

work places, with the intention that they might be able to arrange visits. This remains on the agenda for discussion.

## 5. Contribution of the SACRE to the community cohesion agenda

SACRE judges its effectiveness to be good because:

- SACRE and its individual members continue to establish excellent relationships with schools, with local stakeholders and community groups;
- our published materials model how RE and Collective Worship contributes to community cohesion, particularly promoting religious and racial harmony, and challenging prejudice and negative stereotyping;
- we sustain an excellent reputation for genuine consultation with local faith communities and schools.

SACRE is represented on the Enfield Faith forum, has connected with the Enfield Faith and Community Officer, and co-opted representatives of minority faith groups. Training for members is incorporated in the Action plan to enable them to become better ambassadors for the SACRE and to help fulfil agreed priorities.

We ensure SACRE's continued involvement with other events that actively contribute to the promotion of community cohesion. For example, members are informed of and attend events such as Holocaust Memorial Day, Celebrating RE, and National Interfaith Week.



The SACRE (Standing Advisory Council for Religious Education) is a body constituted by statute to oversee the provision of Religious Education and acts of collective worship in the non-denominational Borough schools. It works in partnership with the Local Authority, teachers, parents and faith groups, and draws its membership from these groups. It is also regarded as a forum through which consultation may take place on faith issues affecting the community.



Enfield SACRE membership 2013-2014	
Chair: Margaret Hobbs Vice Chair: Rubbina Umar	
<b>Group A</b>	<b>Religious traditions and Christian churches</b>
<i>Vacancy</i> Dr Bernard Arambepola The Revd John-Edmund Hookway Navaratnam Shanmuganathan Robert Cawley Dr H Hakan Yildirim Muhammad Ibrahim Rubbina Umar (Vice Chair) Rabbi Emanuel Levy Rabbi Yuval Keren Margaret Carr The Revd Trevor Smith Anne McNeill Michael Blundell <i>Vacancy</i> The Revd Martin Legg	Baptist Church Buddhism Greek Orthodox Church Hinduism Independent Evangelical Islam Islam Islam Orthodox Judaism Progressive Judaism Methodist Church Pentecostal Church Religious Society of Friends Roman Catholic Church Salvation Army United Reformed Church
<b>Group B</b>	<b>The Church of England</b>
The Revd Gordon Giles Diana Stansall The Revd Ian Crofts Sandra Channon Lynn Hargreaves <i>Vacancy</i> (x1)	St Mary Magdalene, Enfield St Paul's, Winchmore Hill Jesus Church, Forty Hill St Thomas', Oakwood London Diocesan Board for Schools
<b>Group C</b>	<b>Enfield Teachers</b>
<i>Vacancy</i> <i>Vacancy</i> <i>Vacancy</i>  James Upton Naomi Franks Sabah Raza <i>Vacancy</i> <i>Vacancy</i>	Primary Headteacher Secondary Headteacher Special Headteacher  Secondary Teacher Secondary Teacher Primary Teacher Primary Teacher Special Teacher
<b>Group D</b>	<b>The Local Authority</b>
<b>Councillors (until / after June 2014)</b> Cllr Yasemin Brett / Cllr Nesimi Erbil Cllr Christiana During / Cllr Eric Jukes Cllr Jon Kaye / Cllr Bernie Lappage Cllr Ann Zinkin / Cllr Michael Rye	
<b>Officers</b> Jenny Tosh Deborah Thompson	Assistant Director, Education Serv Head of School Improvement
<b>Co-opted</b> Mr Menga Singh Bahiya (from Feb 2014) Haydar Ulus (from Feb 2014)	Sikh Alevi

# SACRE Annual Report Summary 2013 - 2014



**Supporting information and data available on SACRE website**  
<http://webfronter.com/enfield/sacre/index.shtml>  
 or contact: [Pauline.swain@enfield.gov.uk](mailto:Pauline.swain@enfield.gov.uk)



## Executive Summary

'Some progress despite the environment' is how I would characterise this year. There are signs of hope, as I write, that the re-instatement of bursaries for university students of RE will result in a bigger pool of professionals to teach our pupils; the number of these taking the full GCSE in Enfield is growing, and overall we have seen in Enfield an increase in nationally recognised qualifications this year, despite facing the 'unintended consequences' of the exclusion of RE from the EBacc. What is more, those who undertake the courses available are achieving at a commendable level, and it is the individual commitment of those involved which must be recognised—both the pupils and the staff and professionals who support them.

Although it seems increasingly difficult to get the information needed to perform SACRE's statutory duties, we view the SACRE membership as potentially a valuable resource and a hub for community interaction. We are attempting to extend awareness of what we wish to offer, and to continue building relationships for the benefit of our diverse communities. As ever, I wish to acknowledge the support of the Local Authority, both through their staff and through the funding of support from Anna Sallnow, RE Consultant. The work of Sabah Raza, Primary RE Advisor, has been vital for the delivery of RE in many of our schools, with seemingly endless enthusiasm and initiative, particularly in supporting NQTs and in piloting the RE Quality Mark—a scheme which we hope to see rolling out in future years. The SACRE committee is dependent on volunteers, and this year we have again seen a number of changes in membership. Sincere thanks are offered to those who have served, as we welcome those who join the committee. Particular thanks to the Councillors, many of whom have made a significant contribution over a number of years.

**Margaret Hobbs**  
**Chair of SACRE**

### 1. Standards & Quality of RE Provision

The priority of support for RE coordinators and Primary NQTs has continued, and Sabah Raza's work with the Primary RE Co-ordinators Network has been fundamental. Work has also focused on identifying best practice, and SACRE teacher members have taken the initiative to establish 'Teach-Meet' sessions at which sharing takes place. Support is now in place for Individual SACRE members to develop relationships with schools near to their homes or places of work, though this is always going to compete with time demands of busy volunteers and school schedules.

#### 1a: Overview of Key Stage 1 and Key Stage 2

The teaching of RE remains high profile, with many delivering high standards. The Syllabus provides an inclusive structure and opportunities for community involvement as well as for individual learning.

#### 1b: Overview of Key Stage 3 and Key Stage 4

At KS3, schools deliver the curriculum in a variety of ways, to some extent dependent on the expertise of the staff available. One of the features of the Enfield Agreed Syllabus is the expectation that at KS4 students will be entered for either the Short or the Full course GCSE. This opportunity is taken by nearly two thirds of the cohort in non-denominational schools, with this year a further move towards all those assessed taking the Full course.

#### 1c: Standards and Achievement

This year saw a shake-up in what schools were offering, as many schools switched from the Short Course to the Full course as an option. This means that more students are receiving an in-depth understanding of the subject and a nationally recognised qualification; with the highest number of entries since 2008. 64.3% of the Year 11 cohort (excluding Faith Schools) entered, and there were some outstanding results. Notably, despite the demanding switch to the Full Course, the Average Points Scored (a measure of the grades overall) has increased. This reflects both their hard work and also the commitment and skill of their teachers. It is encouraging that the majority of our non-denominational secondary schools are delivering our pupils' entitlement to Religious Education with the endorsement of a national qualification, and that the pupils are achieving so well. *Religious Studies GCSE Full course* 63.4% of the 1,662 pupils entered for GCSE Full course in 2014 achieved an A\* - C grade. Although this is fractionally lower than last year, as mentioned above, the total number of entries has again increased by around 30%, and the achievement level has also increased. See SACRE Website for full details.

#### *AS and A2 Level Religious Studies*

152 students entered from maintained schools, with nearly 75% going on to A2. 100% of students at A2 yet again achieved A\*-E, and the percentage of A\*-C grades at A2 increased to 78%, a standard of achievement which is to be congratulated. See SACRE Website for full details.

### 2. Managing the SACRE and partnership with the LA and other key stakeholders

SACRE has valued the high quality support and approach to partnership working provided by the Local Authority through the role of the Assistant Director, the Head of School Improvement and the School Improvement Business Manager who by attending SACRE meetings ensure effective communication between SACRE and the LA. They have supported the Chair and others as they have attended local and national events. Representation of key stakeholders in the community has been extended by co-opting members from the Sikh and Alevi communities. SACRE regularly makes recommendations of items for the Enfield Member

Governor Forum, and has established warm links with the Enfield Faith and Communities Officer. The SACRE particularly appreciates the specific expertise provided by Anna Sallnow, RE Consultant, and is grateful that the School Improvement Service is committed to funding this support as long as is possible. However, it is clear that progress on many of our objectives is much slower than in the past because of the need to depend on volunteers.

#### 2a: SACRE meetings

SACRE met three times in the academic year 2013 - 2014: 13 November 2013, 6 February 2014 and 18 June 2014. We consider that this SACRE is capable of appropriately reflecting the constituencies it represents, and has mechanisms to adjust when necessary.

### 3. The effectiveness of the local agreed syllabus

The distinctive features of our Agreed Syllabus are:

- the two attainment targets;
- the 'characteristics' defining learning in RE at KS 1, 2 and 3;
- the inclusion of examples of RE related experiences and opportunities;
- the high expectations of the religion-specific programmes of study;
- the level descriptions;
- the duty on schools to report pupils' attainment in RE in terms of the levels

Our judgement is that the Agreed Syllabus has impacted positively on RE, though it remains difficult to assess this. This year the aim has been to ensure that governors and head teachers are aware of their statutory responsibilities, and in particular of the outcomes of the recent inquiry by the APPG for RE. We hope to extend this to a training session for RE governors in 2014-15.

Mechanisms to receive wider feedback and interaction with schools are still sought, and anecdotal evidence is of continuing extension of links between schools and places of worship, making the most of the opportunities visits offer for authentic religious learning. However, the lack of resources means that little progress has been made on completing schemes of work, and enthusiasm for this is hampered by the uncertainty about the future shape of the curriculum.

### 4. Collective Worship

Aspects of Collective Worship have been included in the training provided for RE Co-ordinators, and SACRE members have been alerted to the schools closest to their homes or