



London Borough of Southwark

ANNUAL REPORT 2024-25

**STANDING ADVISORY COUNCIL on
RELIGIOUS EDUCATION
(SACRE)**

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Section 1 Introduction

This year has been a busy year with SACRE convening as an Agreed Syllabus conference. We have met often to make decisions collectively and ensure that the syllabus that we provide our Southwark schools is up to date and meaningful. We are grateful to our teacher members who have brought us the voice of pupils and schools to our deliberations.

There have been a lot of changes of those who support the work of SACRE through LA changes. This has helped us to reflect on our role as a SACRE and bring us together as a group.

In the country and world that we are living in at present, to have a syllabus in Religious Education that helps them learn about others, diversity and difference is essential. Religious Education is an important part of the wider curriculum to help pupils to connect to real people and places and is crucial to support pupils understand and consideration of the big questions in life.

SACRE is proud to be a positive force for bringing a real curriculum offer to our pupils that helps to build community connections locally, nationally and internationally.

Southwark SACRE

Section 1 Overview

Since 1988, it has been a requirement that every local education authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship (CW) - in practice every SACRE has developed its own particular style and character.

Southwark SACRE, which began its work in 1989, has certainly developed its own particular style and character as this report will testify.

Some of the notable features of SACRE's work during 2024-2025 are included in this report, namely its support to schools and its involvement with the launch of our new RE syllabus for all schools in Southwark. This work has involved SACRE working with different religion and worldview leaders and teachers across all key stages.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is sent to the Department for Education (DfE), NASACRE, to local schools and to other interested parties. Camden LA makes this report available publicly through their website.

SACRE met four times across the academic year 2024-25, but have also convened and worked as an agreed syllabus conference five times across the academic year. The SACRE chair, vice-chair, LA Officer, SACRE clerk and RE consultant have regularly met to plan these meetings. This has ensured that SACRE has continued to be active and discharge its responsibilities fully.

November 2024	SACRE meeting
November 2024	Agreed Syllabus conference meeting
January 2025	Agreed Syllabus conference meeting
March 2025	SACRE meeting
March 2025	Agreed Syllabus conference meeting
May 2025	SACRE meeting
May 2025	Agreed syllabus conference meeting
June 2025	SACRE virtual meeting
June 2025	Agreed Syllabus conference meeting

(SACRE) is required, in accordance with Section 391(6) of the Education Act 1996, to publish an annual report on its activities. This report summarises its activities during the academic year 2024-25. Its current terms of reference, as laid down by the Education Reform Act 1998, are: “to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.”

In particular, the SACRE is charged with the following responsibilities:

- It can require the authority to review the Agreed Syllabus on Religious Education.
- It may determine, on application by the headteacher that the requirement for Collective Worship in community schools to be wholly or mainly of a broadly Christian character shall not apply to the Collective Worship provided for some or all of its pupils in a particular school.
- With the authority, to review the support offered for RE teaching, the methods of teaching employed, and teachers’ in-service professional development.

In addition, the SACRE has a direct role in the consideration and disposal of complaints related to the RE curriculum or Collective Worship. The SACRE will be asked to advise where complaints relate to Religious Education given in accordance with the locally agreed syllabus or to Collective Worship in community schools.

Details of the work of the Southwark SACRE can be found here:

<https://education.southwark.gov.uk/school-improvement-advisory-team/assessment-and-curriculum/curriculum/standing-advisory-council-on-religious-education-sacre>

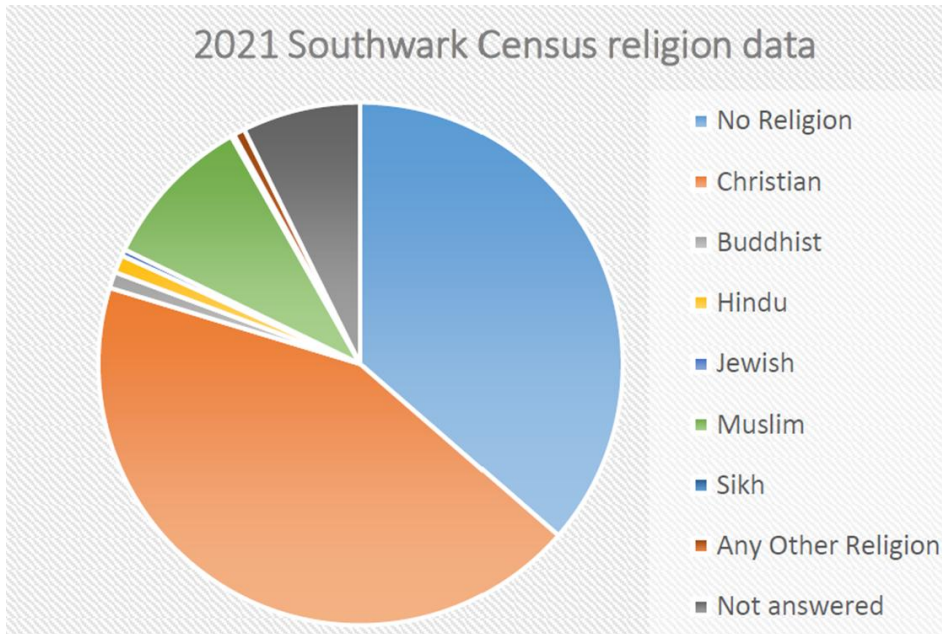
Agendas, minutes and associated papers can be found via this link:

<https://education.southwark.gov.uk/school-improvement-advisory-team/assessment-and-curriculum/curriculum/standing-advisory-council-on-religious-education-sacre/meeting-papers>

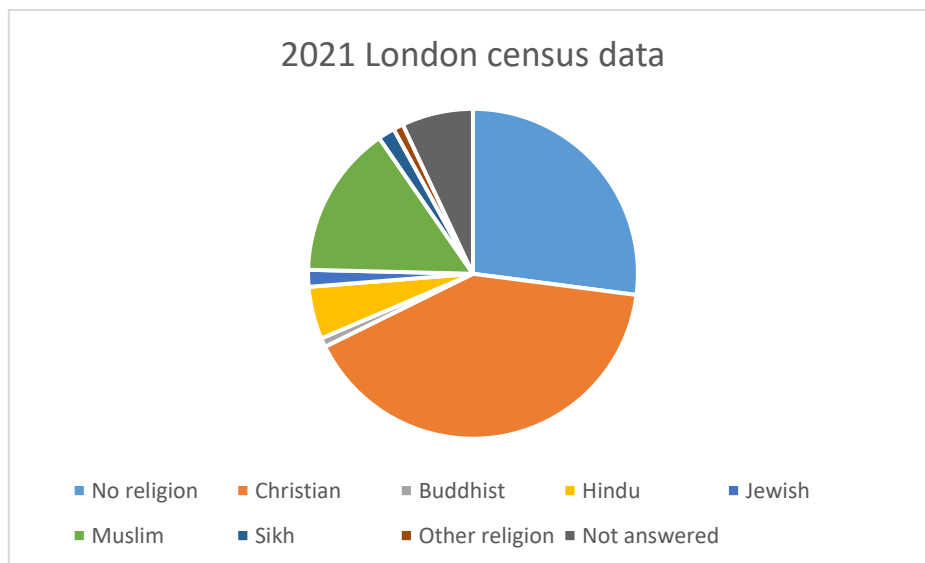
Background to the Borough

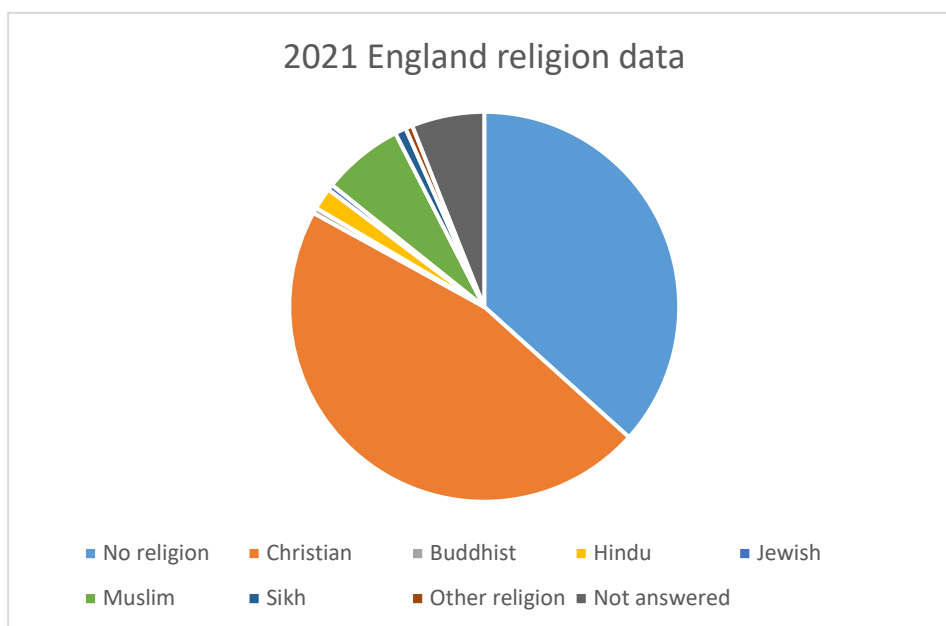
In the 2021 Census, figures clearly indicate that Southwark is a multi-faith Borough; after Christian people (43%) the largest religious group in the Borough is made up of Muslim people (9.6%), then Hindu people (1%), Buddhist people (1%), Jewish people at (0.4%), Sikh people (0.2%) and other religions (0.7%). 36% of Borough state they have no religion, a figure that has grown by 10% compared to ten years ago.

Category	No.	%
No Religion	111,348	36.4
Christian	133,927	43.3
Buddhist	3,093	1
Hindu	3,402	1.1
Jewish	1,237	0.4
Muslim	29,692	9.6
Sikh	618	0.2
Any Other Religion	2,165	0.7
Not answered	22,579	7.3



When comparing Southwark with London and England census results, SACRE would like to underline the big shift that has taken place in the borough over the last ten years in terms of the religious nature of the borough and the importance for the LA to ensure all teachers have access to strong subject knowledge around religion and worldviews. Southwark is home to a wide range of people from many different religions and beliefs, it is vital that children and young people are educated to be religious literate so they can make sense of the difference and diversity they encounter living in this borough.





According to the 2025 school census there were 41,524 pupils (Source: School Census, January 2025). This includes pupils attending school-based nurseries and 6th forms in Southwark. Children aged between 0 and 19, equating to circa 13.5% of the population.

There were 157 different languages spoken in Southwark primary schools according to the 2025 school census, and 168 different languages spoken within secondary schools. This diversity is seen within schools and again highlights for SACRE the importance of having well supported staff to be able to help pupils make progress academically as well as learn to live well with difference and diversity.

Section 2 Standards and quality of provision of Religious Education (RE)

2.1 Within Southwark, advice is available to schools around RE through four forms:

- The Southwark Agreed Syllabus
- the SACRE consultant
- regular CPD opportunities for RE, and
- SACRE documents being sent electronically into every school.

2.2 The SACRE consultant has given advice to the local authority on several occasions in 2024-2025. For this academic year it has been around the revised Agreed Syllabus and supporting SACRE and the LA to make decisions around what to write, create or adapt.

These decisions having been made the large piece of work for SACRE and the RE consultant was (as an Agreed Syllabus conference) producing a new Agreed Syllabus for Southwark schools and providing training to all schools, as well as schemes of work (long, medium and lesson plans), knowledge organisers, pre-post learning supports and much more.

All supports have been shared with schools so all teachers can access these.

2.3 Monitoring of RE in schools

Southwark SACRE with the LA have monitored RE in schools and have developed an action plan around providing further support for teachers in terms of network meetings at primary and secondary as well as monitoring the usefulness of what is presently provided through the agreed syllabus.

2.4 Complaints about RE

There have been no formal complaints received about RE from any Southwark schools during 2024-25.

2.5 Public examinations

Summer 2025 GCSE provisional results - all pupils

GCSE Religious Studies, 2025 - PROVISIONAL Results 17th October 2025													Source: DfE provisional KS4 2025 Southwark LA pupil level dataset		
School	DfE No.	GCSE Religious Studies : Grade Breakdown (No.)											Southwark LA	9-5 Strong pass	9-4 Standard pass
		9	8	7	6	5	4	3	2	1	U	Q			
1		7	13	10	16	10	14	18	10	13	2		113	49.6%	61.9%
2		2	2	2			1			1			8	75.0%	87.5%
3		11	14	19	28	26	19	23	10	8	3		161	60.9%	72.7%
4			1			1	1	2	3	1			9	22.2%	33.3%
5		1	3	3	1		1	2	1				12	66.7%	75.0%
6		42	44	22	28	16	9	7	4	5			177	85.9%	91.0%
7			4	2	4	1	1	3	1		1		17	64.7%	70.6%
8			5	4	3	4	1	3	1	2			23	69.6%	73.9%
9		7	18	19	33	25	17	13	13	4	2		151	67.5%	78.8%
10			2	2	7	11	7	8	10	5	3		55	40.0%	52.7%
11		3	3	1	7	3	1	3					21	81.0%	85.7%
12		4	4	9	13	1	3	4	2				40	77.5%	85.0%
13		24	26	36	50	45	35	30	12	1			259	69.9%	83.4%
14								1	1				2	0.0%	0.0%
15		1	8	13	21	14	10	16	17	5			105	54.3%	63.8%
16		13	19	24	30	21	7	12					126	84.9%	90.5%
17			1	1	2	3	5	2	2				16	43.8%	75.0%
18		12	24	44	26	13	9	7	4	4	3		146	81.5%	87.7%
19		12	18	20	23	21	10	15	3	2	1		125	75.2%	83.2%
20		40	30	28	23	19	7	7	1				155	90.3%	94.8%
Southwark LA		179	239	259	313	228	154	171	91	50	15	0	1699	71.7%	80.8%
England results														62.3	74%

Looking to national standards, our Southwark results above the national average at GCSE as a borough. The 9-5 performance is 9% higher than the national average. The 9-4 performance is 6% higher than the national average.

GCSE Overall borough performance

- Southwark entries for GCSE RS are high and broadly stable across the three years (1561 entries in 2023; 1690 in 2024; 1699 in 2025), showing that RS continues to be a well-entered subject at KS4 across the borough and remains a significant curriculum offer.
- Borough performance in RS is consistently strong. The proportion of pupils achieving a “strong pass” (grade 5+) is mid-70s each year (75.5% in 2023; 72.4% in 2024; 71.7% provisional in 2025), while “standard pass” (grade 4+) is in the low- to mid-80s (84.8% in 2023; 81.4% in 2024; 80.8% provisional in 2025).
- The provisional 2025 figures show a very slight softening from 2023, but still represent a high-performing profile: around four in five pupils gain at least a standard pass and around seven in ten gain a strong pass each year.

Changes between 2023, 2024 and 2025

- The borough has seen a small dip in both strong and standard pass rates from 2023 to 2024, and these are broadly maintained in the provisional 2025 data. This may reflect national volatility or cohort variation rather than a sharp local decline, as entry numbers have risen and grade distributions remain strong at the top end (grades 7–9).
- The proportion of the highest grades (9–7) remains healthy across all three years, with large numbers of pupils achieving in this band each year, indicating that RS continues to provide stretch and challenge for higher-attaining pupils across the borough.

- The tail of lower grades (1–3) remains relatively small in all three years, suggesting that, in most schools, RS outcomes compare favourably with many other subjects in terms of tackling under-achievement.

School-level variation and strong performance

- 7 of the 20 schools are consistently very strong in RS, often with 80%+ strong pass and 90%+ standard pass across the period.
- Several schools show improving or sustained strong performance over time. For example, one remains above 80% strong pass in 2024 and rises again in the provisional 2025 data, while another school retains very high standard pass rates (around mid-80s to mid-90s) with large cohorts.
- 4 academies also demonstrate robust outcomes suggesting good practice that could be shared across the borough.

Summer 2025 GCSE provisional results - Girls/boys

- Entries are consistently higher for girls than boys in GCSE RS at borough level (for example, in 2025 there are 959 female entries and 740 male entries). Girls therefore make up a larger share of the RS cohort each year.
- Both sexes achieve strongly. Borough totals show that, in each year, substantial numbers of both girls and boys are achieving grades 9–5, with only a relatively small proportion at grades 3–1 or U.

Patterns for girls

- Girls dominate entries in girls' schools and mixed schools with strong RS traditions, which pushes up the female share of high grades overall. In most mixed schools, girls tend to be slightly over-represented at grades 9–7 and 9–5 compared with boys.
- The distribution for girls is typically "top heavy": more grades 9–6 and fewer grades 3–1, suggesting that girls as a group are slightly more likely to secure higher grades and less likely to be in the lower grade bands.

Patterns for boys

- Boys form the majority of entries in boys' schools and some mixed academies; in these contexts there are large numbers of grades 9–5 but also a bigger spread into grades 4–2, especially in 2024 and 2025.
- In several cohorts boys' entries at grades 9–7 grow over time, but boys are still proportionally more likely than girls to appear in grades 3–1, indicating a slightly longer "tail" of lower attainment among male students.

Key messages

1. RS remains a popular GCSE with both girls and boys, but more so for girls, who form the majority of the cohort.
2. Attainment is strong for both sexes, with girls, on average, achieving a somewhat higher concentration of top grades and fewer lower grades than boys.
3. For development, schools may wish to:
 - a. keep monitoring progress and outcomes for boys in RS, particularly in mixed and boys' schools, to ensure that curriculum, pedagogy and intervention are supporting them to achieve as highly as girls;
 - b. continue to promote RS to boys at option time so that take-up and high attainment remain strong across both sexes

Both of these points will be picked up by the RE advisor in their work with schools under the direction of the LA – from SACREs request.

SACRE has noted: The slight softening in percentages over time suggests a need for continued professional development and cross-school sharing of practice, rather than urgent concern. From this SACRE has noted to investigate subject networks, moderation meetings and collaborative planning are being used (or planned) to maintain high standards, respond to any specification updates, and ensure that RS continues to support wider aims such as critical thinking, understanding of religion and worldviews, and community cohesion.

Summer 2025 A'Level provisional results - all pupils

Key strengths (KS5 Religious Studies)

- Very high pass rates: Across all three years, A level RS achieves 100% pass at A*–E, so every student who completes the course secures a qualification.
- Strong high-grade profile: Borough averages at A*–B and A*–C are consistently high: A*–B is 82.7% (2022), 66.0% (2023) and 64.0% (2024); A*–C is 97.5%, 90.0% and 82.6% respectively. This indicates that most students gain at least a C grade and many achieve B or above.
- *Sustained A–A performance*:* The proportion of A*–A grades remains in the mid-20s to mid-30s (34.6% in 2022, 34.0% in 2023, 25.6% in 2024), suggesting a secure core of very high attainment over time.
- Viable entry numbers: Entries remain sufficient to sustain the subject (81 entries in 2022, 50 in 2023, 86 in 2024), indicating continued demand for RS at KS5 across the borough.

Overall picture by sex

- Cohort sizes are modest, but girls make up the majority of A level RS entries in both 2023 and 2024; in several centres there are no male entries at all.
- Across both years, all male and female candidates pass at A*–E, with just a single U grade in 2023, so completion and basic success are effectively universal for both sexes.

Patterns for female students

- Most A* and A grades are awarded to female students, reflecting their greater representation in the cohort and strong outcomes across schools.
- In 2023, almost all entries are female and the borough totals (34% A*–A; 66% A*–B; 90% A*–C) largely reflect female performance.
- In 2024, girls continue to secure a high proportion of A*–B grades in RS, maintaining a strong high-attainment profile despite some softening compared with 2022 borough figures.

Patterns for male students

- Male entries are concentrated in a small number of mixed or boys' schools, with very small numbers in most centres.
- Where boys do take RS, they typically achieve at least C grades and often B or better; however, because numbers are small, their contribution to borough percentages is more volatile year on year.

Key messages and areas for development

- RS A level is a high-performing subject for both sexes, with almost universal passes and a strong concentration of higher grades, particularly among female candidates.
- The main development area is participation, especially for boys: increasing male take-up would support equity of access and make overall gender comparisons more robust. Schools could use KS4 performance data and option-evening messaging to encourage more able boys to continue RS to KS5.

Areas for development

- Slight softening at higher grades: There is a downward trend in the proportion of students achieving A*–A and A*–C between 2022 and 2024, even though overall pass rates remain 100%. Departments may need to review stretch and challenge, especially for the most able, and consider whether recent specification, staffing or cohort changes have influenced outcomes.
- Variation between cohorts and centres: With relatively small numbers in some settings, percentages can fluctuate year on year. This suggests a need for continued subject networking, shared planning and moderation so that strong practice in teaching complex RS content, essay writing and exam technique is spread consistently across providers.
- Monitoring entry patterns: The dip in entries in 2023 followed by recovery in 2024 highlights the importance of monitoring recruitment into A level RS and understanding how KS4 pathways, careers guidance and timetable structures affect take-up. Using this information can help maintain or grow viable groups while preserving the strong outcomes profile

2.6 Southwark Agreed Syllabus

A new Southwark Agreed Syllabus was published with schools in 2025. This saw a day's training given to all schools in the borough with the RE advisor in July 2025, so that schools could start to teach from the new syllabus from September 2025.

SACRE met five times in this academic year to work on the new syllabus, with smaller working groups meeting in between these meetings to carry on the work of the syllabus review.

2.7 Attainment in RE

Ofsted reports have mentioned in 2024-2025 the following around RE and CW:

Primary

Charles Dickens Primary School June 2025

Pupils, including those in the Nursery and Reception Years, have discrete well-being lessons and weekly assemblies to develop their character. Pupils learn the importance of fundamental British values, diversity, respecting the beliefs, religions and cultures of others and staying safe, including when online. They discuss these potentially sensitive topics with maturity.

Tower Bridge Primary School March 2025

Pupils know about diversity and equality, learn to debate different issues, and can discuss the different world religions they study. They enjoy an 'international week,' when they celebrate their different heritages and cultures.

Grange Primary School February 2025

The school has considered the school's diverse community when deciding what pupils should learn. This includes ensuring reading books reflect a range of cultures, and trips to local places of worship consider a range of faiths. Pupils know about the importance of equality and diversity. The school hosts a 'carnival of culture,' where families can share different aspects of their heritage.

English Martyr's Roman Catholic Primary School March 2025

Pupils demonstrate respect and understanding of different faiths. They have a mature appreciation of fundamental British values such as democracy, expressing their views through the school council and their leadership roles.

St James's Church of England Primary School September 2024

The school has carefully considered how to teach a well-thought-out and age-appropriate programme to support pupils' wider development. Pupils learn about different faiths and cultures, healthy relationships, and personal safety, both in school and in their community. Pupils enjoy being part of a vibrant and inclusive community that fosters both academic and personal growth.

Archbishop Sumner Church of England Primary School June 2025

Pupils' personal development is well supported. They enjoy trips to museums, galleries, and places of worship. They appreciate and respect differences between people. Pupils know how to maintain healthy relationships and recognise there are different types of families.

Galleywell Primary School City of London Academy February 2025

This is a happy, inclusive school. Pupils take pride in the many responsibilities that they are trusted with, including electing and acting as representatives to the pupil parliament. Opportunities for high-quality cultural enrichment are abundant and varied. Performances at St Paul's Cathedral, enrich the curriculum. The school teaches pupils to show mutual respect, including by exploring different faiths, beliefs and abilities. Teachers take pupils to visit various places of worship to deepen their understanding. The school ensures that all pupils, including those deemed disadvantaged, access these opportunities fully.

Brunswick Primary January 2025

Pupils are considerate and respectful. Pupils are kind.

Bird in Bush September 2024

Pupils deepen their cultural understanding through trips to museums, places of worship, and cultural sites. All pupils learn how to keep themselves safe online and in the local community.

St John's Roman Catholic Primary School

This is a school with high expectations and one in which pupils are treated with kindness and care. Pupils live out the school's vision to 'love and serve one another'. This helps to ensure that the school is a compassionate and supportive environment that enables pupils to thrive academically and as citizens of modern Britain.

The school provides many excellent opportunities and experiences that develop the character of pupils. For example, through their charitable work, pupils learn the importance of helping others. Pupils learn to understand their community and the wider world and develop a mature understanding of fundamental British values. This includes, for example, showing appreciation of the differences between themselves and others, and respecting and celebrating these differences

Pilgrims Way Primary February 2025

The school's values guide pupils to act responsibly and to work together.

Secondary

St Michael's Catholic College June 2025

The school's Salesian values of 'respect, understanding, affection and humour' are firmly embedded across the school. Pupils conduct themselves with great maturity and kindness. Difference is celebrated at the school. Pupils are empathetic and build a strong understanding about the world around them. They explore other faiths, cultures and historical events in a meaningful way. Enrichment is thoughtfully planned and delivered to build pupils' knowledge and provide valuable life experiences. Personal, social, health and economic education is carefully considered. Consequently, pupils are well prepared for life in modern Britain. The school invests significant time in exploring mental health and well-being so pupils have effective strategies they can use.

Harris Academy Bermondsey February 2025

The school's values of ambition, compassion and respect are evident throughout the school's work. Bullying and discrimination are not tolerated. The diversity of the school community is celebrated. Pupils are polite, respectful and tolerant. Pupils' personal development is very well considered. A carefully planned pastoral curriculum enables pupils to explore important topics, such as personal health, online safety and respectful relationships. Pupils are taught what it means to be an active citizen by taking part in charity fundraising activities.

Section 3 Standards and quality of provision for Collective worship (CW)

- 3.1 Within Southwark advice is available to schools around CW through the SACRE consultant.
- 3.2 **Determinations:** There were no determination requested or renewed in 2024-2025.
- 3.3 Complaints about collective worship: there were no complaints received by the LA or SACRE about collective worship in 2024-25.

Section 4 SACRE links with other bodies

Nationally: Southwark SACRE is a part of NASACRE and the LA consultant is a member of AREIAC, NATRE and the NASACRE executive. SACRE members attended the NASACRE conference in May 2025 in Newham and some of its monthly webinar programme throughout the academic year. From these individual members gained a lot of ideas to bring back to what we could do as a SACRE in Southwark.

Section 5 SACRE's own arrangements

SACRE has been quorate for all of its meeting in the year September 2024-August 2025.

Chart of SACRE attendance 2024-2025

Name	Group representation	12 September 2024	4 March 2025	27 March 2025	23 June 2025
John Bonnici (Catholic)	Other faiths group	Apologies	Present	Present	Present
Dr Kazeem Fatai (Muslim)	Other faiths group	n/a	Absent	Absent	Present
Jane Harris	Other faiths group	Absent	Absent	Absent	N/A
Kyoichiro Hosoya (Buddhist)	Other faiths group	n/a	Present	Present	Present
Ariyananda Luo (Buddhist)	Other faiths group	n/a	Present	Absent	Absent
Mariano Marcigaglia (Buddhist)	Other faiths group	Present	Apologies	Absent	Present
Trevor Moore (Humanist)	Other faiths group	Apologies	Present	Present	N/A
Jo Patterson	Other faiths group	Apologies	n/a	n/a	N/A
Abhijeet Roy (Hindu)	Other faiths group	n/a	n/a	Apologies	Present
Emma Taylor (Humanist)	Other faiths group	n/a	n/a	Present	Apologies
Robert Vertes (Jewish)	Other faiths group	Present	Present	Absent	Present
Junade Zakir (Muslim)	Other faiths group	Absent	Absent	Absent	Absent
Fiona Foreman (Vice Chair)	C of E group	Present	Present	Present	Present
Emily Harris	C of E group	Present	Present	Present	Present
Megan Whitton	C of E group	n/a	Present	Present	Present
James Lewis (Chair)	Teacher group	Present	Present	Present	Present
Betty Joseph	Teacher group	Present	Absent	Present	Present
Yazad Unwalla	Teacher group	n/a	Present	Apologies	Present
Councillor Maggie Browning (Labour)	LA group	Present	Present	Absent	Present
Councillor Graeme Neale (Liberal Democrats)	LA group	Absent	Absent	Absent	N/A
Councillor Margy Newens (Labour and Cooperative)	LA group	Apologies	Apologies	Absent	Apologies
Lee Souter	LA group	Present	Present	Present	
Richard Hunter	LA group	n/a	n/a	n/a	Present
Cara Cahill	LA group			Joined	Apologies

Section 6 SACREs own arrangements

SACRE costs

During the year 2024-2025 three LA officers supported SACRE professionally and administratively:

- Stacey Burman & Claire Clinton as the Professional RE advisors;
- Lee Souter, Richard Hunter and Cara Cahill as Southwark LA officers;
- Janet Clarke as Clerk to SACRE.

Finance

The sum of £13,155 was made available through the LA to support the work of SACRE during the year. The sum covered the cost of employing an RE consultant, the cost of clerking SACRE, membership of NASACRE and attending conferences and refreshments. (These figures break down as: £2000 for the clerk to SACRE; NASACRE membership £115; RE Advisor consultant £2750; Agreed Syllabus development £8000; NASACRE conference attendance and travel £230; NASACRE webinar programme £60).

Appendix 1

Southwark SACRE members – May 2025

The current members of Southwark SACRE are:

The current members of Southwark SACRE are:

Panel A (Other faiths)

John Bonnici (Catholic)

Dr Kazeem Fatai (Muslim)

Kyoichiro Hosoya (Buddhist)

Mariano Marcigaglia (Buddhist)

Abhijeet Roy (Hindu)

Emma Taylor (Humanist) – Vice Chair

Robert Vertes (Jewish)

Panel B (Church of England)

Emily Harris

Megan Whitton (Chair)

Panel C (Teachers)

Betty Joseph

James Lewis

Yazad Unwalla

Panel D (Local Authority)

Councillor Maggie Browning (Labour)

Graham Neale (Liberal Democrats)

Margy Newens (Labour and Cooperative)

Sandra Rhule (Labour and Cooperative)