



Enfield

**Standing Advisory
Council on Religious
Education**

Annual Report 2019 - 2020

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Introduction from the Chair

Welcome to the 2019 – 2020 Annual Report for Enfield’s Standing Advisory Council on Religious Education (SACRE).

The past academic year has been an extremely challenging one for schools, due to the unprecedented circumstances of the COVID Pandemic and subsequent lockdowns.

Despite periods of online learning combined with face-to-face teaching in class bubbles, teachers across Enfield have worked hard to ensure that their pupils continue to receive their entitlement to Religious Education (RE). The SACRE sent out two newsletters to schools across Enfield packed with resources and links to support online teaching and learning in RE; many thanks to NASACRE for their support with this.

Enfield SACRE has continued to work and meet throughout the pandemic, holding three meetings in the academic year 2019 – 2020, two of which were online. All meetings were quorate, and I am deeply grateful to our members who have regularly attended meetings voluntarily and shared their knowledge, expertise and wisdom. Their ongoing commitment and time is essential to the achievement of our objectives and to the success of the SACRE.

It has been a busy year as always! To inform our monitoring process and to identify areas of support for schools, Enfield SACRE designed two online questionnaires; we had an excellent response to both (detailed in section 6.2). This in turn helped us to review the previous Development Plan and inform objectives for the new one for 2020 – 2022.

We have continued to run our ‘National Association of Religious Education’ (NATRE) affiliated RE TeachMeet groups for Primary and Secondary RE Subject Leaders and Heads of Department, ensuring teachers are kept up to date with new initiatives and training opportunities. Getting together online has provided much needed opportunities for discussion and sharing of good practice. In addition to this, Primary Newly Qualified Teachers (NQTs) were invited to attend RE NQT training at either F/KS1 or KS2 online. We are proud as a SACRE to have extended this training to Higher Learning Teaching Assistants (HLTAs), as many HLTAs now teach and cover lessons including RE and we believe that up to date RE training is key to high quality teaching.

We were very pleased to welcome Julia Diamond-Conway, our new Religious Education Advisor. Julia was a primary teacher and advanced skills teacher. She currently writes for RE Today Publications and is a National Advisor; with her passion for excellence in RE, Julia is a welcome addition to Enfield SACRE. We are also extremely grateful to have the support of the Peter Nathan, the Director of Education. Peter’s experience with other SACREs, enthusiasm for high quality RE and valuable contributions, both in and outside of meetings have been an enormous support to the SACRE.

In addition to this, since increasing membership of Group C, two new teachers have been recruited, both experienced and knowledgeable RE Subject leads

and both passionate about RE! The SACRE feel that it is imperative that teachers' voices are heard on the SACRE, as they are on the frontline of all that we do, and their contributions are both invaluable and insightful.

Finally, Enfield SACRE put on a fantastic event in collaboration with the Metropolitan Police North London Area BCU for Inter Faith Week 2019! It was a great success, bringing together people of all faiths and beliefs. Places of worship across Enfield and local community groups ran stalls showcasing their faith or service. People were encouraged to 'meet someone new' in our 'World Café' and we were immensely proud to include music and singers from various backgrounds including Tally Koren, Iffatara Khanum and the Enfield Gospel Choir.

An enormous thank you to Her Worshipful, The Mayor of Enfield Cllr Kate Anolue for meeting with us regularly and for opening the event and also to Enfield Council for hosting it. A special thank you to Cllr James Hockney and PC June Durant, who worked tirelessly to make the event such a great success, the amazing Police Cadets and to all who came to support us.

As I come to the end of my term as Chair after three years, I will be stepping down at the end of this academic year. I wish the SACRE the best of luck in moving forward and know that they will continue the momentum we have all worked so hard together to achieve over the years.

It has been a real pleasure to serve on Enfield SACRE as Chair.

Sabah Raza
Chair of Enfield SACRE

Enfield SACRE and North London Area BCU present

Vision of Hope

A community event to celebrate

INTER FAITH WEEK

A 'celebration of peace' event
 Concert starts at 2.30pm with
TALLY KOREN, Iffat Khanum
 & Vocally Sound Gospel Choir

Faith stalls, World Cafe
 & children's activities

With the Mayor of Enfield
 & Bishop of Edmonton

November 17th
 1pm – 5pm at

ENFIELD CIVIC CENTRE
 SILVER STREET, EN1 3XA

Tickets are available free at:

<https://enfieldinterfaith2019.eventbrite.co.uk>

An opportunity to strengthen inter faith relations and increase understanding between people of religious and non-religious beliefs

Inter Faith Week 16-17 November

Logo: NORTH AREA BCU ENFIELD & HORNSEY POLICE

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

In this section, there would normally be a report on and an analysis of Religious Studies examination data at GCSE and A level from Enfield schools. However, the COVID 19 pandemic and subsequent lockdown has had many effects on society.

In summer 2020 there were no public examinations at the end of KS4 and KS5. Young people were awarded 'centre assessed grades' (CAG) for all of their subjects including Religious Studies. As a result, these outcomes cannot be compared to any other year and the results achieved in summer 2020 cannot be used to hold schools to account.

To give some idea about the outcomes, this is the data from the Joint Council for Qualifications at a national level.

This is the national picture for KS4 and KS5 exams in 2020.

Subject	Gender	Number sat	% of Total No. sat	A*	A	B	C	D	E	U
Religious Studies	Male	4662 (5434)	1.3 (1.5)	10.9 (4.5)	34.4 (21.4)	62.7 (49.9)	87.3 (75.3)	97.0 (91.0)	99.7 (97.5)	100.0 (100.0)
	Female	12877 (13972)	3.0 (3.2)	11.4 (4.3)	37.1 (22.1)	67.8 (50.8)	90.4 (77.3)	97.9 (92.6)	99.9 (98.4)	100.0 (100.0)
	Male & Female	17539 (19406)	2.2 (2.4)	11.3 (4.3)	36.4 (21.9)	66.4 (50.5)	89.6 (76.7)	97.7 (92.1)	99.8 (98.2)	100.0 (100.0)

GCSE

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade			
				7/A	4/C	1/G	U
Religious Studies	Male	113026 (113417)	4.0 (4.1)	26.6 (22.2)	74.7 (64.4)	99.2 (97.4)	100.0 (100.0)
	Female	134598 (135605)	4.7 (4.9)	42.8 (37.9)	86.1 (79.1)	99.7 (99.2)	100.0 (100.0)
	Male & Female	247624 (249022)	4.4 (4.5)	35.4 (30.7)	80.9 (72.4)	99.5 (98.4)	100.0 (100.0)

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.

Assessment guidance is included in the Enfield Agreed Syllabus. It includes statements of attainment that schools are encouraged to use as support when assessing pupils. In addition to this, there is guidance from RE Online on assessing progress in RE in an educational context that has moved beyond levels.

As a kite mark, the RE Quality mark (REQM) 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. There is a section to celebrate schools that have achieved the REQM on the Enfield SACRE website. The SACRE also monitors Ofsted reports, in particular, RE 'deep dives'.

2.3 The quality of RE provision in schools

To remind all schools of the legal status of RE, the statement below was issued on the Schools Hub by Lucy Nutt, Head of Schools and Early Years Improvement:

"All state schools...must teach religious education to pupils at every key stage..."
(National Curriculum in England: Framework Document, DfE, September 2013, p.5)

*Each Local Authority has its own RE syllabus, there is no programme of study for RE within the national curriculum. **It is statutory that all maintained community, foundation and VA or VC schools that do not have a religious character, teach RE according to the Enfield Locally Agreed Syllabus.** Faith designation schools will use their Diocesan or faith body's syllabus.*

Enfield's Locally Agreed Syllabus for RE is freely available to all schools on the Enfield SACRE website: <http://www.enfieldsacre.co.uk/>, please look under the 'Schools' tab to see the syllabus and scheme of work. Enfield SACRE is the Local Authority's 'Standing Advisory Council for RE'; each Local Authority has a SACRE, and these councils are instrumental in the development of Locally Agreed Syllabuses.

There are some schemes of work which are commercially available for RE. Resources from other sources may be used to support the delivery of the Enfield Syllabus. Schools must ensure that their RE meets the requirements of the Enfield Syllabus, whether or not they have purchased a scheme of work.

Academies are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Academies do not have to use the locally agreed syllabus but are able to do so if they wish to. As it is written and agreed by the local community it should reflect their context. Any scheme that is used must recognise diverse religions and systems of belief in the UK both locally and nationally.”

Enfield SACRE has provided all 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.

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.

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

3.2 The next review

The next review of our syllabus will be in 2021, although the SACRE discussions are ongoing regarding possible options for the next syllabus.

4. Collective Worship

4.1 Compliance with statutory requirement

Having prepared a 'Recommended Approach' to Collective Worship in 2015, Enfield SACRE updated the guidance in 2020 to support schools in their statutory responsibility to deliver daily acts of Collective Worship that are of 'broadly Christian character'.

The guidance 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. The additional information in the update includes determination guidance for schools, taken from 'Religious Education and Collective Worship Circular number 1/94' (Appendix A).

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 was to provide 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.

Due to the ongoing situation with COVID 19, SACRE members have decided not to visit schools until further notice. The 'Visitor Protocol' and 'SACRE Visit Feedback' forms will be accessed via a 'members only' portal on the Enfield SACRE website.

4.3 Determinations

No applications for determinations were received. However, the following guidance was included in the Collective Worship Policy to support schools should they wish to apply for a Determination:

Exemption from broadly Christian collective worship ('determinations')

The requirements that collective worship should be wholly or mainly of a broadly Christian character, should be appropriate for most pupils across the country. The determination' procedure, however, allows this requirement above to be lifted in respect of some or all of the pupils in a school where they are inappropriate. In determining this, the standing advisory council on RE (SACRE) is to have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate.

The 1993 Act (s.148) allows any grant-maintained school equivalent to a county school (i.e. to which section 7(1) of the 1988 Act applies) to apply for a determination in similar circumstances to a county school.

Applying for a determination

If the head teacher of a school considers that the requirements for collective worship could conflict with what is required, they can apply to the local standing advisory council on RE (SACRE) to lift or modify the requirements. Before doing so the head teacher must consult the school's governing body who in turn may wish to seek the views of parents.

(Religious Education and Collective Worship Circular number 1/94 paragraphs 68-88)

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.

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

Autumn Term: 19th November 2019

Committee A – 4 members

Committee B – 3 members

Committee C – 2 members

Committee D – 1 member

Spring Term: 11th February 2020

Committee A – 8 members

Committee B – 4 members

Committee C – 4 members

Committee D – 2 members

Summer Term: 16th June 2020
 Committee A – 6 members
 Committee B – 3 members
 Committee C – 4 members
 Committee D – 3 members

5.2 Membership and training

Unfortunately, the NASACRE Annual Conference due to be held in May, was cancelled due to the COVID pandemic. However the Chair attended the Annual Strictly RE Conference and then disseminated the information to RE subject leaders at RE TeachMeets.

The SACRE members are regularly updated on national initiatives and reports by the SACRE RE Advisor, Julia Diamond-Conway. New members receive a leaflet all about SACRE and its role.

6. Contribution of SACRE to the wider Local Authority agenda

6.1 SACRE's contribution to other agendas

Inter-Faith Week

Enfield SACRE was proud to hold an event for Inter-Faith Week 2019 and be part of Tally Koren's 'Vision of Hope' UK Tour.

The event celebrated peace and promoted interfaith understanding and cooperation. It was a wonderful opportunity to strengthen interfaith relations and dialogue amongst the diverse faith and belief communities across Enfield; an opportunity to increase understanding between people of religious and non-religious beliefs.

The event celebrated contributions from Enfield's communities, encouraged new friendships and celebrated our commonalities. Faith leaders, community organisations and charities ran stalls to showcase their faith and services and amazing volunteers ran the World Café and the children's activities. An enormous thank you to everyone involved!





Holocaust Memorial Day

SACRE members were invited to the annual Holocaust Memorial Day event in January, The theme of the evening had been ‘Stand Together’. Students from Enfield County School had given a presentation on their recent trip to Auschwitz which was both moving and thought provoking. There had also been presentations from three Rabbis (two from Group A) and a video presentation of Bosnians returning to their country after the conflict.

Members discussed attendance at this event, which was generally by invite. They felt that it would be more beneficial to hold the event at a larger venue, possibly Millfield Theatre, so that everyone interested could attend. Another option was to livestream the event so that it was available to a much wider audience; both options will be explored.

Inter-Faith Hannukah Event

SACRE members also attended an Inter Faith Hanukkah Event at the Finchley Reform Synagogue. The event was open to all faiths and had been a successful community event. There had been lots of interactive activities for visitors to learn about the faith and refreshments had been provided. The SACRE are very grateful to Members of the Jewish community for holding this event and felt it would be beneficial if other faiths could hold similar events.

6.2 SACRE’s support for schools

SACRE arranged two virtual meetings for newly qualified teachers (NQTs) at EYFS/key stage one and key stage 2. In addition to this, a network of primary RE teachers continued to meet at Primary RE TeachMeets termly and the Secondary RE TeachMeet was launched!

A newsletter was sent to all schools across Enfield to ensure Headteachers and teachers are kept up to date with all the latest reports, RE TeachMeets and initiatives (available on the website). In addition to this, the SACRE emailed all schools termly with extra information to support them with their delivery of online RE teaching. This included an extensive list of online links and resources for RE; many thanks to NASACRE for this.

The new Enfield SACRE website was officially launched in March 2020 to support schools with high quality teaching of RE. The new website includes all units and resources from the scheme of work, policies, guidance on trips and visitors and a calendar of training dates and events.

In addition to this, the list of ‘Places of Worship’ across Enfield was updated by SACRE Members from Groups A and B to support schools

with their visits and is also available on the website:
<http://www.enfieldsacre.co.uk/>

As part of the SACRE's monitoring programme, a link to a school survey was circulated to ascertain information highlighted in the Development Plan. The survey asked for feedback on a variety of areas, including the Enfield Agreed Syllabus and the accompanying Scheme of Work. It was responded to by 25 schools; we are very grateful for the time taken to complete the survey. The following comments were noted:

- Four schools have been to the Alevi Centre/Cemevi, whilst two have brought Alevi speakers in. This was to meet the needs of the local community, with Alevism being taught in addition to the six Faiths encompassed with the Enfield Agreed Syllabus.
- The video/ resources and links do not work any longer and we cannot find the videos. It would be useful if there were more visuals/ resources to go with the planning. Planning is too detailed.
- There needs to be a section related to teaching RE to children with SEN particularly severely/moderately autistic children that our primary school specialises in teaching.
- The syllabus has a great breadth of learning for the children. However, the SOW is quite dated in places and videos are either very old or unavailable. We use a combination of Enfield SOW, Discovery RE and have added in investigations this year but have mapped it out so we are still achieving the agreed syllabus.
- The Enfield Scheme of Work is quite outdated and doesn't support enquiry-based learning. Some of the resources are also not easily accessible.
- Staff find documents helpful in long term and short-term planning. Would be useful if there are any resource bank/ideas support syllabus and schemes of work.
- The scheme of work is out of date and needs updating/resourcing!
- Very comprehensive framework. However, not all resources available now.
- Really useful but we are adapting to be more enquiry based as an approach
- We adapt the planning and are keen to follow Enquiry based learning for RE. I would be good for the planning to be updated to support this. Also borough wide assessment or miles stones for RE. that is clear and easy to use.
- We follow both however we do adapt the units as there is too much to cover in one lesson and the resources and materials listed are out of use and unavailable such as the suggested books and DVD, video resources.
- The Enfield Agreed Syllabus provides a good base for lessons and helps teachers to ensure that their children are meeting the milestones. However, I feel that some of the plans and resources are bit outdated and don't always reflect the needs and diversity of our school.
- Using the scheme ensures a good coverage of all religions

- None we use the LDBS syllabus
- There are too many objectives for the units of work.
- We follow our own curriculum.
- As a Catholic school we use the Diocesan framework for RE.

A second survey for all SACRE members to complete, reviewed the information that schools publish on their website about their provision for Religious Education (RE)/Religious Studies (RS) and Collective Worship (CW). This formed part of the SACRE's duty to:

- monitor provision and standards in religious education;
- advise on methods of teaching, choice of materials, and provision of teacher training;
- support schools in reviewing and self-evaluating their provision for religious education and collective worship.

SACRE members reviewed 45 school websites in total, completing an online survey for each school. Again, I am very thankful for the time taken by members to carry out these reviews. Common findings from this review of school websites were:

- No reference to collective worship or assemblies
- No named RE Leader
- No RE Policy
- No link to the SACRE website
- No photos of RE events other than the Nativity play
- Faith schools generally included their RE Policy and supporting information.

Enfield SACRE would like to thank Haringey SACRE for allowing us to share their questionnaire for monitoring school websites in Enfield.

The responses to both surveys have been used to inform the SACRE's new Development Plan 2020 - 2022 and will be taken in to account when the new Agreed Syllabus is due in 2021.

Summary

Enfield SACRE recognises that an updated scheme of work and accompanying high quality resources are needed to support the implementation of the new Agreed Syllabus (due 2021 – 2026) 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.

7. Membership of SACRE

Enfield SACRE membership 2019-2020

Chair	Ms Sabah Raza
Vice Chair	The Reverend. Dr Gordon Giles

Group A

Hasan Boluceh

Vacancy

Dr Bernard Arambepola

Marina Robb

Mr Navaratnam Shanmuganathan

Vacancy

Mr Muhammad Ibrahim

Mrs Rubbina Umar

Vacancy

Rabbi Emmanuel Levy

Rabbi Yuval Keren

Jill Saxton

Nick Chanda

Vacancy

Mrs Patricia Alder

Vacancy

Vacancy

Vacancy

Group B

Religious traditions and Christian churches

Alevi

Baptist

Buddhism

Greek Orthodox Church

Hinduism

Evangelical Free Churches

Islam

Islam

Islam

Judaism

Judaism

Methodist Church

Pentecostal Church

Religious Society of Friends

Roman Catholic Church

Salvation Army

Sikhism

United Reformed Church

The Church of England



The Reverend. Dr Gordon Giles
Ms Sally Moore
The Reverend. Ian Crofts
Stephen Miller
The Reverend. Tina Kelsey

St Mary Magdalene, Enfield
London Diocesan Board of Schools
Jesus Church, Forty Hill
St Paul's, Winchmore Hill
St Peter's, Edmonton

Vacancy

Group C

Headteachers

Vacancy

Vacancy

Teachers

Ms Sabah Raza
Hannah Croton
Ozlem Onay
Becky Shah

Vacancy - Secondary

Vacancy - Secondary

Group D

Councillors

Cllr James Hockney
Cllr Michael Rye, OBE
Cllr Ergin Erbil
Cllr Ahmet Hasan

LA Officer

Ms Clara Seery

Teacher Associations

Secondary Head/Deputy Head/Assist
Head

Primary Heads/Deputy Head/Assist
Head

Enfield Teachers' Association

NEU
NASUWT
NEU

The Local Authority

Head of Schools & Early Years
Improvement Services

Co-Opted

None

Enfield SACRE is grateful to the Local Authority, in particular for the provision of Pauline Swain, School & Early Years Project Manager.

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>

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<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>
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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>

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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>

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Dimension 5: Contribution of SACRE to Community Cohesion				
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>