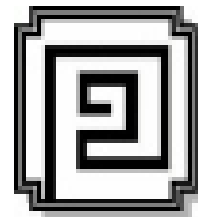
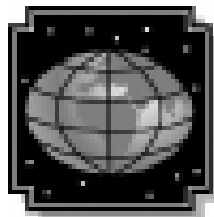
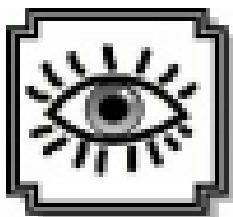




**SOMERSET STANDING
ADVISORY COUNCIL
ON
RELIGIOUS EDUCATION**

**ANNUAL REPORT
2015-2016**



**SOMERSET STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION**



(SACRE)

ANNUAL REPORT (2014-15)

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1 REPORT FROM CHAIR OF SOMERSET SACRE

This year the new Somerset Religious Education syllabus, Awareness, Mystery and Value 2016 was introduced to Somerset schools. 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 which was produced with the help of Somerset SACRE faith representatives and others. When used in conjunction with the recommendations of the New National Curriculum to "slow down, do less, go deeper, no child left behind", this has profound implications for the way that the subject is taught. The new syllabus was launched using a new website and includes, among other things, a wide range of new exemplar lessons written by Somerset teachers to exemplify the new teaching approach and materials.

In conjunction with the launch of the new syllabus an unprecedented number of training opportunities of various kinds were offered which were attended by around 700 Somerset teachers. Comments from the teachers about the new syllabus and teaching materials were without exception very positive. Early evidence is that there has been a resultant raising of standards in the quality of RE provision in Somerset schools.

The national devaluation of the value of the Religious Education GCSE Short Course has resulted in a fall in students taking these previously popular examinations as well as a decline in the number of trained RE professionals teaching in Somerset Schools.

The financial crisis faced by our local authority has also resulted in a 20% reduction in the future budget of Somerset SACRE. Coming after the previous reductions Somerset SACRE has reached the point where it will struggle to fulfil its statutory obligations.

I 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 schools within the Taunton and Deane and West Somerset districts.

17 responses were received from across the range of primary schools. Of these four schools reported providing 50 minutes or less of RE on the timetable each week. Three schools reported delivering 2 hours or more.

The majority of schools reported that, though there was no annual budget for RE resources, funding was provided as needed. Of the rest, schools reported that the budget was between £1 and £4.

Only one school reported that there were children being withdrawn from all of RE by their parents. That school reported that 4 pupils were being withdrawn. Although three schools reported that children were being withdrawn for part of their RE. Only one of the schools reported having to persuade parents not to withdraw their pupils from RE. The reason given was because the dominance of Christianity in the curriculum at the expense of other faiths. No school reported an *increase* in concern from parents about the content RE curriculum.

All schools had an RE leader. The vast majority of schools reported that RE was being taught by classroom teachers. All but one of the schools had attended the various training events organised by the LA to inform schools about the changes to the AMV syllabus. Six schools had contacted the RE Adviser for advice about a range of issues from the clarification about the syllabus, assessment or engaging teaching strategies.

All but one school (an academy) felt they were fulfilling their legal requirement. That school felt that pressures from other national curriculum subjects was forcing them to cut the time allocated for RE down to 30 minutes a week. They have reported that they intend to rectify this situation in the coming academic year.

Those who identified concerns with their delivery identified access to good speakers from different faiths as a major issue. One said they needed advice regarding places of worship to visit. Three school made very positive (and unsolicited) comments about the new AMV assessment documents which has “provided focus to their teaching”.

(b) SACRE Evidence from Ofsted

From September 2015 to August 2016 Section 5 Ofsted inspection reports were received on 13 primary schools and five secondary or middle schools in total. There were also 12 Section 8 short inspections for good schools. Of these 10 were primary and two were secondary. (This compares to a total of 45 section 5 reports last year.)

This year, five reports mentioned religious education specifically. At Wookey Primary the school is commended promoting “mutual respect and other values such as honesty” in RE and assemblies. The report says that, “These are further developed in Religious Education lessons and also promote pupils’ understanding of British values and the diverse cultures that exist in modern Britain.” RE is also mentioned for giving pupils the opportunity to talk “knowledgeably” about values in RE. In Wellesley the report say the pupils at the school “develop a good understanding of other faiths and cultures through a well-structured approach in Religious Education and assemblies”. Both of these illustrate when RE is specifically mentioned it is in the context of either developing SMSC or the teaching of British values.

However, at West Somerset College the report identifies RS as a subject in which pupils make “good progress”, (together with other subjects). At Oakfield RE was identified as one of three subjects in which “questioning was used effectively by the teacher to promote pupils’ understanding...”

However, RE is also identified critically. At Evercreech inspectors reported that expectations of writing were not as high in RE. Specifically, “the opportunities to write extended pieces of work ...are limited” in RE (and history). One of the areas in which the school needs to improve is to provide “more opportunities for pupils to learn about religions other than Christianity”. Indeed the report identifies this as one of the reasons the school is not yet outstanding: “The curriculum is not sufficiently developing pupils’ understanding of the

multicultural and multi-faith aspects of British values.” At West Somerset College, the report says that a “good range of activities promote SMSC development...However, no audit of this has been undertaken leading to gaps in pupils’ understanding of a range of different cultures.” So once again inspectors have been prepared to criticise schools for failing to develop pupils’ understanding of different religions.

In one school, Milford Infants, a short inspection identified that an area for improvement from the previous inspection was to “improve the promotion of pupils’ understanding of faiths and cultures.” The inspector felt that the links the school made with schools in China and France and a survey of parents who felt their “children are taught to respect people from different backgrounds and religions” was sufficient evidence that the school had acted upon this. No mention was made of RE.

Despite not mentioning RE by name, the subject content is praised in other reports for contributing to the Spiritual, Moral, Social and Cultural development of pupils and preparing pupils for life in modern Britain. For example in West Huntspill the report says that, “The school takes positive steps to widen pupils’ understanding of different cultures and religions. This helps to prepare pupils well for life in modern Britain.” At Stanchester Academy, “Pupils’ spiritual, moral, social and cultural education is well planned and well led. Pupils are courteous to each other and show tolerance and understanding of different backgrounds and faiths. Leaders are aware of gaps in pupils’ understanding of different cultures in Britain. Well-thought out plans are in place to address this.”

However, in comparison with previous years there was significantly less reports which identified of RE as a subject through which schools deliver SMSC and British values. Other areas of school life is being used as evidence for both. For example at Ilchester “Pupils are encouraged to develop the qualities required to live in a multicultural, democratic society: for example, by expecting to share decision-making about the school behaviour policy, or taking part in an open election for house captains.” At East Huntspill pupils are prepared for life in modern Britain by “learning about democracy when electing the school council and helping to make decisions about which new reading books to buy.” Often SMSC is achieved by the development of values such as respect and tolerance. These are sometimes linked with current affairs, such as at Bruton where, “pupils demonstrate an insightful awareness of current ethical and moral issues.”

Overall, RE and/or its content was mentioned in significantly less reports this year than in recent years. However, inspectors are still prepared to highlight inadequacies specifically in RE when required, but also praise the schools RE provision where relevant. Where this happens, RE is often linked to helping prepare pupils for life in multicultural Britain. .

(c) Examinations and Certificates in Somerset Secondary Schools

In total 2,341 took GCSE examinations in Religious Studies in Key Stage 4 (Full and Short Course) in 2016. The numbers taking full course was 2,059, which is a slight reduction from the 2,106 who took the examination in 2015. This reflects

the national pattern where numbers of students taking full GCSE RS has remained fairly static. This means that 45% of students in the county took a GCSE (Full or Short) in RS in 2016.

Some schools are entering almost their entire cohort for Full GCSE: Court Fields School; Heathfield Community School; The Castle School; Kings of Wessex Academy and Wadham School all entered over 90% of their year 11 cohort. Buckler's Mead Academy, Holy Rood Academy and The Taunton Academy all entered over 80% of their year 11 cohort.

The total number taking short course fell to 282. This is down from 682 in 2014. In 2013 the number was 2,024. This represents a fall of 83% in three years. The vast majority of these entries come from just 3 schools: Frome College (167 NOE), Sexey's (63 NOE), and Kings Arthur's (39 NOE). Other schools had individual entries. However, take up of the GCSE RS short course in England fell by 47% nationally over the same period to 53,093 entries (from 99,661). It remains to be seen if the new specifications, due to be examined in 2017 will impact upon the number of entries.

In terms of Full GCSE results 6.3% in 2016 achieved A* compared with 7.5% in 2015. The national average for 2016 is 10.3%. The percentage of students achieving A/A* was 23.3%, which is comparable to 2015 (24%), but still below the national average of 29.3%. The percentage of students achieving A*-C was 66.7% in 2016, which below the national average of 70.2%.

On the whole, the number and attainment of students taking full course in 2016 is comparable to the figures for 2015, but (as in previous years) remains stubbornly below the national average. More significantly is the huge variation in numbers being entered across the county's secondary schools. Clearly some schools have made RS compulsory in KS4, while others have made it an option subject. The rapid decline in those taking Short Course RS has meant that the number of students taking an examination has sharply declined over recent years. We have yet to see if the new GCSE specifications, with its increased academic rigour, will have further negative impact upon numbers. 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.

Nevertheless, some schools are achieving excellent GCSE results. Of particular note are Frome College, where almost 17% achieved A* and almost 86% achieved A*-C of the 71 students entered. Kings of Wessex continued to do well, with 10.7% achieving A* and 82.6% achieving A*-C of their 253 entries. Kingsmead Academy (38 NOE) and the Blue School (96 NOE) also achieved over almost 95% of their entries achieving 5 A*-Cs.

Interestingly, the Castle School entered seven of its KS4 students for AS level with mixed results.

This year, 68 students took A Level RS, which is a significant decrease on the 83 who took the exam last year. Nationally there has been a 9% increase in the number of students taking RS A Level. It also reflects retention rate between AS

and A level of 59%, although this is in line with the national average of 60%. Of the 68 who took the examination, most came from just two schools: The Kings of Wessex Academy (26) and The Blue School (25). The Kings of Wessex Academy achieved 34.6% A*/A, and the Blue School 32%; which compares to the national average of 23.7%. The other schools entering students were: Frome Community College (5); Holyrood Academy (1) and West Somerset College (4). 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.

A total of 133 was entered for AS Religious Studies. This is up from the 115 entries made last year. Nationally the numbers entered for AS fell by 4%. The schools entering most students were Frome College (26); The Blue School (49) and Kings of Wessex Academy (32). The Kings of Wessex Academy achieved 46.9% of students achieving A/B, while the Blue School 53.1%. The National average was 45 %.

Overall, there are some positives to take from last year's KS5 results. The numbers entered at AS Level have gone up slightly. The number of students taking AS at Frome has risen considerably. Hopefully this will translate into higher entries for the A Level next year.

We will need 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 within Taunton Deane and West Somerset districts revealed that three schools have one pupil being withdrawn from acts of collective worship by their parents. The rest had no withdrawals.

All the schools received frequent and regular support from local ministers of religion. The frequency ranged from three times a year to once a week.

Almost 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 three schools said this happened just once a week.

All but one school considered that the quality of pupils' experience was at least 'good'. In two schools considered it to be 'outstanding' overall. In one school it was considered outstanding, except when the local minister took the assembly; when it was rated as a two! No school judged provision to be inadequate.

(b) Evidence from Ofsted

From September 2015 to August 2016 Section 5 Ofsted inspection reports were received on 13 primary schools and five secondary or middle schools in total. There were also 12 Section 8 short inspections for good schools. Of these 10 were primary and two were secondary. (This compares to a total of 45 section 5 reports last year.)

As in previous years, assemblies and collective worship is rarely mentioned in reports. Assemblies are mentioned 4 times and collective worship once. Where it is mentioned it is used as evidence for SMSC. However, unlike previous years the use of visitors from religious communities is not mentioned as often. One exception was Evercreech where "a member of the local clergy led a moving act of collective worship..." In Creech St Michael assemblies were used as evidence of how well the school provides for SMSC, where the inspector observed an assembly in which pupils were encouraged to reflect on the quality of resilience.

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 Keown 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 5th November 2015 (at Preston School); 4th February 2016 (at Creech St Michael Baptist Church) and on 23rd June 2016 (at Taunton Quaker Meeting House).

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.
- the construction of a new website for the RE AMV syllabus.
- issuing questionnaires to a selection of 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
- 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.

The annual summer conference for governors, RE coordinators, headteachers and SACRE members held at Creech St Michael Baptist Chapel on 9 June 2016, launched the revised syllabus, was well supported. Andy Midwinter, the RE Adviser to SACRE delivered the keynote presentation, entitled "An Ethic of

Excellence in RE". SACRE Chair, Mike Strange also assisted the second keynote with an explanation of the AMV review of how the syllabus has been adapted to meet the needs of the 'without levels' agenda. Other workshops were provided by: Andy Midwinter on using the new levels and their application in the secondary school; Katherine Taylor on "Using Godly Play"; Tony Blackshaw on how governors can support good RE and Collective Worship; Sue Martin, Jenny Raynor, Charmian Roberts and Penny Jerrard shared the exemplars they have produced to support the revised syllabus; and Mike Strange on teaching Judaism.

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 %
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

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

GCSE Religious Studies Short Course

GCSE RS SHORT COURSE	ENTRIES ¹	A* %	A %	B %	C %	Tot. A*-C %	D %	E %	F %	G %	Tot. A*-G %
2014 (15 schools)	682	2.0	4.8	13.7	23.9	43.9	19.6	12.7	9.9	6.7	92.8
2013 (27 schools)	2,024	3.1	8.8	13.5	19.1	44.5	16.3	14.3	10.8	7.0	92.9
2012 (27 schools)	2,549	3.2	9.2	15.3	17.7	45.4	16.3	14.1	10.9	7.9	94.6
2011 (25 schools)	3,202	2.2	9.7	16.9	19.6	48.4	17.4	14.2	9.1	6.2	95.3
2010 (26 schools)	3,041	2.4	8.7	16.2	20.7	48.0	16.9	15.3	9.6	6.9	96.7
2009 (25 schools)	2,823	3	11	16	21	51.0	15	14	11	7	98.0
2008 (24 schools)	3,075	2.9	9.4	17.3	22.3	51.9	15.0	13.5	9.9	6.8	97.1
2014 (England)	51,649	7.4	12.2	18.8	18.3	56.7	14.9	11.4	7.8	5.0	95.8

GCE Religious Studies A Level

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 2014 – 2015

Priorities for Somerset SACRE

Somerset SACRE has identified seven priorities for action for the school years 2014-15. 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.
- 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 2014-2015 Academic Year

Number of SACRE meetings attended (max = 3)

Group A

Representatives of Christian Denominations and Other Religions

Mrs Elizabeth Antliff-Clark	Roman Catholic	2
Ms Alison Innalls (until June 2016)	Methodist Church	0
Mrs Ann Barry	Baptist Union of Great Britain	2
Mr Leonard Daniels	Jewish Community	2
Mr Mike Keogh	Buddhist Community	2
Ms Seema Thafader (until Feb 2016)	Muslim Community	0
Vacancy	Hindu Community	0
Ms Megan Boucher (until Sept 2015)	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	Church of England	3
Mr Edward Gregory	Church of England	0
Mr Mike Tedstone (until Feb 2016)	Diocese of Bath and Wells	0
Mrs Helen Miller	Church of England	1

Group C

Representatives of Teachers Associations

Mr Niel Apps	National Union of Teachers	3
Mr David Allinson (until Feb 2016)	Somerset Association of Primary Headteachers and Officers	0
Mr Nicholas Gilding (from June 2016)	Somerset Association of Primary Headteachers and Officers	1
Mrs Mary Lockwood	Association of Teachers and Lecturers	2
Ms Louise Southgate	National Association of Schoolmasters/ Union of Women Teachers	1
Vacancy	Somerset Association of Secondary Heads	0
Mr Ralph Bullock (Vice-Chair)	National Association of Head Teachers	3
Mr Tony Blackshaw (from October 2015)	Somerset Governors Strategy Group	2

Group D

Representatives of Somerset Local Authority

Mrs Frances Nicholson (Vice-Chair)	County Councillor (Conservative)	2
Mrs Christine Lawrence (from Oct 2015)	County Councillor (Conservative)	3
Mrs Hazel Prior-Sankey (from Oct 2015)	County Councillor (Lib-Dem)	3

LA Advisers and Officers

Mr Andy Midwinter	Associate Adviser	3
Mr Peter Newman	Champion for Vulnerable Groups	2
Mr Dave Farrow	Head of Outcomes and Sufficiency	1

Co-opted

Ms Liz Payne-Ahmadi	Humanist	1
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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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