

ANNUAL REPORT OF THE OXFORDSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

September 2016 – July 2017

CONTENTS

- Foreword
- 1. Standards and quality of provision of RE
- 2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders
- 3. Effectiveness of the Agreed Syllabus
- 4. Collective Worship
- Annex 1: Membership of SACRE
- Annex 2: Attendance record for SACRE Members 2016-17
- Annex 3: Reflections
- Annex 4: The value of SACRE: a view from two members
- Examination results by individual schools

FOREWORD FROM THE CHAIR

I was honoured to be elected Chair of SACRE in November and first and foremost want to thank Nick Wood for all his years in the role; I hope I will serve the Council as effectively and enthusiastically, if perhaps not quite for so long! These are challenging times for RE and SACREs and my main priority as Chair is to ensure that we, as a representative body, are as active and effective as we can be in supporting and challenging schools to provide good quality RE to all pupils. We will do this by making our presence more felt both physically and on the web. Whilst communication between SACRE and schools is more challenging, we recognise the importance of working with schools to share their good practice and to spread the provision of quality religious education and meaningful collective worship.

RE remains a statutory subject for all schools and its importance has never been more acute than today. Pupils need the opportunity to make sense of their own and others' views of life and to have an accurate knowledge and understanding of different beliefs and ways of life. There is much talk of religious literacy and SACRE believes that, whatever this means, it must include the ability to talk meaningfully with others about religion and belief. SACRE models mutually respectful dialogue to promote understanding and vibrant communities in schools and beyond. We now need to find ways of engaging with schools to support this more effectively.

I want to thank the members of SACRE who represent their constituent groups with such commitment. This is a voluntary role and yet so important and the passion of discussions and for religious education is marvellous. I look forward to helping SACRE develop its working relationships with the Local Authority and schools. I also want to express gratitude for the support we get from our adviser, Bill Moore and our SACRE Clerk, Helen Batten.

1. Standards and Quality of provision of RE

Learning in RE encompasses both the highly academic and the deeply personal and SACRE recognises the commitment and effort of teachers in all phases and types of school to provide exciting and meaningful learning for their pupils. It is unfortunate that we can only measure examination success in any meaningful way, but the work in primary and lower secondary education provides the foundation for examination success. SACRE wishes to congratulate all pupils and to thank their teachers.

Nationally GCSE exam entries fell from 2016 to 2017 from 328,000 to 297,800, a drop of just under 11%. The drop in the percentage of total entry for Oxfordshire schools (-17%) is significantly higher than the national figure, although the local figure is the percentage of the total Y11 population, as opposed to the national figure which only represents those entered for the subject. Nonetheless, both locally and nationally, the drop in the number of entries is of concern and something for SACRE to continue to monitor and respond to. We do not know what the local situation for the Short Course RS is, as it has ceased to be published since it was withdrawn from school performance tables.

There is a similar, though less drastic, decline in entries at A Level and AS. Exam Boards now offer AS as an option separate from the full A Level rather than as a 'part 1' of a whole course. As a consequence, many schools now do not offer AS level nationally. In Oxfordshire this does not seem to have had such an impact as yet.

Results at GCSE remain significantly lower on average than nationally, with some notable exceptions. SACRE should look at those schools where results are good and entry is high to see how this may support developments across the whole County. It is disappointing to see that some schools do not enter students for RS; this is another concern for SACRE to pursue.

There is a marked improvement in A and AS level results and Oxfordshire schools are at least in line with and often slightly above national results. This is pleasing to see and shows the hard work of both staff and students paying dividends for the future of our young people. Congratulations to all!

We welcome questions and suggestions from schools and other academic institutions as to how SACRE can support learning and teaching to ensure children and young people get the best religious education they can. We wish to learn from your own experience and situation to help improve RE in all our schools.

Examination results 2017

GCSE 2017	% entry			% A*-A			%A*-C			%A*-G		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Oxfordshire	50.5	55.7	38.7	23.4	21.5	25.2	62.5	65.8	68.6	97.1	97.8	98
Nat	-	-	-	29.7	29.8	30	71.8	71.6	72	97.9	97.8	97.9

A Level 2017	% entries			% A*-A			% A*-C			% A*-E		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
A2 Level												
Oxfordshire	7.8	5.9	5.5	18.4	16.3	24.9	70.9	69.7	80.9	90.3	84.1	99.5
National				24.4	24.3	24.3	79.9	80.4	80.9	98.9	98.9	98.7
AS level												
Oxfordshire	9.5	9.9	8.8	22.1	21.1	20.7	70.8	64.6	69.4	93.3	89.1	93.1
National				20.4	19.4	19.1	66.4	65.8	63.2	92.1	91.7	90.7

2. Managing the SACRE and Partnership with the LA and Other Key Stakeholders

Meetings

SACRE meetings are public meetings and take place in County Hall. Agendas and minutes are published on the CC website.

In November 2016, Nick Wood resigned as Chair. Nick served for over six years as Chair and has been a devoted servant of and advocate for quality RE in schools. We would like to Thank Nick for all his hard work and enthusiasm. Cllr Charles Mathew was elected Chair in his place and Dick Wolff as Vice-Chair.

Discussion and actions from these meetings focused on the following key points:

- Website development
- Religious Literacy
- NASACRE Big Survey
- The Commission on RE
- The strategic development of SACRE
- SMSC and Prevent

We had presentations from:

- BeSpace (<https://bespace.be/>) on the work they do in schools providing opportunities for prayer and/or reflection to pupils of all ages in schools. Whilst a Christian initiative, BeSpace is inclusive of and respectful to people of all faiths and none. This provides a significant contribution to SMSC.
- The Christ Church Cathedral Education programme (<https://www.chch.ox.ac.uk/cathedral/education>) which has visits for a range of subjects and all ages. Contact Jackie Holderness for details.

In the March meeting we were joined by Cllr Steve Harrod, Cabinet Member for Schools, who warmed to the SACRE agenda and was keen to work with SACRE to promote and develop its work.

Reflections were provided by our co-opted Humanist, Margaret Godden, the adviser, Bill Moore, and the CoE representative, Carol Worthington.

Unfortunately, we did not have the funding to send anyone to the NSACRE conference.

Links with the LA

We were delighted that Cllr Harrod agreed to join us for a meeting and, as noted above, that he was so pro-active and supportive. Unfortunately he ceased to be Cabinet Member for Schools in May 2017. We are looking forward to working with his successor, Councillor Hilary Hibbert-Biles

The partnership with the LA is vital for SACRE to function effectively. We recognise that these are very challenging times for LAs and that there is much for them to do with dwindling resources. However, properly resourced and funded, and with good officer support, communication with schools and members, SACRE will provide good value-for-money in terms

of education, community cohesion and promoting Fundamental British Values through Spiritual, Moral, Social and Cultural development in schools. Teachers need CPD and networking and, for RE, SACRE can act as a hub to promote effective school-to-school support, co-ordinating and facilitating the process. We have been ably supported by Catherine Hayward, who has replaced Suzanne Edwards, within the constraints of her other responsibilities.

SACRE Budget

This year there has again been no designated budget for SACRE. Support from a specialist adviser and for clerking has been bought in by the LA and costs of refreshments at meetings have been met on an ad-hoc basis.

3. The effectiveness of the agreed syllabus

SACRE is pleased to report that the syllabus appears to be embedding well in schools and the feedback we have had has been very positive. It was agreed to monitor and evaluate this in the academic year 2018-19, as we prepare for the review to see if it needs to be amended for Sept 2020.

4. Collective Worship

Determinations

The SACRE has not received any requests for determinations with regard to Collective Worship.

Complaints

There have been no formal complaints under the statutory complaints relating to Collective Worship or RE. One parent did contact, but did not return calls or e-mails after the original contact.

Annex 1 SACRE membership 2016-17

Representation	Member	Standing Deputy
Committee A:		
Methodist	Martin Wellings (from June 2017)	Jean King
United Reformed	Dick Wolff	-
Orthodox churches	-	-
Oxon Community Churches	Steve Beegoo	Claire Wren
Baptist	Nicholas Wood	-
Roman Catholic	Fraser Long	-
Religious Society of Friends	-	-
Judaism	Ruth Cohen	-
Islam	Dr Ramzy	Mohammed Niaz Abbasi
Sikhism	Kamalpreet Kaur	Surinder Dhesi
Hinduism	Chandra Vadivale	Sathya Vadivale
Committee B:		
	Christine Price-Smith	
	Susan Grenfell	
	Carol Worthington	
	Julia Watson (to June 2017)	
	Helen Norman (from June 2017)	
Committee C:		
	Lyn Moore	
	Emily Hoyland	
	Alex Lionakis	
Committee D:		
	Charles Mathew	
	Jamila Azad	
	Bob Johnston	
Co-opted members		
Baha'is	Helina Taghavi	Stephen Vickers
Zoroastrians	Shahin Bekhradnia	Darayus Motivala
Humanists	Margaret Godden	John Webster (from June 2017)
	Nigel Fancourt	
Secondary Heads	-	
Primary Heads	-	
OCC Directors office?	-	
OCC		
	Catherine Hayward (School Imp. Lead) from June 2017	

Annex 2. Attendance 2016 - 17

Member's name/group represented	8 November 2016	6 March 2017	27 June 2017
Martin Wellings/Jean King (Methodist)	Absent	Apology	✓
Rev Dick Wolff (United Reformed)	✓	✓	✓
Rev Nicholas Wood (Baptist)	✓	Apology	Apology
Orthodox	Vacancy		
Steve Beegoo (Oxfordshire Community Churches)	✓	✓	✓
Religious Society of Friends	Vacancy		
Fraser Long (Roman Catholic)	Apology	Apology	Apology
Ruth Cohen (Judaism)	✓	✓	✓
Sheikh Ramzy (Islam)	Absent	✓	✓
Buddhism	Vacancy		
Chandra Vadivale (Hinduism)	✓	Apology	Absent
Surinder Dhesi/Kamalpreet Kaur (Sikhism)	Apology	Absent	Absent
Susan Grenfell (Church of England)	Apology	✓	Apology
Christine Price-Smith	Apology	✓	✓
Julia Watson	Absent	Absent	n/a
Carol Worthington	✓	✓	✓
Helen Norman	n/a	n/a	Apology
Lyn Moore (Teachers' Assoc.)	Apology	✓	✓
Alex Lionakis	Absent	Apology	Apology
Charles Mathew (Local Authority)	✓	✓	✓
Jamila Azad	Absent	✓	Apology
Bob Johnstone	✓	✓	Apology
Co-opted members			
Helina Taghavi/Stephen Vickers (Baha'is)	✓	✓	✓
Shahin Bekhradnia (Zoroastrianism)	Apology	Absent	Apology
Margaret Godden (Humanism)	✓	✓	✓
Nigel Fancourt	✓	Absent	Apology
Oxon Secondary School Headteachers' Association	Vacancy		
Oxon Primary School Headteachers' Association	Vacancy		
Officers in attendance			
Catherine Hayward(LA)	n/a	n/a	Apology
Bill Moore (SACRE Advisor, RE Specialist)	✓	✓	✓
Helen Batten (Clerk to SACRE)	✓	✓	✓

Annex 3 Reflections

November 2016

Do you remember this picture? It was taken in 1959 and was the first image we had of Earth, set against deep space. It changed our relationship with our planet for ever. Until then, the world had been the biggest thing in our experience. All right – we knew that the sun, Jupiter and so on were bigger than planet earth but they didn't look it.

Suddenly, Earth, instead of being the solid mass beneath our feet, was a lonely globe, vulnerable, lonely and surprisingly beautiful.



Much has moved on since those first tentative – but oh how exciting – ventures into space. We have seen men walking on the moon; we have sent probes to visit Mars and even gone as far as Jupiter. We are scanning the galaxy for planets similar to ours, in the expectation of finding other ones than ours that support life – probably very elementary but possibly, one day, life as intelligent as ourselves. Perhaps even more intelligent.....

The achievements of these dedicated and brilliant scientists and engineers have inspired young people to want to be a part of this great adventure. There is so much out there to find. And we human beings are capable of finding it.

It is not only in this area that human beings achieve great things. We have our artists - from those primitive cave paintings to Banksie, from Michel Angelo's amazing portrait of God in the Sistine chapel to Anthony Gormley's Man of the North. Our writers – from the Psalmist to Shakespeare – Our scholars... And yet...

As Shakespeare himself wrote – “What a thing is man....”

For we have been poor guardians of our precious planet and those who live on it. Throughout history we have fought bloody wars sometimes for land, sometimes for religion. We have tolerated extreme poverty in the midst of wealth. We have exterminated species. And now we are on the verge of so damaging the climate that much of the planet will no longer be habitable. And we know that we are doing this and yet we seem unable to change.

CS Lewis wrote a novel called ‘Out of the Silent Planet’ in which a delegation of persons from other worlds visited Earth to see if they could help. The People on Earth, alone in the universe, were really messing up. We could do with such a visitation now.



But in the absence of that, it has to be up to us to do better. We all share that responsibility. It is my experience that people are fundamentally good. Of course, some of us have gone badly off the rails. But most people are ready and willing to hold out a helping hand when they see it is needed. They are concerned for their neighbours and for strangers in far lands who need help. They do their best for friends and families. We desperately need that essential goodness to be allowed to flourish, freed from the ever more dangerous distortions of powerful forces in our way of life.

Margaret Godden. Humanist.

27th June 2017

Poem:

The Parable of the Old Man and the Young, by Wilfred Owen

So Abram rose, and clave the wood, and went,
And took the fire with him, and a knife.
And as they sojourned both of them together,
Isaac the first-born spake and said, My Father,
Behold the preparations, fire and iron,
But where the lamb for this burnt-offering?
Then Abram bound the youth with belts and straps,
And builded parapets and trenches there,
And stretched forth the knife to slay his son.
When lo! an angel called him out of heaven,
Saying, Lay not thy hand upon the lad,
Neither do anything to him. Behold,
A ram, caught in a thicket by its horns;
Offer the Ram of Pride instead.

But the old man would not so, but slew his son,
And half the seed of Europe, one by one.

Reflection:

Most of us here will be familiar with the original story of Abraham and Isaac in the book of Genesis. Owen wrote the poem as a serving officer during the first world war. He set it firmly in this context by the use of language such as parapets and trenches. Why did he single out Pride as the symbolic Ram, the sacrifice which could have prevented the senseless slaughter of young men, one by one? In 1914, what appeared to be an insignificant incidence in a small country, developed as it did because the leaders of the large, powerful countries could not put their pride aside, and lose face by backing down.

Pride has always been considered the first and worst of the 'seven deadly sins'. It has been said that it was pride that prompted Adam to disobey God and pick the fruit of the 'tree of knowledge of good and evil'.

There is a good side to pride, of course; to take pride in one's own appearance, for example, pride in the achievements of our children as they learn to walk and talk, read and write, as they grow up.

But pride becomes deadly when it leads us to think that we are better than others, we are always right, and can always win. We carry on promoting our own particular path, regardless of the points of view of other people. Pride then leads to anger, envy and greed. Despite the lessons of the past, we still find this happening so often in today's world.

We see world leaders, greedy for power, overcoming all opposition, promoting policies which lead to war and destruction of their own people – and the planet itself.

We see leaders of political parties too proud to listen to suggestions from other politicians, insisting their way is best.

We see young men angrily killing people who don't agree with their particular twisted interpretation of religion.

What can we do? I'm sure we have all felt shame and despair about our very troubled world. The seven deadly sins were much more prominent in the mediaeval church, and Christians identified seven corporate acts of mercy as a sort of antidote to them. These included practical ways of showing love and mercy, such as feeding the hungry, giving drink to the thirsty, clothing the destitute, housing the homeless, caring for the sick.

My despair turns to hope as I see these remain the natural response of many ordinary people, of all religions, or none, doing all of these things, willingly and selflessly, in the aftermath of the dreadful tragedies that have recently occurred in our country. Maybe one day, pride will be overcome, love and peace will prevail.

The following words come from a Collect for the Peace of the World, taken from the Anglican Book of Common Worship. I sometimes use it when leading intercessions in my church in Abingdon:

Almighty God

From whom all thoughts of truth and peace proceed:
kindle, we pray, in the hearts of all, the true love of peace
and guide with your pure and peaceable wisdom
those who take counsel for the nations of the earth
that in tranquillity your kingdom may go forward,
till the earth is filled with the knowledge of your love.

And finally, from Mother Teresa of Calcutta:

What can you do to promote peace? Go home and love your family.

Carol Worthington (CoE)

Annex 4 The value of SACRE: a view from two members

RE: Really, why do I bother?!

Literacy, numeracy, literacy, numeracy, literacy, numeracy, skills, learning power, literacy, numeracy, humanities, computing, languages, literacy, numeracy, physical education... literacy, numeracy. Really, is there any time for Religious Education? But if we stop, even for a moment and consider the news, ponder our local and global scene, and think what kind of a world our children will need to navigate, really, is there any time more important than now for Religious Education? As an RE coordinator for 15 years, the son of a Hindu father, presently a Headteacher and a committed Christian I can see no moment as now as charged with interesting, relevant, challenging, pertinent, nay essential reasons to be learning about and learning from religions in our schools.

And I don't just mean the children! The lack of general understanding among our fellow educators of the basic messages and tenets of the main religions frightens me, replaced by serial snapshots of news reports, and something someone once tweeted on a topic of controversy. If you are reading this, you have a part to play in helping the children of this country, this county, those in your school, understand. Understand that they already have, and are constantly reforming, their views about meaning and purpose in the world. Understand that their view of the world may not be the only significantly held view. Understand that the current 'British Values' being promoted are a product of a dynamic of influences and will continue to be shaped and will undoubtedly change in the years to come. Understand the similarities and the differences between the faiths, including the secularising 'western' global belief system which also seeks to explain the world and which underpins the curriculum set before us. Without this kind of basic education, how can they become skilled in making informed choices about the views they encounter. If we allow RE to be dumped at the bottom of the pile of priorities, are we really preparing them for their future, or are we tying one hand behind their back?

I'm not a regular at quoting the queen, but a line from her Christmas speech this last year distilled out for me the thought of someone who has over many years of reflection and prayer come to a conclusion which I hope will have influenced those in the nation who watched, and maybe even the young people who are our future. "For me, the life of Jesus Christ, the prince of peace, whose birth we celebrate today, is an inspiration and an anchor in my life. A role model of reconciliation and forgiveness, he stretched out his hands in love, acceptance and healing. Christ's example has taught me to seek to respect and value all people, of whatever faith or none." Surely there is a deep, religiously based vision of British Values we should all desire to actively promote. I believe it is worth reading and digesting ourselves. Maybe even re-read it now...

At this moment in time, we as professional educators have an opportunity, maybe even a duty. The side-lining and eroding of RE in many schools to brief snippets of curriculum time, can be halted and reversed. Our duty is this: to persuade those in our leadership teams, and our teachers that through giving proper time to RE, we can better meet the strengthened regulations around SMSC, but more importantly prepare the children for the modern global community they will, one day, be launched into. Time is pressured, as a Head believe me I know, but we must make conscious, creative choices of how to make time for what is so important. Maybe this will act as a reminder of what you already know, but may the thinking through these issues afresh also energise you to redouble your efforts to inspire others about the importance of giving RE the time it deserves... no, that our children deserve.

(Steve Beegoo is SACRE representative for Oxfordshire Community Churches and Principal of The King's School Witney)

The importance of SACREs: a statement by the Oxfordshire Baha'i community

"No serious attempt to set human affairs aright, to achieve world peace, can ignore religion". So wrote the Universal House of Justice, the supreme Baha'i administrative body, in its statement "The Promise of World Peace" in 1985.

The misuse of religion has contributed to much of the confusion in society, and the conflicts within and between individuals can hardly be denied. Yet neither can any fair-minded observer discount the preponderating influence exerted by religion on the vital expressions of civilization. Furthermore, its indispensability to social order has repeatedly been demonstrated by its direct effect on laws and morality.

The UK is rightly proud of its multicultural nature, and for cultures to live together harmoniously and to learn from each other, opportunities are needed for dialogue and compromise.

Since their inception SACREs have provided an excellent forum in which educationalists of all religions can seek just arrangements for the religious education of the young. What began as an arrangement in the most multicultural local authorities gained statutory force in 1988. Since that date, SACREs have served to find specifically local solutions to the particular local mix in each local authority. That they are little known to the public in some ways demonstrates how effective they are, in that situations which might be difficult are solved through Agreed Syllabuses, agreed policies on collective worship, and, sometimes, determinations. SACREs recognise that the religious education of the young is a meld of parental wishes, the right of the child to explore truth for him or herself, and the concerns of a just government.

Yet the specific contribution to educational harmony made by SACREs is not the only value in the arrangement. SACREs are at the heart of a local religious dialogue which is mirrored across the wider UK, in NASACRE, the RE Council, the Interfaith Network, etc. These organisations and others ensure that Faiths talk to each other, that common values are understood, and that misunderstandings are eliminated or mollified.

The Baha'is of Oxfordshire are at the same time proud and deeply humbled to have been involved in Oxen SACRE since the 1980s, and to have contributed, in however small a way, to its work in educating young people. In an age when there is so much concern about some religious adherents committing violent atrocities in the name of their religion, one can only contemplate how much worse this situation would be if SACREs did not exist.

Religion is an essential faculty of human nature, and gives people meaning and direction. Baha'u'llah wrote "Should the lamp of religion be obscured, chaos and confusion will ensue, and the lights of fairness, of justice, of tranquillity and peace cease to shine." While we maintain our SACRE in Oxfordshire, this is less likely to occur.

KS4 2017 GCSE Full Course Religious Studies Results - Oxfordshire

Source - DfE Performance Tables Data (note: GCSE Short courses no longer included in SPT data)

NE = No entries SUPP = less than 6 pupils

URN	School Name	School Type	Number of pupils at the end of KS4	GCSE Full Course			
				% Entries (out of KS4 pupils)	% A*-A	% A*-C	% A*-G
138499	Banbury Academy	AC	118	NE	NE	NE	NE
137919	Bartholomew School	ACC	202	9.4	63.2	84.2	100.0
141146	Blessed George Napier Catholic School and Sports College	ACC	141	88.7	37.6	77.6	100.0
138289	Burford School	ACC	206	5.3	18.2	81.8	100.0
123236	Carterton Community College	CY	97	77.3	8.0	66.7	100.0
139146	Cheney School	ACC	233	92.7	24.5	69.0	97.2
123245	Chiltern Edge Community School	CY	82	79.3	24.6	80.0	100.0
137936	Chipping Norton School	ACC	159	94.3	30.7	70.7	100.0
138490	Didcot Girls' School	ACC	177	8.5	66.7	100.0	100.0
137993	Faringdon Community College	ACC	186	79.6	28.4	65.5	98.6
123257	Fitzharrys School	CY	72	NE	NE	NE	NE
137921	Gillotts School	ACC	157	98.1	42.9	81.8	99.4
138897	Gosford Hill School	ACC	127	63.0	21.3	78.8	100.0
123244	Icknield Community College	CY	119	24.4	41.4	96.6	100.0
140580	John Mason School	ACC	160	NE	NE	NE	NE
137140	King Alfred's	ACC	295	92.9	15.0	53.6	98.2
137976	Langtree School	ACC	109	99.1	29.6	86.1	99.1
123255	Larkmead School	CY	144	81.9	27.1	66.9	98.3
138667	Lord Williams's School	ACC	314	NE	NE	NE	NE
142104	Matthew Arnold School	ACC	167	96.4	31.7	78.3	96.9
135365	North Oxfordshire Academy	AC	177	13.6	20.8	83.3	100.0
123346	Northfield School	CYS	8	NE	NE	NE	NE
136261	Oxford Spire Academy	AC	102	100.0	12.7	52.9	92.2
136261	Oxford Spire Academy	AC	102	100.0	12.7	52.9	92.2
138762	St Birinus School	ACC	138	73.9	5.9	56.9	100.0
139528	St Gregory the Great Catholic School	ACC	187	87.7	18.3	54.3	93.9
123331	Swalcliffe Park School Trust	NMSS	4	NE	NE	NE	NE
142024	The Bicester School	AC	145	12.4	22.2	72.2	100.0
137970	The Cherwell School	ACC	264	15.2	60.0	92.5	100.0
141069	The Cooper School	ACC	213	99.5	22.2	69.8	98.6
138210	The Henry Box School	ACC	221	93.7	20.8	58.0	94.2
138817	The Marlborough Church of England School	ACC	178	93.8	19.8	58.7	98.2
135675	The Oxford Academy	AC	121	27.3	6.1	87.9	97.0
142218	The Warriner School	ACC	229	90.8	22.6	63.5	98.6
141111	UTC Oxfordshire	FUTC	85	NE	NE	NE	NE
137357	Wallingford School	ACC	191	11.5	72.7	95.5	100.0
140875	Wheatley Park School	ACC	149	19.5	27.6	72.4	100.0
123238	Wood Green School	CY	154	42.9	54.5	89.4	100.0
123329	Wood Eaton Manor School	FS	9	NE	NE	NE	NE
National (All schools)					30	72	98
Oxfordshire Maintained and Academy Schools			5942	38.7	25.2	68.6	97.9

School Management Support Team, Quality Assurance and Information Management

These tables are accurate according to DfE validated data. Please contact Bill Moore (bjvmoore@aol.com) if there are any inaccuracies.

KS5 2017 Religious Studies Results - Oxfordshire

(excluding Independent schools and Colleges)

Source - DfE Performance Tables Data

NE = No entries, SUPP = less than 6 pupils

URN	School Name	School Type	Number of students at the end of KS5	A LEVEL				AS LEVEL				% KS5 pupils entered for A/AS Level
				% Entries	% A*-A	% A*-C	% A*-E	% Entries (out of KS5 pupils)	% A*-A	% A*-C	% A*-E	
138499	Banbury Academy	AC	84	7.1	50.0	83.3	100.0	13.1	27.3	63.6	90.9	20.2
137919	Bartholomew School	ACC	126	4.8	16.7	100.0	100.0	9.5	8.3	66.7	83.3	14.3
141146	Blessed George Napier Catholic School and Sports Coll	ACC	93	29.0	22.2	81.5	100.0	37.6	25.7	62.9	100.0	66.7
138289	Burford School	ACC	71	9.9	28.6	85.7	100.0	15.5	27.3	81.8	100.0	25.4
123236	Carterton Community College	CY	59	11.9	14.3	71.4	100.0	Supp	Supp	Supp	Supp	11.9
139146	Cheney School	ACC	139	10.1	42.9	92.9	100.0	9.4	30.8	61.5	100.0	19.4
137936	Chipping Norton School	ACC	102	8.8	0.0	88.9	100.0	14.7	6.7	66.7	80.0	23.5
138490	Didcot Girls' School	ACC	115	NE	NE	NE	NE	NE	NE	NE	NE	NE
137993	Faringdon Community College	ACC	83	8.4	71.4	100.0	100.0	16.9	57.1	92.9	100.0	25.3
123257	Fitzharrys School	CY	59	NE	NE	NE	NE	NE	NE	NE	NE	NE
138897	Gosford Hill School	ACC	61	NE	NE	NE	NE	NE	NE	NE	NE	NE
140580	John Mason School	ACC	66	Supp	Supp	Supp	Supp	Supp	Supp	Supp	Supp	Supp
137140	King Alfred's	ACC	175	NE	NE	NE	NE	Supp	Supp	Supp	Supp	Supp
123255	Larkmead School	CY	70	14.3	20.0	90.0	100.0	18.6	30.8	92.3	92.3	32.9
138667	Lord Williams's School	ACC	252	9.1	21.7	73.9	100.0	13.9	17.1	68.6	85.7	23.0
142104	Matthew Arnold School	ACC	81	NE	NE	NE	NE	NE	NE	NE	NE	NE
135365	North Oxfordshire Academy	AC	74	Supp	Supp	Supp	Supp	10.8	12.5	62.5	100.0	10.8
136261	Oxford Spires Academy	AC	109	NE	NE	NE	NE	Supp	Supp	Supp	Supp	Supp
136261	Oxford Spires Academy	AC	109	NE	NE	NE	NE	Supp	Supp	Supp	Supp	Supp
138762	St Birinus School	ACC	87	NE	NE	NE	NE	NE	NE	NE	NE	NE
139528	St Gregory the Great Catholic School	ACC	124	7.3	11.1	66.7	100.0	15.3	10.5	63.2	84.2	22.6
142024	The Bicester School	AC	76	22.4	5.9	58.8	100.0	35.5	7.4	70.4	96.3	57.9
137970	The Cherwell School	ACC	275	12.0	42.4	87.9	97.0	16.0	34.1	79.5	97.7	28.0
141069	The Cooper School	ACC	120	14.2	11.8	76.5	100.0	22.5	11.1	77.8	100.0	36.7
138210	The Henry Box School	ACC	117	7.7	11.1	55.6	100.0	16.2	5.3	47.4	100.0	23.9
138817	The Marlborough Church of England School	ACC	107	Supp	Supp	Supp	Supp	Supp	Supp	Supp	Supp	Supp
135675	The Oxford Academy	AC	542	NE	NE	NE	NE	NE	NE	NE	NE	NE
142218	The Warriner School	ACC	66	12.1	25.0	100.0	100.0	18.2	33.3	83.3	100.0	30.3
141111	UTC Oxfordshire	FUTC	41	NE	NE	NE	NE	NE	NE	NE	NE	NE
137357	Wallingford School	ACC	110	Supp	Supp	Supp	Supp	5.5	33.3	66.7	83.3	5.5
140875	Wheatley Park School	ACC	78	NE	NE	NE	NE	Supp	Supp	Supp	Supp	Supp
123238	Wood Green School	CY	101	Supp	Supp	Supp	Supp	11.9	0.0	25.0	58.3	11.9

School Management Support Team, Quality Assurance and Information Management

These tables are accurate according to DfE validated data. Please contact Bill Moore (bjvmoore@aol.com) if there are any inaccuracies.