

**The Surrey**  
**Standing Advisory Council**  
**on**  
**Religious Education**



**Annual Report**  
**Academic year 2017-18**

March 2019

# INTRODUCTION

## Introduction by the Chairman

In presenting this Annual report, I wish to start by thanking my committee of committed members. So much work goes on between meetings and so much has been achieved during this year. I also wish to thank the teachers who work in our schools to teach our young people religious education. It has been a privilege to be invited to some of our primary schools for monitoring visits and been a delight to read the reports on how our Agreed Syllabus is being taught in the classroom. We look forward to more visits this year.

Beyond our shores and close to home we have all been shocked by events of hatred that have affected so many people. This has for me, emphasised the need for understanding by our young people of religions and cultures and for us all to deepen our knowledge of all faiths and none. Compassion, kindness, caring and love are all values that make our world a better place and I hope the work we do goes in some part to develop our children in their understanding of the communities in which we live.

Special thanks go to Rachel Boxer for compiling this report. I do hope you all enjoy reading it and find it informative and useful and I look forward to hearing from anyone who wishes to make comment.

Kay Hammond  
Chairman of Surrey SACRE

March 2019

## List of organisations to which SACRE's Annual 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, Surrey County Council, nominating bodies represented by SACRE members, and the Department for Education.

# 1. RELIGIOUS EDUCATION

Much of SACRE's work this year has been in relation to helping schools to implement the revised Agreed Syllabus for Surrey (2017-2022). In accordance with legislation, an agreed syllabus must be reviewed by its local authority at least every five years, and should feature both local consultation with schools, and take into account national recommendations. At KS4, GCSE reforms have resulted in more challenging RS course specifications, which now require that schools study Christianity and one other religion in much greater depth. An analysis of 2018's exam results is included within this Annual Report.



This year has also seen the publication of a significant draft report by the **Commission on Religious Education (CoRE) 'Religious Education for All'**. This draws together research on the current position of RE (the findings of which SACRE would echo locally) and professional insight as to what needs to be done for religious education to have a secure future. Both Damian Hinds (the Secretary of State for Education) and Amanda Spielman (Chief Inspector of Ofsted) have reiterated the importance of RE as part of a broad and balanced curriculum, which is good news that SACRE hopes will be followed up with some action!

The Interim report published by CoRE outlines **four key strengths** in RE, which includes the role of faith communities to help pupils appreciate and understand the impact of 'lived' religion, a key element of SACRE's duties, borne out by our own experience within Surrey. The report also suggests that there are **five challenges** to be faced:

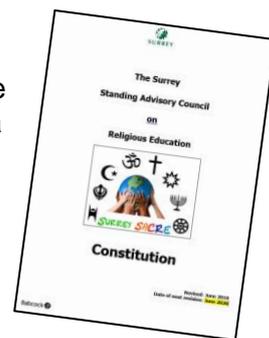
1. inequitable provision of RE across different school types
2. challenges to the structures which support RE at local level (i.e. SACREs have less capacity to support schools, are less able to monitor provision and locally agreed syllabuses are of variable quality)
3. variable standards with persistent low standards in many schools
4. lack of confidence among many teachers, especially at primary
5. confusion over purposes of RE

**Eleven recommendations** are made to the Department for Education, in four key areas:

- **a national entitlement for RE**
- **holding schools to account for the provision & quality of RE**, including:
  - that RE should have a presence on schools' websites, as part of schools' curriculum offer
  - that Ofsted should report on whether schools meet the national entitlement
  - the impact of school performance measures on RS GCSE
  - provision of RE at KS4 where students don't choose RS GCSE
- **a National Plan to improve teaching & learning in RE**
- **a renewed and expanded role for SACREs (to become Local Area Networks)**

Only time will tell if the recommendations become points for action.

During this academic year, SACRE has also revised its constitution, after considerable discussion about the membership of Group A (Christian & other faith groups). There is a wide divergence of practice amongst other SACREs about the inclusion of members of non-religious groups (such as Humanists UK) as full members. Recognising that it is now widely accepted that pupils learn about non-religious worldviews within Religious Education, and as a result of our consultation, SACRE were pleased to welcome Jennie Johnson, representing Humanists UK, as a full member of Group A. The constitution of Surrey SACRE can be found on the [SCC SACRE webpage](#).

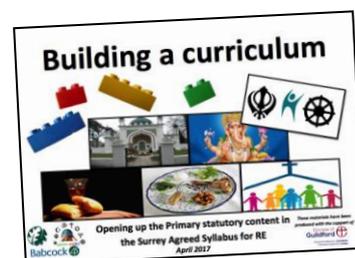


## 1.1 The Agreed Syllabus for Religious Education in Surrey Schools (2017-2022)



The Agreed Syllabus is the statutory document for maintained Surrey schools, including those church schools with Voluntary Controlled status. **All schools (even academies and free schools) must fulfill their statutory duty to provide RE for all pupils. For academies and free schools without a religious character this will be an agreed syllabus (we hope Surrey's). Ofsted have recently reported on non-compliance in RE, branding schools'**

**curricula 'inadequate' where pupils do not receive their full entitlement to RE, using a syllabus that meets the requirements of the 1996 ERA.** 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 all schools (even academies), in addition to the National Curriculum. The revised Surrey Agreed Syllabus (2017-2022) can currently be found on the [SACRE page](#) of Surrey County Council's website, along with Surrey SACRE's documentation, including minutes and other key guidance documents, but from April 1<sup>st</sup> 2019, can be accessed from a hotlink located on this page.



**It should also be noted by schools that Ofsted now have specific requirements in regard to curriculum information that must be published on school websites. RE is a statutory part of the curriculum for all pupils, and Ofsted will expect to see details of RE curriculum information as it relates to each year group.** More information can

be found here: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#curriculum>

Currently, of all the secondary schools in Surrey, there are only six that have not converted to academy status. Whilst academies are officially outside the remit of the LA (and therefore SACRE) NASACRE states that many are increasingly opening up their previous contacts, or establishing new relationships with the academies in their area, in a variety of ways.

## 1.2. Standards

No inspections of RE by OfSTED took place in Surrey during the year 2017-18. Discussions at Primary level (through the regular RE subject leader networks) about expected attainment have continued during this first year of implementation to support schools as they work with the statements of attainment. As many schools now have more control over the assessment arrangements for other curriculum subjects, it is now much more difficult to predict what assessment in RE might 'look like', as there is a wide range of different practices reflecting schools' own assessment systems.

One of the aims of the agreed syllabus review was for an RE curriculum that created opportunities for pupils to achieve greater depth of understanding, with the approach that it is better to do this, and embed the cross-curricular skills that lie at the heart of good RE, than it is to skim across the surface of vast amounts of knowledge. The monitoring visits that SACRE have planned for 2018-19 will give an indication of how well the curriculum is being implemented, and how successful the enquiry process has been in scaffolding learning for pupils and supporting deeper learning in RE.

## 1.3 Religious Studies Examinations:

Surrey SACRE, like other SACREs, recognises the importance of data as a means of identifying trends in exam results, and of monitoring standards in RS across Surrey's schools.

SACRE aims to use the 2018 GCSE data to identify schools who are not compliant with their statutory duty to provide RE for all pupils: this will be scrutinised alongside schools' website information about their RE curriculum. It should be noted that NASACRE states that it is within SACREs' duties to report non-compliance in RE to the Department for Education, quoting Nick Gibb's recent speech:

***"The Secretary of State for Education has a range of powers to ensure schools comply with their statutory obligations. The exact powers used will depend on the nature of the statutory duty in question and the potential impact of any failure to comply. The powers used could include a direction under 497 of the Education Act 1996, a performance and standards warning notice under the Education and Inspections Act 2006 and a referral to Ofsted for an inspection. Where academies are subject to the same statutory duties as maintained schools, the Secretary of State for Education has powers to enforce compliance via the terms of the funding agreement."***

It remains SACRE's recommendation in the syllabus that all pupils should follow the full course GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4, so the data does reveal which schools are compliant with these recommendations. SACRE would like to remind schools that RE is **still statutory** at KS4 for those pupils who are not taking (or have already taken) an RS GCSE, and it should be published on schools' websites how that RE is provided. Ofsted continue to use school website information as a means of monitoring whether schools are teaching a broad and balanced curriculum, **which (by law) includes RE for all pupils**, and promotes fundamental British Values. All SACREs are encouraged to use school data and website information to establish apparent non-compliance in their statutory duty to provide RE for all pupils, or by providing RE that is not following the remit of an agreed syllabus, which must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain. In the Surrey Agreed Syllabus, this also includes non-religious worldviews.

## Religious Studies GCSE results for 2018:

Given the changes to the KS4 examination grading in RS from Summer 2018, we cannot directly compare 2017's results with this year's. Although the DfE has said it's not strictly possible to compare the 'old' with the 'new' grading structure, an attempt has been made below to broadly outline the changes:

'Old' GCSE grades	A*	A	B	C	D	E	F	G	U	
New GCSE grades	9	8	7	6	5 strong pass	4 standard pass	3	2	1	U

In 2018, 68.6% (6749 pupils) of the total number of KS4 pupils was entered for either Full course or short course GCSE Religious Studies, compared to only 46% nationally (241,400 pupils). It still means that there are 31.4% of pupils not being entered for GCSE (despite the recommendations in the Surrey Agreed Syllabus that schools should enter all pupils for an RS examination course at KS4), and quite possibly not receiving their statutory entitlement to RE. This may also explain the fact that Surrey's results have dropped below the national results for the first time in many years. 55% of total entries were for Full course (compared with 38.4% nationally), 11.6% for Short course (7.6% nationally). The breakdown of results across these two examinations follows below:

### Full Course GCSE Religious Studies

	Full Course 2015	Full course 2016	Full course 2017	Full course 2018
NOR	No data	10,407	10,073	9841 ↓
Total no. of entries	6329	6801	6277	5413 ↓
Total passes (A*-C / 9-4)	73%	71.4%	71.7%	69.9% ↓

In total, the number of pupils entered for RS Full course GCSE has decreased again from the previous year's entrants. 780 pupils (14.4% of the total number of entrants) across the county's schools achieved the top two gradings (9&8).

### GCSE Full course results with National Comparators:

	National				Surrey			
	Entries	A*-A	A*-C	A*-G	Entries	A*-A	A*-C	A*-G
2016	252,022	27.9%	70.2%	97.7%	6801	29.7%	71.4%	97.7%
2017	248,210	27.4%	70%	97.9%	6277	29.5%	71.8%	98.2%
	<b>Entries</b>	<b>9-8</b>	<b>9-4</b>	<b>9-1</b>	<b>Entries</b>	<b>9-8</b>	<b>9-4</b>	<b>9-1</b>
2018	201,390	15.6%	70.2%	97.9%	5413	14.4%	69.9%	97.8%

### GCSE short course:

15 schools across Surrey entered some pupils for the short course GCSE – a decrease in numbers from the previous year. The data provided by Surrey County Council this year shows that two thirds of these schools were grading according to the A\*-G boundaries. Having checked school websites, it is likely that this is 2017 data, showing results of pupils who took the GCSE examination early (in year 10), so published a year later with their cohort. The data is presented below, with pupil entries showing combined 'old' and 'new' short course numbers, and as separate data. The 2018 results can be seen compared with previous years' data:

	Short course 2016	Short course 2017	Short course 2018
Total entries	1141	1420	1336
Percentage of NOR entered for a short course	11%	14.1%	13.6%
Total passes	56.4%	73.1% (1038 pupils)	51% (684 pupils)
'Old' short course entries	N/A	N/A	780 pupils
A*-C (10 schools)	N/A	N/A	57% (447 pupils)
9-1 short course entries	N/A	N/A	556 pupils
9-1 (5 schools)	N/A	N/A	42.6% (237 pupils)

### AS Level & A Level Religious Studies:

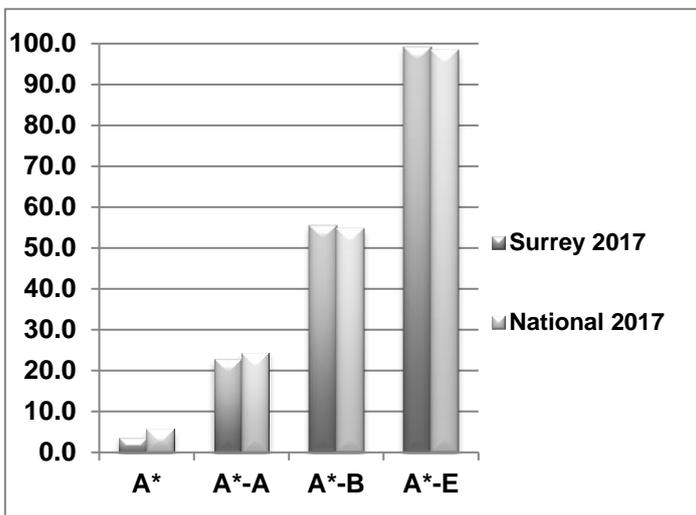
A total of 373 students were entered for **AS Level Religious Studies** in KS5, a small decrease on last year's figures. There was a drop in grades across the board compared to last year, but grades were still above national averages.

	Entries	A	A-B	A-E
Surrey data 2016	433	86 (19.9%)	196 (45.3%)	401 (92.6%)
Surrey data 2017	292	62 (21.2%) ↑	127 (43.5%) ↓	266 (91.1%) ↓
Surrey data 2018	373 ↑	73 (18.6%) ↓	157 (42%) ↓	338 (90.6%) ↓
National data 2017	13910	3125 (22.5%)	6507 (46.8%)	12975 (93.3%)
National data 2018	15590 ↑	2588 (16.6%) ↓	5581 (35.8%) ↓	13517 (86.7%) ↓

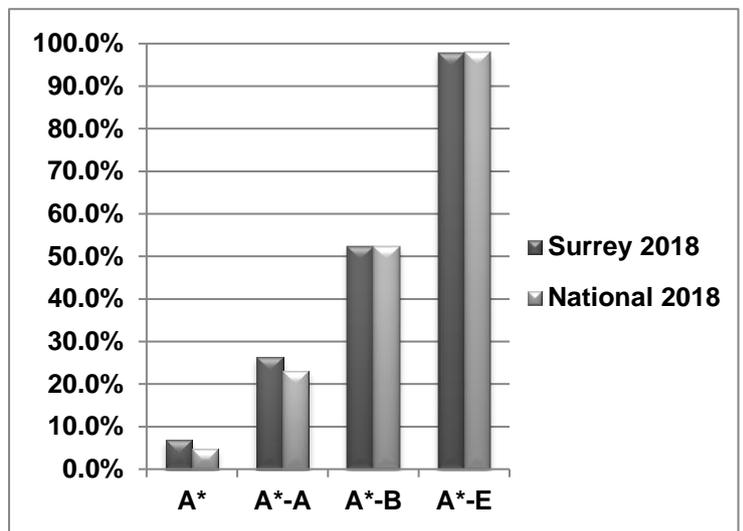
At **GCE A Level**, a total of 232 students were entered, an increase of just 4 students on the 2017 figures. Surrey's data shows an improvement in the higher grades from last year's data: A\* grades are almost double 2017's figures. Surrey's data is also significantly higher than national trends at A\*-A grades, and practically mirrors 2018's national data.

	Number of entries	A*	A*-A	A*-B	A*-E
Surrey 2017	229	8 (3.5%)	52 (22.7%)	127 (55.5%)	227 (99.1%)
Surrey 2018	232	16 (6.9%) ↑	61 (26.3%) ↑	121 (52.2%) ↓	227 (97.8%) ↓
National 2017	21289	5.7%	24.2%	54.9%	98.4%
National 2018	16490	4.7%	23%	52.3%	98%

Grades awarded in 2017:



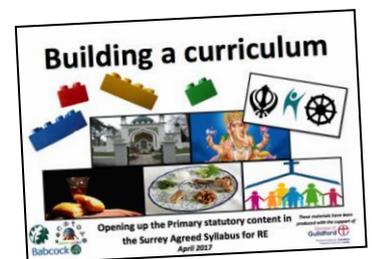
Grades awarded in 2018:



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



The **support materials** written to work alongside the syllabus are being well-used by schools. These have been produced for each unit within the Primary phase, and selected units within KS3. These materials are for schools' guidance, and follow an enquiry-based approach to learning. Primary schools can also download the **'Building a Curriculum'** booklet, which outlines some of the 'big ideas' in religions studied, and explains how the units within the Primary sections of the syllabus build on and connect with one another to help pupils to make links in their learning. The complete syllabus and the accompanying support materials can be found on the Babcock 4S website, and on the SACRE pages of Surrey County Council's website.



The support materials all use an enquiry cycle of learning, which follows the pattern

of **engage** → **enquire & explore** → **evaluate** → **express** and both promotes opportunities for more creative responses to the subject matter studied by pupils and

allows pupils to practise cross-curricular skills. Feedback from the RE subject leaders who attend the Surrey RE networks would suggest, even only a year into implementation, that this is already having positive effects both on pupils' (and teachers'!) experiences of RE and on their capacity for deeper learning.



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

- **A full day course as part of the Surrey South Farnham SCITT programme, repeated for up to 40 students at each session, in three locations.** Part of the day also 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 and the 'fundamental British Values' agenda.
- **Secondary Networks** There is a NATRE-linked Secondary network that meets in the East Surrey area, which is supported by Paula Wright, one of SACRE's teacher-members.



**Surrey Primary RE Network Groups** for RE subject leaders in East and West Surrey met termly in three different schools, and (until April 2019) can be booked through Babcock 4S. These have continued to be well-attended, with approximately 60 RE subject leaders attending the sessions across the 3 terms. From Summer 2019, these networks will be facilitated by the Diocese of Guildford but will continue to follow the same format and be run by Rachel Boxer. Places for 2019-2020 can be booked using the Diocesan CPD portal: <https://gdbeonline.org/>

During this academic year, focuses for Primary RE subject leaders have been:

- in the Autumn term, we followed up the implementation training sessions with an **Agreed Syllabus Clinic**, to try to identify and address any teething troubles early on, as well as having a closer look at the attainment statements outlined for each phase. The session also explored how the range of attainment outlined within each unit might be adapted should the needs or ages of pupils necessitate this.
- in the Spring term, we were privileged to welcome another visitor to our group, to help us to unpack the reality of living as a Sikh in Surrey, and the context of the LKS2 unit **'What do Sikhs value?'** Jessie Basdip-Curtis, led us through the key beliefs of Sikhism, but more importantly, gave us an insight into her lived experience as a Sikh, married to a Christian, and as a parent of children in Surrey schools.
- in the Summer term, we focused on **'Thinking Theologically'** within the Christianity units of the syllabus, exploring the core concepts that link the units across all key stages and how these help pupils to build their bigger picture of Christianity, and make good progress in RE.



## Speakers' Forum:

This year, Surrey SACRE's **'Speakers' Forum'**, venture continued to build on its successes of last year, supporting (for the 3<sup>rd</sup> year running) an interfaith day for sixth form students at Gordon's School, Bisley in July 2018. This visit was less successful than previous years', due to the Speakers' Forum

group having to share a space with another group, who were participating in a Hindu dance demonstration that the school had also organised for the same day. Care will be taken to ensure that this practice is not repeated on future occasions as it was distracting for both students and speakers, and was reflected in the student feedback.



The group took on a new venue at **George Abbot School, Guildford**, working with year 10 students, during Interfaith Week in November 2017. This has probably been the group's most successful venture to date, as, in addition to the established format, the students

participated in an impromptu Q&A session, which clearly stimulated some very vibrant discussion. The vast majority of student feedback expressed how much they had benefitted from the group's input and the need for 'more time'! Following on from this positive feedback, George Abbot School has already requested a second session for Interfaith Week 2018.

SACRE is currently considering how it might respond to increasing demands for this kind of support, including some invitations from the Primary phase. During the next



A message for the speakers.....

A message for the speakers.....

What went well?.... I got to ask interesting questions. They answered honestly

....even better if?.... We had more time to ask more questions

What went well?.... We learnt a lot and it was organised well, as we were able to interact with people of different faiths

....even better if?.... We had more time to be able to ask questions.

academic year, SACRE hopes to pilot a session designed to support the teaching of the Agreed Syllabus in Primary classrooms, facilitated by Speakers' Forum members.

The student feedback cards continue to be a very valuable tool to help students reflect on the session, and also as a way of capturing what had gone well during the panel's delivery. Anyone interested in the **Speakers' Forum** group should email Kate Woodhouse, clerk to SACRE, at: [kate.woodhouse@cofeguildford.org.uk](mailto:kate.woodhouse@cofeguildford.org.uk)

### Other guidance and support:

During the past academic year, SACRE has received several communications from schools in relation to the revision of the syllabus, and for interfaith speakers. The RE advisor, to whom these queries were sent, obtained a satisfactory outcome to all emails and phonecalls. A letter from the Chairman was circulated to all Surrey schools in March 2018, in which she introduced herself as the new SACRE chairman, focussed schools' attention on last year's Annual Report and reminded schools of their statutory duty to provide RE for all pupils, as well as SACRE's role in supporting them. As only a few schools responded to this letter, SACRE will be conducting an audit of school websites during the next academic year, with a view to contacting schools that would seem to be non-compliant in their duty to provide RE for all pupils, or with Ofsted's recommendations for a broad and balanced curriculum that includes RE. Ofsted state that schools must publish:

- the content of their school curriculum in **each academic year** for every subject, **including Religious Education** even if it is taught as part of another subject or subjects, or is called something else
- the names of any phonics or reading schemes they're using in key stage 1
- a list of the courses available to pupils at key stage 4, including GCSEs
- **how parents or other members of the public can find out more about the curriculum their school is following**



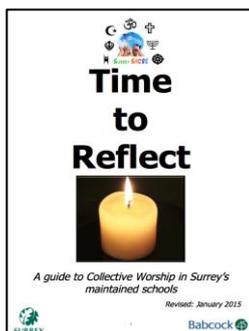
There are non-statutory support materials to help schools to implement the Agreed Syllabus, which can be located on the [Strictly Education \(formerly Babcock 4S\) website](#), and from April 2019, (when the Diocese of Guildford takes over from Babcock 4S in managing SACRE's contract) on the SACRE pages of the Diocesan website (within the 'Education' tab).

There is a more detailed plan for each of the units in the Primary section of the Agreed Syllabus, and some exemplars for a range of units in the KS3 section.

## 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



'Time to Reflect' (March 2015) is SACRE's guidance for Surrey schools in regard to collective worship, which outlines what the law requires of this important element of school life, and how schools might realistically interpret these requirements. 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. Ofsted confirms the value of collective worship as part of schools' SMSC provision in their current 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. It can be viewed and downloaded from the

SACRE pages of Surrey County Council's website.

SACRE is due to conduct some monitoring visits to schools during the next academic year, and an act of collective worship will form part of the visit. A summary report will be published in the next academic year outlining SACRE's findings.

### 2.1. Determinations

No maintained schools currently have determinations in regard to collective worship. The two academies whose determinations were due for renewal during the previous academic year have been contacted to inform them that they will have to apply to the EFSA 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) and attends their regional meetings whenever possible. During this year, SACRE presented their guidance document 'Encounters with Faith' at a regional meeting, at the request of the London & SE AREIAC Chair.

 On November 24<sup>th</sup>, the Chairman and Adviser attended the joint NASACRE / AREIAC conference in Birmingham, where the draft recommendations of the aforementioned Commission on Religious Education (CoRE) report '**Religious Education for all**' were much under discussion. The draft report outlines 11 recommendations for the future of RE, (renamed Religion and Worldviews) including a clearly-outlined national entitlement for all pupils. Two questions were asked by SACRE's officers (*right*). Whilst it was not possible for these questions to be answered by the panel at this stage (mainly because the answers are dependent on circumstances as yet beyond their control!), it was clear that they were shared and affirmed by other groups present at the conference.

If the commission decides that a national entitlement is the way forward, what will happen to existing agreed syllabi? If they meet the requirements of the national entitlement, do they stand and who will check?

Are there any indications that the DfE are likely to engage with this? – if they don't, it won't happen!

## 3.2. Governor Training

The role of the Governing Body in monitoring the coverage of the Agreed Syllabus is critical for its successful implementation. 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. 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 Kate Woodhouse, Clerk to SACRE, by email at: [kate.woodhouse@cofequildford.org.uk](mailto:kate.woodhouse@cofequildford.org.uk)

Additional copies of this annual report are available from Kate Woodhouse, Clerk to SACRE, by email at the above address.

## Appendix 1: SACRE Membership (as at March 2019)

**Chairman** Mrs Kay Hammond (SCC) *elected Oct 2017*  
**Vice-Chairman** Sarah Harris

### Committee A – Other faiths and beliefs (12 members, 0 vacancy)

Rev. Allan Taylor	Methodist
Tony Wenman	United Reformed Church
<i>Vacancy</i>	Baptist
Rachael Milling	Society of Friends ( <i>currently unable to attend</i> )
Peter Ward	Roman Catholic
Rajendra Pandya	Hindu
Inderjeet Singh Rehncy	Sikh
Kauser Akhtar	Muslim
Sarah Harris	Jewish
Kruawan Sookchaoren	Buddhist
Simon Mortimore	Baha'i ( <i>appointed March 2019</i> )
Jennie Johnson (Group Chairman)	Humanists UK ( <i>co-opted up to June 2018, now full member</i> )

### Committee B – The Church of England (3 members, 1 vacancy)

Shaun Burns	Diocese of Southwark
Jane Whittington (Group Chairman)	Diocese of Guildford
Canon Peter Bruinvels	Diocese of Guildford
<i>Vacancy</i>	Diocese of London

### Committee C – Teachers (6 members, 0 vacancy)

Deborah Drury (Group Chairman)	NEU (National Education Union, <i>formerly NUT &amp; ATL</i> )
Lee Herdman	NAHT
Liz Esdon	NASUWT
Genevieve Rose	Secondary teacher rep.
Paula Wright	Representative of NATRE-linked Secondary network group
Rosslyn Doney	Primary teacher rep. (Surrey RE networks)

### Committee D – Local Authority (3 members, 2 vacancies)

Cllr Keith Taylor (Group Chairman)	SCC Member
Cllr Mike Goodman	SCC Member
Cllr Fiona White	SCC member ( <i>appointed Nov 2017</i> )
<i>Vacancy x2</i>	

### Officers in attendance

Rachel Boxer (Adviser)	Associate Consultant for Primary RE Strictly Education 4S
Mary Suphi ( <i>to March 2019</i> )	Clerk to SACRE Strictly Education 4S
Kate Woodhouse ( <i>from March 2019</i> )	Clerk to SACRE Diocese of Guildford
Melanie Harris	Commissioning Officer, SCC

### Member Attendance at SACRE meetings (excluding Officers):

	October 11 <sup>th</sup> 2017	March 7 <sup>th</sup> 2018	June 20 <sup>th</sup> 2018
<b>Group A (11/ 12*)</b> <i>*from June 2018</i>	5 (46%)	6 (55%)	5 (42%)
<b>Group B (3)</b>	1 (33%)	2 (67%)	2 (67%)
<b>Group C (6)</b>	5 (83%)	4 (67%)	4 (67%)
<b>Group D (3)</b>	1 (33%)	2 (67%)	2 (67%)
<b>% Average:</b>	<b>52% (12 members)</b>	<b>61% (14 members)</b>	<b>50% (12 members)</b>