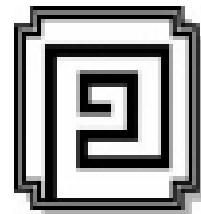
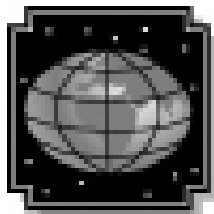
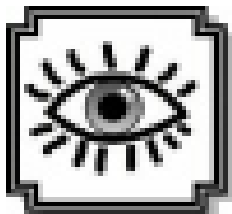




**SOMERSET STANDING
ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION**

**ANNUAL REPORT
2016-2017**



**SOMERSET STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**



(SACRE)

ANNUAL REPORT (2016-17)

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1 REPORT FROM CHAIR OF SOMERSET SACRE

The Somerset Religious Education syllabus, Awareness, Mystery and Value 2016 was introduced to Somerset schools in September 2016. This uses the pioneering "Essential Core" approach to assessment developed jointly by our RE Adviser Andy Midwinter and Chair of AREIAC, Dilwyn Hunt. In this, the focus of assessment is based around a summary of the main beliefs of each faith.

Following this, teacher training linked to the new syllabus has been attended by an unprecedented number of Somerset teachers - over 800. The new approach and "Essential Core" has been very positively received by all who attended, as recorded in feedback forms used at the time.

In conjunction with this, a body of exemplar lessons has grown to support the bulk of teaching at KS1 & 2. In the light of the severe budgetary constraints being experienced by the Local Authority this is no small achievement.

In the past year the Diocese of Bath and Wells has introduced Understanding Christianity and, with the expectation that its implementation will form a factor in coming SIAMS inspections, has expected all church schools to attend the training. This has affected half of all Somerset schools. The "essential core" Christianity component of the Somerset syllabus was adjusted in response to this in order to be compatible with the main Understanding Christianity outcomes.

Although the stated aim of Understanding Christianity is that it should support the local agreed syllabus, the evidence is that, for a significant number of Somerset Church Schools, the greater part of the Somerset Agreed Syllabus has been replaced by the Understanding Christianity outcomes. The difficulty has not been with the new "essential core" assessment document introduced at the last syllabus review, but with the old units of study which had remained unchanged and which many teachers have struggled to reconcile with Understanding Christianity.

We continue to be grateful to our gifted and active SACRE members for their commitment to Religious Education and Collective Worship in our schools. We are also thankful for the advice and unstinting on-going support of our RE Adviser, Andy Midwinter.

2 OVERVIEW OF ADVICE TO THE LOCAL AUTHORITY

The annually reviewed Development Plan (Appendix C) is the main means by which SACRE informs the local authority of its business. Schemes of learning to

support the new agreed syllabus were added to the syllabus website along with updates to guidance for schools on the SACRE website.

SACRE maintained its e-support for schools on two websites:

- www.sacre.somerset.gov.uk/ contains advice on assemblies and collective worship, spiritual development, Ramadan and links between RE, PSHE and Citizenship at Key Stages 1 and 2 (*Other Dimensions*). Guidance on Collective Worship, links between RE, PSHE and Citizenship at Key Stages 3 and 4 and Post-16 (*Further Dimensions*). The site also contains a sample RE policy document and an archive of SACRE newsletters as well as details of SACRE's membership and;
- <http://amvsomerset.org.uk/> , is a new site. It is easy to navigate and contains all the new information schools will need to apply the changes which were introduced following the syllabus review; including the assessment documents. The site contains statutory requirements for RE, the agreed syllabus programme of study plus new medium term plans, written by our own teachers.

3 RELIGIOUS EDUCATION IN SOMERSET SCHOOLS

Agreed Syllabus

An agreed syllabus, named '*Awareness, Mystery and Value 2016*', now online at <http://amvsomerset.org.uk/> was supported with additional documentation. Support materials will continue to be added.

Monitoring Standards in RE

SACRE's officers continue to monitor the impact of the agreed syllabus on RE, particularly through examination results, through a self-evaluation process and through visits to schools by SACRE members (see reports below).

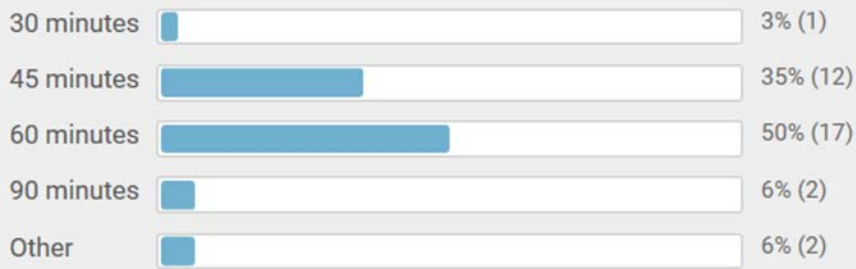
(a) SACRE Survey

(i) Primary

Towards the end of the school year, SACRE questionnaires were sent to all primary schools in the county. Unfortunately only thirty four schools responded. What follows is their responses to each question:-

1

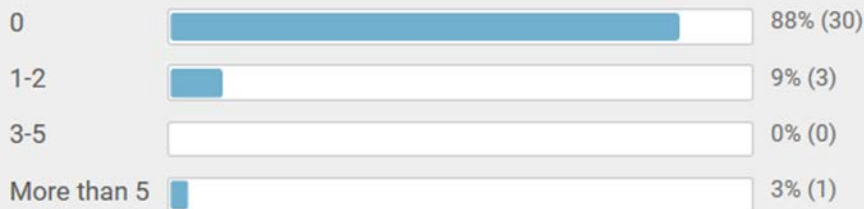
How many minutes of timetabled time is allocated to RE (on average) each week?



▶ [View responses](#) ▶ [Quick Report](#)

2

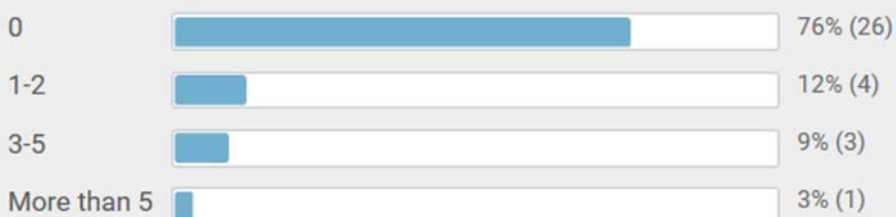
How many children are withdrawn from RE?



▶ [View responses](#) ▶ [Quick Report](#)

3

How many children are withdrawn from parts of RE?

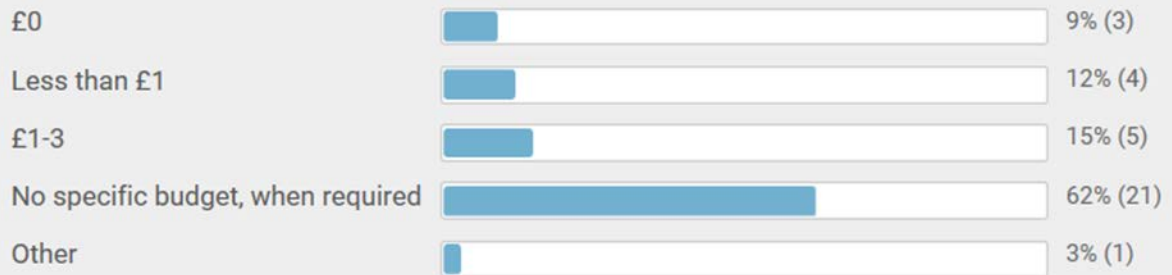


▶ [View responses](#) ▶ [Quick Report](#)

NB Questions 2 and 3 relate to how many pupils are withdrawn from all RE and some RE lessons respectively.

4

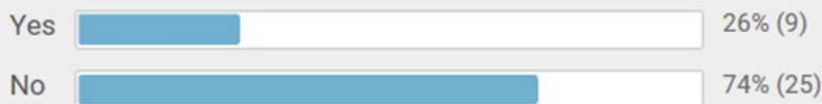
Approximately what is the annual budget **per pupil** for RE resources?



▶ [View responses](#) ▶ [Quick Report](#)

5

Is RE delivered by TAs or HLTAs in PPA time?



▶ [View responses](#) ▶ [Quick Report](#)

6

On a scale of 1 (= outstanding) 2 (= good) 3 (= requiring improvement) to 4 (= inadequate), how would you estimate the **quality** of RE within your school?



▶ [View responses](#) ▶ [Quick Report](#)

Question 7 referred to issues of training needs. Not surprisingly the perceived need to receive training in Christianity has been reduced to 13%; while training on the new syllabus remains high at 53%.

Question 10 offered the schools a chance to raise any further points. Overwhelmingly, these included requests for SACRE to help find visiting speakers and give advice about appropriate and meaningful places to visit. This seems to be a growing issue for schools, especially those in more rural areas. Some schools raised issue of 'overloading pupils with coverage of Christianity'.

The majority of schools provided more than 60 minutes (on average) per week. To achieve effective coverage of the syllabus, schools are required to allocate

36 hours in KS1 and 45 hours in KS2. Given that a term is 38 weeks long, this means that a significant number of schools are not fulfilling the requirements of the syllabus and therefore not fulfilling their statutory duty.

Three schools reported having pupils withdrawn from RE, though a significantly higher number (7) reported having pupils withdrawn for parts of RE. This again is a higher proportion than last year.

The majority of schools reported that, although there was no annual budget for RE resources, funding was provided as needed. That 19% schools reported spending less than £1 or nothing probably represent a squeeze on resources, but is nonetheless a concern.

Around a quarter of schools reported that RE was delivered by HLTAs or TAs on PPA time.

The vast majority (79%) of schools rated the quality of RE in their school as 'good'. No school rated their provision as inadequate, but three (9%) rated it as requiring improvement.

(b) SACRE Evidence from Ofsted

From September 2016 to August 2017 Ofsted (full, short and section 8) inspection reports were received on 60 primary schools and 13 secondary and middle schools. This is a significant increase on the previous year, when there were 23 primary schools and seven secondary or middle schools in total (and 45 the previous year). In primary schools 47 were judged 'Good', while 11 'Requires Improvement'. Two primary schools were judged 'Inadequate' and no primary school was judged 'Outstanding'. Of secondary schools, seven were judged as being 'Good'; while four were judged to 'Require Improvement'. Two secondary schools were judged 'Inadequate' and no school was judged 'Outstanding'.

This year, seven reports mentioned religious education (or the study of religions) specifically. At St Joseph's Catholic Primary School the school's leaders, governors and staff were commended for being, *"committed to making sure that pupils understand their faith and religious heritage. Pupils learn to respect the faiths of other people."* In St Lawrence's CofE Primary School, the pupils receive *"a well-rounded experience in science, technology and Religious Education."* Alluding to visits which clearly have an RE theme the inspector commented that, *"Pupils, in their kindness to each other and their respect for others' beliefs, show their increasing understanding of British values. Leaders have recognised the importance of pupils learning about life in Britain which contrasts with their rural environment. Now more activities and residential visits take place, for example to British cities. Leaders have ensured that pupils' spiritual, moral, social and cultural development is well supported."* At High Ham CE Primary the RE was singled out for praise, *"Pupils in every class enjoy stimulating learning experiences across the curriculum and have good opportunities to write about topics in religious education."* At Milford Juniors was praised for the quality of their SMSC provision, which included the pupils' understanding of world religions. The report says, *"The curriculum is further*

enhanced by the strong attention the school gives to promoting pupils' spiritual, moral, social and cultural development. Inspectors saw this, for example, in the range of information around the school on ecological issues and displays about different religions."

At secondary level Sexey's was praised for the achievement their pupils achieved in religious studies, *"Pupils achieve well in a range of subjects, including English, French, history and religious studies."* At Haygrove pupil achievement in religious education was highlighted by the inspector, *"Pupils achieve well in a range of other subjects, such as history, religious education, physical education, art, music and photography."*

However, Ofsted did heavily criticise some schools that were not fulfilling their statutory duty. The Leadership and Management of King Alfred's School was heavily criticised for failure to prepare pupils for life in modern Britain. The report states, *"The preparation of pupils for their lives in modern Britain has some gaps in coverage. For example, although religious education has been reorganised in different key stages, it does not currently ensure that statutory requirements for the teaching of religious education are fully met."* To improve the report says that the school needs to ensure *"compliance with the statutory requirements for the teaching of religious education"*.

It is perhaps not surprising given the number of short inspections that RE is not specifically mentioned in reports. Given that Ofsted has recently been criticised for failing to mention any subjects, apart from English and Maths. Geoff Barton (Gen Sec of ASCL) argued it was, *"probably a sign of how accountability has narrowed our focus on the curriculum so much. Reading and writing and maths dominate so absolutely"*. In a recent study of secondary Ofsted reports, History, geography and music were mentioned in less than 5% of reports. At primary level RE were mentioned in only 3% of reports (same as languages). History and geography were mentioned even less. This is of course significant for SACRE because it means, as Ian Hartwright, a senior policy adviser with NAHT said, *"The inspection itself is only two days, or one day. I think the nature of inspections has focused quite narrowly on measurable data indicators. The nature of what the government says, and how it ranks schools in league tables – these things are driving schools, driving the curriculum."*

However, some recent Ofsted reports do draw attention to other subjects, usually anonymously, that are not receiving the same kind of treatment as the core ones. Most of the blame for this is directed at the subject leaders who are accused of not tracking progress sufficiently and not having the skills necessary to monitor other teachers delivering their subject. However, it is argued, 'schools will understandably allocate roles for English and Maths to their strongest teachers', and channel funding for training accordingly. It is therefore unsurprising if subject leaders, such as RE Coordinators, do not have the same level of monitoring and tracking skills as their colleagues.

Nevertheless, chief inspector Amanda Spielman has expressed her concerns that school leaders who "prioritise a narrow range of subjects at the expense of delivering a broad and rich curriculum." The HMCI has criticised school leaders who, she suggests, 'prioritise a narrow range of subjects at the expense of

delivering a broad and rich curriculum'. This concern about the content of the curriculum and the range of skills and experiences that children are now receiving is filtering into more recent inspection reports. Any school that is expecting an inspection should make sure that it has the means in place to demonstrate that the drive for standards in the basics has come at the cost of interest in other subjects, such as Religious Education.

(c) Examinations and Certificates in Somerset Secondary Schools

In total 1,938 pupils took GCSE Religious Studies in 2017. This is a decline from 2016, when 2,059 pupils took the full qualification (a 6% drop in numbers). In all 24 secondary schools entered pupils for the Religious Studies. Of those entering significant numbers, Court Fields entered 115, Heathfield Community 221 students, Holyrood Academy 172, The Blue School 109, The Castle 234, King Alfred 75, Kings of Wessex Academy 280 and Wadham. In contrast, Crispin Academy, Preston, Robert Blake, Sexey's, St Dunstan's, West Somerset College and Whitstone all entered less than 10 students for GCSE Religious Studies.

In terms of results 22% achieved A/A*. This is slightly lower than last year (23.3%). However, as in previous years, this is well below the national average, which is 30.8%. There has therefore been a widening in the performance between LA and national A*/A grades from 5% in 2016, to 8.8% in 2017. The percentage of students achieving A*-C was 63%, which is lower than 2016 (which was 66.7%). Once again this is considerably lower than the national average which was 72.7% (almost 10% higher).

On the whole the numbers and achievement of pupils taking GCSE RS in Somerset has continued to slide. The short course data was not provided for this report, so I am unable to report on either numbers or achievement in this qualification. We are due to undertake our secondary questionnaire at the end of this academic year which may afford us the opportunity to drill further into this decline. For example, there was a fear that with the introduction of the EBacc, students, who based on prior attainment should perform well in GCSEs, will be persuaded not to take RS. We should try to explore if this has indeed happened.

There was a wide range of average point scores (APS) amongst schools. To a large extent this can be explained by the numbers being entered. Basically in schools where students opted for the subject, the higher the average point score. For example, in Frome College the APS was 6.2 (average grade in RS was a B), with a cohort of 23; Kingsmead Academy had an APS 5.6 (C), with a cohort of 42. Taunton Academy achieved an APS of 5.3, with 54 entries. Whereas Buckler's Mead had a cohort of 191 but had an APS of 3.3. However, bucking this trend was Kings of Wessex, who achieved 5.7 APS with an entry of 280 pupils. Heathfield also did well with an APS of 4.2 with a 221 entry.

We have yet to see if the new GCSE specifications, with its increased academic rigour, will have further negative impact upon numbers and/or grades. We are due to undertake another secondary questionnaire next year and it will be

useful to clarify if in those schools (in which students are not taking an examination), students are studying non examination RE in KS4.

This year, 74 students took A Level RS, which is a slight increase from the 63 who took the exam last year. Nationally there has been a 3% decrease in the number of students taking RS A Level. Perhaps not surprisingly there has been a dramatic reduction in students taking AS of 53%. Of the 74 who took the examination, most came from just three schools: The Kings of Wessex Academy (26), Frome Community College (16) and The Blue School (25). The Kings of Wessex Academy achieved 30% A*/A, Frome College 13% and the Blue School 33%; which compares to the national average of 23.5%. The numbers for those achieving A*-C was: The Kings of Wessex Academy 70% Frome Community College 69% and The Blue School 81%. The national average for A*-C was 80.4%. The other schools entering students were: Holyrood Academy (2) and Wadham (6) and King Alfred (3). It remains to be seen, given the pressures on post 16 funding, whether these schools will be able to justify such low numbers in the future.

Overall, there are some positives to take from last year's KS5 results. The numbers entered at A Level have gone up slightly, bucking the national trend. The percentage of students achieving A/A* in Somerset reflects the national average. . The number of students taking A level at Frome has risen considerably.

We will need to continue to monitor the effect upon entries and results, if any, of the more academically rigorous and linear A levels introduced this year and the decoupling of the AS from the A level.

4. COLLECTIVE WORSHIP AND SPIRITUAL DEVELOPMENT IN SOMERSET SCHOOLS

Policy Statements and Advice for Schools on RE and Collective Worship

SACRE's guidance on collective worship contains advice on legal requirements, spiritual development, a rationale and policy exemplar for collective worship in schools, ideas for planning and using themes in collective worship and guidance for using visitors to lead assemblies. There is also an extensive list of websites that can assist in planning and resourcing collective worship.

The guidance can be found on the Somerset SACRE website at: <http://www.sacre.somerset.gov.uk>

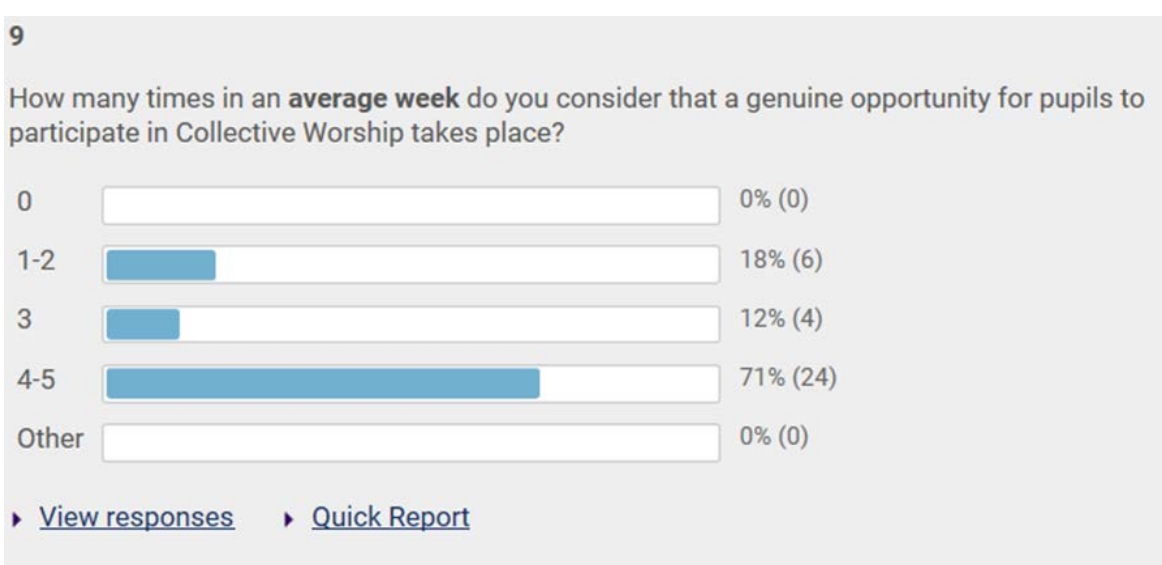
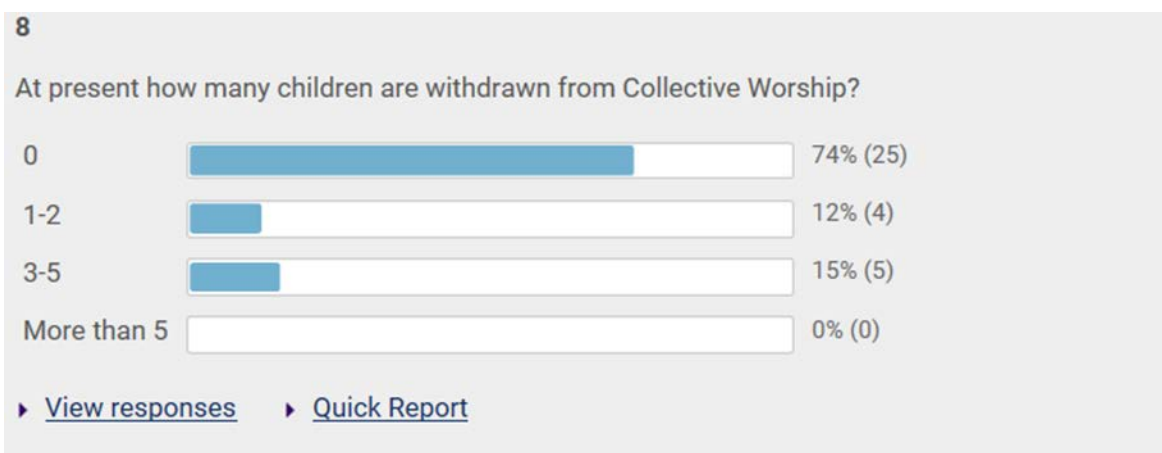
The Governors' Guide to RE and Collective Worship in Somerset schools has also been published on the governors' website and in the 'Network' magazine.

Monitoring the Provision of Collective Worship

(a) SACRE Survey

Responses from SACRE questionnaires to primary schools in the county revealed that nine schools have one or more pupil withdrawn from acts of

collective worship by their parents. This is considerably higher than in previous years. The rest had no withdrawals.



Some schools requested contacts for speakers to visit for collective worship

All the schools reported that there was a genuine opportunity for pupils to participate in an act of worship 4-5 times a week. But six schools said this happened just once or twice a week.

(b) Evidence from Ofsted

As in previous years, assemblies and collective worship is rarely mentioned in reports. Assemblies are mentioned 3 times and but collective worship not at all. Where it is mentioned it is used as evidence for SMSC. However, unlike previous years the use of visitors from religious communities is barely mentioned. Often assemblies are mentioned for their ability to celebrate the schools' values.

5. SOMERSET SACRE PARTNERSHIPS

Partnership with the LA

Somerset SACRE is supported by the LA in a number of different ways:

- a senior LA Officer (David Farrow) attends SACRE meetings and supports the SACRE Development Plan;
- an Associate Adviser (Andy Midwinter) has a number of allocated days to professionally advise Somerset SACRE;
- Somerset SACRE also benefits from clerical administrative support (James Mitchell-Cassell);
- The LA also supports Somerset SACRE through the designated SACRE budget and supporting the SACRE Development Plan.

Local

Somerset SACRE members were amongst those who attended the Southwest SACREs' conference held at Dillington House, Ilminster, on 7 March 2016. The conference featured a keynote address by Rudolph Elliott, the Chief Executive Officer of Religious Education (REC) on 'RE Now and the Future?' and a series of workshops and presentations on RE and collective worship. Members attending were Cllr Frances Nicholson; Cllr Christine Lawrence; Cllr Hazel Prior-Sankey; Mike Strange; Mike Keogh and Andy Midwinter.

Somerset SACRE also works in partnership with the Diocese of Bath and Wells.

6. SACRE ARRANGEMENTS

Meetings of the Somerset SACRE 2015 - 2016

Three meetings were held, all beginning with a short period of silence for members to reflect on current local, national and worldwide issues.

Meetings were held on 3rd November 2016 (at Heathfield Community School); 21st February 2016 (at Creech St Michael Baptist Church) and on 15th June 2016 (Bishop Fox's School).

Throughout these meetings, members discussed and contributed to the following issues and initiatives:

- a review of the AMV syllabus and development of assessment documents which focus on the essential core of each religion; which needs to be assessed in each Key Stage (KS1; Lower Key Stage 2; Upper Key Stage 2; Key Stage 3).
- the training to be provided to schools
- the development of new exemplars, written by teacher working parties.
- issuing questionnaires to all schools in order to support the monitoring of standards in RE and collective worship across the LA;
- monitoring the quality and provision of RE and Collective Worship through analysis of questionnaires and Ofsted reports;
- promoting and judging the annual Barbara Agutter Award for religious education and considering how to link this to celebration events.
- supporting the Learn Teach Lead RE initiative sponsored by the Jerusalem and Matthias Trust
- the Church of England's 'Understanding Christianity' project and its relationship with the new AMV syllabus;
- ensuring Somerset's teaching and faith communities are as fully represented on SACRE as possible;
- supporting the Southwest area SACREs' annual conference;
- reviewing, auditing, supplementing and considering the location of the SACRE resources collections;
- engaging with the Anne Frank Award;

Training Activities for SACRE Members and Governors

By joining SACRE, members are able to experience short information sessions provided by individual members on aspects of their representative group.

There was no annual conference this year due to the extensive training undertaken the year before. Moreover, many of our schools were due to attend training on Understanding Christianity resource for schools.

Appendix A SUMMER EXAMINATIONS

Tables of GCSE Short Course Religious Education and GCSE Full Course Religious Studies results

GCSE RS FULL COURSE	ENTRIES ¹	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %
2017 (24 schools)		20%		41%		61%	39%				100%
2016 (25 schools)	2,059	6.3	17.3	24.5	18.6	66.7	14.5	8.5	2.9	2.9	97.5
2015 (24 schools)	2,106	7.5	16.4	24	19.3	67.5	14.2	8.5	2.8	1.5	98.3
2014 (21 Schools)	2,137	5.9	17.4	23.6	19.7	66.6	12.1	9.1	5.8	3.9	97.4
2013 (23 schools)	2,250	9.4	19.6	23.6	19.7	72.3	12.9	7.6	4.4	2.0	99.2
2012 (24 schools)	2,080	10	20.7	22.5	19.6	72.8	11.2	7.5	4.4	2.5	98.4
2011 (23 schools)	1,678	9.1	20.4	24.9	19	73.4	12.6	7	3.7	2.3	99.0
2010 (15 schools)	946	7.7	15.5	25.3	22.7	71.2	13.6	7.6	4.4	2.0	98.8
2009 (18 schools)	1,151	6	15	24	21	66.0	15	9	6	3	99.0
2008 (19 schools)	899	8.9	14.6	21.1	19.2	63.8	14.7	10.5	6.1	3.6	98.7
2016 (England)	252,022	9.3	18.1	23.7	19.0	70.2	12.4	7.5	4.7	2.7	97.7

GCSE point score: A* = 8; A=7; B=6; C=5; D=4; E=3; F=2; G=1; U=0

GCE Religious Studies A Level

GCE A LEVEL	TOTAL	A*/A %	A*-C %	Tot. A*-E %
2017 6 Schools	74	17 (23%)	52 (70.2%)	73 (98.6%)

¹ Some schools enter Year 10 as well as Year 11 students for GCSE RS.

GCE A LEVEL	Male	Female	TOTAL	A* %	A %	B %	Tot. A*-B %	C %	D %	E %	QCA Av Pts
2016 (6 schools)	n/a	n/a	68	4.7	15.0	29.9	49.5	29.9	12.1	7.5	34.4
2015 (7 schools)	56	75	131	7.6	9.9	26.0	43.5	26.0	17.6	10.7	214
2014	20	46	66	13.6	15.2	22.7	51.5	31.8	13.6	3.0	232.3
2013 (6 schools)	21	30	51	9.8	23.5	33.3	66.6	27.5	5.9	0	241.2
2012 (6 schools)	13	43	56	3.6	25	28.6	57.2	23.2	10.7	8.9	228.2
2011 (6 schools)	14	28	42	2.4	21.4	50	73.8	11.9	9.5	4.8	234.3
2015 (National)	n/a	n/a	22079	5.6	18.5	30.3	54.4	30.3	13.7	5.0	35.6

QCA Points: A = 270; B = 240; C = 210; D = 180; E = 150; N/U = 0

Appendix B RESOURCES

Collections of RE books and artefacts for Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism are held at the following RE resource bases in Somerset:

School	Town	Telephone
Brent Knoll Primary	Brent Knoll	01278 760546
Critchill Special	Frome	01373 461837
Elmwood Special	Bridgwater	01278 422866
Fairmead Special	Yeovil	01935 431834
Horsington Primary	Horsington	01963 32132
Knights Templar Primary	Watchet	01984 634385
Street Learning Support Centre, Brookside School	Street	01458 443340

Collections of artefacts for Hinduism, Islam and Judaism were held at the following RE resource bases in Somerset:

School	Town	Telephone
Hatch Beauchamp Primary	Hatch Beauchamp, Taunton	01823 480616
Kingsmoor Primary	Bridgwater	01278 683371

Materials to support RE are also available from the Diocesan Resource Centre, The Old Deanery, Wells, (Tel: 01749 670777) and the Resources 4 Learning Centre at Bridgwater (Tel: 01278 421015).

The Schools Library Service (based at Resources 4 Learning) will deliver materials to and from each of these centres free of charge to schools buying into the service via 'SSTEP'.

Another useful source of RE-related material is the Museum Service in Taunton (01823 355510).

Appendix C

SOMERSET SACRE DEVELOPMENT PLAN 2016 – 2017

Priorities for Somerset SACRE

Somerset SACRE has identified seven priorities for action for the school years 2016-17. These are in line with SACRE's main aim 'to provide high quality support and advice on RE and collective worship for the benefit of all Somerset children and young people.'

The priorities are time limited and costed, linked to the Children & Young People's Plan and monitored and reviewed on an annual basis. They are:

- a) Promotion of the locally agreed syllabus, including with academies, free schools and other local authorities, including the use of Philosophy for Children (P4C) and further exemplar schemes of learning.
- b) Supporting use of the RE adviser for carrying out SACRE business.
- c) Monitoring schools' RE and collective worship through the schools' questionnaire. This is to be developed to offer schools and online version and be sent to all schools.
- d) Offering professional development for SACRE members, governors, teachers and headteachers, and providing guidance on RE schemes of learning and effective planning and assessment.
- e) Drawing attention to SACRE's work, e.g. through the RE Celebration Day and the annual Barbara Agutter Award: in any local government re-organisation SACRE must be recognised as a core service.
- f) Considering the impact and effectiveness of recent SACRE publications.

More detailed points for action, based on these priorities are spelled out in the full Development Plan published on the SACRE website at www.sacre.somerset.gov.uk

Appendix D

SACRE MEMBERSHIP 2016-2017 Academic Year

Number of SACRE meetings attended (max = 3)

Group A

Representatives of Christian Denominations and Other Religions

Mrs Elizabeth Antliff-Clark	Roman Catholic	3
Vacancy	Methodist Church	0
Mrs Ann Barry (until Feb 2017)	Baptist Union of Great Britain	1
Mr Leonard Daniels	Jewish Community	2
Mr Mike Keogh	Buddhist Community	2
Vacancy	Muslim Community	0
Vacancy	Hindu Community	0
Vacancy	United Reformed Church	0
Mr Richard Salter	Quaker Community	3
Mr Mike Strange (Chair)	Independent Churches	3

Group B

Representatives of the Church of England

Mrs Pauline Dodds	Diocese of Bath and Wells	2
Ms Charmian Roberts (until Feb 2017)	Church of England	1
Ms Liz Coton (from July 2017)	Church of England	1
Mr Edward Gregory	Church of England	0
Mr Mike Jory (from July 2017)	Diocese of Bath and Wells	1
Mrs Helen Miller	Church of England	2

Group C

Representatives of Teachers Associations

Mr Niel Apps	National Union of Teachers	2
Mr Nick Gilding	Somerset Association of Primary Headteachers and Officers	3
Mrs Mary Lockwood	Association of Teachers and Lecturers	3
Ms Louise Southgate	National Association of Schoolmasters/ Union of Women Teachers	3
Vacancy	Somerset Association of Secondary Heads	0
Mr Ralph Bullock (Vice-Chair)	National Association of Head Teachers	2
Mr Tony Blackshaw	Somerset Governors Strategy Group	1

Group D

Representatives of Somerset Local Authority

Mrs Frances Nicholson (Vice-Chair)	County Councillor (Conservative)	2
Mrs Christine Lawrence	County Councillor (Conservative)	2
Mrs Hazel Prior-Sankey	County Councillor (Lib Dem)	3

LA Advisers and Officers

Mr Andy Midwinter (from March 2015)	Associate Adviser	3
Mr Dave Farrow	Children's Services Commissioning	3

Co-opted

Ms Liz Payne-Ahmadi	Humanist	2
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Appendix E

CIRCULATION LIST FOR THIS REPORT

- The Secretary of State for Education;
- Her Majesty's Inspectors (OFSTED);
- The National Association of SACREs;
- Cllr Frances Nicholson, Somerset County Council;
- Ian Liddell-Grainger MP, Bridgwater & West Somerset;
- David Warburton MP, Somerton & Frome;
- Rebecca Pow MP, Taunton Deane;
- James Heapey MP, Wells;
- Marcus Fysh MP, Yeovil.

A pdf copy has been emailed to the National Association of SACREs (NASACRE) at: memsec@nasacre.org.uk

The following individuals/organisations have been made aware that this report is available on the SACRE Active Website, at: www.sacre.somerset.gov.uk

- members of Somerset SACRE;
- elected members of Somerset County Council;
- all Somerset County and Voluntary Controlled schools;
- Somerset Colleges of Further and Higher Education;
- all governors of Somerset schools (via the Governor Services website).

For further information about SACRE, this and other SACRE publications, please contact:

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Somerset TA1 4DY

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