

To: All SACRE Members
Department for Education
NASACRE

STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION

ANNUAL REPORT

2010 – 2011

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Kent Standing Advisory Council on Religious Education (SACRE)

Opening remarks from the Chair of SACRE

2010/11 has been a year of frustration for many SACREs, including Kent's. The national uncertainty surrounding Religious Education's position in the curriculum, combined with increased local financial constraints have limited our activity in respect of monitoring RE and Collective Worship but increased the activity of our membership in engaging our region's politicians in the national debate about RE. In many ways this has proved to be a uniting element that has raised the level of interest and discussion at SACRE Meetings. We have contacted each of the 13 Kent Members of Parliament – all Conservative – sometimes by letter and sometimes face-to-face. Although response has been varied, we know that RE has the support of at least a quarter of our MPs.

Kent County Council has continued to offer sustained and committed support to its SACRE. We have retained the services of a County Hall based Clerk and, until the end of the academic year, enjoyed the support of a Policy Officer. Although the latter's role no longer includes SACRE, we do have the support of another officer who is our link with the education directorate. Importantly, the local authority has continued to fund professional support for SACRE. Allan Foster has been retained to support SACRE meetings and lead the 2011 review of the Locally Agreed Syllabus.

We have continued our commitment to hold at least one meeting each year in a Kent place of worship. This year's visit was to the Margate church, which is the base of the Thanet Greek Orthodox congregation where members were made very welcome by the Priest and by our member, Michael Papadopoulos. We try to ensure that member presentations are a continuing feature of our meetings and I was privileged to be the speaker at the 2010/11 AGM when I spoke on the theme of 'Does God Raise Standards?', linked to the recent publication of my book on faith schools. In May we held the third annual Kent SACRE open lecture. This was held at Wrotham High School. Our speaker, on 'Children and Spirituality', was Dr Rebecca Nye. We are grateful to The Montgomery Trust for funding Rebecca's presentation

The exclusion of RE from the EBacc has had a noticeable negative impact on its provision in our schools and on Higher Education programmes. With the general uncertainty that currently surrounds the place of RE in the curriculum for all schools, we have agreed that the review of the Kent Locally Agreed Syllabus will be a revision only and not a re-write. The Agreed Syllabus Conference was convened at the last meeting of the academic year. The review will take into account the move towards creative approaches to the curriculum and the recommendations given in the 2010 Ofsted report on RE.

SACRE continues to benefit from its partnership with the different faith groups, the Anglican diocesan education boards of Canterbury and Rochester and with Canterbury Christ Church University. These partnerships are of increasing importance at a time when the local authority is no longer able to provide specialist RE support to its schools.

John Viner
Chair, Kent SACRE
October 2011

Annual Report 2010-11

1. Standards and quality of RE provision

Overview

Introduction

1.1 Kent is a large local authority, with nearly 100 secondary schools and over 450 primary schools. In the 2001 Census 75.13% identified themselves as being Christian. The next largest religious group is Sikh (at 0.6%). 14.9% identified themselves as having no religion. The Kent Agreed Syllabus (KAS) provides a good balance of opportunities for children and young people to study Christianity and other faith traditions. The statutory transition unit has an explicit focus on Sikhism as the second largest religion after Christianity in Kent.

In common with many other local authorities, Kent has seen a large number of secondary schools, and a smaller proportion of primary schools converting to Academies. This situation is causing concerns about how SACRE can monitor the provision of religious education for all children and young people within Kent. SACRE has also actively lobbied for the inclusion of Religious Education as a humanity subject within the English Baccalaureate.

Key area 1a: Compliance and time allocation for RE

1.a.1 'REact: a creative vision for religious education' is the KAS for religious education (RE). It is drawn up on the expectation that schools will provide approximately 5% of curriculum time for its delivery and a minimum of 15 hours per year in the sixth form. SACRE believes this is happening in the majority of our schools.

Some choose to have RE as a separate subject on the timetable whilst others are incorporating it into programmes like the creative curriculum in primary and project based learning in secondary. Some schools, both primary and secondary, are also holding RE days or half days to enable pupils/students to have their entitlement to an RE programme delivered in line with the KAS.

There are issues arising, particularly in some of our secondary schools, where RE is part of project based learning and the theme or project chosen does not enable either the Sikhism transition unit to be adequately developed or the theme or project chosen has tangential links with KAS. SACRE is aware of the need to ensure that RE is adequately taken into account in curriculum developments in line with the secondary curriculum and the primary curriculum as they develop in line with the Department for Education's review of the National Curriculum. We will continue to provide advice to the Local Authority about this.

1.a.2 There have been no formal complaints about RE over the past year.

Key area 1b: Public examination entries in RE

1.b.1 A summary of the GCSE full and short course and of the GCE AS and A level results for 2011 (with comparisons with previous years) is in Appendix 1.

GCE A Level and AS Results 2011

Nationally, the number of entries for GCE at A and AS Levels for Religious Studies (RS) have shown significant increases. This is not reflected in the results obtained from Kent schools. However, levels of achievement in Kent schools have, in the main, reflected the national picture. Discrepancies may be the result of incomplete data collection.

These results and the enormous increase in interest in RS over the last few years illustrate the value and relevance of the subject and is testament to the hard work of both RS students and RS teachers. All deserve congratulations.

GCSE Full Course and GCSE Short Course Results – 2011

Nationally, GCSE Religious studies (full course) saw a slight increase in the overall percentage A*-C grades, with 73.3% of students receiving a C grade or above in the UK. Of the results obtained from Kent schools, 77.7% of students achieved a C grade or better this year. This is a very commendable achievement.

This cohort of students taking the full course GCSE was the last group to begin their studies before the EBacc proposals. The GCSE Full Course results indicate a slight increase in the number of students taking the subject. This is encouraging given the fact that there is no statutory requirement to take RS GCSE. It is surely testament to the continued interest in the subject displayed by young people, the subject's relevance and vitality, and teachers' dedication and hard work.

However, the GCSE RS short course shows a significant reduction in take up. Results for Kent school for this short course continue to reflect the national picture.

Key area 1c: Standards and achievement

1.c.1 Primary school standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to primary schools not complying with legal requirements as far as RE is concerned and very few specific examples to RE in terms of standards attained.

1.c.2 Key Stage 3 standards. As far as SACRE is aware, there have been no Ofsted inspection reports during the year that make reference to schools not complying in Key Stage Three with legal requirements as far as RE is concerned and no examples of RE being referred to in terms of standards attained. Where RE is being taught as part of project based learning unless the RE learning objectives are clearly laid out (for both staff and students) the quality of learning and standards attained is less rigorous.

1.c.3 Standards public examinations – link with 1b1

Key area 1d: Quality of teaching

1.d.1 As a result of reorganization across the Advisory Service, there has been no specialist advisor for RE in Kent during the year 2010-2011. Specialist support to schools and continuing professional development has been very much in the hands of school based AST's (of which there are only 4 across the county) and our partner organisations such as Canterbury Christ Church University and the Dioceses of Rochester and Canterbury. SACRE would like to acknowledge the support provided by the ASTs. SACRE can only report that no issues with the quality of teaching and learning have been drawn to its attention.

1.d.2 To support the subject knowledge, and to provide additional guidance to teachers in Primary schools on the teaching of Hinduism at Key Stage 1, a new resource, "Learning about Learning from Hinduism" has been published on the Religious Education page of 'Kenttrustweb'. In addition to a variety of exciting teaching and learning opportunities, this resource also provides guidance on activities that can be successfully utilised for assessment purposes.

1.d.3 The quality of teaching in secondary schools is variable. Where there is a specialist teacher or where teachers with other specialisms are being adequately supported in teaching the curriculum in accordance with the KAS the quality of teaching is at least satisfactory and often good.

Key area 1e: Quality of leadership and management

1.e.1 During the academic year 2010 -2011 SACRE has not been informed of any key issues in relation to the quality of leadership and management of RE in Kent schools.

Key area 1f: Teacher recruitment and retention, level of specialist provision

1.f.1 Primary – there are very few subject leaders with RE as a specialism but many committed RE subject leaders who are working hard to support the delivery of the KAS across their school.

1.f.2 Secondary – SACRE does not have current information about the specialist background of RE subject leaders.

Key area 1g: Resources

1.g.1 SACRE does not have this information.

2. Managing the SACRE and partnership with the LA and other key Stakeholders

2.a.1 The full SACRE has met on three occasion over the academic year:

(1) 24 November 2010 -County Hall,Maidstone

Members agreed the draft Annual Report be submitted to QCDA and published on the web. Kent had been represented at a number of external meetings, including the London and SE SACRE's, and a Conference in London Celebrating RE. The Chairman gave a thought provoking visual presentation illustrating the outline of his book on faith schools. This prompted a lively discussion session about the pros and cons of the value of church schools.

The Conference to Review the Agreed Syllabus for RE had been convened and a working party appointed.

(2) 14 March 2011- The Greek Orthodox Church, Margate

The Very Rev'd. Archimandrite Vissarion Kokliotis welcomed members to the Margate Greek Community. Mr Papadopoulos endorsed the welcome and gave a fascinating presentation about the history of the church. It was noted Kent had submitted an entry for the Westhill Awards, run its own Award open to all schools and had representation at the NASACRE AGM. Members debated the E Bacc/Early Day Motion 1375 and agreed to write/lobby their M.P.s in regard to concerns about the impact of the EBacc on the future of RE in schools, and press for the Secretary of State to include RS in the list of humanities subject for the EBacc. The third Annual Lecture would take place in May, hosted by Wrotham Secondary School, where Dr Rebecca Nye would talk about recognising "Children's Spirituality".

The Conference Working Party had met and recommended to SACRE that in view of the many changes and pressures at both national and local level, the review would not be a major re-write of the content, but a review of advice to reflect the current guidance, particularly the Non-Statutory guidance on RE to Schools 2010. The Curriculum Adviser reported he had commenced an Equality Impact Assessment (EIP) on the Agreed Syllabus process, completing the initial screening in March 2010.

(3) 8 June 2010 - County Hall, Maidstone.

Members were updated by the Head of Standards and School Improvement on the current context and developments within Education Learning and Skills (ELS) and how the relationship with SACRE would be maintained over the next academic year. A small group had secured a meeting with Mr Roger Gale MP to discuss the Early Day Motion and protection for RE in the curriculum. The working group had met and updated the Development Plan, which would need to be revisited when a recommended format was identified.

The Conference working party had met and presented the latest draft version of the various statutory and non-statutory sections. It was noted there would be no fundamental changes to the schemes of work for Key Stage 1 and 2. The aim was to present a final draft document to the November Conference for approval.

Group pre-meetings are held from 9:15a.m. with the full meeting beginning at 9:30a.m. Meetings end at 12:30p.m.

2.a.2 All meetings have been well attended. Most members have managed to attend at least two of the three meetings, with only a very small number not attending any of the

meetings during the year. Apologies have been received for the majority of non-attendances. All meetings were quorate.

2.a.3 In addition to the full SACRE meetings a steering group met 3 times during the year to guide developments, and a SACRE working party dealing with the SACRE award that was offered to schools during the year which met 3 times.

Key area 2b: Membership and training

2.b.1 SACRE has a wide ranging membership (see Appendix 2) in line with legal requirements.

2.b.2 In addition to the membership the Consultant Adviser and 2 other officers from KCC are also in attendance.

2.b.3 Induction – all new members are sent the SACRE handbook which is a free publication from the Free Church Federal Council as well as a copy of the KAS and other SACRE guidance material, e.g. Gathering Together: policy and practice for collective worship.

2.b.4 In at least one meeting during the year a member of SACRE gives a short presentation about their faith or their understanding of Religious Education or a related issue. The Consultant Adviser updated members of SACRE at each meeting on national and local developments in RE and the wider curriculum as applicable. Usually one meeting is held at a local place of worship during which SACRE members have the opportunity to ask questions and find out more about that particular community in Kent.

Key area 2c: SACRE development

2.c.1 The SACRE development plan has been the tool used to guide the work of the SACRE during the year. It is focused on and updated by the steering group at each of its meetings and discussed at each SACRE meeting. **In light of the recent LA restructuring and changes to capacity to support schools, SACRE has decided to rewrite a new Development Plan for 2011-12, to reflect the new working practices and realities of supporting and monitoring RE in Kent schools. This will be reported on in future Annual reports.**

2.c.2 SACRE has updated its guidance on spiritual development: “Shaping the Spirit: policy and practice for spiritual development.”

2.c.3 SACRE has close links with Canterbury Christ Church University – the head of primary education is a member of SACRE and also a member of the steering group.

Key area 2d: Financial support

2.d.1 The Local Authority provides support in the following ways:

- a dedicated clerk to support the Committee
- dedicated support and advice from the Consultant Adviser
- an annual budget to support the running costs of Committee meetings and for the SACRE to perform its statutory functions

Key area 2e: Information and advice

2.e.1 SACRE receives advice from the Consultant Adviser at each meeting and in the steering group. SACRE is considering ways in which it can sample schools within the local authority on matters pertaining to RE and worship to gather more statistical information.

Key area 2f: Partnerships with other key stakeholders

2.f.1 SACRE has an annual lecture for its members to which other local SACREs are invited to send representatives. SACRE usually has one meeting in a local place of worship annually.

2.f.2 SACRE ensures its links with the wider RE community through representation at national and regional NASACRE meetings, and other regional events organized by The RE Council and South East England Faith Forum (SEEFF)

3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

3.a.1 Cycle of Agreed Syllabus implementation:

- Introduction of new KAS – syllabus into schools and series of half day sessions held around the county for headteachers and governors (Introducing the KAS) and for subject leaders (Implementing the KAS)
- Implementation year of new KAS – over the year: schools to ensure meeting requirements in full;
- Embedding phase of KAS – two year programme of monitoring and evaluation based on KAS requirements.
- Sustaining phase of KAS – monitoring and evaluation based on KAS requirements to ensure continued use of KAS in run up to the review of the syllabus.

All curriculum support materials are now freely available as web based resources from:
http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm
http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm

3.a.2 The Review of the Agreed Syllabus was commenced during the academic year 2010-2011. Due to the uncertainty of the future requirements for RE as a result of the DfE's review of the National Curriculum, it was decided that this review would be an updating of the existing LAS, without making any major structural changes. The Working Group are due to complete this review by Spring 2012 with a view to implement in schools from September 2012.

Key area 3b: Using the non-statutory national framework

3.b.1 The non-statutory national framework was taken into account in the review of the KAS which led to the publication of this syllabus. For example, the levels of the non-statutory framework were adopted into the statutory part of the KAS and much of the

wording of the aims and balance of religions owes its origin to the non-statutory national framework.

Key area 3c: Developing the revised agreed syllabus

3.c.1 The revision of the KAS began in Sept 2010 with the aim of having the revised syllabus ready to go into schools in September 2012 in order to begin the cycle again. The review will take into account developments in curriculum design and delivery in the light of the review of the National Curriculum currently taking place. It will look at models of development and delivery that will support schools in meeting the academic and personal development of all pupils/students and will consider how it supports their well-being.

3.c.2 The Consultant Adviser leads the review drawing on members of SACRE (at least one from each group) plus a representative group of teachers, including ASTs for RE, to review and rewrite the syllabus.

Key area 3d: Consultation / launch / implementation of the agreed syllabus

3.d.1 Programme as outlined in 3.a.1, but dependent upon the LA's capacity to support CPD and school support.

3.d.2 The Consultant Adviser reports annually to the Policy and Scrutiny Overview Committee of the local authority. This report includes reference to the implementation of the KAS.

Key area 3e: Additional guidance, monitoring and evaluation of the agreed Syllabus

3.e.1 Some additional materials have been produced to help schools deliver the statutory transition unit on Sikhism and to support teaching Hinduism at Key Stage 1.

4. Collective worship

Key area 4a: Practice and provision for collective worship

4.a.1 Support for the provision of collective worship has been the Kent SACRE guidance: Gathering Together: policy and practice for collective worship. This was sent free into all Kent schools.

Key area 4b: Monitoring the provision of collective worship

4.b.1 There have been no Ofsted inspections over the academic year indicating that any school in Kent is not meeting statutory requirements. However, it is believed that a number of secondary schools do not, particularly in relation to the daily requirement. It is very likely that Kent schools mirror national trends and the majority of schools do not have an opportunity for collective worship daily for all students (especially for those in the sixth form). SACRE is aware of the need to ascertain more information with regards to collective worship – both provision and quality.

4.b.2 There have been no applications for determinations for collective worship over the past year.

4.b.3 There have been no formal complaints about collective worship over the past year.

5. Contribution of the SACRE to the community cohesion agenda

Key area 5a: representative nature of the SACRE

5.a.1 SACRE reflects the religious diversity of Kent well. Its membership, particularly of the Christian and other world faiths group, includes one representative from Sikhism, Islam, Judaism, Hinduism and Buddhism with a Bah'ai representative co-opted to the group. A range of Christian denominations are represented on that group. The Church of England group is fully represented and within the teachers and local authority group there are some who have religious faith backgrounds.

5.a.2 To ensure that SACRE membership reflects the religious and ethnic diversity of Kent, SACRE vigorously pursues vacancies as they arise.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

5.b.1 Many SACRE members (particularly in the Church of England and the Christian and other religious denominations groups) are also members of local interfaith groups and networks around the county. They are proactive in raising awareness of SACRE and in bringing issues to SACRE from the local interfaith groups as appropriate.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to community cohesion

5.c.1 Currently SACRE is not engaged in monitoring RE's contribution to social, racial and religious harmony and to community cohesion in Kent. We are however engaging with these issues through, for example, ensuring that the balance between religions focused on in the KAS reflects the religious makeup of Kent whilst also taking into account national trends. SACRE is also invited to attend events for example like those around Black History Month. SACRE has issued guidance about Ramadan and Eid and Muslim pupils in schools which schools are reminded of annually prior to Ramadan beginning when it is made available on the RE pages of the Kent website.

Key area 5d: Links to local authority initiatives promoting diversity

5.d.1 SACRE has worked closely with the Minority Communities Achievement Service and has also had some conversation about the Local Children's Services Partnerships and been invited to be involved in supporting them through ensuring that the religious diversity of Kent is taken fully into account in plans etc.

Summary

1 Good practice – distinctive features

- The way our steering group has worked to ensure that the SACRE meetings are focused on the key elements from our development plan has improved the efficiency and effectiveness of the meetings
- Positive working relationship between the Authority and the SACRE – active involvement and support from KCC Members in Group 4, provision of officer time, reporting to the Learning and Development Policy Overview and Scrutiny Committee, links with the Cabinet member for Education, Skills and Learning

2 Sense of community – ethos

- Meetings are well attended and purposeful
- Usually one meeting per year at a place of worship
- Member presentations on their faith – well received by other members
- Annual lecture for SACRE members to which other SACREs in the area are invited to send representatives

3. Advice on RE and Collective Worship to DfE to inform National Policy

- Local determination of RE through the Agreed Syllabus is a major and driving force of the work of SACRE and provides a real focus for enhancing community cohesion as well as providing a relevant and helpful Syllabus which reflects local needs within the national and indeed international context.
- SACRE is a real example of 'community cohesion in action' and the DfE should highlight its role and work as such.
- Changes to Ofsted inspection processes and self-evaluation, and structural and staffing changes within KCC have resulted in SACRE facing a challenge in monitoring the quality of RE and collective worship in schools. This will be further exacerbated with increasing numbers of schools becoming academies and outside of LA influence. More support at a national level would be welcomed.
- Kent SACRE has campaigned tirelessly to ensure that RE is considered as one of the Humanities subjects within the E. Bacc. There are real anxieties concerning the future security of RE within the secondary curriculum, and the provision of specialist RE teachers in years to come.
- Collective worship remains an area for development in many schools, particularly secondary schools. It is the daily requirement that is often a cause of concern. Whilst not suggesting that legislation should be changed we are suggesting that DfE should be proactive in supporting collective worship and its importance for schools in promoting the schools' ethos, spiritual, moral, social and cultural development, enhancing community cohesion, as well as contributing to personal development and well-being.

Allan Foster
Consultant Adviser to Kent SACRE
27th November 2011

Appendix 1

Year	Exam type	Boys entries	Girls entries	Total entries	Kent % A*-G	Nat % A*-G	Kent % A*-C	Nat % A*-C
2008	GCSE Full Course	1355	1863	3218			81.8	76.6
2009	GCSE Full Course	1632	2023	3655			78.1	73.4
2010	GCSE Full Course	1653	1960	3613	99.2	98.6	77.4	73.1
2011*	GCSE Full Course	1703	2160	3863	98.4	98.4	77.7	73.2
2008	GCSE Short Course	3189	3512	6701			53.5	52.9
2009	GCSE Short Course	3266	3642	6912			51.2	54.3
2010	GCSE Short Course	3538	3782	7320	96.2	96.0	53.8	54.6
2011*	GCSE Short Course	2907	3018	5925	94.8	94.9	50.9	51.8
					Kent % A*-E	Nat % A*-E	Kent % A*-B	Nat % A*-B
2008	GCE AS	210	471	681			70.2	69.1
2009	GCE AS	168	280	448			51.8	46.8
2010	GCE AS	176	290	466	88.5	90.5	50.0	46.7
2011*	GCE AS	76	129	205	89.3	92	35.1	45
2008	GCE A (A2)	195	297	561			81.8	64.4
2009	GCE A (A2)	206	344	550			57.6	57.4
2010	GCE A (A2)	196	331	527	99.2	98.3	58.0	56.0
2011*	GCE A (A2)	192	349	541	99.6	98	59.5	56.9

* 2011 *Provisional* Result information has been collected from most secondary schools in Kent, including some Academies and 'Non – academies'. Both categories of schools include Grammar schools and wide ability schools.

Appendix 2

MEMBERSHIP OF SACRE

GROUP 1 : CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS REFLECTING THE PRINCIPAL RELIGIOUS TRADITIONS OF THE AREA (13)

1.1 Free Church (4)

Miss J Webb – (Baptist) – serves until 31 August 2014

Mrs V Thornevell (Methodist) – serves until 31 August 2014

Mrs S Clark – (United Reformed Church) – serves until 31 August 2014

Mrs J Wigg (Salvation Army) – serves until 31 August 2015

1.2 Roman Catholic (3)

Father Gus Kinnane – serves until 31 August 2015

Mrs M McDowall - serves until 31 August 2015

Miss S Malone - serves until 31 August 2014

1.3 Buddhism (1)

Mrs C Elapatha - serves until 31 August 2014

1.4 The Greek Orthodox Church (1)

Mr M Papadopoulos - serves until 31 August 2015

1.5 Hinduism (1)

VACANCY

1.6 Islam (1)

Mrs N Younosi (Group Convenor/SACRE Vice-Chair) - serves until 31 August 2013

1.7 Judaism (1)

Rabbi C Cohen - serves until 31 August 2014

1.8 Sikhism (1)

VACANCY

1.9 Co-opted Members

Mrs J Grant (Baha'i)

GROUP 2 : CHURCH OF ENGLAND (6)

2.1 Rochester Diocesan Board of Education (3)

Mr J Viner (SACRE Chair) - serves until 31 August 2013

Mr V E Corbyn –serves until 31 August 2015

Mr R Tyson - serves until 31 August 2015

2.2 Canterbury Diocesan Board of Education (3)

Mrs T Martin - serves until 31 August 2013

Miss R Walters - serves until 31 August 2015

Miss S Shaw - serves until 31 August 2015

GROUP 3 : TEACHER ASSOCIATIONS (6)
(Having regard to local circumstances)

3.1 National Union of Teachers (1)

Mr S Platnauer - serves until 31 August 2014

3.2 National Association of Schoolmasters/Union of Women Teachers (1)

Ms K Burke (Group Convenor) - serves until 31 August 2014

3.3 Association of Teachers and Lecturers (1)

Mrs P Fairchild - serves until 31 August 2014

3.4 Kent Primary Head Teachers Executive KPHE (1)

Mr N Utton – serves until 31 August 2014

3.5 Kent Secondary Head Teachers Executive KSHE (1)

Vacancy

3.6 National Association of Head Teachers Kent Branch (1)

Miss S Lacon – serves until 31 August 2015

3.7 Co-opted Members

Miss T Kelvie

Miss E Pope

GROUP 4 : LOCAL EDUCATION AUTHORITY (4)

4.1 Nominees of Conservative Group (3)

Mr S Manion (Group Convenor) - serves until 31 August 2013

Mr G Gibbens - serves until 31 August 2013

Mr M J Northey - serves until 31 August 2013

4.2 Nominee of the Labour Group (1)

Mr M Vye - serves until 31 August 2013

(At this point in time, efforts are being made to fill these vacancies through contact with national and local bodies to seek suitable representatives.)