

**The Surrey  
Standing Advisory Council  
on**

**Religious Education**



**Annual Report  
2015-16**

December 2016

# INTRODUCTION

## Introduction by the Chairman

The years pass quickly and, once again, SACRE is preparing their annual report of exciting activities and achievements during the past year.

It is most encouraging that there is such a harmonious diversity amongst the members of Surrey SACRE and that there can be open discussions at meetings around topical local and worldwide events, always finding ways to enrich the curriculum on offer in Surrey's maintained schools and those other schools who use it within religious education classes.

This year SACRE worked on a protocol for speakers from different faiths and beliefs to visit schools to enhance lessons and explore issues of difference and diversity within their communities. A group of eight SACRE members spent a day at The Warwick School and Gordon's School giving first-hand experience of their particular faith and answering questions from students. It was so refreshing to learn from them and know that they are thinking deeply about the world in which they are growing up. Members of SACRE are happy to offer all schools this opportunity.

Five years are nearly up from when the present syllabus was written and it is now time to edit and prepare a curriculum fit for the next five years, reflecting the ever-changing landscape of learning in our schools. Specialist key stage teachers will be engaged in a fairly soft touch approach to the present curriculum, taking on board feedback from schools around Surrey and SACRE members' views.

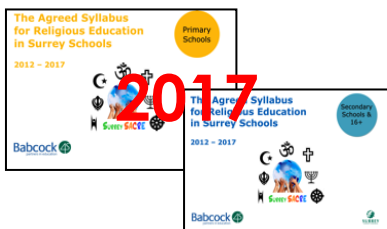
During this academic year, we said goodbye to two retirees: Janice Taylor, and Vivian Stacey, both of whom have supported and enriched our work as SACRE over many years. We all wish them well as they begin a new phase of life.

It is always a pleasure to be able to thank those who guide the workings of Surrey SACRE. Rachel Boxer really makes our agendas come alive both in discussions that concern Surrey and the wider national debates through NASACRE, so that we can think of the wider picture of the delivery of RE and the constant debate as to whether this should be agreed at a national or local level. In thanking Rachel and the team around her, may I end by thanking the dedicated members of Surrey SACRE who come to each meeting and the many teachers of RE whom this SACRE serves.

Margaret Hicks  
Chairman of Surrey SACRE

December 2016

# 1. RELIGIOUS EDUCATION



Much of the focus on RE this year has been in preparation for the review of Surrey's Agreed Syllabus, which will be ready for implementation in September 2017. In accordance with legislation, an agreed syllabus must be reviewed by its local authority at least every five years. With challenges to both funding and personnel, and coming at a time of considerable change in curriculum and examination structures, this review will have its fair share of obstacles!

That being said, we are fortunate to have such a committed SACRE, a local authority that does, after all, still exist – and of course, a body of enthusiastic teachers who will lend themselves to this task. An outline of the review plans can be found within subsection 1.1. This process featured both local consultation with schools, and recommendations made in the non-statutory **National Curriculum Framework for RE (NCfRE)**, which has been produced for SACREs' use in compiling a locally agreed syllabus.



Queries from schools this year have been in relation to the agreed syllabus review – and interestingly, what is statutory within it. There have also been several queries regarding Muslim families and elements of school life such as collective worship, carol services and PE. All queries were satisfactorily resolved. In support of guidance that NASACRE released on a wider scale, SACRE issued a statement about Ramadan 2016, given its place in the summer term, with concerns about pupils fasting in hot weather and during exams. An excerpt follows here:

*'Ramadan has particular challenges this year as it will fall during the Summer term, with long daylight hours, and therefore have a greater impact on Muslim pupils observing the fast – and potentially on the school communities they are part of, especially where there are larger numbers of Muslim pupils.*

*Schools, through their SMSC provision (and as recommended in the DfE's guidance on 'Fundamental British Values'), should encourage tolerance of and mutual respect for those from different religious traditions.*

*Ramadan gives schools a unique opportunity to affirm what is important to individual Muslim pupils (as well as Muslim families and the wider Muslim community) at this time, whilst demonstrating how they are an inclusive school community.'*



The **2015-2016 Ofsted frameworks for school inspection** again reiterated that schools continue to be evaluated on their SMSC provision, and that any perceived weaknesses would automatically put schools in a 'requires improvement' or, at worst, 'inadequate', category. Emphasis is made on the importance of ensuring a broad and balanced RE curriculum through the use of the locally agreed syllabus. Whilst RE certainly shouldn't be the only place where SMSC can be evidenced, it is clearly a major contributor to a school's SMSC provision: comments in reports suggest a significant connection between poor SMSC provision and poor RE. To help schools to use RE to evidence their SMSC provision, relevant sections of OfSTED's definitions are highlighted in **bold** below:

*Pupils' spiritual development is shown by their:*

- ability to **be reflective about their own beliefs, religious or otherwise**, that inform their perspective on life and their interest in and **respect for different people's faiths, feelings and values**;
- sense of enjoyment and fascination in **learning about themselves, others and the world around them**;
- use of imagination and creativity in their learning;
- willingness to **reflect on their experiences**.

*Pupils' moral development is shown by their:*

- ability to **recognise the difference between right and wrong**, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- **understanding of the consequences of their behaviour and actions**;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to **understand and appreciate the viewpoints of others** on these issues.

*Pupils' social development is shown by their:*

- use of a range of social skills in different contexts, including **working and socialising with pupils from different religious, ethnic and socio-economic backgrounds**;
- willingness to **participate in a variety of communities** and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and **mutual respect and tolerance of those with different faiths and beliefs**; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

*Pupils' cultural development is shown by their:*

- **understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others**;
- understanding and appreciation of the **range of different cultures** within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in **exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.**



Three major national reports relating to RE and religion in public life were published during 2015: [‘A New Settlement: Religion and Belief in Schools’](#) (Charles Clarke and Linda Woodhead, June 2015) [‘Living with Difference’](#) (Commission on Religion and Belief in Public Life, December 2015) both of which examine both RE & collective worship, and [‘REforREal’](#) (Adam Dinham & Martha Shaw, November 2015). Whilst space doesn't permit a full summary of each, there are some interesting commonalities between the reports:

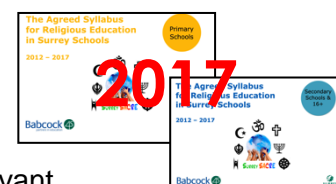


- recommendations to government to revisit the laws surrounding religious education and collective worship, recognising that the world now is a very different place from 1944, when the law was instigated, and even from 1988 & 1996, when subsequent acts were legislated;
- the role of SACREs & other bodies currently involved in forming of learning in RE should be reviewed and a national panel for developing a statutory, nationwide ‘framework’ (syllabus) should be set up;
- suggestions that with a new national syllabus, the right of withdrawal in RE should be rescinded;
- the name of RE should change – although what this should be was not by any means settled!

The DfE has not commented on any of the reports' recommendations to date. The full reports can be accessed using the hyperlinks. In addition, a High Court ruling against the DfE in relation to the revised GCSE criteria (November 2015) caused significant discussions at SACRE level about the place of non-religious worldviews in RE, the outcome of which has influenced elements of our syllabus review.

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

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



During this academic year, and in preparation for review, schools were consulted regarding their views of the current syllabus. Only 17 Primary schools responded by email, although RE subject leaders attending the RE networks had already given their feedback, so there was enough consensus about things that no longer worked and what schools really loved to enable some decisions to be made about ‘spring-cleaning’

the syllabus. The consultation with Secondary schools focused more on the necessary changes to the syllabus given the demands of new GCSE specifications, which found that in the coming year, many schools would be switching from a 3-year KS3 to a 2-year model. This creates some interesting challenges for the KS3 RE curriculum! The recommendations for review are therefore:

- **an online document** – one syllabus for all key stages, with clear, visible content as to what is statutory and what is guidance;
- **a revised set of introductory pages for the syllabus** showing the wider context for the review, and outlining key changes to each key stage;
- **broad parity of content with Guildford Diocesan Guidelines for RE** used by VA schools, and also recently reviewed with the agreed syllabus review in mind. This will aid transition into Y7 and enable better progress during KS3;
- **removal of out-dated educational language**, including numbered levels, in light of significant changes to assessment procedures in schools and what has been recommended for attainment in RE in terms of end of key stage statements (NCfRE). This needs to be carefully weighed against the need for some form of standardisation across the syllabus units during the review to ensure that the curriculum consistently enables pupils to progress;
- existing curriculum overviews to be modified to include, in age-appropriate ways, reference to **non-religious worldviews**;
- **a defined flexibility at KS3** to allow for both a 2-year or 3-year model, plus adequate ‘coverage’ of knowledge and skills to lead pupils into KS4;
- **revision of all EYFS units** to be aligned with current early years practice and establish connections with the wider EYFS curriculum;
- **a more defined order to compulsory units within the Primary phase** to aid deeper learning and enable pupils to make connections both in RE and with the wider curriculum;
- **in due course, support materials** to work alongside the syllabus.

At the time of writing this report, the units revised by the syllabus writing group were due to be presented to SACRE for their comments. The group involved in this writing process consisted of 4 Primary teachers, 2 Secondary Heads of RE and 3 consultants.

## 1.2 Standards

No inspections of RE by OfSTED took place in Surrey during the year 2015-16. As RE subject inspections will no longer be undertaken by OfSTED, SACRE intends in future to monitor mentions of RE within standard section 5 inspections, which includes a scrutiny of SMSC. In this way, we can ensure that good schools are congratulated, and that concerns expressed about the quality of RE in any Surrey schools can be followed up.

Within the Primary RE subject leaders’ networks, assessment, attainment and progress within RE are always recurring themes. In particular, the sessions explore how we ‘know’ what good progress looks like in the classroom context, and within this, identifying some of the potential barriers to pupils making good progress in RE. Discussions during this academic year have concerned how to best describe progress in the revised syllabus, given that levels have been removed in the National Curriculum subjects, and how this might impact on the revision of the syllabus. During the past academic year, we have also thought about ‘big’ RE, both in terms of the core purpose of RE, and helping pupils to engage with RE, as well as strategies that help pupils to make connections in the RE classroom, and with the wider curriculum.

## 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. The data sent by SCC this year does not make it possible to compare boys’ and girls’ performance in exams: this in a sense is perhaps less important now than analysing the number of pupils entered for RS exams. Given SACRE’s recommendation in the syllabus that all pupils should follow a GCSE exam course, with the expectation that pupils be entered for an exam at the end of KS4, the data is quite revealing. SACRE would like to remind schools that RE is still statutory at KS4 for those pupils who are not taking GCSE, and it should be published on schools’ websites how that RE is provided.

In 2016, 72% of the total number of KS4 pupils were entered for either Full course or short course GCSE Religious Studies: 65% of total entries for Full (compared with 44.7% nationally), 6.6% for Short course. The breakdown of results across these two examinations follows below:

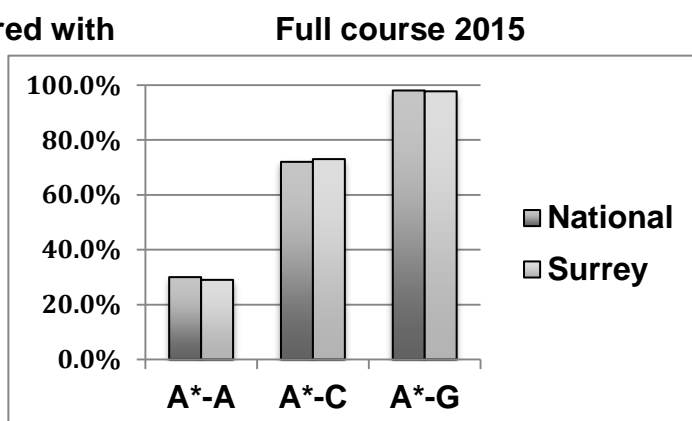
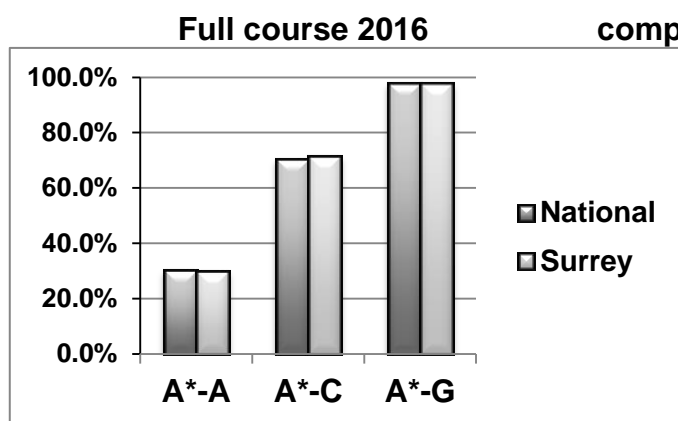
### Full Course GCSE Religious Studies

	Full Course 2013	Full Course 2014	Full Course 2015	Full course 2016
Total entries	4392	6014 ↑	6329 ↑	6801 ↑
Total A*-C	77%	73% ↓	73% ↔	71.4% ↓

In total, the number of pupils entered for RS Full course GCSE has again increased. Surrey's results are above the national results in both the A\*-A and A\*-C ranges, and equal in the A\*-G range, as they were last year.

### GCSE Full course results with National Comparators:

	National				Surrey			
	Entries	A*-A	A*-C	A*-G	Entries	A*-A	A*-C	A*-G
2012	210,600	No data	74%	No data	3844	No data	77%	99%
2013	239,409	31%	72%	No data	4392	33%	77%	98%
2014	240,400	28%	70%	99%	6014	30%	73%	99%
2015	295,730	30%	72%	98%	6329	29%	73%	98%
2016	252,022	27.9%	70.2%	97.7%	6801	29.7%	71.4%	97.7%



### GCSE short course:

No data was available for last year, but the 2016 results can be seen compared with previous years' data:

	Short Course 2012	Short Course 2013	Short Course 2014	Short course 2016
Total entries	4534	3699	235	1141
Total A*-C	58%	57%	43%	56.4%

### AS Level & A Level Religious Studies:

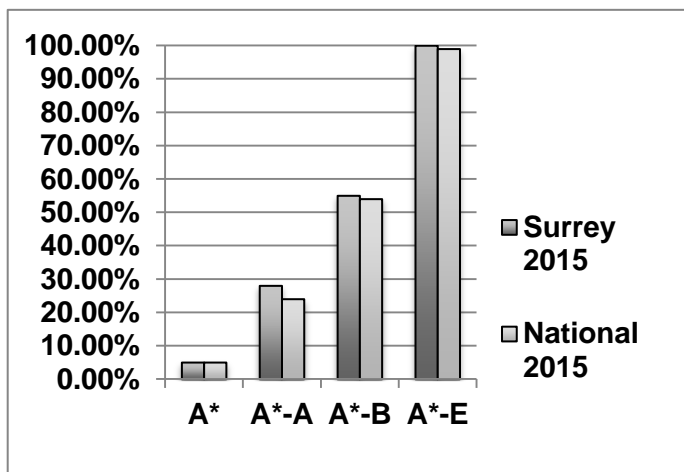
A total of 433 students were entered for **AS Level Religious Studies** in KS5, a huge increase on last year's figures. There are also significant improvements in grades across the board compared to the 2015 results.

	Entries	A	A-B	A-E
2015	74	4 (5%)	17 (23%)	58 (73%)
2016	1141	86 (19.9%)	196 (45.3%)	401 (92.6%)

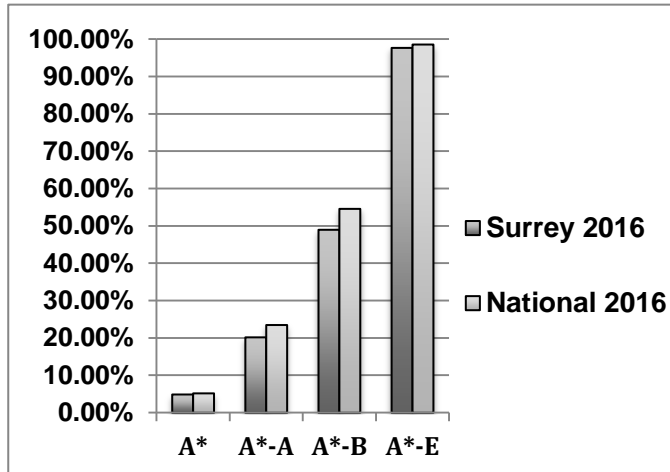
At **GCE A Level**, a total of 263 students were entered, a further increase of 37 on the 2015 figures. Surrey's trends in comparison with 2015 match those shown in the national data.

	Number of entries	A*	A*-A	A*-B	A*-E
Surrey 2016	263	13 (4.9%) ↑	53 (20.2%) ↓	129 (49%) ↑	257 (97.7%) ↓
Surrey 2015	226	11 (5%)	64 (28%)	124 (55%)	226 (100%)
National 2016	27032	5.2% ↑	23.5% ↓	54.6% ↑	98.6% ↓
National 2015	25773	5%	24%	54%	99%

Grades awarded in 2015:



Grades awarded in 2016



### 1.4 Methods of teaching, choice of materials and teacher training



This year, Surrey SACRE launched 'Speakers' Forum', a group from within the SACRE

membership that grew out of some excellent training by 3FF (Three Faiths Forum) in June 2015. This venture into interfaith dialogue as a teaching tool has the sole purpose of providing speakers for school RE lessons or whole day events. During this year, the Speakers' Forum group has trialled two different models with schools. The first event, at The Warwick School, Redhill in November 2015 was a 'carousel' model, with speakers set up in different classrooms, and students moving between them to hear presentations by and ask questions of the speakers. The second, with the sixth form at Gordon's School, Bisley (pictured, above) in June 2016, was a 'panel' model, which consisted of students submitting in advance some questions for each member of the panel to prepare a response to. The topics of interest included the panel's views on the role of women, same sex marriage and the increase in religious extremism. The panel questions were followed by 'table talks' prepared by the speakers explaining how their beliefs impact on daily life, and opportunity for students to ask further questions. The feedback cards (pictured, left) were a very valuable tool to help students reflect on the session, and also as a way of capturing what had gone well during the session.



#### A message for the speakers.....



Thankyou Very much,  
it has been really insightful  
and educational.  
I really appreciated their  
passion and honesty towards  
their religion as well as  
their respect for other religions.  
Especially Sikh and Bahá'í.

The panel questions were followed by 'table talks' prepared by the speakers explaining how their beliefs impact on daily life, and opportunity for students to ask further questions. The feedback cards (pictured, left) were a very valuable tool to help students reflect on the session, and also as a way of capturing what had gone well during the session.

**Jennie Johnson**, the Humanist member of Speakers' Forum, writes this about the two events:

*“Surrey SACRE's **Speakers' Forum** participated in two multi-faith school events during the year: the first at Warwick School was a repeat of a successful format run two years earlier and the other at Gordon's School was new.*

*The **Warwick School** event, organised by the Head of RE, Debs Burnett, involved seven SACRE representatives: a Ba'hai, Buddhist, Christian, Humanist, Jew, Muslim and a Sikh. Each speaker spoke for 30 minutes to 5 or 6 classes from years 7, 8 and 9 about their beliefs and how their beliefs affect their daily life. They made use of recent 3FF (Three Faiths' Forum) training by starting each class with their personal story of belief.*

*Taking place three days after the Paris terrorist attacks, all involved agreed that the event timing could not have been more apt and how important it was for the students to see people with different beliefs getting on so well together. The Surrey Mirror report quoted the Muslim speaker and Surrey Faith Links adviser, Kauser Akhtar, as saying how she'd used the students' questions to “talk about how terrorists completely misinterpreted the teachings of Islam.”*

*The second event at **Gordon's School** was more experimental and involved two groups of 35 sixth-formers. This time eight members of the SACRE Speaker's Forum participated: a Ba'hai, Buddhist, Christian, Hindu, Humanist, Jew, Muslim and a Sikh. The format was worked out between the Head of RE, Fiona Lewis, and the Speakers' Forum group. Prior to the event each speaker provided written answers to questions supplied by students and an A4 sheet about their beliefs.*

*On the day both student groups experienced an hour-long panel session, a short break and then a carousel for an hour. The panel started with each speaker introducing themselves and their beliefs before proceeding with the questions. The carousel involved each speaker setting themselves up with a table displaying artefacts and information they had brought in relating to their belief. A bell was rung every 7 minutes for groups of 4 or 5 students to move between tables. This seemed to work really well and encouraged much more student participation than had been possible in the panel session. Each student was supplied with a short feedback card to fill in before they left. The speakers were delighted by the many positive comments and also expressed how much they had learnt from the students.”*

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

- **A full day course as part of the Surrey SCITT programme, repeated for up to 36 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.
- **Secondary Networks** There is a NATRE-linked Secondary network that meets in the East Surrey area.



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

- in the Autumn term, 'Big Thinking' in RE, exploring 'big' strategies to engage pupils and feedback from different RE leaders about 'big RE' days that they have run in the past to enthuse and support their colleagues;
- in the Spring term, some 'Spring Cleaning!' reflecting on the current (outgoing) RE syllabus, and what should change – as well as what to keep;
- in the Summer term, helping pupils to make connections between different units across the RE curriculum, and with the wider curriculum, including British Values. This also included the recruitment process for the Agreed Syllabus writing team.



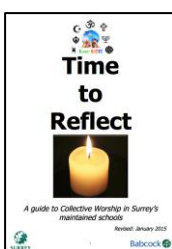
The current Surrey Agreed Syllabus (2012-2017) can be found on the [SACRE pages](#) of Surrey County Council's website, along with Surrey SACRE's documentation, including minutes and other key guidance documents. The Agreed Syllabus and SACRE guidance documents can also be found on the Babcock 4S website: <http://www.babcock-education.co.uk/4S/religious-education-in-surrey-schools>

The information that used to be located within the places of worship database, (formerly at [www.surreyplacesofworship.org.uk](http://www.surreyplacesofworship.org.uk)) has been moved to a new section on SCC's website called Surrey Community Info: [www.surreycommunity.info/spow/](http://www.surreycommunity.info/spow/) It is an excellent tool for finding places of worship for school visits in and around Surrey.

## 1.5 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



Understanding and interpreting the legal requirements for collective worship has been the driving force behind SACRE's guidance document 'Time to Reflect', released to schools in March 2015 via the SCC bulletin. There is a copy of the guidance on the [SACRE pages](#) of the SCC website. Whilst the mandate for collective worship that is "wholly or mainly of a broadly Christian character" may, to many, seem narrow, it does in fact give schools a wide scope for variety and breadth, reflecting the religious and non-religious traditions of those who form a part of the school community. As has already been mentioned, OfSTED confirms this in their School Inspection Handbook. Surrey SACRE hopes that 'Time to Reflect' will

help schools, parents and governors to fully understand (and meet) the legal requirements for collective worship.

### 2.1 Determinations

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

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

### 2.2 Complaints

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

## 3. GENERAL

### 3.1 Links with other agencies – National

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

The Chair of Surrey SACRE and its adviser attended the NASACRE AGM in May 2016 'Shaping the future', at which both Lady Butler-Sloss, Chair of CORAB and Adam Dinham, (*right*) co-author of the REforReal report, spoke (see national report links in RE section). It was very useful in preparing for the bigger issues surrounding the review of the syllabus. Complete podcasts of the presentations can be accessed on the NASACRE website.



## **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 List of organisations to which SACRE report has been sent**

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

## **3.4 Contacts**

If you have any issues which you would like to raise with the Surrey SACRE, please contact Rachel Boxer, Associate RE consultant, and Adviser to SACRE via Kim Workman, joint Clerk to SACRE, by email at: [kim.workman@babcockinternational.com](mailto:kim.workman@babcockinternational.com).

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

## Appendix 1: SACRE Membership (as at December 2016)

**Chairman** Mrs Margaret Hicks (SCC Member)  
**Vice-Chairman** Mrs Sarah Harris

### Committee A – Other Faiths (10 members, 1 vacancy)

Kauser Akhtar	Muslim ( <i>currently on maternity leave</i> )
Rev. Allan Taylor	Methodist
Peter Ward	Roman Catholic
Mrs Sarah Harris	Jewish
Rajendra Pandya	Hindu
Mr Inderjeet Singh Rehncy	Sikh
Dr Tony Wenman	United Reformed Church
Mrs Rachael Milling	Quaker ( <i>currently unable to attend</i> )
Vacancy	Baptist
Kruawan Sookchaoren	Buddhist
Nabil Mustapha (Group Chairman)	Baha'i
Jennie Johnson	Humanist (co-opted)

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

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

### Committee C – Teachers (5 members, 1 vacancy)

Vacancy	NAHT
Mrs Liz Esdon (Group Chairman)	NASUWT
Deborah Drury	NUT
Lorraine Abbott	Secondary teacher rep.
Paula Wright	Representative of NATRE-linked Secondary network group, elected June 2016
Roslyn Doney	Primary teacher rep.

### Committee D – Local Authority (3 members, 1 vacancy)

Mr Keith Taylor (Group Chairman)	SCC Member
Mr Colin Kemp	SCC Member
Vacancy	SCC Member
Mr Mike Goodman	SCC Member

### Officers in attendance

Adrian Norton	Humanities Consultant Babcock 4S ( <i>retiring Aut16</i> )
Rachel Boxer (Adviser)	Associate Consultant for Primary RE Babcock 4S
Kim Workman	Joint Clerk to SACRE Babcock 4S
Sarah Jefferies	Joint Clerk to SACRE SCC

Melanie Harris Commissioning Officer, SCC

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

	September 16 <sup>th</sup> 2015**	January 20 <sup>th</sup> 2016	March 23 <sup>rd</sup> 2016**	June 15 <sup>th</sup> 2016
<b>Group A (10)</b>	4 (40%)	6 (60%)	8 (80%)	9 (90%)
<b>Group B (3)</b>	2 (67%)	2 (67%)	0 (0%)	1 (33%)
<b>Group C (5)</b>	4 (80%)	4 (80%)	2 (40%)	3 (60%)
<b>Group D (3)</b>	0 (0%)	2 (67%)	3 (100%)	3 (100%)
<b>% Average:</b>	<b>47.6%</b>	<b>66.6%</b>	<b>61.9%</b>	<b>76.1%</b>

\*\*During 2015-16, 2 meetings of the SACRE were not quorate.