raising teachers' expectations in relation to the amount and quality of work that is expected in lessons, the level of concentration expected when students are given activities to complete and the quality of marking and feedback provided
  - b) changing the configuration of tables in classrooms so all students sit in pairs, face the teacher and have less opportunity to chat to their peers on other tables
  - c) ensuring students are informed about the key words and concepts to be learnt, understood and used in all units
  - d) the purchase of more textbooks, especially so that all students pursuing the GCSE course have their own textbooks to allow them to pursue class-based and private study more effectively
  - e) seeking visitors to come into the school who are members of different religions to talk about their beliefs and way of life, (a request from students who were interviewed).
- Provide a greater focus on developing students literacy skills, especially writing.
- Review the curriculum provision for Years 7 and 8 and consider studying fewer different religions with more units being issues-based and so more similar to the units pursued in Years 9 and 10.
- Ensure the most able students are able to achieve the highest grades in GCSE.
- Ensure that departmental self-evaluation involves highly rigorous checking processes to ensure judgements on provision and outcomes are fully accurate with clearly defined and time-bounded actions to bring about improvements.

## Appendix D

### Public examination results in Medway Schools

Academic Year 2009-2010														
qualification	1	2	3	A*	A	B	C	D	E	F	G	U	X	Total
ELQ (EC)	4	15	14											33
GCSE SC				58	118	180	178	117	97	54	26	31	10	869
GCSE				36	100	182	152	83	58	35	17	9	2	674
GCE AS					2	15	7	6	3			4		37
GCE A level				6	26	24	23	12	3					94
ANY R.E.	6	12	28	98	228	411	420	311	210	112	70	58	22	1986

% of KS4	3401	% of KS5	1609
Entered	A*-A	A*-C	A*-G
1.0%		0.4%	1.0%
25.6%	1.7%	15.7%	24.3%
19.8%	1.1%	13.8%	19.5%
2.3%	0.0%	1.5%	2.1%
5.8%	0.4%	4.9%	5.8%
39.6%	2.0%	23.7%	38.0%

Academic Year 2010-2011														
qualification	1	2	3	A*	A	B	C	D	E	F	G	U	X	Total
ELQ (EC)	6	12	26										4	48
GCSE SC				64	133	240	283	224	154	94	59	51	17	1319
GCSE				29	83	149	129	79	52	17	11	5		554
GCE AS					9	7	9	7	16			10		58
GCE A level				2	18	34	22	14	7			1		98
ANY R.E.	6	12	28	98	228	411	420	311	210	112	70	58	22	1986

% of KS4	3297	% of KS5	1661
Entered	A*-A	A*-C	A*-G
1.5%		0.8%	1.3%
40.0%	1.9%	21.8%	37.9%
16.8%	0.9%	11.8%	16.7%
3.5%	0.0%	1.5%	2.9%
5.9%	0.1%	4.6%	5.8%
40.1%	2.0%	23.9%	38.4%

change from 2009-2010			
Entered	A*-A	A*-C	A*-G
0.5%		0.4%	0.4%
14.5%	0.2%	6.1%	13.6%
-3.0%	-	-	-2.8%
1.2%	0.2%	2.0%	0.8%
0.1%	-	-	0.0%
	0.3%	0.3%	
0.4%	0.0%	0.2%	0.4%

Academic Year 2011-2012														
qualification	1	2	3	A*	A	B	C	D	E	F	G	U	X	Total
ELQ (EC)		5	21									7		33
GCSE SC				83	149	224	184	195	128	102	54	51	21	1191
GCSE				66	88	136	118	71	38	21	10	6		554
GCE AS					4	15	11	6	11			4		51
GCE A level				6	26	24	23	12	3					94
ANY R.E.		5	22	155	254	398	327	283	175	126	64	76	30	1915

% of KS4	3218	% of KS5	1617
Entered	A*-A	A*-C	A*-G
1.0%		0.7%	0.8%
37.0%	2.6%	19.9%	34.8%
17.2%	2.1%	12.7%	17.0%
3.2%	0.0%	1.9%	2.9%
5.8%	0.4%	4.9%	5.8%
39.6%	3.2%	23.9%	37.4%

change from 2010-2011			
Entered	A*-A	A*-C	A*-G
-0.4%		-	-
-3.0%	0.6%	-	-
0.4%	1.2%	0.8%	0.4%
-0.3%	0.0%	0.4%	0.0%
-0.1%	0.3%	0.3%	0.0%
-0.4%	1.2%	0.0%	-
			1.0%

change from 2009-2010			
Entered	A*-A	A*-C	A*-G
0.1%		0.2%	-0.2%
11.5%	0.9%	4.2%	10.4%
-2.6%	1.0%	-	-2.5%
0.9%	0.0%	0.4%	0.9%
0.0%	0.0%	0.0%	0.0%
0.0%	1.2%	0.3%	-0.6%

Academic Year 2012-2013														
qualification	1	2	3	A*	A	B	C	D	E	F	G	U	X	Total
ELQ (EC)	2	26	24										5	57
GCSE SC				92	153	152	156	141	108	91	56	63	22	1034
GCSE				56	153	205	205	100	57	29	12	10	1	828
GCE AS					8	7	11	5	9			8		48
GCE A level				8	17	28	22	13	7					95
ANY R.E.	2	26	24	185	381	462	452	299	211	153	95	102	36	2428

% of KS4	3297	% of KS5	1510
Entered	A*-A	A*-C	A*-G
1.7%		0.7%	1.6%
31.4%	2.8%	16.8%	28.8%
25.1%	1.7%	18.8%	24.8%
3.2%	0.0%	1.7%	2.6%
6.3%	0.5%	5.0%	6.3%
50.5%	3.8%	31.3%	47.6%

change from 2011-2012			
Entered	A*-A	A*-C	A*-G
0.7%		0.1%	0.8%
-5.6%	0.2%	-	-6.0%
7.9%	0.4%	6.1%	7.8%
0.0%	0.0%	-	-0.3%
0.5%	0.2%	0.1%	0.5%
10.9%	0.6%	7.4%	10.2%

change from 2010-2011			
Entered	A*-A	A*-C	A*-G
0.3%		-	0.2%
-8.6%	0.8%	-	-
8.3%	0.8%	6.9%	8.1%
-0.3%	0.0%	0.2%	-
0.4%	0.4%	0.4%	0.5%
10.5%	1.9%	7.4%	9.2%

Academic Year 2013-2014														
qualification	1	2	3	A*	A	B	C	D	E	F	G	U	X	Total
ELQ (EC)		4	33										1	38
GCSE SC				48	99	95	114	97	111	71	61	49	23	768
GCSE				72	257	328	254	186	101	88	55	37	6	1384
GCE AS					1	5	4	7	8			6		31
GCE A level				10	18	31	32	13	13					117
ANY R.E.	0	4	33	120	357	428	372	290	220	159	116	92	30	2221

% of KS4	3130	% of KS5	1413
Entered	A*-A	A*-C	A*-G
1.2%		1.1%	1.2%
24.5%	1.5%	11.4%	22.2%
44.2%	2.3%	29.1%	42.8%
2.2%	0.0%	0.7%	1.8%
8.3%	0.7%	6.4%	8.3%
48.9%	2.6%	28.8%	46.2%

change from 2012-2013			
Entered	A*-A	A*-C	A*-G
-0.5%		0.3%	-0.4%
-6.8%	1.3%	-5.4%	-6.5%
19.1%	0.6%	10.3%	18.1%
-1.0%	0.0%	-1.0%	-0.9%
2.0%	0.2%	1.5%	2.0%
-1.6%	1.2%	-2.5%	-1.4%

change from 2011-2012			
Entered	A*-A	A*-C	A*-G
0.2%		0.4%	0.4%
12.5%	1.0%	-8.5%	12.5%
27.0%	0.2%	16.4%	25.8%
-1.0%	0.0%	-1.1%	-1.1%
2.5%	0.3%	1.6%	2.5%
9.3%	0.6%	4.9%	8.8%

### KEY TO QUALIFICATIONS

ELQ (EC)	Religious Studies GCSE Entry Level Course
GCSE SC	Religious Studies GCSE Short Course
GCSE	Religious Studies Full GCSE Course
GCE AS	Religious Studies GCE first year of A-Level Course
GCE A level	Religious Studies GCE Full A-Level Course