

Enfield

**Standing Advisory
Council on Religious
Education**

Annual Report 2018 - 2019

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Introduction from the Chair

It has been an extremely productive and busy year for Enfield SACRE and for me personally, having completed my first year as Chair.

At a national level, a new 'Education Inspection Framework' from OFSTED was issued in May 2019. The framework established new guidelines but also highlighted concerns and issues of providing a reduced RE curriculum, particularly at key stage three (KS3) and key stage four (KS4), thus ensuring that RE has a higher profile during inspections. By providing additional accountability for their provision of RE, OFSTED will be able to hold schools to account who fail to provide pupils with the RE they are entitled to. This additional monitoring of the quantity and quality for RE/RS has been welcomed by the RE community.

At a local level, Enfield SACRE began the year by reviewing and updating the Constitution and Terms of Reference, ensuring we are more representative of our Borough. In addition to this, in an extra meeting, members reviewed the 2017 – 2018 Development Plan and set new priorities under our five dimensions. The decision was made to extend our development plan from one-year to a two-year plan, ensuring ample time to achieve our new objectives (included at the back of this report). This also enabled us as a SACRE to further develop our existing partnerships and develop new ones.

As each group on SACRE regulates its own proceedings, including provision for deadlock, a Chair for each group was nominated. It was also agreed to extend Group C with additional representatives from our schools, ensuring the voices of our primary and secondary RE specialists and senior leaders on the front line are heard! Several other vacancies have also been filled, whilst we said goodbye to our wonderful and very knowledgeable RE Advisor Anna Sallnow, alongside other committed long standing SACRE members who have retired; we are extremely grateful for their commitment and contribution to Enfield SACRE over the years and they will all be missed. We look forward to welcoming our new RE Advisor in the coming months.

Enfield SACRE members have had a busy year. Members were invited to a networking event held by Her Worshipful, The Mayor of Enfield Saray Karakus, where they had the opportunity to meet with the Enfield Faith Forum. In addition to this, Enfield SACRE's Vice-Chair, The Reverend Dr Gordon Giles and myself were filmed by the Mayor for a play at The Millfield Theatre that aimed to showcase the hard work of volunteers across the borough. Enfield's Holocaust Memorial Day (HMD) Event with the theme 'Torn from Home' was attended and described as thought provoking and moving, with a theme relevant to the present day. Both Rabbi Yuval and Rabbi Levy from Group A gave moving speeches at the event. A pack for HMD was sent to all schools, whilst teachers across the borough, including those from group C, held Holocaust memorial events in their schools.

Visits to places of worship have been taking place across the borough in line with the Enfield scheme of work and the 'Trips and Visits' grid. Members of Enfield SACRE groups A and B welcomed schools to their place of worship

and attended schools to hold assemblies on their faith. All Church of England primary schools and some secondary schools in Enfield have been visited by members of Group B. In addition to this, the Alevi representative arranged for a training course for teachers to learn more about the Alevi culture and religion.

To further promote the importance of visits to places of worship, a teddy known as 'Reverend Freddie' is being circulated by Enfield SACRE faith leaders. Photos of Reverend Freddie observing how different faiths worship and mark festivals will be made into a slideshow that schools can download to support their teaching and promote visits to places of worship; Reverend Freddie has already visited a Buddhist Vihara, a Church and a Synagogue! The Faith and Belief Forum joined us at our spring term meeting to highlight the great workshops they can offer our schools to support the high-quality teaching and learning in RE.

A primary survey conducted by the National Association of Teachers of RE (NATRE) showed that 'nearly half of trainee primary teachers have had between zero and three hours of RE training'. To support our schools, two training courses were delivered for our newly qualified teachers (NQTs) in RE and a workshop was held for our RE subject leaders. In addition to this, our first primary RE Teachmeet got off the ground! RE Subject leaders across the borough met up in their own time to network, receive updates, share outstanding examples of RE work and projects and drink tea! We hope to continue to run these termly and start up a secondary RE Teachmeet soon.

To support schools further, an online questionnaire was designed in the Summer term, ready to be sent to schools across the borough. The questionnaire was designed to collect RE exam data at GCSE, AS and A Level and also aimed to address a range of elements about RE in schools, identified by SACRE members as part of the SACRE's duty to monitor the provision of RE. Further, it will support the SACRE in identifying training needs. The link was sent to schools in October 2019 and once the results have been collated, they will be published on our new SACRE website which will go live in February 2020: www.enfieldsacre.co.uk

We have another busy year ahead of us as we strive to meet our duty as a SACRE, advising the Local Authority and supporting our schools to deliver a high level of teaching and learning in RE. I would like to personally thank the Local Authority for their ongoing support, Enfield SACRE's Vice-Chair, The Reverend Dr Gordon Giles and all Enfield SACRE's members past and present for their time, commitment and hard work.

Sabah Raza
Chair of Enfield SACRE



1. Advice to statutory bodies

1.1 Local Authority

No advice was given by Enfield SACRE to the Local Authority.

1.2 Schools

No advice was given by Enfield SACRE to schools.

1.3 Government

The Government did not request any advice from Enfield SACRE.

2. Standards and quality of provision of RE

2.1 Public examinations

National A level Religious Studies 2019

Data shows that entries for A level Religious Studies (RS) have decreased by 5.1% since 2018, with the number of students achieving the highest grades also decreasing nationally, with 5% of entries awarded an A or an A*. The decrease could be attributed to a number of concerns. Many schools are failing in their statutory duty to provide RS at Key Stage 4, which means fewer students studying the RS GCSE course. Further, data from the Department of Education suggests that over 33% of schools are failing in their legal duty to offer RS at A level.

Enfield A level results 2019

Results have been received from ten non-denominational schools in Enfield. There were 73 entries comprising of 18 boys and 55 girls. The following grades were obtained:

2019 A Level Religious Studies Analysis

Local Authority A level analysis of 10 non-denominational schools

| | Number of entries | Percentage of entrants achieving grades | | | | | | |
|------------|-------------------|---|------|------|------|------|------|--------------|
| | | A* | A | B | C | D | E | Unclassified |
| All pupils | 73 | 1.4 | 21.9 | 20.5 | 32.9 | 17.8 | 5.5 | - |
| Boys | 18 | 0.0 | 22.2 | 38.9 | 16.7 | 5.6 | 16.7 | - |
| Girls | 55 | 1.8 | 21.8 | 14.5 | 38.2 | 21.8 | 1.8 | |

The National Religious Studies AS-level

National data shows a decrease in entries for Religious Studies at AS level of 35% in 2019 compared to 2018.

Enfield AS level results 2019

Results have been received from only two schools in Enfield. There were 24 entries in total, from 8 boys and 16 girls. The following grades were obtained:

2019 AS Level Religious Studies Analysis

Local Authority level analysis of 2 non-denominational schools

| | Number of entries | Percentage of entrants achieving grades | | | | | | |
|------------|-------------------|---|------|------|------|-----|-----|--------------|
| | | A* | A | B | C | D | E | Unclassified |
| All pupils | 24 | 0.0 | 33.3 | 33.3 | 25.0 | 0.0 | 4.2 | 4.2 |
| Boys | 8 | 0.0 | 37.5 | 25.0 | 25.0 | 0.0 | 0.0 | 12.5 |
| Girls | 16 | 0.0 | 31.3 | 37.5 | 25.0 | 0.0 | 6.3 | 0.00 |

National RS GCSE 2019

All students in England have now switched to the revised numerical grades under the new reformed Religious Studies GCSE. Exam data for 2019 shows an increase in the number of students achieving top grades of 8 or 9 in religious studies at GCSE across England, despite the decline in the overall entries in the subject for the third year running, from 229,189 entries in 2018 to 227,913 in 2019.

Enfield RS GCSE results 2019

Data for the full course Religious Studies GCSE from 17 schools shows that there were 1601 entries. Despite a drop in the number of entries nationally, Enfield has seen an increase of 16% from the 1384 entries in 2018. Of the 1601 pupils entered into the 2019 examination, 855 were girls and 746 boys. Top grades of 8 or 9 were awarded to 13.8% of girls, whilst 6.8% of boys across Enfield achieved these grades. It has not been possible to obtain the Enfield short course data for 2019. The following full course RS GCSE grades were achieved:

2019 Enfield RS GCSE results

| | No. of entries | Percentage of entrants achieving grades | | | | | | | | | |
|------------|----------------|---|-----|------|------|------|------|------|------|-----|-----|
| | | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
| All Pupils | 1601 | 4.6 | 5.9 | 9.6 | 13.6 | 15.7 | 12.3 | 19.3 | 10.4 | 6.1 | 2.6 |
| Girls | 855 | 6.1 | 7.7 | 13.0 | 15.9 | 17.0 | 10.9 | 16.6 | 8.5 | 3.2 | 1.2 |
| Boys | 746 | 2.9 | 3.9 | 5.6 | 10.9 | 14.2 | 13.9 | 22.4 | 12.6 | 9.4 | 4.2 |

Despite the decline in overall entries across England, the increase of students studying RS at GCSE across the borough is a positive sign and a testament to the hardworking and committed staff and leadership teams in many Enfield schools, particularly at a time of severe cuts to school budgets. Enfield data indicates that girls are achieving higher grades in GCSE RE studies than boys; a gap that needs to be addressed.

A member of Enfield SACRE identified concerns in one secondary school last year, which we believe still remain as schools continue to experience a decline in funding. Whilst this may not be reflective of schools nationwide, the SACRE is concerned that the issues listed below may be reflected in other schools across the borough at KS3, KS4 and KS5:

- At KS3 until recently, 35 hours of RE were taught annually; allocation has been reduced to 27 hours due to the allocation of hours to Maths and English
- At KS4, Religious Studies (RS) used to be a cohort subject where all pupils were taught it as a full GCSE subject to be taken at the end of KS4. The subject was turned in to an option, to compete alongside other subjects and subsequently, the subject was taught as non-examinable RS to Years 10 and 11 for one hour a week, with a further drop in the allocated time (for Maths and English). As a result, no pupil receives their entitlement to RE, except those who choose the subject as an option.
- At KS5, approximately 40 students were entered for RS A Level. It has now dropped to approximately 30% of that number. This is primarily due to the reduction in numbers studying the subject at KS4, but more importantly due to the change from modular to linear A Level, reducing choice. Students used to choose four subjects at AS level, but it is now restricted to 3.

- The number of lessons taught for A Level used to be ten over a two-week period, now reduced to nine, with a 50% increase in content coverage. Further, issues with staffing has seen a department with five full time members of staff reduced to the need for three.

Enfield SACRE has identified possible reasons for these issues:

- Successive financial cutbacks have put severe restraints onto schools; the reduction of the number of classes and lessons taught, has resulted in increased class sizes.
- RS is not an EBacc subject nor one of the core subjects of Science, Technology, English and Maths (STEM), however the focus is on the school being judged on value added, particularly focusing on Progress 8 and the EBacc.
- Changes to the KS4 RS curricular.

2.2 Attainment in RE not covered by public examinations

Enfield SACRE does not ask for schools to report on attainment in RE at key stages one, two or three. However, schools should have their own individual summative and formative assessment procedures termly, at the end of each year and key stage to inform their reports and school development plan.

The Enfield Agreed Syllabus provides statements of attainment that schools are encouraged to use as support when assessing pupils. In addition to this, the Agreed Syllabus also includes guidance from RE Online on assessing progress in RE in an educational context that has moved beyond levels. The RE Quality mark has been awarded at gold level to one primary school in Enfield for the second time, with each award lasting for a period of three years. This kite mark continues to be recommended to schools as an important tool for self-evaluation and to enhance the professional development, skills, expertise of subject leaders and the status of RE. Enfield SACRE encourages all schools to undertake the REQM as an self-evaluation tool; a link will be available on our new website.

2.3 The quality of RE provision in schools

Enfield SACRE has provided all primary schools with a scheme of work to support coverage of the Agreed Syllabus and to provide support for non-specialist RE teachers. The Agreed Syllabus is based on the expectation that RE receives a minimum of 5% curriculum time, which is equivalent to 36 hours per year at key stage 1 and 45 hours per year at key stage 2, which can be blocked.

Enfield SACRE recognises that the current scheme of work is outdated

and that a new scheme of work is needed to fully reflect the syllabus and to ensure inclusion of current pedagogy; access to funds for a new scheme of work should be considered by the Local Authority in time for the next Agreed Syllabus review in 2021.

To maintain a high standard of RE teaching and learning, newly qualified teachers (NQTs) joining primary schools in Enfield attended a course on RE at either Key Stage 1 or Key Stage 2, ensuring that they are familiar with the Enfield Syllabus, scheme of work, resources and various pedagogical approaches. We aim to make these courses accessible to Higher Learning Teaching Assistants (HLTAs), who are often expected to teach RE without any RE training.

2.4 Withdrawal from RE

SACRE did not receive any requests for withdrawal from RE.

2.5 Complaints about RE and collective worship

SACRE did not receive any complaints regarding collective worship.

Enfield SACRE received one official complaint, sent anonymously by email, highlighting concerns that RE had been removed from a school curriculum at key stage 3. As the school is an academy, a return email was sent advising staff to contact the Governing Body first who could investigate further to see if the school was in breach of their funding agreement. The concern was also referred to the LA by the SACRE, who contacted the school in question. An update was subsequently received from the Head to the LA appointed officer to confirm that the matter was being addressed.

3. Agreed Syllabus

3.1 Review of the syllabus

The Enfield Agreed Syllabus was reviewed in 2017. It included new guidance on British Values, pedagogy in RE, requests to withdraw from all or part of RE, assessment and progression in RE and RE in the Early Years Foundation Stage (EYFS). The syllabus is available to download from the new Enfield SACRE website (launching in February 2020).

3.2 The next review

The next review of our syllabus will be in 2021.

4. Collective Worship

4.1 Compliance with statutory requirement

Enfield SACRE prepared a 'Recommended Approach' to Collective Worship in 2015 to support schools in their statutory responsibility to deliver daily acts of Collective Worship that are of 'broadly Christian character'. It highlights the provision of opportunities for spiritual expression and development and the school's duty to promote pupils' spiritual, moral, social and cultural (SMSC) development and British Values. This can be downloaded from the Enfield SACRE website.

4.2 Quality of collective worship

From September 2017, to promote the work and raise the profile of SACRE and to further develop relationships with our schools, the Schools Visit Programme was relaunched. This provided SACRE members with the opportunity to observe and learn about collective worship and RE in our schools, meet with RE subject leaders and Headteachers and offer feedback and guidance in a non-threatening way; the experience has been a very positive one and much good practice was observed. This also served as an opportunity to receive feedback from schools on how Enfield SACRE could support them further. The 'Visitor Protocol' and 'SACRE Visit Feedback' forms were updated.

4.3 Determinations

No applications for determinations were received.

4.4 Complaints about collective worship

No complaints were received.

5. Management of SACRE

5.1 Attendance at SACRE by Committee

Committee A: Christian denominations other than the Church of England and other Faiths.

Committee B: Church of England representatives appointed by the London Diocesan Board in consultation with the Church of England Area Dean.

Committee C: Teachers and Headteachers.

Committee D: Four members of the Council (two from the Majority party and two from the Minority party) and two Officers from the Local Authority.

Four meetings were held at either the Enfield Civic Centre or the Dugdale Centre on the dates below, with each meeting being quorate. A full member list is included at the end the report.

Autumn Term: 13 November 2018

Attended by:

Committee A – 5 members

Committee B – 5 members

Committee C – 3 members

Committee D – 3 members

Spring Term: 26 February 2019

Committee A – 7 members

Committee B – 3 members

Committee C – 2 members

Committee D – 2 members

Summer Term: 25 June 2019

Committee A – 3 members

Committee B – 2 members

Committee C – 1 member

Committee D – 3 members

An additional meeting was held on 30th April 2019 to review the 2017 – 2018 Development Plan and to set new objectives for the 2018 – 2019

Development Plan. It was attended by the following:

Committee A – 5 members

Committee B – 2 members

Committee C – 2 members

Committee D – 2 members

5.2 Membership and training

Enfield SACRE members received training at the beginning of the academic year 2018, reminding new and existing members of our duties. The Constitution and Terms of Reference were also reviewed and updated as part of this review. In addition to this, members are regularly updated on national initiatives and reports by Anna Sallnow, Enfield and Barnet's RE Advisor.

6. Contribution of SACRE to the wider Local Authority agenda

6.1 SACRE's contribution to other agendas

SACRE members were invited to the annual Holocaust Memorial Day event in January, reporting that the event had been very powerful and moving. A networking event was held by Her Worshipful The Mayor of Enfield Saray Karakus, which was attended by many Enfield SACRE members and members of the Enfield Faith Forum. Following that, a member of the faith forum joined Enfield SACRE on Group A; we look forward to developing the partnership further. A member of The Faith

and Belief Forum joined us at our spring term meeting to highlight the great workshops they can offer our schools to support high quality teaching and learning in RE. This information was passed on to all our schools.

The Chair and Vice-Chair were filmed by Her Worshipful The Mayor of Enfield Saray Karakus, discussing the important role that SACRE plays in the borough and how it supports teachers and schools to provide high quality RE. This clip was then shown to an audience at the Millfield Theatre as part of 'Together We are Enfield'; an evening to raise awareness of people that volunteer in Enfield.

6.2 SACRE's support for schools

SACRE has arranged for two RE training sessions for newly qualified teachers at EYFS/key stage one and key stage 2. In addition to this, a workshop was held for RE subject leaders, ensuring they are up to date with national and local initiatives, reports and latest resources. From the workshop, a network of primary RE teachers was developed and the first Enfield RE Teachmeet was held in the Summer term.

A termly newsletter was sent to all schools to ensure Headteachers and teachers are kept up to date with all the latest reports, courses and initiatives (available on the website). SACRE recommends that the Local Authority reinstates an Enfield RE specialist to support schools with their teaching of RE, with half day visits where requested.

7. Summary

Enfield SACRE recognises that an updated scheme of work and accompanying high quality resources are needed to support the implementation of the Agreed Syllabus and that a Local Authority budget will be needed to support this. We hope to continue to strengthen the status of Enfield SACRE by developing existing partnerships and forming new ones with multifarious stakeholders, particularly schools. To address this, the SACRE members agreed that more input is needed from schools and reviewed the Constitution to reflect this, ensuring that even more opinions and voices of teachers, members of the senior leadership team and headteachers continue to be heard and valued.

8. Membership of SACRE

Enfield SACRE members for 2018 – 2019

| | |
|----------------------------------|--|
| Chair | Ms Sabah Raza |
| Vice Chair | The Reverend. Dr Gordon Giles |
| Group A | Religious traditions and Christian Churches |
| Sirvan Karakis | Alevi |
| Vacancy | Baptist |
| Dr Bernard Arambepola | Buddhism |
| Marina Robb | Greek Orthodox Church |
| Mr Navaratnam Shanmuganathan | Hinduism |
| Vacancy | Independent Evangelical |
| Mr Muhammad Ibrahim | Islam |
| Mrs Rubbina Umar | Islam |
| Rabbi Emmanuel Levy | Judaism |
| Rabbi Yuval Keren | Judaism |
| Jill Saxton | Methodist Church |
| Nick Chanda | Pentecostal Church |
| Ms Ruth Serner | Religious Society of Friends |
| Mrs Patricia Alder | Roman Catholic Church |
| Major Andrew Gaudion | Salvation Army |
| Vacancy | United Reformed Church |
| Group B | The Church of England |
| The Reverend. Dr Gordon Giles | St Mary Magdalene, Enfield |
| Ms Sally Moore | London Diocesan Board of Schools |
| The Reverend. Ian Crofts | Jesus Church, Forty Hill |
| Margaret Coleman | Christchurch, Cockfosters |
| Stephen Miller | St Paul's, Winchmore Hill |

The Reverend. Tina Kelsey St Peter's, Edmonton

Group C Teacher Associations

Headteachers

Vacancy Enfield Secondary Heads' Conference

Vacancy Enfield Primary Heads' Conference

Vacancy Enfield Special Heads' Conference

Teachers

Ms Sabah Raza National Education Union (NEU)

Ms Naomi Franks National Education Union (NEU)

Ms Lucia Silva-Clark Academy Trust

Group D The Local Authority

Councillors

Cllr James Hockney

Cllr Michael Rye, OBE

Cllr Ergin Erbil

Cllr Mahtab Uddin

LA Officer

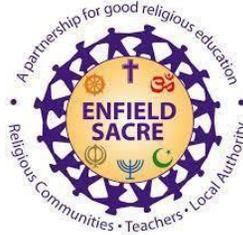
Ms Clara Seery Assistant Director Education

Co-Opted

None

Enfield SACRE is grateful to the Local Authority, in particular for the provision of Pauline Swain, School & Early Years Project Manager, Janet Balfour, Governance Advisor and Anna Sallnow, RE Advisor.

Enfield SACRE Development Plan 2018 – 2020



Introduction:

An evaluation of the 2017-18 action plan demonstrated that all areas had been considered. Many key actions were judged as established or advanced, whilst those judged as developing are on-going and are repeated in this plan. It has been agreed to extend the development plan to run over a period of two years to enable Enfield SACRE to achieve the actions identified.

We continue to measure our effectiveness against each of the five dimensions of the Ofsted 'SACREs and Self-evaluation: a guide'

- 1. The monitoring and improvement of the standards, quality and provision for RE**
- 2. The partnership between SACRE, the LA and other key stakeholders**
- 3. The effectiveness of the locally agreed syllabus**
- 4. The monitoring and improvement of the provision and quality of collective worship**
- 5. The contribution of SACRE to the promotion of social and racial harmony.**

This plan has identified key issues/actions that will be SACRE's priorities for the next two years. However, whilst the SACRE aims to implement this Development Plan, it should be noted that due to financial constraints and issues outside its control, it is recognised that it may not be possible to achieve some aspects. However, for some actions to be attainable, we aim to work in partnership with other organisations where appropriate.

Enfield SACRE aims to ensure that decision makers are aware of what is required to enable the LA to fulfil their statutory responsibilities effectively.

Enfield SACRE Development Plan 2018 – 2020

| Dimension 1: Standards and Quality of Provision of RE | | | | |
|---|---|---|--|---|
| Key Issues / Actions | Strategies | Monitoring and evaluation (who and how) | Success Criteria | Responsible |
| <p>Ask schools to report their self-evaluation of RE</p> <p>To continue to monitor and evaluate standards and the quality of provision for RE in schools.</p> <p>Improve SACRE's data and evidence of standards and evidence in RE.</p> <p>To promote and encourage the delivery of high quality RE</p> | <ul style="list-style-type: none"> • Develop a form to enable and support secondary schools to report GCSE, AS and A Level exam results • Form to include a request for other data i.e. feedback /impact of the agreed syllabus, scheme of work used, number of children withdrawn from RE & number of staff in RE dept. • To encourage schools to apply for the REQM by writing to schools with REQM links. • To continue to provide RE advice and support to school; reallocate funding for a RE Advisor • To maintain an annual RE Subject Leaders Workshop to develop and increase the support and resources available to schools. • To deliver annual RE training to F/KS1 & KS2 Newly Qualified Teachers (NQTs) to promote high quality RE teaching. • To set up a primary & secondary RE teachers' network that meet termly (Teachmeets). | <p>SSS Head of Service to report back to SACRE the progress and work being undertaken in schools, on a termly basis.</p> <p>LA Lead</p> | <ul style="list-style-type: none"> ✓ An increase in schools reporting their exam data (<i>7 schools reported in 2018</i>) ✓ SACRE review exam results and annual take up ✓ At least 5 schools will have completed the RE Quality Mark and reported their judgement of bronze, silver or gold ✓ Enfield SACRE better informed about standards & provision for RE ✓ SACRE advises LA on strengths & recommends strategies for improvement ✓ Good monitoring processes disseminated across schools ✓ Teachers/NQTs more informed about RE pedagogy & delivering high quality RE in schools ✓ Teachers network in place and Teachmeets taken place | <p>Enfield SACRE member to design the form to send out to secondary schools.</p> <p>LA lead to send out to secondary schools at the end of each September.</p> <p>SACRE member to write a letter highlighting the importance of self-evaluation and REQM process (email in Autumn Term).</p> <p>School Based RE Subject Leader</p> <p>School Based RE Subject Leader (Primary RE Network) & SACRE members from Group C (Secondary RE Network)</p> |

Enfield SACRE Development Plan 2018 – 2020

| Dimension 2: Management of SACRE and partnerships with the Local Authority (LA) and other key stakeholders | | | | |
|---|---|--|--|--|
| Key Issues / Actions | • Strategies | Monitoring and evaluation | Success Criteria | Responsible |
| <p>To secure sufficient support from the LA to sustain SACRE to deliver its Development Plan</p> <p>SACRE meetings to be purposeful and well represented.</p> <p>Ensure representative from SACRE at the annual NASACRE Conference</p> <p>To continue to develop and maintain partnerships with other stakeholders, particularly those with a faith/community focus.</p> <p>To support new / serving members of Enfield SACRE</p> | <ul style="list-style-type: none"> • LA Lead & SSS Head of Service to continue to work with the SACRE to ensure Chair of SACRE is supported. • LA lead ensures that the SACRE is informed and consulted on LA priorities and initiatives where relevant. • SACRE accessing RE key RE stakeholders e.g. REC, NATRE; LA advised of national RE developments. • SACRE should endeavour to obtain available grants and funding. • Member of Enfield SACRE to attend • Organisations invited to introduce their group at SACRE meetings and discuss ways of working together. SACRE members to attend events where possible. • New members given a welcome booklet and induction by Chair/Vice-Chair. | <p>The Chair of SACRE and the lead LA officer will discuss progress prior to each SACRE meeting and report progress to the main meetings.</p> <p>LA lead officer to attend meetings termly to provide the SACRE with formal feedback regarding LA news and initiatives.</p> <p style="text-align: center;">Enfield SACRE Chair</p> | <ul style="list-style-type: none"> ✓ SACRE has sufficient information, finance and resources to carry out its functions as prioritised in this Development Plan. ✓ SACRE and LA in dialogue to inform each other's practice. ✓ SACRE has representatives on, and its policy and practice informed by, national and local forums/initiatives, for example the National Association of SACREs (NASACRE); Enfield Faith Forum, NATRE. ✓ Member of SACRE has reported on updates from NASACRE conference. ✓ SACRE is informed by and interacts with a variety of stakeholder groups. ✓ New SACRE members have a clear vision of SACRE's aims and understand Enfield SACRE's Terms of Reference and | <p>LA Lead Officer, SACRE Chair & Vice-Chair & SSS Head of Service</p> <p>Members of Enfield SACRE</p> <p>Chair, Vice-Chair or member of SACRE</p> <p>All SACRE members and stakeholders</p> <p>Chair/Vice-Chair to lead induction</p> <p>All SACRE members to support new members, particularly other</p> |

Enfield SACRE Development Plan 2018 – 2020

| | | | | |
|--|---|--|--|---|
| <p>Dimension 2 continued.</p> <p>Ensure membership of Enfield SACRE is periodically reviewed and where necessary updated to represent the diversity of faiths and beliefs across Enfield.</p> | <ul style="list-style-type: none"> To continue to pursue vacancies in the SACRE membership and periodically review the constitution to ensure that it represents the diversity of its principal faiths & beliefs in Enfield. | <p>Enfield SACRE Chair & LA Lead</p> | <p>Constitution.</p> <ul style="list-style-type: none"> ✓ Enfield SACRE's Constitution and Terms of Reference have been reviewed and amended where appropriate. ✓ SACRE membership is representative of the diversity of its principal stakeholders. ✓ Individual members may be removed for non-attendance. ✓ Every effort has been made to fill vacancies. | <p>members of their group</p> <p>All SACRE members & LA Lead</p> <p>Amendments to Constitution to be reviewed by Legal Team</p> |
|--|---|--|--|---|

Enfield SACRE Development Plan 2018 – 2020

| Dimension 3: The Effectiveness of the Local Agreed Syllabus | | | | |
|---|--|--|--|---|
| Key Issues / Actions | Strategies | Monitoring and evaluation | Success Criteria | Responsible |
| <p>To monitor the implementation of the Agreed Syllabus in schools.</p> <p>To ensure electronic resources supporting the Enfield scheme of work, which meets the requirements of the Agreed Syllabus, are available and accessible on Enfield SACRE's website.</p> <p>Encourage schools to appoint a RE specific Governor and inform Governing Bodies of the role of SACRE and the importance of the Agreed Syllabus.</p> | <ul style="list-style-type: none"> • Consultation with RE Subject leaders (in annual workshop & Teachmeets) • SACRE to continue to build links already established with Barnet SACRE to compare and share good practice • Arrange for accompanying CD ROMS to be uploaded to Enfield SACRE website. • Confirm to schools via RE Subject leaders Network & Teachmeets • Obtain all RE CD ROMs and pass to SSSP Manager for upload to Enfield SACRE website, • Write to all schools to request they appoint a RE Governor and inform SACRE of the Governor's name. • SACRE member to attend Chair of Governors meeting to talk about the work of SACRE and the Agreed Syllabus. | <p>SACRE members & School based RE Advisor</p> <p>SACRE Chair</p> <p>LA Lead</p> | <ul style="list-style-type: none"> ✓ Teachers/schools will have engaged with the agreed syllabus and will be delivering RE that meets the criteria. ✓ RE Subject Leaders will have provided feedback on the Enfield Agreed Syllabus ✓ SACRE member will have attended a Barnet SACRE meeting ✓ All electronic resources accompanying the scheme of work will be available for download from the Enfield SACRE website (currently only documents available) ✓ SACRE will have compiled a list of RE Governors. ✓ A SACRE member will have spoken at a meeting for the Chair of Governors. | <p>School based RE Advisor</p> <p>Chair /Vice-Chair of Enfield SACRE to attend a Barnet SACRE meeting.</p> <p>School Standards & Support Project Manager</p> <p>LA Lead to advise of next meeting of Chair of Governors and arrange for SACRE to attend and speak; SACRE member to attend meeting.</p> |

Enfield SACRE Development Plan 2018 – 2020

| Dimension 4: Collective Worship | | | | |
|--|--|----------------------------------|---|---|
| Key Issues / Actions | Strategies | Monitoring and evaluation | Success Criteria | Responsible |
| <p>To monitor provision for and quality of collective worship in non-denominational schools and advise the LA on strengths and areas of development.</p> | <ul style="list-style-type: none"> • Update the list of SACRE members and schools that they can visit to observe an assembly; on visits, where possible, contact should also be made with Head of RE/Headship team. • LA to remind Head Teachers that SACRES would like to observe Collective Worship. • SACRE members to be issued with guidance for these visits. | <p>SACRE members</p> | <p>✓ The SACRE has accurate information about provision and practice of collective worship.</p> | <p>SACRE members who have been on visits feedback to SACRE</p> |
| <p>To identify the number of pupils withdrawn from Collective Worship.</p> | <ul style="list-style-type: none"> • Request for this information to be included in the letter sent to schools to obtain exam results (see Dimension 1). | <p>LA Lead</p> | <p>✓ SACRE has accurate information about the number of pupils withdrawn from Collective Worship.</p> | <p>LA Lead</p> <p>Chair/Vice-Chair</p> <p>School Standards & Support Project Manager to send letter/email</p> |

Enfield SACRE Development Plan 2018 – 2020

| Dimension 5: Contribution of SACRE to Community Cohesion | | | | |
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| Key Issues / Actions | Strategies | Monitoring and evaluation | Success Criteria | Responsible |
| <p>To maintain SACRE's good reputation and mechanisms for consultation with stakeholders including religious groups</p> <p>To ensure SACRE's involvement with various projects and events that will actively contribute to its promotion of community cohesion.</p> <p>SACRE to organise an event annually to promote community cohesion by bringing together faith groups and communities from Enfield.</p> | <ul style="list-style-type: none"> • Maintain a comprehensive list of partnerships and groups attending SACRE. • Inform SACRE members of events they might wish to attend e.g. National Interfaith Week, Holocaust Memorial event (supported by the SACRE Website and emails). • Raise the profile of SACRE by attending other forums, etc. and being active participants in these events. <p>Members of Group D to lead the organisation of an annual event, building on their community connections.</p> | <p>Regular agenda items</p> <p>SACRE Chair/Vice-Chair</p> | <ul style="list-style-type: none"> ✓ The work of SACRE is well known and understood within the LA and across the Borough and SACRE is aware of the role of other organisations. ✓ There is effective communication between SACRE, the community and faith organisations. ✓ SACRE members have a good understanding of the community cohesion agenda. ✓ The key role/contribution of SACRE to the promotion of community cohesion, religious & racial harmony is recognised by the LA and stakeholders ✓ An annual event will have taken place, bringing together faith and community groups, supporting and promoting community cohesion. | <p>School Standards & Support Project Manager</p> <p>LA Lead Officer, SACRE members & School Standards & Support Project Manager</p> <p>All SACRE members</p> <p>Group D SACRE members supported by other SACRE groups.</p> |