

Enfield SACRE  
Annual Report  
2014 - 2015



## Enfield SACRE Annual Report 2014-15

### 1. Chair's introduction and context

Near the beginning of the academic year the government announced the launch of new Religious Studies GCSE, AS and A level qualifications for 2016. But change is ahead not only for teachers and pupils working towards national awards. Near end of this academic year, Prof Linda Woodhead and Rt Hon Charles Clarke published a paper. At its launch, Linda spoke about the background of changes to society, religion and education since 1944. Charles spoke about the recommendations of their policy initiative. Those most relevant to SACREs (Standing Advisory Council for Religious Education) are:

- (1) That collective worship should no longer be statutory; governors and head teachers being able to decide the form and nature of school assemblies.
- (4) That locally agreed syllabuses be replaced by one nationally agreed syllabus, determined by a 'National Standing Advisory Council on RE' made up of "relevant experts on religion and education"
- (11) That local SACREs are given a new role including participating in the consultations about the content of the national RE curriculum, helping local implementation, promoting community cohesion, educating for diversity and giving advice.

It is clear that we are at a watershed, and the coming year will have some important discussions as stakeholders come to grips with and respond to these recommendations. NASACRE (the National Association of SACREs) has subsequently issued a briefing, 'Religion and Belief in Schools', and the REC (Religious Education Council) are coordinating responses. The shape and function of SACREs may never be the same again.

But that is for the future; and now, SACREs still have their statutory duties: SACREs have responsibility for advising a Local Authority (LA) on its schools.

For Religious Education (RE), SACRE advises community, voluntary controlled and Trust and Foundation schools without a religious designation.

For Collective Worship SACRE advises the LA on community, Trust and Foundation schools without a religious designation.

And SACREs have a duty to publish an annual report, so this document is being written, in the spirit of 'business as usual'. Because as initiatives come and go, the tasks of teaching, learning, challenging, developing, monitoring, supporting, experimenting and celebrating must continue. It looks as though there may be big changes ahead, but in the meantime we have to work with what we have, and do what we can for the young people of today.

In the interests of brevity, a summary report is also distributed, and is made available on the Enfield SACRE website along with supporting documentation.

### 2. Advice to statutory bodies

#### a) Local Authority

Enfield SACRE is in the fortunate position that it works hand in hand with and is resourced by the Local Authority's School Improvement Service (SIS). All the advice, guidance and recommendations issued by SACRE have been facilitated by the SIS, and in many cases the SIS is already taking initiatives without needing SACRE to offer advice. SACRE has, for example, considered the implications of the Trojan Horse enquiry and the requirement to promote fundamental British Values, and although already engaged in Governor training on this subject, the SIS has partnered in SACRE's additional response. In addition to letters sent to Chairs of Governors of primary and secondary schools by the School Improvement Service regarding the findings and

recommendations of the report “Religious Education the Truth Unmasked” , SACRE requested that RE Governor sessions be included in the 2014/15 Governors’ Training programme.

#### **b) Schools**

Enfield has 17 non-denominational Secondary schools, of which 7 are Community/Foundation and 5 are Academies; and 69 non-denominational Primary schools, of which 46 are Community plus one Academy. In addition there are 3 ‘All through’ schools; one Community and 2 Academies.

A substantial piece of work this year has been the revision of the Enfield SACRE Guidance on Collective Worship. The resulting document has been sent to schools and is available on the SACRE website. It includes a ‘template’ and examples, as well as an introductory statement giving the rationale for Collective Worship which should encourage schools to follow its guidance. The concern has been to establish a framework which complies with the law, enhancing religious experience without coercing religious expression. In our multi-faith society it has been important to reassure that promoting Christian values and exploring Christian understanding is not the same as promoting the Christian faith over other life views; it merely provides a starting point against which individuals can evaluate their own life view.

SACRE aims to support schools by producing or sharing resources, and Anna Sallnow, the Enfield RE Consultant, produced an Assessment Pack, ‘Realising the Potential’ which has been forwarded to schools. There is also a termly RE newsletter updating on national and local issues and events.

#### **c) Government or other statutory bodies**

During the year there have been a number of consultations on matters of interest. These have tended to fall between scheduled meetings of SACRE, but members have been informed of them and invited to respond individually. Examples include the consultation on the proposed new Religious Studies GCSE, AS and A Level qualifications, and the national consultation relating to Religion and Belief in British Public Life.

At one of our meetings we were fortunate to welcome one of Enfield’s MPs, David Burrowes MP, who is a member of the APPG on RE and who gave an up-to-the-minute briefing on the view from Westminster. He was asked to pass on our recommendation that a school should not be able to be judged above ‘Good’ following an Ofsted inspection if it did not meet the requirements of the Locally Agreed RE Syllabus.

#### **d) Response to the advice given, where appropriate**

As mentioned above, the Local Authority is a partner in much of SACRE’s work, and monitors actions as they are identified in SACRE minutes.

Anecdotal reaction to the Guidance on Collective Worship has been positive; monitoring responses to this and to other resources offered to schools is limited by the reduced scope of Ofsted inspections. Some school visits undertaken provide a small sample of encouraging reports.

A letter from Lord Nash (then Minister responsible for faith schools) to Chairs of SACREs in January set out their response to the issues highlighted by the Trojan Horse enquiry. While the guidance received and some of the actions taken are fairly clear, the practical application is not always straightforward, and the impression continues to be one of central decisions being handed down to practitioners without sufficient prior input from the latter.

### **3. Standards and quality of provision of RE**

#### **a) Public examinations**

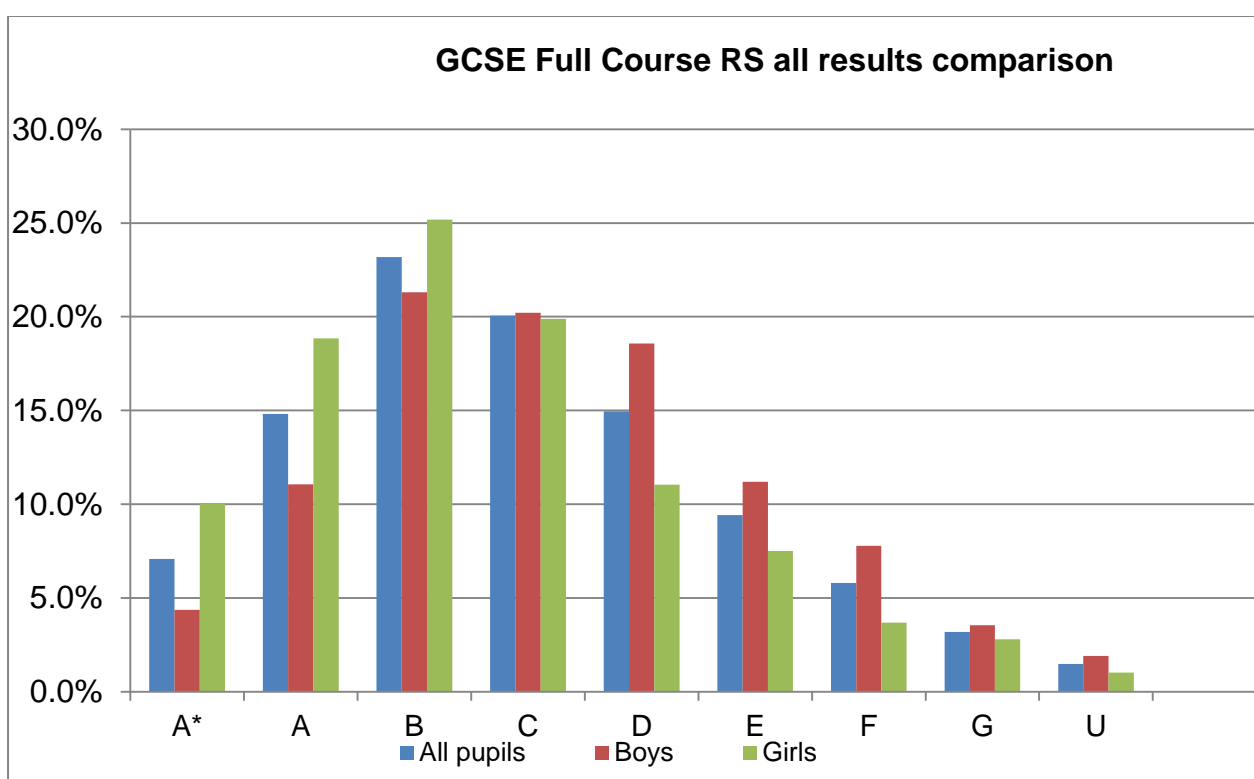
This year saw the continued impact of schools making the Full course an option, as although students are receiving an in-depth understanding of the subject and a nationally recognised qualification, the number of entries has dropped from 64% of the cohort to 45.5%. It was a more challenging year at AS and A2 level, with numbers down on previous years. Nevertheless, the standards achieved are commendable and both students and teachers should be congratulated.

## Religious Studies GCSE

45.5% of the cohort – 1411 students - were entered for RE GCSE full course. Although slightly fewer than last year, the level of achievement actually increased, with 65.1% gaining A\*-C . Some schools still offer the RE Short Course, but data for this is no longer collected by the borough.

### All non-denom schools

	Number of entries	Percentage of entrants achieving grades											No. of Yr 11 pupils on PLASC*	
		% A*	% A	% B	% C	% D	% E	% F	% G	% U	X (Abs)	% A*-C		% A*-G
All pupils	1411	7.1	14.8	23.2	20.1	15.0	9.4	5.8	3.2	1.5		65.1	98.5	3095
Boys	732	4.4	11.1	21.3	20.2	18.6	11.2	7.8	3.6	1.9		57.0	98.1	1615
Girls	679	10.0	18.9	25.2	19.9	11.0	7.5	3.7	2.8	1.0		73.9	99.0	1480



	Year	GCSE Full Course RS Number of Entries
<b>All Pupils</b>	2015	1411
	2014	1658
	2013	1278
	2012	1072
	2011	814
	2010	930
	2009	990
	2008	614

	Year	GCSE Full Course RS Number of Entries
<b>Boys</b>	2015	732
	2014	878
	2013	615
	2012	593
	2011	370
	2010	432
	2009	421
	2008	264
<b>Girls</b>	2015	678
	2014	780
	2013	663
	2012	479
	2011	444
	2010	498
	2009	569
	2008	350

### AS and A2 Level Religious Studies

Entries are lower than in previous years, though A2 examinations were taken by 78 students, with 74.4% gaining A\*-C; a further 40 students completed their studies at AS level.

#### A2: All non-denom schools

	Number of entries	Percentage of entrants achieving grades						
		A*	A	B	C	D	E	U
All	78	3.8%	12.8%	21.8%	35.9%	16.7%	6.4%	2.6%
Boys	20	10.0%	15.0%	15.0%	35.0%	10.0%	15.0%	0.0%
Girls	58	1.7%	12.1%	24.1%	36.2%	19.0%	3.4%	3.4%

#### AS: All non-denom schools

	Number of entries	Percentage of entrants achieving grades					
		A	B	C	D	E	U
All	40	12.5%	2.5%	25.0%	32.5%	12.5%	15.0%
Boys	17	11.8%	0.0%	29.4%	35.3%	17.6%	5.9%
Girls	23	13.0%	4.3%	21.7%	30.4%	8.7%	21.7%

#### b) Attainment in RE not covered by public examination

RE in Enfield is widely perceived as an enjoyable and stimulating subject. One measure of the quality of provision is the RE Quality Mark. Sabah Raza, Primary RE Advisor for Enfield has worked hard to introduce this self-evaluation process as a mechanism for improving RE in schools. Firs Farm Primary School where she is Head of Department recently achieved the Gold REQM; Ms

Raza is now sharing good practice with colleagues, encouraging and supporting other schools in seeking this award, which in turn will raise the standard of the teaching of RE in the borough.

During the year Enfield SACRE joined with Barnet SACRE under the leadership of Anna Sallnow, RE Consultant to both SACREs, to bid for The Westhill/NASACRE Awards for 2015-2016, and we are thrilled to have won this award. This project will start with a pilot in 2015-16 and it is hoped will enhance the experience and attainment in RE. The project title is 'Faith Ambassadors in Schools: Encounters & Understandings'.

Barnet & Enfield are two religiously diverse boroughs & have significant numbers of all the major faith communities represented in the UK. Barnet has the largest number of Jewish people in Britain & there are also representatives of smaller faith groups such as the Alevi Community in Enfield as well as significant numbers of Jains, Baha'i & Zoroastrians. Both SACREs have strong relationships with their representative religious communities & their local authority.

The aim of the project is to use these local resources to make closer links between schools & faith communities. It is planned that the project would begin in the autumn term 2015 & train secondary school students in one school in each of the partner boroughs to prepare presentations for 3 local linked primary schools. The young people would be expected to discuss with their faith communities the materials that they are producing & these would be tailored to the relevant primary school agreed syllabus for each of the boroughs.

We have chosen this approach as primary schools have expressed a need for high quality speakers & faith communities have voiced concerns about how they can best support religious education in their locality & the need for training & appropriate material to enhance the locally agreed syllabi.

Discussions have already taken place with the two secondary schools & their linked primary schools & all are enthusiastic about having closer links made between their local communities & between secondary & primary schools. Faith groups have also expressed their enthusiasm & support for the project.

We also believe that the project will provide compelling learning experiences for all involved. The young people will be learning from their religious communities, they will be able to speak with confidence about their religions & will be sharing their ideas with their peers. We will encourage a variety of teaching & learning styles & materials. From the experience of other projects we have appreciated that primary school pupils love listening to other young people & that there is often a better understanding of the use of appropriate language & concepts. An enquiry model will be used throughout the learning process.

### **c) The quality of RE provision in schools**

As mentioned elsewhere, Enfield have in Sabah Raza an enthusiastic Primary RE Advisor who supports and facilitates quality RE provision while displaying best practice in her school. Her contribution to training and resources is further illustrated at 7c) below.

An independent initiative encouraged and promoted by SACRE is a new module on Alevism produced by the local community in conjunction with the Prince of Wales Primary school.

SACRE has for some years provided Schemes of Work to support the Agreed Syllabus so that teachers who may not be subject specialists can more easily deliver the syllabus. Some of the schemes needed updating to reflect the syllabus, and as part of the review process, faith representatives looked at the existing ones to confirm they reflect their understanding of their own faith. Some amendments have also been made to the approach to introduce modern pedagogy and emphasis on enquiry based learning, though a major overhaul is to be left for the next Agreed Syllabus.

### **d) Withdrawal from RE**

SIS informed SACRE of Headteacher concerns at growing number of parents requesting that their children be withdrawn from RE and sometimes other subjects as well, like music, dance and sex education. It was confirmed that parents could request their children be excluded from RE and

assemblies, but they could not remove their child from any other lessons which were part of the National Curriculum. Nevertheless, SACRE stressed that it was important to try to establish a parent's motives for wishing to withdraw their child from RE, although it was accepted that parents did not have to explain their reasons. SACRE suggested that entering into dialogue and discussing the issues involved sensitively could often resolve the matter. Effective communication was considered to be key in managing such requests, and it should be recognised that withdrawal was often difficult for the pupils involved who did not wish or enjoy being isolated from their class.

To support schools in this response, SACRE distributed a pamphlet for schools produced by the REC, "Why RE is important", endorsed by all faith representatives, stressing the importance of RE and encouraging all pupils to take part.

#### **e) Complaints about RE**

None known.

### **4. Agreed Syllabus**

#### **a) If there was a review of the syllabus under report**

There was no review this year.

#### **b) When the next review will take place**

The Agreed Syllabus is due for review in 2017. In the meantime, SACRE have considered the Government's proposed new GCSE, AS and A Level syllabuses. Also, despite the prospect of National Syllabus, individual members have worked on the review & revision of existing Schemes of Work which support the current syllabus.

### **5. Collective Worship (with examples of good practice if appropriate)**

#### **a) Compliance with the statutory requirement**

It is difficult to monitor this, though a few visits have been undertaken to schools, to experience and evaluate what is being done. Anecdotal evidence is that most primary schools have a daily 'assembly', some of which are creative acts of collective worship. At Secondary level the picture is thought to be of less compliance with the statutory requirement, for a variety of reasons.

#### **b) Quality of Collective Worship**

As noted elsewhere, a SACRE Working Group finalised their review of Guidance for Collective Worship, taking into account recent concerns particularly about British Values. This has been issued to schools and is available on the SACRE website.

#### **c) Determinations**

SACRE was not asked to make any determinations.

#### **d) Complaints about collective worship**

None were received by SACRE.

### **6. Management of SACRE**

#### **a) Attendance at SACRE, by Committee**

Meetings are generally fairly well attended, and members are reminded of the importance of doing so or of allowing an alternative representative to take their place. All the meetings this year have been quorate, and have also benefitted from input from a co-opted member from the Alevi and Sikh communities, from an additional Hindu community representative, and a teacher from one of our secondary schools; we are currently also seeking input from the borough's Roma community.

#### **b) Membership and training**

During the year we welcomed Mrs Frances Chapman, Assistant Head Teacher at Capel Manor Primary School to Group C, and Cllrs Guney Dogan and Suna Hurman to Group D. We record our

gratitude here for the contributions of Cllrs Bernie Lappage and Nesimi Erbil, and Ms Sandra Channon and Mrs Margaret Carr, who left us during the year. Margaret Carr deserves particular mention for her many years of service, including several as Vice-Chair.

Opportunities are taken each time SACRE meets to inform and train the members. Significant documents are circulated and explained or summarised, for example this year we received and discussed DfE advice on promoting fundamental British Values as part of SMSC in schools, and were briefed on the NASACRE and AREIAC 'Trojan Horse' conference. Its key messages were:

- it was important for Faith schools to articulate what they were doing to prepare students for life in modern Britain. This message should be explicit and articulated and readily available on their school's website;
- the diversity of religion belief in Britain;
- the importance of providing opportunities to encounter and dialogue with other faith communities. For example providing students with the opportunity to go out into the community to meet representatives of different faiths, as well as inviting people into schools.

The conclusion is that quality RE and collective worship are key factors in promoting tolerance and respect, understanding of diversity, and preparing young people for life in wider society.

Separate training was also offered on Enquiry based learning to support faith representatives in their review of the Schemes of Work.

#### **c) Complaints about RE and Collective Worship**

None received by SACRE.

## **7. Contribution of SACRE to the wider Local Authority agenda**

#### **a) Identify what SACRE has contributed to other agendas**

SACRE members responded as individuals to a consultation on the Council's Leisure and Culture strategy, 'Active and Creative in Enfield', which includes the aim of improving community cohesion among Enfield's communities, including people of faith through their leisure, sport, arts, heritage and culture.

#### **b) SACRE's contribution to the LA's public sector equality duty**

No requests have been received in this respect.

#### **c) What SACRE has done to support schools through events and training**

On behalf of SACRE, Sabah Raza, as part-time Primary RE Advisor for Enfield (alongside her teaching role) has written and led Primary RE Coordinator workshops and developed teaching packs. She has led the way introducing the RE Quality Mark by achieving the Gold award at Firs Farm Primary School and is now sharing good practice with colleagues and in conferences around the country. She is also working with a Senior Lecturer at Middlesex University on a project aimed to improve collaboration between initial teacher training provided by the University and the ongoing teacher support provided by the School Improvement Service, as well as continuing to visit schools that request support. She has established the Enfield RE Hub – an online blog for primary RE Subject leaders to enable them to get updates and discuss key issues. Additional training opportunities she has arranged include workshop at the British Library on 'Sacred Texts' offered to RE subject leaders, to encourage them to extend RE in their 'school designed unit' slots.

Teachers from Winchmore School, Enfield Grammar School and Firs Farm Primary School have taken initiatives holding termly 'Teach Meet' gatherings; SACRE has also facilitated putting teachers in touch who feel isolated or want peer review.

#### **d) Links to broader community initiatives**

SACRE members have been involved in a number of community initiatives, including Interfaith week.



For the Holocaust Memorial Day, Anna Sallnow (RE Consultant) produced a pack for use in schools 'Keep the Memory Alive'. Following an excellent event hosted by the LA and including a moving and thought-provoking display of art work by the students of Winchmore School, SACRE are displaying some of the art work on their web site.

SACRE partner the local Faith Forum by publicising cultural and religious events when notified of them, and have also shared information about new Multi-faith Safeguarding Hub, and about an interfaith event run by a local Scout Pack.

## 8. Summary

Enfield SACRE has assessed its performance against targets in its development plan, and believe that its performance this year has been good overall. Nevertheless the credit for the strength and vitality of RE in the borough should be given to the teachers and students, and those in the community who support them.

## 9. Membership of SACRE, local authority officers who attend, clerk and professional advice.

Enfield SACRE wish to record thanks to the local authority in particular for the provision of Pauline Swain as Administrator, and a number of gifted minute Clerks who have recorded and summarised sometimes quite complex discussions.

Our work would also be much the poorer were it not for the provision of Anna Sallnow (RE Consultant) and Sabah Raza (Primary RE Advisor).

The membership of SACRE during the year has been as follows:

Chair:	Mrs Margaret Hobbs
Vice Chair:	Mrs Rubbina Umar/Ms Sabah Raza (from June 2015)

Group A	Religious traditions and Christian churches
<i>Vacancy</i>	Baptist Church
Dr Bernard Arambepola	Buddhism
The Revd John-Edmund Hookway	Greek Orthodox Church
Mr Navaratnam Shanmuganathan	Hinduism
Mr Robert Cawley	Independent Evangelical
Dr H Hakan Yildirim	Islam
Mr Muhammad Ibrahim	Islam
Mrs Rubbina Umar ( <b>Vice Chair</b> )	Islam
Rabbi Emanuel Levy	Orthodox Judaism
Rabbi Yuval Keren	Progressive Judaism
Mrs Margaret Carr (until June 2015)	Methodist Church
The Revd Trevor Smith	Pentecostal Church
Ms Anne McNeill	Religious Society of Friends
Mr Michael Blundell	Roman Catholic Church
<i>Vacancy</i>	Salvation Army
The Revd Martin Legg	United Reformed Church

<b>Group B</b>	<b>The Church of England</b>
The Revd Dr Gordon Giles	St Mary Magdalene, Enfield
Mrs Diana Stansall	St Paul's, Winchmore Hill
The Revd Ian Crofts	Jesus Church, Forty Hill
Ms Sandra Channon (until June 2015)	St Thomas', Oakwood
Ms Lynn Hargreaves	London Diocesan Board for Schools
<i>Vacancy</i> (x1)	

<b>Group C</b>	<b>Enfield Teachers</b>
Mrs Frances Chapman (from Nov 2014)	Primary Headteacher
<i>Vacancy</i>	Secondary Headteacher
<i>Vacancy</i>	Special Headteacher
Mr James Upton	Secondary Teacher
Ms Naomi Franks	Secondary Teacher
Ms Sabah Raza	Primary Teacher
<i>Vacancy</i>	Primary Teacher
<i>Vacancy</i>	Special Teacher

<b>Group D</b>	<b>The Local Authority</b>
<b>Councillors</b> ( <i>until / after June 2015</i> )	
Cllr Nesimi Erbil/Cllr Guney Dogan	
Cllr Eric Jukes	
Cllr Bernie Lappage/Cllr Suna Hurman	
Cllr Michael Rye, OBE	
<b>Officers</b>	
Ms Jenny Tosh	Chief Education Officer
Ms Deborah Thompson	Head of School Improvement
<b>Co-opted</b>	
Mr Menga Singh Bahiya (from Feb 2014)	Sikhism
Mr Haydar Ulus (from Feb 2014)	Alevism