

Leicester City Standing Advisory Council on Religious Education (SACRE)

ANNUAL REPORT 2016-17



Leicester Annual Report 2016-17

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Acknowledgements

Front cover: Charnwood Primary School



From the Chair



The current SACRE continues to meet throughout the year representing the diverse faith groups in Leicester. Discussions have been held around how to maintain a balance of attendance and representation at all meetings and new members have been welcomed to replace those who have retired or sadly passed away. Agenda items throughout the year have covered a wide range of topics which support schools with the provision of RE and Collective Worship. When invited, SACRE members visit schools to support knowledge of a particular faith to groups of children or take part in assemblies. Wendy Harrison, our valued RE Consultant Adviser regularly visits schools to provide support, meet new RE leaders in school and offer advice on the teaching of RE or guide headteachers regarding broader issues such as SMSC and British values. Eighteen schools were visited during 2016-17. Analysis of the spiritual, moral, social and cultural development of pupils in Ofsted reports reflect an overwhelmingly positive picture.

Wendy also keeps SACRE up to date with local issues as well as local and national updates such as The Commission on RE which has been established to improve the quality RE and prepare pupils for life in modern Britain. SACRE also received training from Michel Laurent-Regisse (Lead School Improvement Adviser) about the role of academies in relation to RE and Collective Worship, to better prepare SACRE for links with these schools. In the previous Annual Report SACRE was pleased to receive the Consultant RE Adviser's analysis of exam results which show a slight improvement in the standards achieved during the previous year. Advice has been sort from SACRE on equality issues and Freedom of Information requests received on situations in City schools. These have been dealt with as far as the group is able to respond.

A valuable link with Lincolnshire SACRE was arranged by Wendy Harrison which resulted in exchange visits by SACRE members to meetings and exchange visits of children to experience the different cultural and religious environments in Leicester and Lincolnshire. This was valued by all involved and it is hoped this will provide a model for more link experiences. SACRE received national recognition for work previously undertaken of the film about British Values, the website 'Engaging with Faith Communities,' and development of religious artefact boxes. We were pleased to be awarded third place by the Accord Coalition for being 'one of the most inclusive SACREs in the country.' The Mayor of Leicester congratulated SACRE via an email to Wendy Harrison, Consultant RE Adviser.

We thank Farida, Clerk to SACRE for organisational support and we move forward with eagerness to the next academic year to complete other on going tasks to support RE and Collective Worship in Leicester and with a planned review of the Agreed Syllabus.

Jean Denton, Chair of Leicester SACRE

1. Leicester SACRE: Background

The Education Reform Act (1988) established Standing Advisory Councils on Religious Education (SACRE). The main function of a SACRE is to advise the Local Authority (LA) on matters connected with RE and collective worship. SACREs also oversee the five yearly revision of the Religious Education (RE) locally agreed syllabus and consider any complaints about the provision and delivery of RE referred to it by the LA. The review of the Leicester agreed syllabus took place during 2014-15.

The membership of SACRE comprises four groups, together with nominated Advisers. The groups are:

Committee A: Christian denominations and other religions and religious denominations

Committee B: The Church of England

Committee C: Teachers' associations

Committee D: The Local Authority.

[See Appendix A for details of membership.]

Types of school in Leicester

Secondary: 13 Maintained

Primary: 62 maintained

Special: 9 Maintained

18 primary academies

2 free schools

4 secondary academies

1 All through academy

1 special academy

2. Meetings of SACRE

There were five meetings of Leicester SACRE during the academic year 2016/17 - in November 2016, January 2017, March 2017, May 2017 and July 2017. The SACRE meeting that should have taken place in September was cancelled due to the high numbers of apologies. This raised the issue of poor attendance on the part of some members who do not turn up for meetings, send apologies or attend on a regular basis. The constitution currently states that membership will be terminated if a person does not attend three consecutive meetings without sending a named substitute. It was agreed that the Chair and WH would review the constitution during 2017 and look at issues around absence and attendance.

Fixed items on the SACRE agenda included the monitoring of inspection reports in relation to spiritual, moral, social and cultural (SMSC) development and British values, reports on the RE Adviser's monitoring visits to schools and updates on local and national initiatives.

3. SACRE membership

In the summer term 2016 Jean Denton (Committee A) was elected as Chair of SACRE and Seema Ahmad (Committee A) as Vice-Chair. In July 2017 It

was confirmed that both would stay in these posts for an additional year. Membership of all committees was reviewed throughout the year. Lack of representation from some faith groups continued to be a cause for concern.

During the November meeting Melanie Gaiderman was welcomed to the meeting as the new line manager of the Consultant RE Adviser. Melanie works for the LA as a Lead Adviser on Raising Achievement, 11- 19. Michel Laurent Regisse confirmed that he would still hold the strategic lead on RE and would like to continue to attend the SACRE meetings. Members agreed to this.

During the January 2017 meeting members paid tribute to Michael Johnson, a former SACRE member, who passed away on 30th December 2016.

During the July 2017 meeting Yolanda Morley-McKay was welcomed to the group to replace Ralph Wood. Nausheen Aziz, a teacher from Charnwood Primary School expressed an interest in becoming a member of SACRE. She is a member of the primary RE co-ordinators' group and the assessment working party.

4. SACRE Agenda items

4.1: Radio Leicester

WH was invited to speak on Radio Leicester with Alan Hayes (Humanist, co-opted member) and a priest from America. The topic they discussed was whether or not RE should be taught in schools.

4.2: Equality Issues

During the May meeting MG referred to a document that had been sent out to members in advance. This concerned one of Leicester's community colleges which had recently received an Ofsted inspection which raised concerns around the issue of safeguarding, bullying and lack of tolerance on the part of some students. The school was put into special measures and an Interim Executive Board (IEB) set up. One of the things that concerned the IEB was the intolerant attitude of students towards those different from themselves. The IEB sought advice from SACRE about the dilemma the school faces in letting out its premises (out of school hours) to local religious groups which might hold fundamentalist views which are at odds with British values. The school generates funding from letting out its premises. This affects two groups using the premises at present - If they were refused permission to use the premises, could this be seen as breaking the equality law? It was accepted that from a faith perspective, people are entitled to hold certain views and this does not mean they are intentionally intolerant. However, groups also have to be mindful of British values and these include tolerance and respect for others. There may be a tension between religious laws and the laws of the land but if groups are using public buildings they must respect the law of the land. The LGBT community was mentioned specifically. Members queried if this was the only group affected and if so, a dialogue was needed with that community and the groups using the premises. It was unanimously agreed that the welfare of students and staff is far more important than the extra

funding school is getting from letting its premises. One possible way forward was to seek advice from the legal team at Leicester City Council.

4.3: Freedom of information Act (FOIA) requests

During autumn 2016 The British Humanist Association (BHA) sent in a Freedom of Information request in relation to records of faith visitors in schools. No such records are kept, as it would be difficult to do so from a practical point of view. The request went out to several LAs.

4.4: Religious artefact boxes

Money from the SACRE budget had previously been made available to update the religion artefact boxes stored at the Global Learning library (GLL). During the autumn term 2016 Claire Plumb from the GLL brought a selection of the boxes to the meeting so that members could make suggestions about how they could be improved. Different SACRE members had previously visited the GLL and made suggestions to help with this. Claire asked for help in updating them by removing out of date items and replacing them with more relevant artefacts and resources. She was keen to highlight similarities as well as differences between religions and suggested additional boxes on common themes. SACRE's Humanist representative suggested having a 'virtual box' to enrich reaching about Humanism, containing links to websites and include photographs and useful websites which would be available to all schools.

4.5: Recognition for SACRE's Work - National Award

WH and JD submitted an application on behalf of SACRE for the Accord Inclusivity Award. This included information about the British Values film, the Engaging with Faith Communities website and the religion boxes in order to show Leicester City SACRE's hard work in supporting schools in terms of multi-cultural development and social cohesion. Leicester SACRE was pleased to be awarded third place by the Accord Coalition for being 'one of the most inclusive SACRE's in the country'. WH received an email from Sir Peter Soulsby, City Mayor, congratulating SACRE.

4.6: Links with Lincolnshire schools

In March 2017 SACRE welcomed Catherine Jones (CJ), RE co-ordinator at Waddington Redwood Primary School, Lincolnshire and Jayne White from Wyvern Primary School in Leicester. They gave a joint powerpoint presentation to illustrate how their two schools had been working in collaboration. The link was set up initially by WH. To begin with around eighty Year 5 pupils from Waddington visited Year 6 pupils at Wyvern Primary School. In contrast to Leicester, Lincolnshire is a predominantly rural, mono-cultural county, though this is changing as people from different countries and backgrounds move into the area. CJ explained that there had been resistance from some parents with regard to visiting different places of worship but these problems had been largely overcome when the educational nature of such visits was explained. Pupils from Waddington visited the Shri Swaminarayan Mandir in Leicester and thoroughly enjoyed the experience. Pupils from both schools enjoyed making new friends and sharing experiences. In the summer term pupils from Wyvern visited Waddington and were shown round a local church. CJ said she found the whole experience rewarding and inspirational, as did SACRE members. Previously she had done the same presentation to Lincolnshire SACRE and members of Leicester SACRE had attended the meeting. MLR suggested that this was used as a model for other schools engaging in the link experience.

4.7: SACRE training: Academies

During the year MLR led training for SACRE examining the role of academies in relation to RE and collective worship. He emphasised that in order for collective worship, SMSC and RE to be effective in academies it was vital that SACRE connected with these schools. He encouraged every SACRE member to make a commitment to visit schools with WH and to get actively involved. He also suggested that wherever possible, members should visit schools before they convert to academies to remind them about the requirements for RE and collective worship. This would strengthen the role of SACRE.

4.8: Local and national updates

Throughout the year the Consultant RE Adviser provided updates about local activities and national reports. This included information about:

- The High Court ruling about the teaching of Humanism in GCSE RE, and NASACRE's response.
- Feedback from NASACRE conference.
- The All Party-Parliamentary Government report on RE.
- The Commission on RE (CORE) – this is a high profile independent commission which has been established to make recommendations designed to improve the quality of RE and its capacity to prepare pupils for life in modern Britain. The commission will review the legal, education and policy frameworks for RE. This review will be wide-ranging, inclusive and evidence-based.

4.9: Analysis of spiritual, moral, social and cultural (SMSC) development in Ofsted reports.

The Consultant RE Adviser provided members with regular analyses of inspection reports with a focus on SMSC, RE and British values. During 2016-17 an analysis was made of sixteen primary schools (including infant and junior schools), two secondary schools and one special school. In only two schools did inspectors make negative comments about provision.

Positive comments from reports

'The school's ethos gives high regard to values such as respect and tolerance.'

'Year six pupils told the inspector about the visits they had made to local places of worship and displayed great respect when they explained what this had taught them about different faiths.'

'Pupils were clear that they should accept everyone, regardless of their ethnicity, religion, culture or sexual orientation.'

Areas for improvement

'Leaders have not provided a suitable and effective curriculum which helps to prepare pupils for life on modern Britain or promotes British values...the school has not been successful in promoting a culture of inclusion.'

4.10: Annual report

The 2014-15 report was approved and submitted to NASACRE.

4.11: AREIAC Conference

In July 2017 WH attended the AREIAC conference in York. The first day looked at progression and assessment in RE and the second day focused on broader issues. Nationally there is still a lack of clarity about assessment. The key message was to do less but in more depth to encourage deeper learning. Assessment guidance for Leicester primary schools has been provided by WH and a group of teachers.

4.12: Consultant RE Adviser's visits to schools

Schools are generally selected when an Ofsted inspection is thought to be imminent, though they may request a visit themselves. The visit consist of all/any of the following: a discussion with the headteacher/RE co-ordinator, lesson observation(s), scrutiny of pupils' work and interviews with pupils. A report of the visit is sent to individual schools and a summary, outlining of strengths and areas for development, is presented to SACRE. During 2016 – 17 WH made visits to eighteen schools. Many primary RE co-ordinators are not subject specialists but are enthusiastic and appreciate the support on offer. Assessment remains an area for concern. In response WH set up a working party to provide guidance for schools, in line with the Leicester Agreed Syllabus.

5. Determinations

Herrick Primary School

As part of the follow up to Herrick Primary School's determination application from the previous term WH visited the school for a Diwali and a Christmas assembly. She reported back positively to SACRE and the application was unanimously approved.

Evington Valley Primary School

The headteacher, Jill Griffin (JG), presented the school's determination application. She gave a very detailed account of provision for collective worship and stressed the important role it has in school. She explained that it is important for the school to have a determination in order to recognise diversity and inclusion. She went on to list a variety of strategies and resources used for collective worship such as the use of artefacts; telling of religious stories or readings from holy/religious books; the use of artwork to reflect on nature; the use of music, singing and also the use of quotes from influential people, which pupils can apply to their own lives. The school welcomes faith visitors into school to lead assemblies at festival times and pupils are encouraged to participate. JG explained that a small number of parents have in the past wanted to withdraw their children from aspects of collective worship. e.g. participating in assemblies celebrating festivals. This has been addressed by clarifying with parents what is involved and outlining the educational nature of the event. The school's reflection time involves children sitting still and keeping quiet so that they can think about the theme for the day..

The headteacher clarified some points raised by SACRE members and the renewal of the determination was agreed unanimously.

MLR made the point that overall, determination applications need to be clear about the spiritual aspect of collective worship. Pupils need to be more involved with design and evaluation.

Sandfield Close Primary school and Sparkenhoe Primary School

The headteacher, Amanda Dhillon (AD) presented Sandfield Close's determination. The school consists of mainly Hindu children, many of whom do not have English as their first language. For this reason the school does not use the word 'worship' in assemblies, as it could be misunderstood by

parents. This seems to work for the school, as there are currently no withdrawals from collective worship. SACRE members were extremely impressed that the school does not only do special festival based lunches, such as at Christmas time, but also others that are faith based such as Diwali, Eid, Vaisakhi, etc. The school believes that eating together is an integral part of all festivals and helps to build bridges. Visitors from different religions are welcomed into school to talk about their faiths. During their time at Sandfield Close all the children will visit different places of worship. In the last four years there has been 100% attendance to these places. Parents are encouraged to accompany these visits so that they can fully understand their educational value. The cost of transport is covered by the school which is good for community cohesion. It is clear that: the school works closely with parents, reassuring them if there are any concerns.

Rhian Jones, headteacher, presented Sparkenhoe Primary School's determination. She went through the various themes and described what was involved in typical special, monthly and week assemblies. There have been a small number of withdrawals in the past, e.g. Jehovah's Witnesses from Eastern Europe.

After some discussion it was unanimously agreed to renew both determinations. SACRE agreed that Sandfield Close's excellent practice should be shared with other schools.

Spinney Hill Primary School

Catherine Stretton (CS) and Simon Wheeler presented Spinney Hill Primary School's determination. The school's demographic is changing from pupils mainly from an Indian background to an eastern European background. The school's Christian and Jehovah Witness population is growing. The school values collective worship and its contribution to the development of the whole child. Following various changes to the management of the school, a great deal of emphasis has been placed upon making parents feel more welcome. They now attend assemblies and take a more active role in the school. Assemblies provide an opportunity to illustrate commonalities between religious and non-religious world views. CS said she would like to improve things still further by inviting visitors from different communities into the school. Questionnaires about the determination were sent out to 450 families. The response was low (84) but typical for the school. The majority of responses supported the determination though CS was surprised that no parents said they would withdraw from collective worship if it were broadly Christian based. A question was raised regarding Eastern European parents – may they may not have responded to the questionnaire due to language barriers? CS explained that there is a reading problem rather than a language barrier. The school works hard with year six pupils so that they can explain letters to their parents.

Medway Primary School

During the initial discussion SACRE members felt that further explanation was required in relation to class assemblies. Also, some of the paperwork suggested that some letters/documents produced by the school had slightly

mis-interpreted the law and as a result the parents (and some teachers) had not fully understood the situation re. collective worship and determinations.

Rehana Miah (deputy headteacher) and Fiona Wright (RE co-ordinator) presented Medway primary school's determination. The school prides itself on the provision it makes for the diverse cultural background of its pupils. A question was raised about the madrassa held on school premises. This is run independently by a lunchtime supervisor who works at the school and not affiliated with any of the local mosques. During assemblies a range of topics is covered including national and local issues. At the end of all assemblies there is a period of silent reflection. Members queried what appeared to be some very strong and defensive comments received from parents and teachers. Some appeared to be quite confrontational and this was an area of concern, suggesting an issue around communication. SACRE agreed to defer the approval of the determination until some of these issues had been discussed. It was agreed that WH should visit the school accompanied by one or two SACRE members.

SACRE collectively agreed to renew Spinney Hill Primary School's determination pending the minutes from their governors meeting.

Catherine Infant School

The RE co-ordinator presented the school's application for the renewal of their determination, accompanied by the headteacher. She clarified that some acts of collective worship were classroom based, some in larger groups. Questions were raised about how classroom assemblies are organised and monitored. These questions were addressed satisfactorily. At the beginning of the week all the teachers are given a programme to follow with the themes they need to cover. Reflection time is included. SACRE agreed to renew the determination.

Charnwood Primary School

The headteacher and RE co-ordinator gave a presentation to support the renewal of the determination. Collective worship usually takes place in classrooms at the end of the day or occasionally in the morning. The headteacher carries out monitoring walks and random checks. Assemblies take place for some year groups but due to lack of space the school is unable to hold a whole school assembly. The assemblies are very well attended by parents. Although the majority of pupils are Muslim, parents are happy for their children to celebrate non-Muslim festivals and visit different places of worship. The headteacher stressed that communicating with parents was essential in breaking down barriers. The school collaborates with Glebelands Primary School in Lichfield to enable the pupils to encounter different cultures. SACRE agreed to renew the determination.

6. 2017 Examination results

National overview from the National Association of Teachers of Religious Education (NATRE)

The number of pupils in England and Wales taking GCSE Religious Studies full course has fallen for the first time in more than a decade, down 4.6% against 2016 to 269,839. In addition, the number of pupils in England and Wales taking the short course GCSE in Religious Studies has fallen even more sharply, down 24.6% from last year to 53,071.

The decline is driven by a fall in entries in England where the number of entries for GCSE Religious Studies full course has fallen by 5.2% to 256,729. In contrast, the equivalent figures for Wales are up by 8.5% to 13,110, a record high.

All schools, including academies, have a legal requirement to offer RE at all key stages, but today's figures suggest that this is not sufficient to ensure that all pupils in England get to study the subject at Key Stage 4. In too many cases, there are no consequences for those schools that decide to flout their legal obligation, with RE not featuring in measures such as the EBacc that are used to hold them to account. This impact is made clear from a comparison of entry patterns between England and Wales. In contrast to the decline in entries at exam centres in England, in Wales, where the EBacc is not a performance indicator, the number of entries for full course GCSE have reached a record high .

At a time when greater religious literacy is even more necessary than ever before, the decline across England in pupils taking GCSE Religious Studies is troubling.

The fall in entries comes despite pupils emphasising how much they value and enjoy studying RE (underlined by the overall rise in entries at A-Level and GCSE over the past decade) and despite the fact that the Government is rightly emphasising the importance for young people to have knowledge and understanding of religions and non-religious beliefs.

This year's drop in entries should not detract from a decade of strong growth for Religious Studies GCSE. In 2007 there were 158,607 entries for Religious Studies in England and Wales. The number of entries increased every year until reaching a peak in 2016. While there has been a decline this year, the number of pupils receiving a full course GCSE in Religious Studies is still 70.1% greater than in 2007.

It has been encouraging to hear that Ofsted intend to pay closer attention to whether schools are meeting their requirements to teach Religious Education. Today's figures show how important it will be for Ofsted to do this.

The key outcomes for Religious Education in England and Wales at KS4 in 2017 are as follows:

- There were 269,839 entries for the full course in GCSE RS, a fall of 4.6% from 2016 (282,915)

- There were 53,071 entries for the short course in GCSE RS, a decline of 24.6% from 2016 (71,299)
- There were 322,910 entries for GCSE RS (combined short and full courses), a decline of 8.6% from 2016 (353,276)
- 28.3% of entries for the full course in GCSE RS were awarded an A or an A*
- 16.3% of entries for the short course in GCSE RS were awarded an A or an A*

Results in Leicester schools

GCSE Full Course

Number of entries: 2250 (1136 girls, 1114 boys) compared to 2368 in 2016.

	National 2017 (2016 in brackets)	Leicester 2017	Leicester 2016	Leicester 2015
A*-C				
All pupils	71.3% (71.6%)	69.4%	67.4%	67.5%
Girls	77.6% (78.1%)	75.1%	73.9%	73.2%
Boys	64.0% (63.9%)	63.7%	60.5%	62.2%

Leicester results for A* - C are below the national average but above 2016 results. Girls out-performed boys, with girls and boys both achieving below the national average.

Leicester schools achieving in line/above the national average at A*-C (71.3%):

1. Babington Community College: 74.8%
2. Beaumont Leys School: 72.2%
3. Fullhurst Community College (14 entries): 71.4%
4. Madani Boys' School: 83.3%
5. Madani Girls' School: 91.4%
6. Rushey Mead Academy: 78.1%
7. Saint Paul's Catholic School: 81.7%
8. The City of Leicester College (12 entries): 100.0%

GCSE short course, AS and A level

Numbers are too low to make a significant analysis.

Appendix A: Membership of SAC

Composition of SACRE

Group A		Christian denominations and other religions (excluding Church of England)
Group B	up to 7 Members	Church of England
Group C	up to 7 Members	Teacher Associations
Group D	up to 7 members	Local Authority (LA)

SACRE A

Baha'i	Stephanie Maude
Catholic	Michael Johnson
Free Evangelical	Pastor Brian Niblock
Hindu	Dipak Kumar Fakey
Hindu	Hiten Bhatt
Hindu	Vibhooti Acharya
Methodist	Stephen Thompson
Muslim	Seema Ahmad
Muslim	Daud Sameja
Orthodox Jewish	Sheila Markham
Quakers	Ann Fishenden
Salvation Army	Jean Denton
Sikh	Daljit Makan
Sikh	Kartar Singh Bring

SACRE B

Church of England	Miss Elizabeth Wayne
Church of England	Jill Carr
Church of England	Revd Liz Rawlings
Church of England	Michael Morris
Church of England	Ralph Wood
Church of England	Yolanda Morley McKay

SACRE C

Teacher Associations	Ken Wheatley (ATL)
CLARET	Jill Patterson

SACRE D

LA	Cllr Deepak Bajaj
LA	Cllr Inderjit Gugnani

LA
LA
LA

George Ballantyne
Michel Laurent-Regisse
Melanie Gaiderman

NON-VOTING MEMBERS
Humanist

Allan Hayes

Record of Attendance of Members of the Leicester City SACRE

Group A

Faith	Name	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
Baha'i	Mrs Stephanie Maude	P	A	A	P	P
Catholic	Michael Johnson	A				
Free Evangelical	Pastor Brian Niblock	-	-	P	P	-
Hindu	Dipak Fakey	P	P	A	P	-
Hindu	Hiten Bhatt	A	A	P	P	-
Hindu	Vibhooti Acharya	P	P	A	A	P
Methodist Church	Stephen Thompson	P	P	P	P	A
Muslim	Seema Ahmad	P	P	A	P	P
Muslim	Daud Sameja	-	-	-	-	-
Orthodox Jewish	Sheila Markham	P	P	P	A	-
Quakers Religious	Ann Fishenden	P	P	P	P	A
Salvation Army	Jean Denton	P	P	A	P	P
Sikh	Daljit Makan	-	-	-	-	-
Sikh	Kartar Singh Bring	-	-	-	P	P

Group B

Faith	Name	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
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Church of England	Elizabeth Wayne	A	P	P	P	P
Church of England	Jill Carr	P	P	-	-	A
Church of England	Revd Liz Rawlings	P	A	P	A	A
Church of England	Michael Morris	-	-	-	-	-
Church of England	Ralph Wood (substitute Michael Morris)	P	P	P	-	-
Church of England	Yolanda Morley-McKa					P

Group C

Teacher Association	Name	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
ATL	Ken Wheatley	-	A	A	A	P
CLARET and NATRE	Jill Patterson	P	A	P	P	P

Group D

Members from the Local Authority	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
Cllr Deepak Bajaj	-	-	P	P	A
Cllr Inderjit Gugnani	A	P	P	-	A
George Ballantyne	A	A	P	A	P
Michel Laurent-Regisse	P	P	P	A	A
Melanie Gaiderman	P	P	P	P	A

Co-opted Non-Voting

Faith	Name	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
Humanist	Allan Hayes	P	P	-	-	-

Visitors

School/Establishment	Name	15/11/16	18/01/17	15/03/17	09/05/17	06/07/17
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Headteacher Evington Valley PS	Jill Griffin	P				
Waddington Redwood PS Lincolnshire	Cathryn Jones			P		
Wyvern PS	Jayne White			P		
Headteacher Sparkenhoe PS	Rhian Jones				P	
Headteacher Sandfield Close PS	Amanda Dhillon				P	
Headteacher Spinney Hill PS	Catherine Strett					P
Deputy Head Spinney Hill PS	Simon Wheeler					P
Deputy Head Medway PS	Rehana Miah					P
RE Co-ordinator Medway PS	Fiona Wright					P

Key to Attendance:

- P** Present
- A** Absent with apologies
- Absent

Attended for a session to present determinations or an item on the Agenda / observer / new member or resigning member

