

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 welcomed presentations from the community including one from the Alevism Identity Project from Prince of Wales Primary School, Hackney Cemevi and the University of Westminster. 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. Communication is enhanced by the continued development of the SACRE Website.



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 2012-2013	
Chair: Margaret Hobbs Vice Chair: Rubbina Umar	
Group A	Religious traditions and Christian churches
<i>Vacancy</i> Dr Bernard Arambepola The Reverend. John-Edmund Hookway Navaratnam Shanmuganathan Robert Cawley (from June 13) 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 Reverend. 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
Group B	The Church of England
The Reverend. Gordon Giles Diana Stansall The Reverend Ian Crofts (from May13) Sandra Channon (from May13) 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
Group C	Enfield Teachers
Liz Whincop (until May 2013) <i>Vacancy</i> <i>Vacancy</i>	Primary Headteacher Secondary Headteacher Special Headteacher
James Upton Naomi Franks Maudy Seymour (until Jan 2013) Sabah Raza <i>Vacancy</i>	Secondary Teacher Secondary Teacher Primary Teacher Primary Teacher Special Teacher
Group D—Councillors	The Local Authority
Cllr Yasemin Brett Cllr Christiana During Cllr Jon Kaye Cllr Ann Zinkin	
Officers Jenny Tosh Deborah Thompson	Assistant Director, Education Serv Head of School Improvement

SACRE Annual Report Summary 2012 - 2013



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



Executive Summary

The story of this year is one of slow steps in the right direction. The steps are slow partly because of uncertainty about the final goals, and partly due to lack of resources. With the EBacc, educational targets are moving, and even Mr Gove, the Education Secretary admitted recently, "RE has suffered as a result of my belief that the [statutory] protection of it was sufficient and I don't think that I've done enough." Add to this the financial constraints of emerging from recession, and it is not surprising that our Development Plan still contains some of the same targets as 12 months ago. Nevertheless, there has been some progress, and there are achievements of which we can be proud.

The first of these is the learning undergone in our schools. Exams are not the only measurement of progress (though we congratulate those who have recorded their learning there) so we welcome initiatives such as the development of schemes of work on Alevism to affirm that section of the community and to inform those among whom they live.

During the year, SACRE received training on the RE Quality Mark. Although we have no resources to fund schools, we would enthusiastically encourage them to make this a priority, for their own sakes as much as for the assurance it offers interested parties outside the school gates.

A significant item of 'house-keeping' this year has been the review of our own Terms of Reference, Membership and Constitution. We hope that these will help us to maintain good representation of each stakeholder group.

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 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. The SACRE committee is dependent on volunteers, and this year we have seen a number of changes in membership. Sincere thanks are offered to those who have moved on, as we welcome those who pick up the baton.

Chair of SACRE
Margaret Hobbs

1. Standards & Quality of RE Provision

SACRE judges that progress has been made in this area. In particular, support for RE coordinators and for Primary NQTs has been a priority, and the development of the collective role of the Primary RE Co-ordinators Network has been fundamental. Work also focused on identifying best practice, and effective sharing of this is an issue for future consideration. The RE Quality Mark is welcomed, though no central funding is available. Individual SACRE members are hoping to develop relationships with schools near to their homes or places of work, to improve communication.

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

1c: Standards and Achievement

There was an increase in the total number of students for 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 yet again 58%, up from 55.2%. 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

58.0% of the 869 pupils entered for GCSE Short course in 2013 achieved an A*-C grade, an increase on last year.

See SACRE Website for full details.

Religious Studies GCSE Full course

63.7% of the 1,278 pupils entered for GCSE Full course in 2012 achieved an A* - C grade. The total number of entries has again increased by around 20%. See SACRE Website for full details.

AS and A2 Level Religious Studies

There was a 17% drop in the total number of entries from maintained schools. Nevertheless, the fact that 100% of students at A2 yet again achieved A*-E, and that the percentage of A*-C grades at A2 increased to 76.8%, is to be highly commended.

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 Sallnow, 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 four times in the academic year 2012 - 2013: 3 October 2012, 16 January 2013, 9 May 2013 and 19 June 2013. The additional meeting in May was called to review the Enfield SACRE Terms of Reference, Membership, and Constitution. As a result 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, a particular example this year being the flexibility it allows for studying the faiths of the local community, in which Prince of Wales School developed schemes of work regarding Alevism.

Mechanisms to receive wider feedback and interaction with schools are still sought. Where such channels are open there are encouragements and opportunities to offer support; The 'visits packs' are providing helpful guidance which enables both schools and places of worship to make the most of the opportunities visits offer for authentic religious learning. However, the lack of resources means that less progress has been made than desired 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 work places, with the intention that they might be able to arrange visits. This remains on the agenda as an area to develop.