



The Surrey
Standing Advisory Council
on
Religious Education



Annual Report
2014-2015

December 2015

INTRODUCTION

Introduction by the Chairman

Welcome to the Surrey SACRE Annual Report for 2014 – 15. Once again, SACRE's Annual Report has been delayed by changes to the system that local authorities use to receive and analyse the KS4 and 5 data. The Annual Report was subsequently ratified at the first full SACRE meeting of the year, on January 20th 2016, after which it was submitted to NASACRE, who now have the task of receiving all the Annual Reports from across our country.

I am sure you will be interested to learn about the development of RE within the busy curriculum that our schools have to offer and the examination successes for both GCSE and A Level.

The dedicated membership of Surrey SACRE continues to grow from the diversity of the multiple faiths and beliefs found within the communities of Surrey, including the Church of England, alongside representation from the teaching profession and elected Members of Surrey County Council. All are nominated through their councils, with whom we can engage in wider discussions to enhance the richness of the Agreed Syllabus taught within Surrey schools. It is interesting to learn that the same syllabus can be found in the growing number of Academies with whom we have contact: we even held a meeting in Epsom to enable a more joined up understanding of the encouragement of Surrey students to learn more about their neighbours' belief and faith. For teachers within the Primary phase, we were able to hold three twilight meetings at the Mosque in Woking, Synagogue in Weybridge and Guildford Cathedral which, from feedback, were appreciated and valued.

We were very sorry to say farewell to Gemma Papworth at the end of the Summer Term 2014 and in wishing her well, were also able to welcome Lorraine Abbott to the role in November 2014. She is also a Secondary RE Teacher with significant classroom experience and Head of Department and in developing both RE curricula and commercial resources for students and teachers.

Some of the highlights for the year have been creating opportunities for members of SACRE to join schools for their RE/Diversity days and give living experience of what it is to be of a faith or belief living in Surrey today. These occasions also allow time to explore the dialogue within the media when incidents happen internationally and within the choices of people brought up in our country. We were also fortunate in securing a small grant from SCC members' allocation for an excellent interfaith training session for us as a SACRE in strategies for interfaith dialogue. Our thanks go to 3FF trainers Tamanda and Siobhan for an inspirational session, which has already had an impact on our engagement with schools. It is amazing how thoughtful young people are to try and understand the choices we all have. There also continues to be the strong discussion regarding the place of RE within the curriculum on a national level and regional gatherings where clusters of SACREs are encouraged. Having attended meetings in Winchester it was felt that Surrey has more affinity with a grouping around South London and Berkshire.

I wish to thank Rachel Boxer for her exceptional advice to SACRE and in developing lively, informative items for our meetings. Alongside Rachel, Vivian Stacey, our SACRE clerk, is such a dedicated support and with sadness we will be saying farewell to Vivian as she retires from her post with Babcock 4S in March. I would also like to recommend the members of Surrey SACRE to you and thank them for their continued enthusiasm, participation and developed trust enabling lively discussions around the meeting table.

Margaret Hicks
Chairman of Surrey SACRE

January 2015

1. RELIGIOUS EDUCATION



Department for Education

This academic year has been one of great change in educational terms. Primary schools have been grappling with a new National Curriculum, which, whilst on the one hand has a significantly slimmed-down body of content (which combines essential knowledge, understanding and skills), has also raised the bar in terms of challenge for pupils – and for teachers – who are now working out assessment procedures for each subject on a school-by-school basis. Whilst RE is not part of the National Curriculum, SACRE again wishes to remind schools that it *is* part of pupils' statutory entitlement, and that the Agreed Syllabus remains the document that teachers should use for planning pupils' learning in RE. Developments in the National Curriculum will naturally inform the review of the Agreed Syllabus, especially in regard to assessment. Also during this year, consultations began on new specifications for GCSE examinations, amongst them RE, with a new emphasis on religion-specific textual studies and less on philosophical approaches. We are fortunate to have Peter Ward (Group A, Roman Catholic) on our SACRE, as he is a member of the Religious Education Council and therefore one of the consultation groups for change, so he will keep us up to date with national developments. Our thanks go to him for his succinct and incisive guidance.

Religion has also been much in the news, and during this year, concerns about radicalisation in young people have given rise to changes in focus for both the Ofsted framework for inspections and schools' statutory duties in relation to the SMSC (Spiritual, Moral, Social and Cultural) development of pupils. In November 2014, the DfE published departmental advice on 'promoting fundamental British Values' as part of SMSC: 'fundamental' in the non-extremist, 'essential' sense! Summaries of the relevant parts of these two documents follow below:



The 2014 Ofsted frameworks for school inspections outlined that schools are now also to be evaluated on their SMSC provision, and that any perceived weaknesses would automatically put schools in a 'requires improvement' or, at worst, 'inadequate', category. There were 3 updates to the handbook during 2014 alone: however, within each, SMSC is a recurring feature, and is thus defined (from the latest version, which includes 'British Values' vocabulary):

*Pupils' **spiritual development** 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.

*Pupils' **moral development** 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.

*Pupils' **social development** 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.

Pupils' cultural development is shown by their:

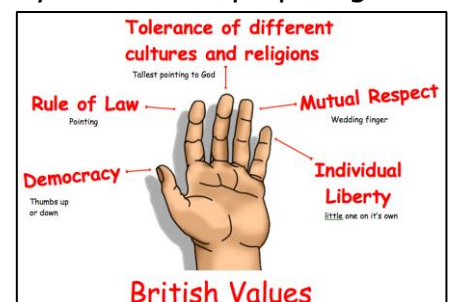
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- 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 in the local, national and global communities.

Emphasis is also made on the importance of ensuring a broad and balanced RE curriculum through the use of the locally agreed syllabus.

'Promoting fundamental British Values as part of SMSC in schools', November 2014

This purpose of this departmental advice is to ensure that schools make connections between their provision of SMSC for pupils and British Values. Whilst the way in which the title is expressed may be a little unhelpful, what school is 'fundamentally' *not* about preparing their young people for 'life in modern Britain'? And what is good is that RE could, and should, be a significant means through which schools can explore issues of religion and belief as part of our diverse society.

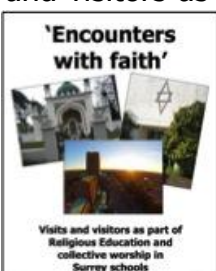
The 'British values' are: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. One of our Primary RE subject leaders has produced this most helpful mnemonic for British Values as part of materials developed for her school.

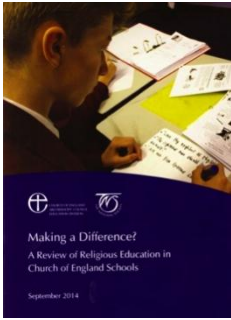


(our thanks to Bronwen Drewery)

Surrey schools have also reported a change of 'climate' as a result of the significant global events that occurred during this year. In response to concerns raised both by schools and parents especially in regard to visiting places of worship as part of RE, SCC issued a statement recommending that: ***'Whilst it is natural that some parents may feel anxious about their children taking part, it is essential that schools continue to stress the benefits that such activities bring. Now, perhaps more than ever, it is essential that bridges between faiths and communities are strengthened and we increase our understanding and empathy for each other.'***

Building on this advice, SACRE began work on a guidance document for schools planning for visits and visitors as part of RE and Collective Worship, **'Encounters with Faith'**. This was released to schools during the Autumn term of 2015, as this report was being compiled. The guidance sets out important principles for conducting visits, with clear expectations for both schools and host communities, and recommendations for handling parental concerns. This guidance will also be circulated to members of belief communities through their member representatives on Surrey SACRE, including wider organisations such as Guildford Diocese, the Surrey Muslim Association, Woking People of Faith and other interfaith forums.





In September 2014, a review of RE in Church of England schools, **'Making a difference?'**, was published. Whilst it has no bearing on schools using the Agreed Syllabus for Surrey, it is interesting to note that many of the weaknesses in RE observed by Ofsted at Primary level (published in their report, October 2013) are also present in Church schools. This review was commissioned by the National Society, and undertaken by Alan Brine (Ofsted's HMI for RE) with key members of the SIAMS inspection team, with its aim to complete the national picture of the quality of RE being offered to pupils. The

report outlined 7 key factors which limit the effectiveness of RE, all of which have parity across maintained schools:

- * significant lack of clarity about the purpose and place of RE within the life of a Church school;
- * inconsistency in monitoring & evaluation of provision;
- * pressures on the leadership of the subject;
- * isolation from the wider curriculum & limited opportunities for more sustained & challenging learning;
- * lack of strategic thinking in identifying specific improvement priorities;
- * over-burdensome & inappropriate assessment;
- * not enough CPD opportunities focussing on promoting high quality RE.

These findings, along with the recommendations of the 2013 Ofsted report 'Realising the potential', will help to focus SACRE's thinking as we prepare to review the Surrey Agreed Syllabus.

1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2012-2017)



The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status.

Academies without a religious designation should also follow the Surrey Agreed Syllabus. A number of independent schools continue to request copies of the syllabus with a view to implementing it. Voluntary Aided schools, of course, follow their relevant Diocesan Guidelines. Schools are reminded that the Agreed Syllabus has the equivalent legal standing of a National Curriculum order and that RE continues to be a statutory entitlement for all registered pupils, in addition to the National Curriculum.

With the increased focus on schools' duty to promote 'fundamental British Values' (including the PREVENT strategy), RE should continue to be a major contributor to pupils' understanding of religions and beliefs in Britain today and their impact on different ways of life.

Over the next 18 months, SACRE will be giving consideration to the focus of the Agreed Syllabus review, taking into account local and national developments not just in RE, but across the curriculum. There will also be consultation with schools, via questionnaire and other regular forms of contact such as RE subject leader networks.

1.2. Standards

No inspections of RE by OfSTED took place in Surrey during the year 2014-15. As RE subject inspections will no longer be undertaken by OfSTED, SACRE intends to monitor mentions of RE within standard section 5 inspections, in order to ensure that good schools are congratulated, and that concerns expressed about the quality of RE in any Surrey schools can be followed up.

Within the Primary RE subject leaders' networks, assessment, attainment and progress within RE is always a recurring theme. In particular, the sessions explore how we 'know' what good progress looks like in the classroom context, and within this, identifying some of the potential barriers to pupils making good progress in RE. During the past academic year, we have also thought about strategies that help to create challenge in the RE classroom.

Religious Studies Examinations:

Once again, SACRE's Annual Report has been delayed by changes to the system that local authorities use to receive and analyse the KS4 and 5 data. The Annual Report was subsequently presented and ratified at the first full SACRE meeting of the year, on January 20th 2016, after which it was submitted to NASACRE.

Full Course GCSE Religious Studies

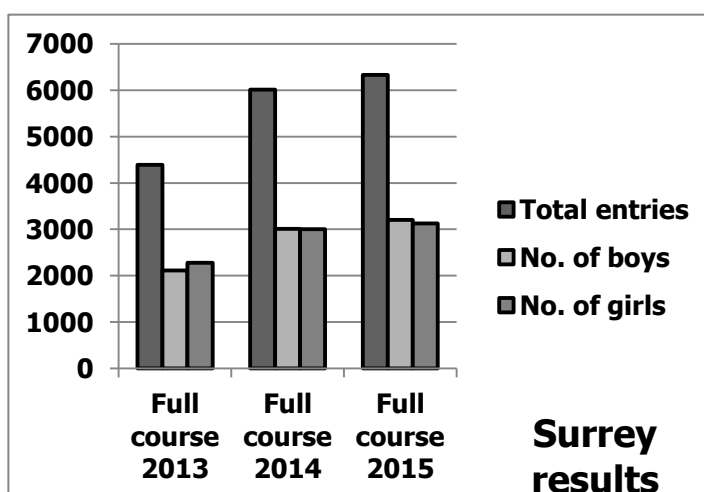
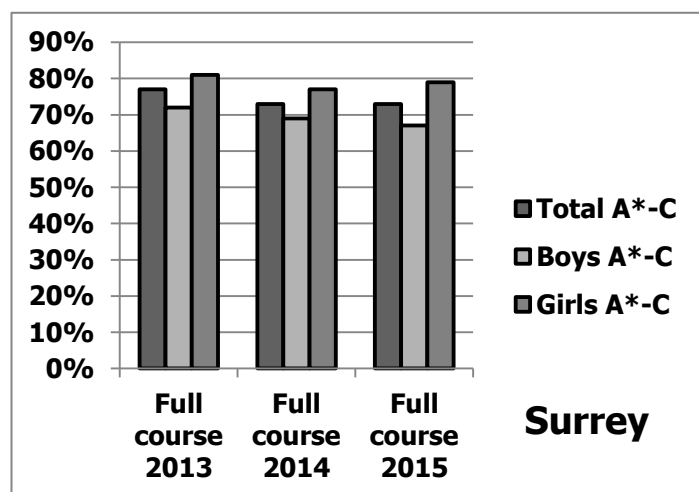
	Full Course 2013	Full Course 2014	Full Course 2015
No of boys	2115	3010 ↑	3202 ↑
No of girls	2277	3004 ↑	3127 ↑
Total entries	4392	6014 ↑	6329 ↑
Boys A*-C	72%	69% ↓	67% ↓
Girls A*-C	81%	77% ↓	79% ↑
Total A*-C	77%	73% ↓	73% ↔

In total, 6329 Surrey pupils were entered for Full Course GCSE, which is an increase of 315 pupils on the previous year's, and once again due to the fact that the Short Course RE GCSE no longer counts in schools' performance tables. Although more pupils are taking Full Course, the actual number of pupils entered for an RS exam has fallen. SACRE would like to remind schools that RE is still statutory at KS4 for those pupils who are not taking GCSE.

Both boys' and girls' results are lower than in previous years, again affected by the fact that more schools now choose to enter pupils for Full Course GCSE from across a wider ability range than when Short Course also counted in schools' performance tables. Surrey's results are still above the national results in the A*-C range, equal in the A*-G range, but this year have dropped 1% below the National A*-A percentage of 30%.

GCSE Full course results with National Comparators:

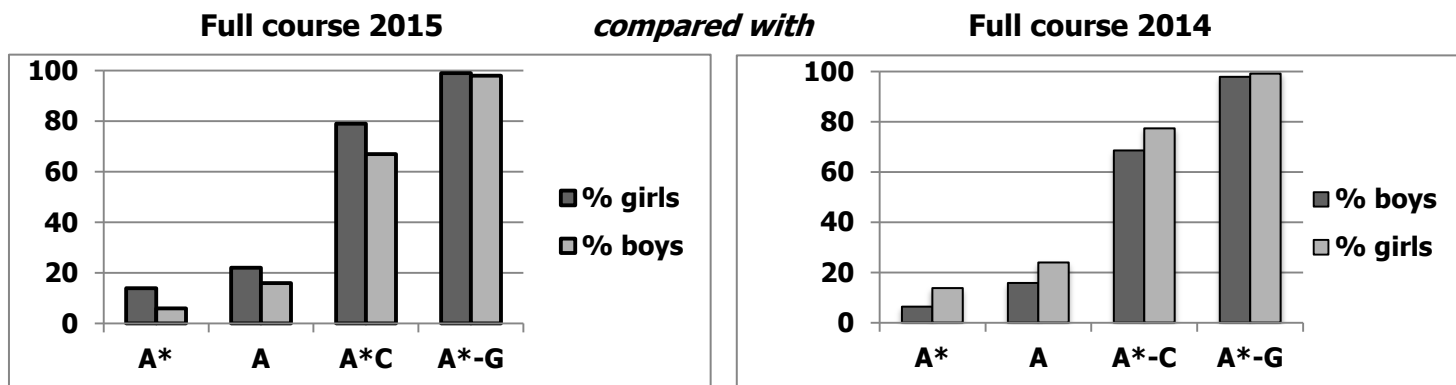
	National				Surrey			
	Entries	A*-A	A*-C	A*-G	Entries	A*-A	A*-C	A*-G
2012	210,600	No data	74%	No data	3844	No data	77%	99%
2013	239,409	31%	72%	No data	4392	33%	77%	98%
2014	240,400	28%	70%	99%	6014	30%	73%	99%
2015	295,730	30%	72%	98%	6329	29%	73%	98%



Detailed results by gender:

These charts and tables show a more detailed analysis of how girls and boys perform across the grades in Surrey's Full Course GCSE results. As can be seen, girls continue to out-perform boys across all grades.

Full Course	Entries	A*	A*-A	A*-C	A*-G
Boys	3202	192 (6%)	691 (22%)	2137 (67%)	3129 (98%)
Girls	3127	443 (14%)	1143 (37%)	2479 (79%)	3100 (99%)
Total	6329	635	1834	4616	6229



GCSE Short Course results compared to previous years:

No data for GCSE RS Short Course was provided by SCC this year.

AS Level & A Level Religious Studies:

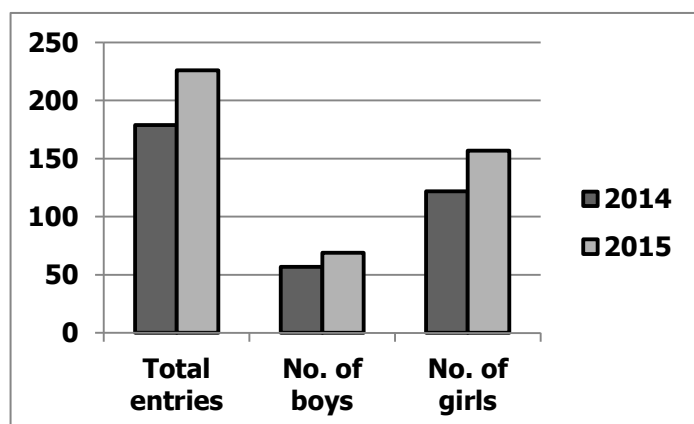
A total of 74 students were entered for **AS Level Religious Studies**, compared to 162 in 2014, a significant drop in the number of entries across the county. Proportionately, three times the number of girls were entered as boys, and no boys were awarded the top A grade. Boys, however, fared better in the A-E bracket, outperforming girls by 21%. All grades are significantly down on the previous year, but especially in the higher grades: 16% of boys and 12% of girls were awarded the A grade in 2014.

2015 data	Entries	A	A-B	A-E
Boys	18	0 (0%)	4 (22%)	17 (94%)
Girls	56	4 (7%)	13 (23%)	41 (73%)
Total	74	4 (5%)	17 (23%)	58 (73%)

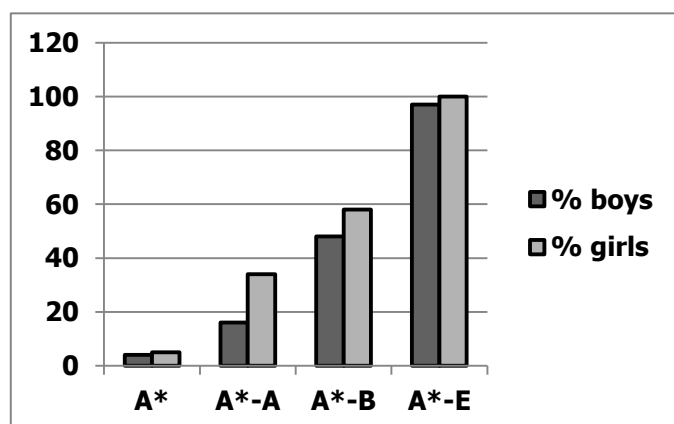
At **GCE A Level**, a total of 226 students were entered (69 boys and 157 girls), 47 students more than in 2014, an increase of 26%. Across the board, grades are lower than in 2014, with the exception of the A*-B band. Having significantly improved their performance in relation to girls in 2014, boys' grades are lower this year: girls once again outperform boys across all grades. The percentage of pupils being awarded A* across the board are lower than in 2014, in Surrey, significantly so (boys down 3%; girls 6%; the total number down 5% on last year's figures). However, Surrey grades are better than national grades for 2015.

	Number of entries	A*	A*-A	A*-B	A*-E
Boys	69	3 (4%) ↓	11 (16%) ↓	33 (48%) ↑	67 (97%) ↓
Girls	157	8 (5%) ↓	53 (34%) ↑	91 (58%) ↑	157 (100%) ↔
Surrey total	226	11 (5%) ↓	64 (28%) ↓	124 (55%) ↑	226 (100%) ↔
National 2015	25773	5% ↓	24% ↑	54% ↑	99% ↓
2014 Surrey total	179	18 (10%)	53 (30%)	96 (54%)	179 (100%)
2014 Boys	57	4 (7%)	19 (33%)	32 (56%)	57 (100%)
2014 Girls	122	14 (11%)	34 (28%)	64 (52%)	122 (100%)

Pupils entered compared to 2014:



2015 results by gender



1.3. Methods of teaching, choice of materials and teacher training

Surrey SACRE training by Three Faiths Forum: June 17th 2015



Talking together about issues relating to faith and belief forms a significant part of our termly meetings and we appreciate the importance of this interfaith dialogue and the richness it brings to us as a statutory body.

Increasingly over the past few years, we have been approached by schools asking for speakers to visit RE lessons and enhance the teaching of the Agreed Syllabus, allowing students opportunities to engage

with real people of faith and belief. This request was also expressed by schools in their responses to the questionnaire sent out during the previous academic year. We felt that we should invest in some training so that schools can be sure of the approach and quality of the speakers they engage. Three Faiths Forum (3FF) come with an impressive track record in interfaith dialogue, and so Surrey SACRE were thrilled to be recipients of SCC members' allocation funding for a one-off training event in June.

The training that 3FF provided means that members now understand the need for a consistent approach to handling students' questions, encouraging critical thinking skills and cultivating an awareness not just of interfaith diversity, but also of *intra*-faith diversity. During the session, we also considered the importance of speakers presenting their own 'story', as an individual, rather than attempting to speak on behalf of their whole community, and developed an understanding of how what we say might be perceived by others. These are key skills which will help SACRE both in its engagement with schools and as we develop our interfaith dialogue as a statutory body. A new sub-committee ('Speakers' Forum') has been set up, with the sole purpose of providing speakers for school RE lessons or whole day events: the development of this group will be a focus for SACRE during the next academic year, building on 3FF's approach.

RE training for teachers offered in Surrey during the past year has included:

- **A full day course as part of the Surrey SCITT programme.** Part of the day also, for the first time, now includes an introduction to Collective Worship. This is the only input that many trainee teachers on the programme will have to equip them to teach RE and to think about the contribution of collective worship / assemblies to pupils' SMSC development.
- **Secondary Networks** There is a NATRE-linked Secondary network that meets in the East Surrey area.

Networking Groups for Primary RE subject leaders in East and West Surrey, which meet termly. These have been well-attended, with approximately 60 RE subject leaders attending the sessions across the 3 terms. During this academic year, focuses for Primary RE subject leaders have been:

- in the Autumn term, creating challenge and raising attainment in RE;
- in the Spring term, ways of encouraging theological thinking in RE, especially looking at pupils' art on the NATRE Spirited Arts website;
- in the Summer term, promoting visits to places of worship, which included visits for RE subject leaders to Guildford Cathedral, North-West Surrey Synagogue and Shah Jahan Mosque – all in Surrey. These sessions were very well-attended, and gave primary RE subject leaders a real insight into these three religious communities. Particular thanks go to SACRE faith members Sarah Harris, Jane Whittington & Kauser Akhtar for their input and warm welcome to 'their place', and to other SACRE members who joined us for these special



events. Feedback from subject leaders was overwhelmingly positive. After the training, two subject leaders (Clare Parsons & Dan Torjussen) wrote:

We thoroughly appreciated the opportunity to visit Guildford Cathedral, Weybridge Synagogue and Woking Mosque. The hosts in each venue were very welcoming, open and knowledgeable. We were given tours round each sacred building, shown religious artefacts and invited to ask questions. The hosts also explained how they would engage children on these tours and how they tailor visits to each group's needs: the emphasis is very much on education to develop mutual understanding - encouraging children of all faiths and of none to learn about and respect their own and each other's religions/religious views.

We came away with a much greater understanding of each faith and having had an invaluable interaction with local religious leaders and members of their communities. Our experience will encourage us to consider organising part-day visits to places of worship - probably in conjunction with another activity (e.g. art) in the same location; it has also enhanced our own knowledge and given us new ideas about how to deliver RE within the classroom.

The Surrey RE Website is now located within two sites. The Agreed Syllabus can be found on the Fronter portal at www.surreymle.org. The syllabus is available to download in Word or pdf format, as well as materials used during the programme of Entitlement Training, and subsequent RE subject leader sessions. There are many other useful documents included on this site, including SACRE information, and, in due course, this report. There is also a link on the front page to the Surrey Virtual Visits website, which enables schools to visit, virtually, Guildford Cathedral, North West Surrey Synagogue and Shah Jahan Mosque, Woking.

The Surrey Agreed Syllabus can now also be found on the [SACRE pages](#) of Surrey County Council's website, along with Surrey SACRE's documentation, including minutes and other key guidance documents. The Agreed Syllabus and SACRE guidance documents can also be found on the Babcock 4S website: <http://www.babcock-education.co.uk/4S/religious-education-in-surrey-schools>

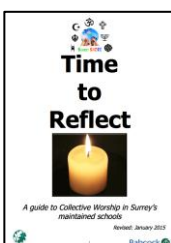
At the time of writing this report, the information found in the places of worship database, (formerly located at www.surreyplacesofworship.org.uk) is being moved to a new section on SCC's website called Surrey Community Info www.surreycommunity.info/spow/ It is an excellent tool for finding places of worship in and around Surrey.

1.4 Complaints concerning RE

No formal complaints were received under Section 23 of the Education Reform Act 1988 regarding Religious Education in Surrey schools.

2. COLLECTIVE WORSHIP

There have continued to be a number of queries from schools during the year about the nature of collective worship, especially how to discuss, in an inclusive manner, issues raised by parents.



Understanding and interpreting the legal requirements for collective worship has been the driving force behind SACRE's guidance document 'Time to Reflect', released to schools in March via the [SCC bulletin](#). Whilst the mandate for collective worship that is "wholly or mainly of a broadly Christian character" may, to many, seem narrow, it does in fact give schools a wide scope for variety and breadth, reflecting the religious and non-religious traditions of those who form a part of the school

community. As has already been mentioned, Ofsted confirms this in their School Inspection Handbook. Surrey SACRE hopes that 'Time to Reflect' will help schools, parents and governors to fully understand (and meet) the legal requirements for collective worship.

2.1. Determinations

Currently, only one Surrey school has a determination. In November 2011, SACRE renewed a determination for Sythwood Primary school for a period of five years, although as they are now an Academy, they no longer fall within SACRE's remit for reviewing their determination, but will have to apply directly to the Secretary of State for their determination.

New Monument Primary, whose determination had lapsed, has also converted to an Academy. Both schools have been contacted to inform them that they will have to apply to the EFA for any future determinations.

2.2. Complaints

No complaints were received under Section 23 of the Education Reform Act 1988 regarding Collective Worship in Surrey schools.

3. GENERAL

3.1. Links with other agencies - National

Surrey SACRE is a member of NASACRE (National Association of SACREs) and a representative attends national meetings. A representative also attends any regional meetings for SACRE. The Babcock 4S Adviser for RE is a member of AREIAC (The Association of RE Inspectors, Advisers and Consultants).

The Chair of Surrey SACRE attended the NASACRE AGM in May 2015 'Meeting the Challenge', at which Rt. Hon. Charles Clarke (former education secretary 2002-04) spoke about 'A new settlement for religion and belief in schools', an academic paper released in conjunction with Linda Woodhead and the University of Lancaster.

3.2. Governor Training

The role of the Governing Body in monitoring the coverage of the Agreed Syllabus is critical for the successful implementation of the Agreed Syllabus. Governors also have a key role in providing a challenge to schools to raise standards in specific areas and SACRE believes that this can have a significant impact on standards in RE. Schools are encouraged to identify a governor with specific responsibility for RE.

3.3. List of organisations to which SACRE report has been sent

Copies of the SACRE Annual Report are distributed to all maintained schools in the County with a request that governing bodies consider the report and take any appropriate action. A copy has also been sent to NASACRE and Surrey County Council.

3.4. Contacts

If you have any issues which you would like to raise with the Surrey SACRE, please contact Rachel Boxer, Associate RE consultant, and Adviser to SACRE via Vivian Stacey, Clerk to SACRE, by email: vivian.stacey@babcockinternational.com.

Additional copies of this annual report are available from Vivian Stacey, Clerk to SACRE, on 01372 834321 or email vivian.stacey@babcockinternational.com.

Appendix 1: SACRE Membership (as at December 2015)

Chair Mrs Margaret Hicks (SCC Member)
Vice-Chair Mrs Sarah Harris

Committee A – Other Faiths

Kauser Akhtar	Muslim
Carol Stokes (resigned April 2015)	Methodist
Peter Ward	Roman Catholic
Mrs Sarah Harris	Jewish
Rajendra Pandya	Hindu
Mr Inderjeet Singh Rehncy	Sikh
Dr Tony Wenman	United Reformed Church
Vacancy	Baptist
Kruawan Sookchaoren	Buddhist
Nabil Mustapha (Group Chair)	Baha'i
Jennie Johnson	Humanist (co-opted)

Committee B – The Church of England

Mr Shaun Burns	Southwark Diocese
Miss Jane Whittington (Group Chair)	Guildford Diocese
Canon Peter Bruinvels	Guildford Diocese

Committee C – Teachers

Vacancy	NAHT
Mrs Liz Esdon (Group Chair)	NASUWT
Deborah Drury	NUT
Lorraine Abbott	Secondary teacher rep.
Rosslyn Doney	Primary teacher rep.

Committee D – Local Authority

Mr Keith Taylor	SCC Member
Mr Colin Kemp	SCC Member
Vacancy	SCC Member
Mr Mike Goodman	SCC Member

Officers in attendance

Adrian Norton	Humanities Consultant Babcock Four S
Rachel Boxer (Adviser)	Associate Consultant for Primary RE Babcock Four S
Vivian Stacey	Clerk to SACRE Babcock Four S
Janice Taylor	Manager for REMA (<i>Race Equality and Minority Achievement SCC</i>)

Member Attendance at SACRE meetings:

	November 12 th 2014	Feb 4 th 2015	June 17 th 2015
Group A	70%	70%	70%
Group B	67%	67%	33%
Group C	50%	100%	75%
Group D	100%	75%	25%
Average:	72%	78%	51%