

Enfield SACRE  
Annual Report  
2015 - 2016



## **Enfield SACRE Annual Report 2015-16**

### **1. Chair's introduction and context**

The anticipated earthquakes in education have not yet hit, though the debate rumbles on, pushed into the background, perhaps, by the Brexit vote. Nevertheless, the show must go on – and in Enfield we have a mixed report: some 'ups' of exam results and new initiatives such as the 'Faith Ambassadors' project funded by a Westhill/SACRE grant, and some 'downs' of ongoing cuts in local authority funding impacting the support available to schools and teachers.

In the coming year we will again have to consider our syllabus in the light of both government moves and educational best practice; this year we have attempted to bolster the drive for quality RE in a world where news sound-bites reflect and build on ignorance and prejudice.

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 members have, for example, been offered training alongside school governors on the 'Prevent' initiative, and welcomed to a meeting the Chair of the Enfield Youth Parliament, who reported on their activities and received the encouragement of SACRE members. We also received a briefing from the Head of the SIS on the White Paper 'Education Excellence Everywhere' which enabled a more informed discussion of its implications, of course this has now been shelved and we will need to reconsider in due course. The LA funded the attendance of the Chair at the NASACRE Conference and AGM, again contributing to members' understanding of the issues SACREs are currently facing. They also funded the Primary RE Advisor's course, who then disseminates information to subject leaders and newly qualified teachers (NQTs).

#### **b) Schools**

Enfield SACRE was delighted to be awarded a grant jointly with Barnet SACRE, from the Westhill Foundation for a Faith Ambassadors project, which saw secondary school pupils preparing presentations on their own faiths for delivery to primary schools. This was run as a pilot scheme, and the hope is that it may be possible to extend the model to other schools in the borough, benefitting from the feedback and experiences of those involved. The presentations had reflected some of the religions within Enfield: Hinduism, Islam and Christianity, and feedback from the primary Headteachers had been extremely positive.

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. One of the items included in this was NASACRE's advice about how schools could cater for the needs of their Muslim pupils during Ramadan. Another item recognised the importance of encouraging parents not to withdraw their children from RE and to support Headteachers with such discussions. The SACRE wished to provide an explicit endorsement for Headteachers regarding the importance of all pupils accessing RE.

#### **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, or have responded to the Chair of SACRE who has responded on their behalf.

Members discussed the Clarke/Woodhead recommendations and the REC co-ordinated responses to it, as well as the Parliamentary Briefing.

It was felt that the White Paper 'Educational Excellence Everywhere' published by the DfE on 17 March 2016 had the potential to significantly change the policy landscape and the future role of local authorities in education. The SACRE discussed the possible implications of the changes identified in the White Paper, and concluded that there remained a great deal of uncertainty regarding the future, considering nevertheless that it is essential that SACREs are able to effectively continue to promote RE in schools, community cohesion and to represent their local communities. This has been communicated to the three Enfield MPs.

#### 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 and facilitates actions as they are identified in SACRE minutes. Enfield SACRE therefore benefits from the input of the LA as well as feeding back its conclusions, whether to the authority, the local MPs, or through national consultations.

'British Values' were discussed at one meeting this year, and an associated outcome was that SACRE's Summer Term Newsletter included advice on how schools could cater for the needs of their Muslim pupils during Ramadan. When SACRE members discussed how the work of SACRE contributed to the PREVENT duty, they concluded that the SACRE contributed through:

- its promotion of British Values;
- the promotion of quality RE, providing young people with the necessary information to combat radicalisation;
- the Locally Agreed RE Syllabus provided the Borough with an educational structure to inform pupils and provide a balanced outlook, considering what the heart of religion was and providing a wider understanding of the importance of faith to different people.

## 2. Standards and quality of provision of RE

Enfield has an increasingly varied mix of Local Authority Maintained, DfE Maintained and Independent schools. The focus of this report is the Community schools, in which 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. Enfield have in Sabah Raza an enthusiastic Primary RE Advisor who supports and facilitates quality RE provision while displaying best practice in her school.

### Enfield Schools

School Type	Community	VA	Foundation	Academy	Free	Independent
	<b>LA Maintained Schools</b>			<b>DfE Maintained</b>		
Infant	4					
Junior	3	1				
Primary	34	17		4	4	
Secondary	5	4	1	6	1	
All Through	0			2	1	
Special	6					
PRU	1					
<b>Total</b>	<b>53</b>	<b>22</b>	<b>1</b>	<b>12</b>	<b>6</b>	
	<b>Non Maintained</b>					
Independent						10

**a) Public examinations**

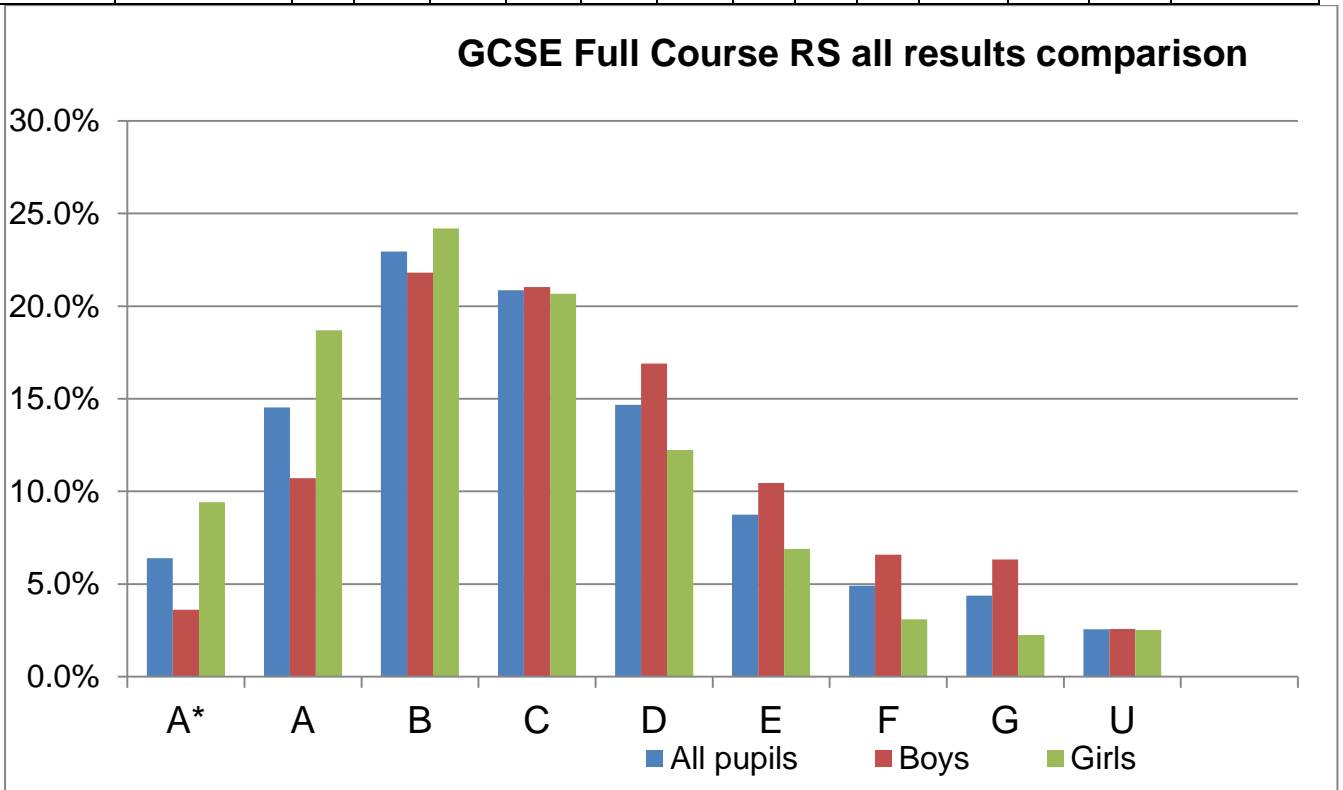
This year saw a small recovery in the number of entries at GCSE, from 45.5% of the cohort to 47.8%. At AS and A2 level, numbers were up on last year, and yet the results achieved were as high. The standards achieved are commendable and both students and teachers should be congratulated.

**Religious Studies GCSE**

47.8% of the cohort – 1486 students - were entered for RE GCSE full course, up on last year, and a similarly high level of achievement was reached, with 64.7% gaining A\*-C . Some schools have retained the RE GCSE full course as a core subject, and particular congratulations in this respect are due to Southgate School, where 34.3% of the full cohort achieved either A or A\*. Some schools still offer the RE Short Course, however the results do not count in the performance tables and the LA have no access to the outcomes.

**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	1486	6.4	14.5	22.9	20.9	14.7	8.7	4.9	4.4	2.6		64.7	97.4	3095
Boys	775	3.6	10.7	21.8	21.0	16.9	10.5	6.6	6.3	2.6		57.2	97.4	1578
Girls	711	9.4	18.7	24.2	20.7	12.2	6.9	3.1	2.3	2.6		73.0	97.5	1534



	Year	GCSE Full Course RS Number of Entries
<b>All Pupils</b>	2016	1486
	2015	1411
	2014	1658
	2013	1278
	2012	1072
	2011	814
	2010	930
	2009	990
		Year
<b>Boys</b>	2016	775
	2015	732
	2014	878
	2013	615
	2012	593
	2011	370
	2010	432
	2009	421
	<b>Girls</b>	2016
2015		678
2014		780
2013		663
2012		479
2011		444
2010		498
2009		569

### AS and A2 Level Religious Studies

Entries have risen slightly on last year, with A2 examinations being taken by 93 students. 74.4% of these gained A\*-C; a further 44 students had 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	93	5.4%	17.2%	31.2%	20.4%	23.7%	2.2%	0.0%
Boys	32	6.3%	15.6%	31.3%	25.0%	15.6%	6.3%	0.0%
Girls	61	4.9%	18.0%	31.1%	18.0%	27.9%	0.0%	0.0%

#### AS: All non-denom schools

	Number of entries	Percentage of entrants achieving grades					
		A	B	C	D	E	U
All	44	6.8%	6.8%	18.2%	15.9%	18.2%	34.1%
Boys	22	4.5%	4.5%	18.2%	18.2%	22.7%	31.8%
Girls	22	9.1%	9.1%	18.2%	13.6%	13.6%	36.4%

### **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 continues to promote this self-evaluation process as a mechanism for improving RE in schools. Ms Raza shares 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.

A Subject Leaders network is now considered to be strongly established, and both informal 'teach-meet' meetings and an annual workshop contribute to this.

Last 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 having won this award, the pilot – a project titled 'Faith Ambassadors in Schools: Encounters & Understandings' - ran in 2015-16 and received some enthusiastic feedback.

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. The project trained secondary school students in one school in each of the partner boroughs to prepare presentations for 3 local linked primary schools. The young people were expected to discuss with their faith communities the materials that they are producing & these were tailored to the relevant primary school agreed syllabus for each of the boroughs.

This approach was chosen 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 took place between the secondary schools & their linked primary schools & all were enthusiastic about having closer links made between their local communities & between secondary & primary schools. Faith groups also expressed their enthusiasm & support for the project.

It was considered that the project provided compelling learning experiences for all involved. The young people learned from their religious communities, and were able to speak with confidence about their religions, sharing their ideas with their peers. A variety of teaching & learning styles & materials were encouraged, building on the experience of other projects in which it was 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 was used throughout the learning process.

It is hoped that this model can be rolled out, and some remaining funding can be devoted to a 'skype encounters' extension with schools outside the borough which do not have the benefit of our religious and ethnic diversity. This will enhance the experience and attainment in RE both within the borough and nationally.

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

As mentioned elsewhere, Enfield has in Sabah Raza an enthusiastic Primary RE Advisor who supports and facilitates quality RE provision while displaying best practice in her 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 units need updating to reflect the syllabus and current pedagogy, 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**

Ongoing concerns at growing number of parents requesting that their children be withdrawn from RE were addressed by clarifying SACRE's position in a termly newsletter, offering explicit endorsement by all faith representatives of the importance of access to RE.

#### **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.

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 units need updating to reflect the syllabus and current pedagogy, 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.

### **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**

SACRE met three times in the academic year 2015 - 2016: 12 November 2015, 2 February 2016 and 16 June 2016. We consider that this SACRE is capable of appropriately reflecting the constituencies it represents, and has mechanisms to adjust when necessary. Its membership through the year is listed at the end of this report. 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 attempts are being made to foster commitment by triggering automatic replacement processes for members who have missed 3 consecutive meetings without sending apologies. 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 Project 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.

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

During the year we welcomed to Group A Patricia Alder, Roman Catholic Church representative; Jill Saxton, Methodist Church representative; Ruth Serner, representative of the Religious Society of Friends; Lucia Silva-Clark (Group C) and Cllr Nneka Keazor (Group D). We record our gratitude here for the contributions of those who have left during the year: Rob Cawley, Michael Blundell, Anne McNeil (Group A); Diane Stansall (Group B); Frances Chapman (Group C), and Cllrs Guney Dogan and Suna Hurman (Group D), and in the past of James Upton (Group C); Menga Singh Bahiya and Cllr Haydar Ulus (co-opted); and the Revd Martin Legg, the Revd John-Edmund Hookway and Dr H. Hakan Yildirim (Group A).

The SACRE particularly appreciates the specific expertise provided by Dr Anna Sallnow, RE Consultant, and the link she provides for collaboration with Barnet SACRE. We are 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, and membership has seen a high level of turnover this year.

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 the DfE White Paper '*Educational Excellence Everywhere*'. Training was also offered alongside school governors on the 'PREVENT' duty, to inform SACRE members of the impact of this initiative on school communities.

### **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 regularly makes recommendations of items for the Enfield Member Governor Forum, and has established warm links with the Enfield Faith and Communities Officer.

### **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 annual Primary RE Subject Leader 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. Sabah has worked closely with a Senior Lecturer at Middlesex University on a project to improve collaboration between initial teacher training provided by the University and newly qualified teachers that teach in Enfield having graduated from Middlesex. There is ongoing teacher support provided by the School Improvement Service, allowing Sabah to visit schools that request support. She has established the Enfield RE Hub – an online blog and 'one stop shop' for primary RE Subject leaders to enable them to get updates and discuss key issues. Additional training opportunities she has arranged include a 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.

Sabah led the pilot project 'Faith Ambassadors' in Enfield, alongside Barnet's Faith Ambassador pilot. She trained secondary students to become 'Ambassadors' of their faith, who then prepared and shared their presentations with primary schools. Furthermore, Sabah has made many links, locally and nationally to showcases outstanding Primary RE in Enfield. Students studying the MA module in RE at The Institute of Education, UCL, visit Firs Farm School for the day, to observe



outstanding RE lessons at KS1 & KS2, a religious assembly and then attend an RE workshop led by Sabah.

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**

We ensure SACRE's continued involvement with other events that actively contribute to the promotion of community cohesion, and invite guests from local organisations to present to our meetings. For example, members are informed of and attend events such as Celebrating RE, National Interfaith Week and Holocaust Memorial Day. SACRE includes in its agendas information items and guest speakers to link with broader community initiatives. This year we were pleased to have presentations from Chris Miller, speaking about Hope in Tottenham; and from Reuben Decodts, Chair of Enfield Youth Parliament. We have also welcomed both international and locally-based guests to our meetings. Individual 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 'Don't Stand by, make the world listen'. An excellent event was hosted by the LA and a few SACRE members were able to attend.

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. SACRE partner the local Faith Forum by publicising cultural and religious events when notified of them.

SACRE judges its effectiveness to be good because:

- SACRE and its individual members maintain 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.

## **8. Summary**

Enfield SACRE has assessed its performance against targets in its development plan, and believe that its performance this year has been good over all. 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**

**Vice Chair**

Mrs Margaret Hobbs  
Ms Sabah Raza

**Group A**

**Vacancy**

Dr Bernard Arambepola  
The Reverend. John-Edmund Hookway (until Jun 16)

Mr Navaratnam Shanmuganathan  
Mr Muhammad Ibrahim

Dr H Hakan Yildirim (until Jun 16)

Mrs Rubbina Umar

Rabbi Emanuel Levy

Rabbi Yuval Keren

Ms Jill Saxton (from Jan 16)

The Reverend. Trevor Smith

Ms Anne McNeil (until Jan 16)

Ms Ruth Serner (from May 2016)

Mr Michael Blundell (until Nov 15)

Mrs Patricia Alder (from Jan 16)

The Reverend. Martin Legg (until Nov 15)

**Vacancy**

Mr Robert Cawley (until Nov 15)

**Group B**

Mrs Margaret Hobbs

The Reverend. Dr Gordon Giles

Ms Lynn Hargreaves

Mrs Diana Stansall (until Nov 15)

The Reverend. Ian Crofts

**Vacancy**

**Group C**

**Headteachers**

**Vacancy**

Mrs Frances Chapman (until Jan 16)

**Vacancy**

**Teachers**

Ms Sabah Raza

Mr James Upton (until Nov 15)

Ms Naomi Franks

Ms Lucia Silva-Clark (from Nov 15)

**Group D**

**Councillors**

Cllr Eric Jukes

Cllr Michael Rye, OBE

Cllr Guney Dogan (until Jun 16)

Cllr Suna Hurman

Cllr Nneka Keazor (From Jun 16)

**LA Officers**

Ms Jenny Tosh

Ms Deborah Thompson

**Co-Opted**

Mr Menga Singh Bahiya - Sikhism (until Nov 15)

Cllr Haydar Ulus – Alevism (until Dec 15)

**Religious traditions and Christian churches**

**Baptist**

Buddhism

Greek Orthodox Church

Hinduism

Islam

Islam

Islam

Orthodox Judaism

Progressive Judaism

Methodist Church

Pentecostal Church

Religious Society of Friends

Religious Society of Friends

Roman Catholic Church

Roman Catholic Church

United Reformed Church

**Salvation Army**

Independent Evangelical

**The Church of England**

St Thomas, Oakwood

St Mary Magdalene, Enfield

London Diocesan Board for Schools

St Paul's, Winchmore Hill

Jesus Church, Forty Hill

**Teacher Associations**

Enfield Secondary Heads' Conference

Enfield Primary Heads' Conference

Enfield Special Heads' Conference

Enfield Teachers' Association - NUT

Enfield Teachers' Association – NASUWT

ATL

**The Local Authority**

Chief Education Officer

Head of School Improvement