

or our Development Plan. Progress has been limited this year. This remains on the agenda as an area to develop.

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 and has contributed to the joint Neighbour Local Authorities partnership project 'Our Faith and Shared Futures'.

We ensure SACRE's continued involvement with other events that actively contribute to the promotion of community cohesion. For example:

- Respect Enfield (following the riots)
- Holocaust Memorial Day
- Celebrating RE
- National Interfaith Week
- Continued development of SACRE Website



The SACRE 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.



Enfield SACRE membership 2011-2012	
Chair: Margaret Hobbs Vice Chair: Rubbina Umar	
Group A <i>Vacancy</i> <i>Vacancy</i> Dr Bernard Arembepola (from Oct 11) The Reverend. John-Edmund Hookway N Shanmuganathan <i>Vacancy</i> Dr H Hakan Yildirim Muhammad Ibrahim Rubbina Umar (Vice Chair) <i>Vacancy</i> Rabbi Emanuel Levy <i>Vacancy</i> Margaret Carr The Reverend. Trevor Smith Joycelin Dawes Michael Blundell <i>Vacancy</i> <i>Vacancy</i> The Reverend. Martin Legg	Religious traditions and Christian churches Baha'i Baptist Church Buddhism Greek Orthodox Church Hinduism Independent Evangelical Islam Islam Islam J'ain Judaism Judaism Methodist Church Pentecostal Church Religious Society of Friends Roman Catholic Church Salvation Army Sikhism United Reformed Church
Group B The Reverend. Gordon Giles Margaret Hobbs (Chair) Diana Stansall Lynn Hargreaves (From Sept 11) <i>Vacancy</i> (x3)	The Church of England St Mary Magdalene, Enfield St Thomas', Oakwood St Paul's, Winchmore Hill London Diocesan Board for Schools
Group C Mrs Liz Whincop (from May 12) <i>Vacancy</i> <i>Vacancy</i> James Upton Naomi Franks Maudy Seymour Sabah Raza <i>Vacancy</i>	Enfield Teachers Primary Headteacher Secondary Headteacher Special Headteacher Secondary Teacher Secondary Teacher Primary Teacher Primary Teacher Special Teacher
Group D—Councillors Cllr Yasemin Brett Cllr Jon Kaye Cllr Christiana During (from May 12) Cllr Ann Zinkin (from May 12)	The Local Authority
Officers Jenny Tosh Deborah Thompson <i>Vacancy</i>	Assistant Director, Education Head of School Improvement

SACRE Annual Report Summary 2011 - 2012



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



Executive Summary

This year has been another one of change and adjustments, starting as it did with the aftermath of the riots, but culminating with the launch of new 'Visit Packs' for both schools and places of worship, which are designed to encourage good educational practice alongside authentic expressions of religious faith.

Between these two events there have been thousands of man-hours devoted to improving the spiritual understanding and development of the people of Enfield—which surely is the goal of Enfield SACRE. This has been achieved first and foremost by those who deliver RE and Collective Worship experiences in our classrooms and meeting rooms, but this year has also seen the finalisation of a new Agreed Syllabus. This is based very closely on its predecessor, but has been further enhanced by helpful accompanying materials designed to assist teachers as they devise differentiated tasks and as they and their students assess their work. A target for the coming year is to continue the process of creating schemes of work which reflect the syllabus and resource the teacher, whether or not they are an RE specialist.

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 over two thirds of the cohort, though it is not in fact offered by all schools.

This SACRE could not function without the support of the Local authority, in particular through the services of Pauline Swain (SIS Business Manager), Deborah Thompson (SIS head of Service) and Jenny Tosh (Assistant Director, Education Services). But we have also been very grateful for the input of Anna Sallow, RE Consultant, through whom closer links have also been established with Barnet SACRE. The work of two part-time RE specialist staff via the Schools Improvement Service has also been vital for the delivery of RE in our schools, particularly in supporting NQTs. Sabah Raza has made a significant contribution to supporting RE coordinators, and has championed the school visits packs, which I am sure will contribute to the value and enjoyment of RE, particularly in our Primary Schools.

The SACRE committee is dependent on volunteers, and it is right to record gratitude for their contributions. I would like to mention especially Muhammad Ibrahim, who chaired the Agreed Syllabus Conference and whose contributions will significantly enhance its implementation.

In the wider RE 'world' we await developments as the turmoil of curriculum development continues around us: in the meantime, we have seen our main task as to evaluate, responding as the occasion demands, and to support those who deliver.

Chair of SACRE
Margaret Hobbs

1. Standards & Quality of RE Provision

SACRE judges that despite the effects of events outside our control we have made significant progress against the success criteria of Dimension 1 of our Development Plan. In particular, support for RE coordinators and for NQTs has been a priority, and the development of the collective role of the Primary RE Co-ordinators Network will be key for this Dimension in 2012-13. Work will also focus on identifying best practice. Schools need to be aware that social, cultural and spiritual and moral development is a strand running through the new Ofsted Inspection Framework and they would be able to meet much of its requirements through delivery of high quality RE.

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: Standards and Achievement

There was an increase in the total number of students for both Full and Short courses. As in previous years, over two thirds of the Year 11 cohort (excluding Academies and Faith Schools) entered, and there were some outstanding results. Notably, the percentage of entrants achieving A*-C in the short course increased to 55.2%, up from 49.3%. 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 Short course

55.2% of the 935 pupils entered for GCSE Short course in 2012 achieved an A*-C grade, an increase on last year.

See SACRE Website for full details.

Religious Studies GCSE Full course

68.3% of the 1,072 pupils entered for GCSE Full course in 2012 achieved an A* - C grade. This is a very slight decrease from 69.5% in 2011, though the total number of entries had increased by nearly 20%. See SACRE Website for full details.

AS and A2 Level Religious Studies

The overall number of entries has increased this year to 162, though the performance is not quite as outstanding as last year. Nevertheless, the fact that 100% of students at A2 achieved A*-E is to be commended.

AS and A2 entries—162

AS—59 entries—64.4% achieved A-C grades

A2—103 entries—76.6% achieved A* - C grades

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. We also have benefitted from establishing a partnership with Barnet SACRE. The SACRE particularly appreciates the specific expertise provided by Anna Sallow, RE Consultant, and is grateful that the School Improvement Service is committed to funding this support as long as is possible.

2a: SACRE meetings

SACRE met three times in the academic year 2011 - 2012: 21 October 2011, 11 January 2012, and 19 June 2012.

Meetings are always quorate and attendance is generally good although there are some members who find it difficult to attend regularly and there are vacancies. Membership review is on the agenda for the coming year.

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, and we were pleased that it was substantially endorsed in the review this year. The key to its continued success is on-going development of schemes of work, and we hope to support this, this year. We were delighted to launch 'visits packs' in collaboration with Barnet SACRE, which should enable both schools and places of worship to make the most of the opportunities visits offer for authentic religious learning.

4. Collective Worship

The need to review and monitor provision for and the quality of collective worship in schools is included under Dimension 4